



# EDUC399

## Professional Capability: Policy, Theory, Pedagogy

S2 Day 2016

*Dept of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

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Jennifer Barr

[jennifer.barr@mq.edu.au](mailto:jennifer.barr@mq.edu.au)

Credit points

3

Prerequisites

Corequisites

6cp in EDUC units at 300 level

Co-badged status

Unit description

This capstone unit provides a synthesis of students' theoretical and professional understandings within the contemporary educational context. It draws together various studies from within the discipline of Education and integrates psychological, philosophical, historical and sociological viewpoints. It is framed around an exploration of people and their communities, contemporary perspectives and policies, and professional contexts and change.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;

Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;

Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;  
Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and  
Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## General Assessment Information

Each assessment task targets and is clearly aligned with the unit's learning outcomes and the demonstration of graduate capabilities, while requiring a synthesis of both scholarship and personal critical reflection drawn from an integration of the discipline studies of Education. The use of skills of communication and creativity and the application of knowledge are embedded in the tasks. Each task requires some professionally informed educational "vision" for the future.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Assessment 2</u></a>	30%	27th October
<a href="#"><u>Assessment 1</u></a>	30%	26th September
<a href="#"><u>Assessment 3</u></a>	40%	15th November

### Assessment 2

Due: **27th October**

Weighting: **30%**

A critical review of a media article to be presented in partnership.

On successful completion you will be able to:

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and

- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment 1

Due: **26th September**

Weighting: **30%**

Major research and individual investigation task.

On successful completion you will be able to:

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment 3

Due: **15th November**

Weighting: **40%**

A synthesis task requiring your creative and critical skills to communicate your educational vision.

On successful completion you will be able to:

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Delivery and Resources

### About this Unit

This capstone unit provides a synthesis of students' theoretical and professional understandings within the contemporary educational context. It draws together various studies from within the discipline of Education and integrates psychological, philosophical, historical and sociological viewpoints. It is framed around an exploration of people and their communities, contemporary perspectives and policies, and professional contexts and change.

### Academic Content

There are 3 Modules for this unit:

1. People and Communities
2. Contemporary Perspectives and Policies
3. Professional Contexts and Change

### Professional Standards

The framework of the Australian Professional Teaching Standards, developed by the Australian Institute for Teaching and School Leadership (AITSL), provides a common reference point to describe, recognise, and support the complex and varied nature of teachers' work. The Standards describe what teachers need to know, understand and be able to do as well as providing direction and structure to support the preparation and development of students.

For more information see: [www.teacherstandards.aitsl.edu.au](http://www.teacherstandards.aitsl.edu.au)

**Australian Professional Teaching Standards** addressed in EDUC399 with a specific focus on integrating students' Professional Knowledge, Practice, and Engagement.

Number 6: Engage in professional learning (tasks 1 and 2)

6.2: understand the relevant and appropriate sources of professional learning for teachers.

6.4: demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

Number 7: *Engage professionally*

7.1: understand and apply the key principles described in codes of ethics and conduct for the teaching profession (task 3)

7.4: understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice. (tasks 1 and 2)

### Work Requirements

Credit points indicate the approximate hours per week that a student is expected to spend

studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week studying EDUC399. Study includes attending or listening to lectures, attending workshops, completing set readings and background readings, completing assignments, and using the online system *iLearn*.

Independent study is strongly encouraged in EDUC399.

The unit is offered internally and externally. Internal students receive a 1-hour live lecture (weeks 3-7) and one workshop per week and the on campus sessions cover the tutorial material. Students are expected to attend all tutorials or on campus sessions as they are workshop-based.

### Textbooks and Readings

**There is an expectation of your completion of scholarly reading in this unit. It is an integral part of your study of EDUC399.**

Prescribed readings will be available through *e-reserve* in the library.

This will be linked through *iLearn*.

**A reading guide/template** is available on our *iLearn* unit to assist you with your reading and your independent study / note making.

The reading material that is prescribed in this unit has been selected so as to provoke your thinking, to encourage your critical reflection about the issues, and to extend the ideas from your previous studies. Please consider these prescribed readings in the light of your various set reading from other units

Students are required to complete the weekly readings in advance of each tutorial.

### Technologies used and required

This unit has a full WebCT presence through *iLearn*.

Students will need regular access to a computer and the internet to complete this unit.

Weekly access to *iLearn* is compulsory for all students. Important assessment information will be posted here, as will other notices. You are also encouraged to use the discussion forums to share knowledge and ideas with other students. Various activities and materials for discussion and critical reflection are included and external students especially are encouraged to use this web component. Electronic links and suggested references will be included. Please check the *iLearn* unit regularly.

Information for students about access to the online component of this unit is available at <http://ilearn.mq.edu.au> You will need to enter your student username and password.

Please do **NOT** contact the unit convenor regarding *iLearn* technical help.

Assistance is available from IT Help desk (1800 67 4357).

OneHelp (<https://help.mq.edu.au>) is the online IT support service for both students and staff.

Lectures will be available on the web through the *ECHO lecture* component.

All PowerPoint slides will be available in *iLearn* in advance of the lecture.

What has changed?

Changes have been made to the Assessments from 2015.

- Assessment 1: Concept map (2015) has been replaced by Task 2: Tutorial presentations: Critical reflection (2016).
- The value of 35% for Task 2: Research Essay: Professional Identity (2015) has been changed to 30% (2016) and is now positioned as Task 1.

The 1 hour weekly lectures in 2015 have been changed to 1 hour lectures in the first half of the unit only (ie, weeks 3-7 inclusive).

There have been some minor changes to the schedule of Weekly Readings, with new Readings included.

## Unit Schedule

	WEEKLY FOCUS	ASSESSMENTS / EXTERNALS / NOTES
WEEK 3	Introduction : What is Education?	on campus session 1 Saturday 27th August
WEEK 4	An exploration of learning, critical thinking and scholarly reflection	
WEEK 5	An exploration of personal and professional knowledge and identity constructions	
WEEK 6	An exploration of language, social practices and Discourses of difference	
WEEK 7	An exploration of interpersonal communication, and collaborative and ethical practices	Task 1 due 26th September
WEEK 8	A focus on the Australian landscape: professional accountability, standards and equity	
WEEK 9	A focus on the international environment: politics, globalisation and education	

<b>WEEK 10</b>	The nature of work and change: new professional, social and cultural practices	Task 2 27th October On campus 2 Saturday 29th October
<b>WEEK 11</b>	The nature of innovation and learning: creativity, design and future research inquiry	
<b>WEEK 12</b>	An education revolution? From history to now	
<b>WEEK 13</b>	Transition to the future: Professional capability	Task 3 due 15th November

## Learning and Teaching Activities

### Learning Activities and Community

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete brief tasks either as individuals or in pairs. The Unit focuses on building a Learning Community through shared work.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of



Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit <ask.mq.edu.au>.

### Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). You may find of particular interest those which can be found in the [Learning and Teaching](#) category.

### Academic honesty

Academic Honesty is key to the core values and principles that underpin the University's Ethics Statement (see the policy at [http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.htm](http://www.mq.edu.au/policy/docs/academic_honesty/policy.htm)). The procedures for Academic Honesty as well as the Assessment – Code of Practice outlines the responsibility of students (and staff) in academic endeavours. Please consult these documents (available through Policy central: <http://www.mq.edu.au/policy/all.html> )

One breach of academic honesty is plagiarism, defined in the Academic Honesty glossary as follows: "Plagiarism involves using the work or ideas of another person and presenting it as one's own without clear acknowledgement of the source of the work or ideas". Plagiarism is a serious breach of the University's rules and carries significant penalties. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee.

### Grading

Assignments will be awarded grades ranging from HD to F. Each assignment uses a standards-based approach to assessment where performance is assessed against specified criteria. These are described in the feedback sheets that will be distributed in hard copy. You will NOT be notified of a numerical mark for awarded for specific assessment tasks.

Your final unit grade (HD to F) will be accompanied by an SNG (Standardised Numerical Grade) The SNG reflects the extent to which you have met the overall grade descriptors eg an SNG of 73 (ie closer to D than Cr) means your work shows evidence of meeting the Credit descriptors and has some characteristics of the Distinction descriptors.

### Appeals against Grades

University regulations allow for students to appeal a final grade if they feel they have been disadvantaged.

Grading appeals can be lodged on the following grounds:

- The unit coordinator did not provide the outline as required;
- Assessment requirements as specified in the unit outline were varied in an unreasonable way;
- A clerical error has occurred in the computation of the grade;

- Due regard has not been paid to the evidence of illness or misadventure that was submitted by the specified date;
- I have been disadvantaged in some way due to the conduct of the final examination.

Information relating to grading appeals can be found at: [<http://www.deanofstudents.mq.edu.au/grades.htm>]

Appeals must be lodged on the appropriate university form. This can be accessed at:

[<http://www.registrar.mq.edu.au/academic-index.htm>]

## **DISRUPTION TO STUDIES**

The University is committed to equity and fairness in all aspects of its learning and teaching. In stating this commitment, the University recognises that there may be circumstances where a student is prevented by unavoidable disruption from performing in accordance with their ability. This policy supports students who experience serious and unavoidable disruption such that they do not reach their usual demonstrated performance level. Please see:

[http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

## **Student Support**

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

### **Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

**Nicole Saunders**, Administration Co-ordinator, Student Well-Being

Tel: 02 9850 6494 fax: 02 9850 6063 TTY: 02 9850 6493 email: [disability@mq.edu.au](mailto:disability@mq.edu.au)

In person: Level 2, Lincoln Building (C8A), Macquarie University

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment tasks

- Assessment 2
- Assessment 3

## Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment tasks

- Assessment 2
- Assessment 1
- Assessment 3

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment tasks

- Assessment 2
- Assessment 1
- Assessment 3

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment tasks

- Assessment 2

- Assessment 1
- Assessment 3

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

### Assessment tasks

- Assessment 2
- Assessment 1
- Assessment 3

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

- Demonstrate integrated knowledge and understanding of the key principles, theories and

concepts used in the discipline of Education;

- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## **Assessment tasks**

- Assessment 2
- Assessment 1
- Assessment 3

## **Effective Communication**

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## **Learning outcomes**

- Demonstrate integrated knowledge and understanding of the key principles, theories and concepts used in the discipline of Education;
- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Identify, synthesise, and evaluate the main content, skills, and capabilities acquired in their development of a professional capability;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment tasks

- Assessment 2
- Assessment 1
- Assessment 3

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

### Learning outcomes

- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Reflect critically on their learning achievements and apply these to their educational vision, their transition to careers, and to their professional development plans; and
- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## Assessment tasks

- Assessment 2
- Assessment 3

## Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

### Learning outcomes

- Discuss in an informed manner the significant issues in Educational studies through drawing upon their critical examination of current research, policies and practices in the field;
- Reflect critically on their learning achievements and apply these to their educational



vision, their transition to careers, and to their professional development plans; and

- Demonstrate personal competency, knowledge and confidence in their communicative skills in a variety of modes and forms including ICT.

## **Assessment tasks**

- Assessment 2
- Assessment 3

## **Changes from Previous Offering**

Changes have been made to the Assessments from 2015.

- Assessment 1: Concept map (2015) has been replaced by Task 2: Tutorial presentations: Critical reflection (2016).
- The value of 35% for Task 2: Research Essay: Professional Identity (2015) has been changed to 30% (2016) and is now positioned as Task 1.

The 1 hour weekly lectures in 2015 have been changed to 1 hour lectures in the first half of the unit only (ie, weeks 3-7 inclusive).

There have been some minor changes to the schedule of Weekly Readings, with new Readings included.