



EXCELSIA
UNIVERSITY COLLEGE

COURSE GUIDE
ALL COURSES



Welcome to EXCELSIA

At Excelsia University College (Excelsia) our students come from all walks of life, bringing with them many different backgrounds, traditions and experiences, but they have something important in common.

People in our community are passionate about growing: academically, professionally, creatively, personally, spiritually, and in their understanding of the world and their place in it.

Choosing to undertake an undergraduate or postgraduate degree at Excelsia will provide you with a firm foundation for your personal and professional life.

You will find a supportive, Christian environment, with world-class academics and accomplished industry professionals who are ready to stand beside you and encourage you on your journey. Your gifts and talents will be fostered as you are challenged to maximise your potential. Small class sizes and interaction with our vibrant, collaborative community provide not only an expansive network, artists and professionals, but also lifelong friendships.

Established in 1983, Excelsia has decades of experience in Christian higher education in Australia, and is part of a global learning community with big plans for the future, working together with:

- Indiana Wesleyan University, founded in 1919
- Australian Christian Higher Education Alliance (ACHEA)
- Council for Christian Colleges and Universities.

We are well positioned to take Christian higher education to the next level, both in Australia and globally, for undergraduate and postgraduate students.

Both in and out of the classroom, we trust you will develop your character as well as your mind, and explore and deepen your faith, so that you are able to engage thoughtfully and sustainably in your vocation and in your community.

We look forward to sharing your journey towards a fulfilling and inspiring future.

Welcome to Excelsia.

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The EXCELSIA FACTOR



WORLD-CLASS MENTORSHIP

One-on-one tutoring
and mentoring from
high calibre academics



VIBRANT CITY

Study in one of the most
vibrant cities in the world,
with iconic architecture and
fantastic art and culture



ALUMNI AND INDUSTRY NETWORK

Over 3,200 alumni and accomplished
academics around
the world who attest to our
whole-of-person education



EXCELSIA HAS RATED HIGHLY IN THE FEDERAL GOVERNMENT'S
QUALITY INDICATORS FOR LEARNING AND TEACHING (QILT) IN 2023.

WITHIN THE UNDERGRADUATE COURSES, EXCELSIA PERFORMED ABOVE THE NATIONAL AVERAGE IN QUALITY
OF EDUCATIONAL EXPERIENCE, SCORING 81.2% COMPARED TO THE NATIONAL AVERAGE OF 76.3% AND TEACHING QUALITY,
SCORING 87.4% COMPARED TO THE NATIONAL AVERAGE OF 80.4%.

SKILLS DEVELOPMENT HAS RATED HIGHLY FOR UNDERGRADUATE STUDENTS.

UNDERGRADUATE

90.4%

80.8% NATIONAL AVERAGE










POSTGRADUATE STUDENTS RATED EXCELSIA HIGHER THAN THE NATIONAL AVERAGE FOR PEER ENGAGEMENT,
WITH STUDENT SATISFACTION RATING OF 72.1% COMPARED TO THE NATIONAL AVERAGE OF 52.8% AND
STUDENT SUPPORT AND SERVICES WITH A RATING OF 78.9% COMPARED TO THE NATIONAL AVERAGE OF 75.4%.





Our new campus is located in Pennant Hills, a peaceful suburb in Sydney's north-west. Just a short walk from Pennant Hills Train Station and multiple bus routes, the campus is easily accessible by public transport. For those driving, on-site parking is available. Nearby cafes, restaurants and local shops offer convenient options for students and staff. The campus features spacious classrooms, air conditioning, breakout spaces, and a welcoming student hub – creating a relaxed and productive learning environment. Come and experience Excelsia's new home, where community and learning come together in a fresh setting.

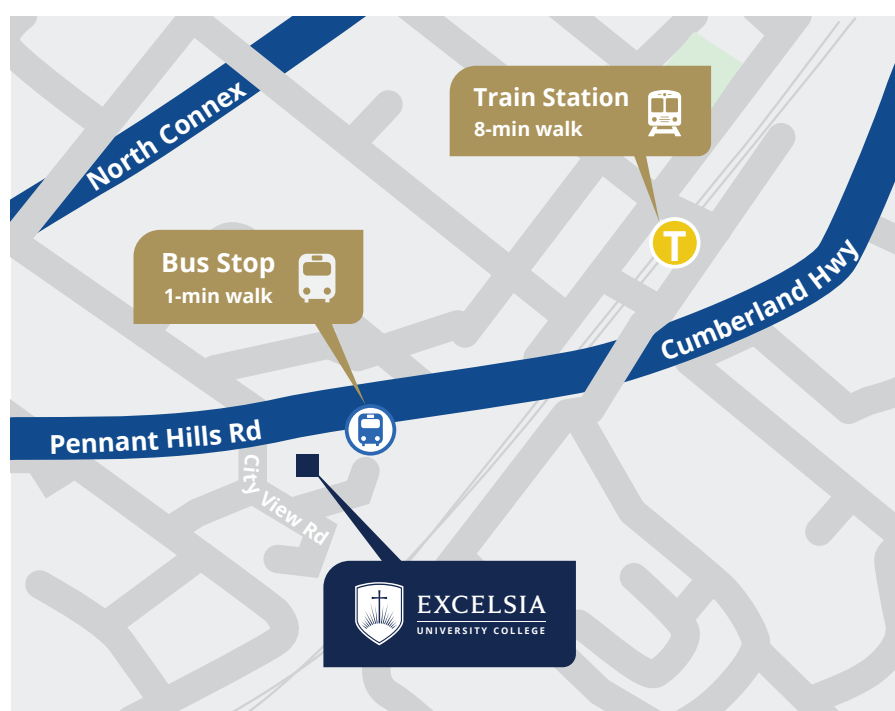
CAMPUS FACILITIES

	Library	
	Black box creative space	
	Production studio	
	Innovation centre – Mac and PC lab	
	Drama and music specialist rooms	
	Wellness centre	
	Fidèl Café	
	Koorong Bookstore	
	Student facilities	
	Free wifi	Free coffee
	Study desks	Microwaves
	Snacks bar	Games console

TRANSPORT

	8-min walk to Pennant Hills Station
	1-min walk to bus stop
	Free parking

CONVENIENT LOCATION





CAMPUS AND STUDENT LIFE

Academics

Excelsia positively influences society by engaging in the pursuit of excellence through the creation and application of knowledge. Our desire is to create a culture that values the search for truth, supports academic freedom and rewards rigorous thinking. Students come to Excelsia to build an enduring and adaptive career in an inclusive environment that helps them in their creative passions and unleashes their ingenuity to solve real-world problems. Excelsia has dedicated academic staff who work collaboratively to improve and enhance Excelsia's teaching and research.

Campus ministry

There are many co-curricular campus ministries which students are encouraged to attend. Excelsia works hard to create these opportunities for students to experience community and belonging, explore faith and read the Bible, worship God and grow in Christlikeness, and to engage in mission and service.

Social activities

Our campus is not only a place to study. Throughout the year, Excelsia hosts many social events for students. During semester, look forward to activities run by the Student Representative Council, including Excelsia-wide events and social nights. These activities exist to complement our academic curriculum. We hope you see instantly why the Excelsia community is so engaging and welcoming.



Please refer to our digital [Business brochure](#) for more information.

WHY STUDY BUSINESS AT EXCELSIA?

Gain your degree at Excelsia and strengthen your business acumen, organisational leadership and social responsibility skills to achieve sustainable business and social outcomes in an increasingly complex global business environment.

Focus on organisational leadership and social responsibility

- Acquire the tools to bolster your business image and build your brand, while empowering your employees to leverage resources to do good.
- Develop leadership skills as well as knowledge of ethical and socially responsible practices.

Prepare for success

- Acquire the knowledge and business tools to make an immediate impact on your career and your workplace through practical skills-based learning.
- Investigate topics that are at the intersection of your professional practice and the Christian context.

Graduate Diploma of Business Administration

Course duration: 1 year full-time

Intake: February and July

Credit points: 48

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 096446J

Financial information: FEE-HELP* for domestic students, international \$16,504

AQF: Level 8

The focus of the Excelsia Graduate Diploma of Business Administration (GDBA) is leadership of organisations with an ethical and social responsibility orientation. The program is designed to develop students' leadership skills as well as knowledge of ethical and socially responsible practices within organisations.

Master of Business (Research)

Course duration: 2 years full-time

Intake: February, July and September

Credit points: 96 (4 units + master thesis)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 091315E

Financial information: FEE-HELP* for domestic students, international \$44,000

AQF: Level 9

The Master of Business (Research) is an advanced coursework and research program in organisational leadership. Coursework will consist of one semester of study in leadership/management as well as research preparation. This is followed by 1.5 years to complete a research thesis. The course offers progression to the PhD program.[#]

Reasons to choose this program:

- Builds your research abilities
- Supervised by internationally recognised research-active scholars
- Completing a Master thesis
- Pathway to doctorate studies

PhD in Organisational Leadership

Course duration: 3 years full-time

Intake: February

Credit points: 4 units + doctoral thesis

Delivery: On campus

Available to: Domestic and international

IELTS: 7.0 with no band less than 6.5

CRICOS code: 091316D

Financial information: FEE-HELP* for domestic students, international \$74,677

AQF: Level 10

The PhD in Organisational Leadership is an integrated program of study and research which combines advanced coursework in research methodology and preparation. It involves a systematic and critical investigation into an aspect of organisational leadership with the aim of advancing new knowledge.[#]

Reasons to choose this program:

- Enhances your research capabilities
- Supervised by internationally recognised research-active scholars
- Publication of research outputs
- High-impact factors

Master of Business Administration

Course duration: 1.5 years full-time[^]

Intake: February and July

Credit points: 72

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 096445K

Financial information: FEE-HELP* for domestic students, international \$24,756

AQF: Level 9

The focus of the Excelsia Master of Business Administration (MBA) is leadership of organisations with an ethical and social responsibility orientation. The program is designed to develop students' leadership skills as well as knowledge of ethical and socially responsible practices within organisations. The purpose of the MBA is to promote and enhance the mission of Excelsia through the application of scholarship consistent with a Christian worldview in producing graduates prepared to lead in a range of professions and organisational settings.[#]

Reasons to choose this program:

- Globally recognised qualification
- Focus on leadership and social responsibility
- Relevant curriculum where lessons can be immediately applied

[^] For students commencing in the Master of Business Administration (MBA) from Semester 2 2024, the course duration is 1.5 years. For students who applied for the MBA prior to Semester 2 2024, please refer to the course progression plan available in ExO or consult your Course Coordinator.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

Master of Business Administration

CORE UNITS + GDBA

Leadership Theory

Learn to analyse and explain historical trends in leadership as well as distinguish between leadership and management functions. Students will apply and synthesise leadership theories and practices to case studies.

Organisational Behaviour and Leadership

Study how people's behaviours and motivations as individuals and teams determine the character, dynamics and effectiveness of an organisation. Learn how to analyse and integrate values-based frameworks in addressing leadership and organisational behavioural challenges.

Applied Management Theory

Learn to analyse the business environment and determine effective management practices. Students will evaluate the relationship between leadership and management and maintain an awareness of the ethical challenges involved in each.

Professional Ethics

Analyse significant contemporary ethical issues and challenges in business from a Christian perspective. Students will also learn leadership strategies to deal with ethical dilemmas and examine decision-making frameworks at the personal and organisational levels.

Stewardship and Corporate Governance

Understand and apply stewardship principles to influence organisations for sustainable performance through contributions to human, environmental and societal wellbeing. Integrate socially responsible practices and corporate governance in businesses through the lens of stewardship.

Organisational Learning and Change

Learn how to effectively identify and critique different approaches to change. Students will also begin to integrate the concepts and principles of organisational change and organisational learning in designing and implementing plans for development and transformation.

Business Strategy and Policy

Learn to critically appraise business networks, partnerships and alliances, and the policies associated with managing these relationships, while exhibiting awareness of the ethical challenges involved in formulating business strategy.

Corporate Social Responsibility and Sustainability

Explore the economic, cultural and environmental impacts of globalisation. Students learn to evaluate models of corporate social responsibility and sustainable development in terms of agendas, effectiveness and long-term viability, while maintaining awareness of ethical aspects in regards to exploitation in marketing, branding and political purposes.

BUSINESS RESEARCH MAJOR

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and how the nature of the problem and the questions posed lend themselves to one or both research approaches. This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives. The unit focuses on 1) Philosophy and Context 2) Design and Data Collection and 3) Data Analysis.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. The literature review will relate to the generation of research questions. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

Research Proposal and Ethics

This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research enquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

One elective unit

FINANCIAL MANAGEMENT MAJOR

Accounting for Managers

Develop financial and accounting decision-making skills that are consistent with an advanced level of ethical and cultural awareness. Students will evaluate the role that accounting information plays in business decisions.

Business Economics

Discover the role that managerial economics plays in business decision-making. Gain an advanced understanding of demand analysis, cost analysis and market strategy, with particular attention on resource allocation. This unit will also consider ethics in managerial business economics.

Strategic Management Accounting

Students will advance their skills in management accounting by learning

complex issues such as:

- transfer pricing
- dashboard reporting
- balanced scorecard
- performance management on strategy alignment.

Data Analytics in Accounting

This unit uses mathematical formulae and analytical tools to examine business data. Students will be taught to use a range of financial and statistical tools to examine financial reports for making sound business decisions.

FINANCIAL MANAGEMENT MAJOR

Operations Management

Investigate the strategic role that operations management plays in enhancing a firm's competitive advantage. Students will learn to analyse business operations using appropriate performance measures, as well as model ways of effectively implementing theories of quality control in business operations.

Business Information Management

Gain a critical appreciation of information systems and technology in organisations. Students will begin to analyse major issues facing managers in the effective use of information technology and the importance of aligning IT and IS with business strategy and goals.

Marketing Management

Learn marketing from an integrated framework within local and global contexts. Particular attention will be paid to social responsibility in marketing and the ethical and social implications of campaigns. Learn to develop appropriate strategies while analysing solutions for strategy failures.

Global Management

Develop the skills to evaluate the structure of international business operations in a competitive global environment. Examine and evaluate an international business operation, taking into account ethical and cultural dimensions.

GENERAL MBA

Select any 4 units from the General Electives

GENERAL ELECTIVES

Accounting for Managers

Business Economics

Strategic Management Accounting

Data Analytics in Accounting

Operations Management

Business Information Management

Marketing Management

Global Management

Master of Business (Research)

FIRST YEAR SEMESTER ONE

Leadership Theory

The aim of this unit is not to provide a definition of leadership, but to discuss key aspects of the concept and their implications, in particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process; or, as is considered at length in this unit, a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' and/ or 'followers.' Central to this unit is the view that in understanding how leadership is conceptualised and has been enacted, what 'works' and what doesn't, we can better understand our own leadership behaviour and that of others.

As well as addressing the history and theories of leadership, the unit discusses the core themes and debates at the centre of contemporary leadership research. In seeking to understand a biblical approach to leadership, the unit analyses the difference between leadership and management, and how leaders are defined by, and define, organisational culture and stakeholder expectations. Particular attention is paid to

the concept of 'mindfulness' in leadership, of awareness of context, an ability to reflect on the perspectives of self and others, and of the importance of learning from action as well as action learning.

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and, how the nature of the problem and the questions posed lend themselves to one or both research approaches. This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives. The unit focuses on 1) Philosophy and Context 2) Design and Data Collection and 3) Data Analysis.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. The literature review will relate to the generation of research questions. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

Research Proposal and Ethics

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FIRST YEAR SEMESTER TWO, SECOND YEAR SEMESTERS ONE AND TWO

Thesis

This unit is the capstone unit of the degree and provides the student with the opportunity to demonstrate mastery of research. The student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of Organisational Leadership. The thesis is expected to be approximately 40,000 to 50,000 words in length.

PhD Organisational Leadership

FIRST YEAR SEMESTER ONE

Leadership Theory

The discusses the key aspects of the leadership concept and their implications, in particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process; or, as is considered at length in this unit, a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' and/ or 'followers.' Central to this unit is the view that in understanding how leadership is conceptualised and has been enacted, what 'works' and what doesn't, we can better understand our own leadership behaviour and that of others. As well as addressing the history and theories of leadership, the unit discusses the core themes and debates at the centre of contemporary leadership research.

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research

in the human sciences, and, how the nature of the problem and the questions posed lend themselves to one or both research approaches. This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives. The unit focuses on 1) Philosophy and Context 2) Design and Data Collection and 3) Data Analysis.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. The literature review will relate to the generation of research questions. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

Research Proposal and Ethics

This unit is designed to introduce conceptual, methodological, and procedural issues related to the

preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research enquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

FIRST YEAR SEMESTER TWO SECOND AND THIRD YEAR

Thesis

This unit is the capstone unit of the degree and allows students to undertake a comprehensive analysis of a topic within the field of Organisational Leadership, with the purpose of making a substantial contribution to knowledge, research methods and/or professional practice. The thesis is expected to be between 80,000 and 100,000 words in length.

Bachelor of Information Technology

Course duration: 3 years full-time

Intake: February and July

Credit points: 144

Delivery: On campus with some content delivered online

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 112836B

Financial information: FEE-HELP* for domestic students, international \$49,200

AQF: Level 7

The Bachelor of Information Technology (BIT) aims to provide theoretical and practical knowledge of the role of information technology professionals within the enterprise environment. The BIT

can be completed in three years studying full time and is an AQF level 7 qualification. Within the course, students can choose to major in digital transformation, cyber security or business information systems.

Information technology professionals hold specialised technological knowledge and skills in order to effectively run their own business. They also work with organisations and businesses to set up viable computer systems and networks and provide continued support and troubleshooting when needed. This may include working with firewalls, media storage devices, databases, intranets, websites, servers, the internet, or anything else related to computers.

The BIT course structure and content

have been carefully aligned to Australian Computer Society (ACS) requirements to cater for theoretical and practical knowledge for careers including ICT business analysts, ICT managers, software and applications programmers, ICT security specialist and systems analysts.

The course structure and content are aligned with the ACS CBoK V3.2, and the Australian Qualifications Framework (AQF). The mapping of the ACS CBoK V3.2 as well as underpinning SFIA against specified graduate professional roles assures course deliverables align with current industry standards and needs. Over the entire course, students will acquire the necessary graduate attributes to distinguish them and help them become industry-ready.#

FIRST YEAR SEMESTER ONE

Introduction to Information Technology

This unit will equip students with a comprehensive understanding of a wide range of information technologies and their practical applications in both personal and professional contexts. Students will learn about the essential components of information technology (IT), including the Microsoft 365 suite of applications, basic computer hardware, enterprise information systems, computer system integration, networking and security, and webpage creation. The knowledge and skills gained through this unit will provide students with a solid foundation for future technical units.

Algorithms and Programming Techniques

This unit provides knowledge on the fundamental concepts and terminology of algorithms and computer programming. The applications will be performed using JAVA programming language. The unit will cover topics on data types, objects and classes, control structures, methods, and arrays. Students also gain knowledge on testing, compiling, and debugging a computer program using ECLIPSE which is an integrated development environment (IDE).

Ethical and Social Issues in Information Technology

In this unit, students will develop skills and knowledge in areas of technical practice including identifying, analysing, and managing risk, analysis and reporting of information and emerging technologies.

Students are introduced to the central philosophical conceptualisations of ethics, and how to apply it both to theory and practice in IT-based business organisations.

Critical Thinking and Communication for IT Professionals

This unit is designed to provide students with a strong foundation for their ongoing professional development as IT professionals in the workplace. The skills covered in this unit include applying principles and theories of human communication while taking ethical and socio-technical issues into account, effective written and oral communication in IT contexts, expressing technology concepts through visual communication, and leading and participating in team processes. The knowledge and skills acquired in this unit will be beneficial for students in their future careers as they continue to grow and develop as IT professionals.

FIRST YEAR SEMESTER TWO

Computer Networking

This unit focuses on computer networks and provides students with an in-depth understanding of the foundational technologies and methodologies involved in system administration, network applications, hardware components, architectures, and communication protocols. Students will learn how to design and implement computer networks that enable efficient information sharing

and communication across various network infrastructures, including local area networks (LANs) and wide area networks (WANs).

Database Management Systems

In this unit, students will learn about important features in relational database administration such as storage architectures, indexing, query strategies, transaction management, and data warehousing. They will also explore ethical considerations related to database systems and relational data models. By the end of the unit, students will have a solid grasp of relational database architecture, query processing and optimisation.

Organisational Behaviour

This unit addresses the crucial role of understanding organisational behaviour in effectively managing people in the workplace. It explores how knowledge of organisational behaviour is essential to managing individuals and groups within an organisation. The unit covers key areas of organisational behaviour, such as managing, motivation, group behaviour, leadership, decision-making, power, conflict, control, organisational culture, and change.

Systems Analysis and Design

The focus of this unit is on comprehending information systems as purposeful solutions to problems, and computing as a means of interpreting and executing these solutions. Additionally, the unit will practically highlight the techniques, tools, and methods of systems analysis

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

in a business context. Students will gain knowledge to effectively communicate with clients, collect relevant information regarding requirements analysis, problem identification, feasibility assessment, data modelling, use case analysis, specifications, and socio-technical issues that are crucial elements of requirements elicitation and user-centric design.

SECOND YEAR SEMESTER ONE

Object Oriented Programming

Students will develop an understanding of the fundamental concepts of object-oriented programming. They will acquire the skills necessary to design, develop, and implement software programs to solve real-world problems. By the end of the unit, students will have a comprehensive understanding of object-oriented programming and be proficient in utilising programming structures such as functions, arrays, classes/objects, iterations, inheritance, and pointers to create practical software applications.

Web Application Development

This unit introduces students to the technologies and tools used in building web applications as well as providing both conceptual understanding and hands-on experiences. Students will learn about communication between client and server, improving responsiveness with rich client technology, and building secure web applications. The unit covers a range of web programming tools and techniques, including Hyper Text Mark-up Language (HTML), Cascading Style Sheets (CSS), and Java Scripts.

Social Media and Digital Marketing

This unit provides students with a comprehensive understanding of digital and social media marketing, including the concepts, tools, and techniques used in various industries. Students will gain practical, real-world experience and learn about the advantages and disadvantages of digital and social media marketing. The unit will focus on creating brand awareness, establishing customer rapport and trust, and designing marketing campaigns that incorporate search engine optimisation (SEO) and content creation tools.

Introduction to Cyber Security

This unit covers the fundamentals of cyber security, including security threats, risk analysis, and risk mitigation strategies. Students will explore key cyber security concepts, security technologies, and industry-standard architectural designs. They will also learn about current methods for maintaining a secure working environment and protecting against cyber threats and attacks. The unit emphasises the protection of data integrity, confidentiality, and availability.

SECOND YEAR SEMESTER TWO

Data Analytics

This unit provides students with a comprehensive introduction to data analytics, covering essential concepts and practices in modern data analysis. Students will learn the fundamentals of the data process chain, data warehousing, descriptive and predictive analyses, business intelligence process flow, and data mining. The unit also provides a solid foundation in various business intelligence frameworks, architectures, applications, tools, and management practices.

Cloud Computing

This unit provides students with a comprehensive understanding of cloud technology concepts, from both a business and technical perspective. Students will gain knowledge of cloud services, architecture, system integration, connectivity, administration, security, and technical support, with a particular focus on security of cloud-based applications and deployment strategies. After completing this unit, students will have a practical hands-on experience of cloud technologies such as Amazon Web Services (AWS), Google Cloud, and Microsoft Azure and their applications in a variety of business settings.

IT Project Management

This unit teaches students project management principles and techniques in software and information systems development, covering both traditional and agile approaches. Topics include project planning, risk management, communication, quality management, and implementation. The unit also integrates recent developments in understanding the human side of project management, such as leadership, teamwork, stakeholder analysis, and human resources management. The curriculum builds upon the Project Management Body of Knowledge (PMBok) and emphasises practical application of project management principles in IT projects.

Specialisation Unit 1

THIRD YEAR SEMESTER ONE

IT Service Management

This unit examines best practices and procedures for implementing, delivering, and managing IT services for end users (e.g., employees, customers, or business partners) in a way that meets the stated needs and goals of the business. After completing this unit, students will be able to explain how, with a proper service management framework in place, an organisation can maximise business value from the use of information technology.

Big Data

This unit provides a broad and coherent knowledge of big data technology such as database management using SQL and NoSQL; distributed computing techniques such as Hadoop, MapReduce, Spark, and its eco-system; and big data analytical techniques such as exploratory data analysis and predictive modelling. Students will learn the characteristics of big data and the capability to combine and analyse a large volume of data by applying tools and techniques associated with big data analytics to better understand a given real-world problem and to identify practical solutions.

Specialisation Unit 2

Capstone Project A

In this unit, students will be expected to synthesise the theoretical and practical knowledge gained in the BIT program to design and implement an IT project for a small business. Students are expected to work in small teams to complete the analysis and design phases in the first semester (Capstone Project A) and they will extend this work with implementation and post-implementation review phases in the second semester (Capstone Project B). The project will serve as an opportunity for students to integrate various aspects of IT systems and present their findings professionally. The Capstone Project is worth 12 credit points and requires a committed contribution from each team member.

THIRD YEAR SEMESTER TWO

Internet of Things (IoT)

This unit explores the theory, application, and advantages of the Internet of Things (IoT) in various domains such as environmental monitoring, agriculture, medical, habitat, and military surveillance. Students gain practical skills by planning and creating a low-to-medium complexity IoT-based application. The unit covers technologies including sensor and actuator networks, telemetry, data processing, distributed databases, machine vision, AI, analytics, and software frameworks.

IT Strategy, Governance and Risk

In this unit, students will learn the significance of IT governance to ensure that processes and procedures comply with regulatory and industry standards. Students will develop an understanding of the role of the regulatory environment, governmental and organisational controls, audits, standards, professional certifications, and issues related to measuring performance, proving value, and minimising risk.

Specialisation Unit 3

Capstone Project B

See Capstone Project A.

Specialisation Units

DIGITAL TRANSFORMATION

Digital Transformation in Business

This unit teaches students about the various applications of digital technology to transform business and society. It aims to increase students' understanding of the impact of digital technologies on business operations and management, as well as on business relationships with customers, suppliers, and regulators.

Disruptive Technology and Organisational Change

This unit explores the history and impact of disruptive technologies on society, and how new disruptive technologies are expected to shape the corporate world and our daily lives. Students will examine the fundamentals of disruptive innovation and historical processes that have caused entire technologies and industries to be overshadowed rapidly.

Fintech

This unit examines how technology advancements may affect the financial industry's present and future conditions. The goal is to encourage creative and disruptive thinking while reinforcing the idea that recent structural developments in the financial sector provide a variety of beneficial internal and external possibilities.

User Experience

This unit focuses on teaching tools, methodologies, and frameworks to create practical, helpful, and enjoyable designs. Students will learn the importance of user experience (UX) design and how it can be used to solve real-world issues. Through user research, learners will gain insights into how people live and interact, enabling them to create designs that address problems and add value. The unit goes beyond traditional design methods, allowing students to transform routine tasks into memorable experiences.

CYBER SECURITY

Ethical Hacking and Penetration Testing

This unit introduces students to ethical hacking and penetration testing concepts and techniques. Students will gain a deep understanding of the ethical and legal considerations surrounding these practices, as well as the industry standards and various types of penetration testing used in businesses.

Applied Cryptography

In this unit, students will delve into the fascinating world of cryptography – one of the key building blocks of information security. This unit covers the history, evolution, and contemporary techniques used in cryptography. Students will gain an understanding of private key cryptography, Block and Stream ciphers, AES, public key cryptography, Diffie-Hellman cryptographic system, RSA, Hash functions, Digital Signature, PKI system and Elliptic Curve Cryptosystems.

Digital Forensic

This unit provides a comprehensive focus of forensic analysis, covering topics such as the principles of forensic analysis, the legal aspects of forensics, forensics on various types of infrastructure, and the management of forensic methodologies. It covers real-life case studies with practical examples. Students will have the opportunity to apply forensic methods in controlled environments to gain a technical understanding of how to uncover hidden data and metadata that may reveal user behaviour.

Cloud Security and Privacy

This unit focuses on challenges surrounding cloud security and privacy that can compromise the availability of data and business functionality. It will cover concepts on how to protect against unauthorised access and handling security incidents. After completing this unit, students will have a practical understanding of how to respond to, detect, analyse, contain, recover, and eradicate cloud security issues and to present this information using a security incident response plan.

CYBER SECURITY

Accounting Principles for IT Professionals

This unit provides an overview of accounting principles and practices in Australia, covering topics such as the business environment, accounting information systems, fundamental accounting conventions, the accounting cycle, double entry, and the application of accounting information systems by small to medium-sized enterprises.

Finance for IT Professionals

This unit introduces the principles and basic analytical techniques of business financial management and planning. The unit emphasises the importance of making sound financial decisions by balancing micro- and macro-financial considerations, providing a balanced perspective on risk and opportunity.

Entrepreneurship and New Venture Creation

This unit provides a comprehensive overview of entrepreneurship and enterprise, emphasising the role of the entrepreneur and innovation in the entrepreneurial process. The unit covers the development of growth-oriented businesses, whether for-profit or not-for-profit, and highlights the importance of managing and mitigating uncertainty and risk.

Disruptive Technology and Organisational Change

This unit explores the history and impact of disruptive technologies on society, and how new disruptive technologies are expected to shape the corporate world and our daily lives. Students will examine the fundamentals of disruptive innovation and historical processes that have caused entire technologies and industries to be overshadowed rapidly.

Fintech

This unit examines how technology advancements may affect the financial industry's present and future conditions. The goal is to encourage creative and disruptive thinking while reinforcing the idea that recent structural developments in the financial sector provide a variety of beneficial internal and external possibilities.



Year 1	
Semester 1	Semester 2
Introduction to Information Technology	Computer Networking
Algorithms and Programming Techniques	Database Management Systems
Ethical and Social Issues in Information Technology	Organisational Behaviour
Critical Thinking and Communication for IT Professionals	Systems Analysis and Design

Year 2	
Semester 1	Semester 2
Object Oriented Programming	Data Analytics
Web Application Development	Cloud Computing
Social Media and Digital Marketing	IT Project Management
Introduction to Cyber Security	Specialisation Unit 1

Year 3	
Semester 1	Semester 2
IT Service Management	Internet of Things (IoT)
Big Data	IT Strategy, Governance and Risk
Specialisation Unit 2	Specialisation Unit 3
Capstone Project A	Capstone Project B

SPECIALISATION UNITS Select 3 major units according to your specialisation

DIGITAL TRANSFORMATION	CYBER SECURITY	BUSINESS INFORMATION SYSTEMS
Digital Transformation in Business	Ethical Hacking and Penetration Testing	Accounting Principles for IT Professionals
Disruptive Technology and Organisational Change	Applied Cryptography	Finance for IT Professionals
Fintech	Digital Forensic	Entrepreneurship and New Venture Creation
User Experience	Cloud Security and Privacy	Disruptive Technology and Organisational Change OR Fintech

WHERE WILL THIS TAKE ME?

CAREERS	SPECIALISED UNITS
Software Engineering	Algorithms and Programming Techniques, Database Management Systems, Systems Analysis and Design, Object Oriented Programming, Web Application Development, Internet of Things (IoT)
ICT Business Analyst	Ethical and Social Issues in Information Technology, Critical Thinking and Communication for IT Professionals, Database Management Systems, Systems Analysis and Design, Object Oriented Programming, IT Project Management, Big Data, IT Service Management, IT Strategy, Governance and Risk
Computer Network	Computer Networking, Database Management Systems, IT Project Management, Internet of Things (IoT), Capstone Project
Developer Programmer	Algorithms and Programming Techniques, Database Management Systems, Systems Analysis and Design, Object Oriented Programming, Web Application Development, Internet of Things (IoT)
ICT Security Specialist	Introduction to Cyber Security, Cloud Computing, IT Project Management, Cloud Security and Privacy, Applied Cryptography, Digital Forensic



Bachelor of Management and Entrepreneurship

Course duration: 3 years full-time
6 years part-time (domestic students only)

Intake: February and July

Credit points: 144 (24 units)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 097868A

Financial information: FEE-HELP* for domestic students, international \$49,200

AQF: Level 7

The Bachelor of Management and Entrepreneurship develops in students management and entrepreneurship knowledge, providing students with a solid grounding in enterprise creation and management.

It will therefore appeal to students likely to (i) help run and manage their family business; (ii) start their own business independently or as spin-offs from the family business; or (iii) be working for, do business with or consult to family businesses or small to medium entrepreneurial enterprises.†

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

† Refer to pages 83–85 for admission requirements



FIRST YEAR SEMESTER ONE

Management Principles

This introductory unit provides a synoptic overview of organisational management and governance as both central business functions in their own right, and as processes and approaches central to the achievement of organisational goals.

Economics for Managers

This unit provides students with a basic understanding of the principles of micro- and macro-economics. The focus of the unit is the behaviour of consumers and producers and their interaction in the marketplace.

Accounting Principles

The unit provides an overview of business and the business environment and introduces the principles supporting the use of an accounting information system for financial and management reporting purposes.

Formation I

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. This unit allows students to explore their personal worldview and cultural context as well as understand the context of Christianity and the Bible within Western culture.

FIRST YEAR SEMESTER TWO

Introduction to Business Law

This unit addresses basic legal knowledge and problem-solving skills related to business management.

Human Resource Management

The unit focuses on developing a sound theoretical and practical knowledge of the key concepts and debates in human resource management (HRM), and understanding the key HRM functions and operations.

Marketing Management

This unit examines how organisations use marketing decisions to satisfy customer needs and deliver value. Particular emphasis is placed on digital marketing, ethics and social responsibility.

Business Finance

This unit introduces students to the principles and basic analytical techniques of business financial management and planning. The focus of the unit is on the concepts and techniques required to make sound business financial decisions, balancing micro- and macro-financial considerations to develop a balanced perspective on risk and opportunity.

SECOND YEAR SEMESTER ONE

Management of Small to Medium Enterprises (SMEs)

The unit explores the management of an SME covering aspects of business initiation, but mostly addresses the strategic, marketing, financial, organisational and operational aspects through the development of a business plan.

Business Information Systems (BIS)

The unit explains how technology is used to develop BIS that effectively support, enable and add value to business processes. An understanding of BIS is important to the work of managers because it serves as a bridge between management and operation.

Formation 2

This unit provides students with a foundational introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the professional context.

One Elective Unit

SECOND YEAR SEMESTER TWO

Family Business Management

The unit explores the unique attributes and issues found in family owned and managed companies. The strategic, managerial, financial and behavioural aspects in these firms are also analysed.

Cross-Cultural Management

This unit introduces students to the study of management in an international context. It will extend and integrate the basic concepts of management and how they are affected by differences across cultures.

Project Management

The unit addresses project management approaches, processes and tools for succeeding in the workplace. It offers a strategic view, as well as practical tools to better manage projects.

One Elective Unit

THIRD YEAR SEMESTER ONE

Entrepreneurship and New Venture Creation

This unit aims to provide students with an understanding of the nature of enterprise and entrepreneurship, and the role of the entrepreneur and innovation in the entrepreneurial process. The focus is on the development of growth-oriented businesses, whether for-profit or not-for-profit.

Supply Chain and Operations Management

This unit aims to provide an overview of supply chain management in a business context. Logistics is the business function responsible for all aspects of the movement and storage of physical resources (what is generally referred to as 'the supply chain') from suppliers to final customers.

Industry and Work Placement

This unit enables students to carry out an industry or work placement throughout the semester to enhance their overall understanding of the realities of business and management practices in organisational settings. This core unit is designed to facilitate the transition from Excelsia to the workplace through a placement.

One Elective Unit

THIRD YEAR SEMESTER TWO

Social Entrepreneurship

This unit is directed towards students who will innovate and create social enterprise, and students who will do business with social businesses, consulting with them, for example, on funding, banking, outsourcing, etc.

International Business and Trade

This unit addresses key global business environmental factors and issues that affect firms with international operations.

Strategic Management

This capstone unit provides an opportunity for students to capitalise on their prior learning in the course through discussion and analysis of the elements of organisational strategy, and the ways in which strategy reflects the values, operations, planning and management of an organisation and the interests of its stakeholders.

ELECTIVES

Financial Accounting
Management Accounting
Accounting for Decision-Making
Business Data Analysis
Company Law
Marketing Communications
Marketing Research
Services Marketing
Employment Relations
Performance Management
Organisational Behaviour
Responsible Leadership and Governance
Organisational Change and Development



Accounting

Bachelor of Business (Accounting)

Course duration: 3 years full-time
6 years part-time (domestic students only)

Intake: February and July

Credit points: 144 (24 units of 6 credit points each)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 106164K

Financial information: FEE-HELP* for domestic students, international \$49,200

AQF: Level 7

Excelsia's Bachelor of Business (Accounting) is a three-year undergraduate qualification comprising discipline and professional studies.

The course is 144 credit points undertaking 8 units per year (6 credit points per unit) from Year 1 to Year 3 across two semesters per year. There are both core units and electives in this course.#

Reasons to choose this program:

- Development of both knowledge and skills to be an ethical and responsible accounting professional
- A breadth of electives in management and entrepreneurship to choose from
- Authentic curriculum where lessons can be immediately applied
- Study alongside students from other cultures.

Master of Professional Accounting

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96 (16 units of 6 credit points each)

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 106163M

Financial information: FEE-HELP* for domestic students, international \$36,960

AQF: Level 9

Excelsia's Master of Professional Accounting is a two-year postgraduate qualification comprising discipline and professional studies. The course is 96 credit points in total. Students undertake four core units per semester over two years.#

Reasons to choose this program:

- It is a globally recognised qualification.
- The program focuses on ethical and responsible accounting.
- It has an authentic curriculum where lessons can be immediately applied.



Please refer to our digital [Bachelor of Business \(Accounting\) brochure](#) for more information.



Please refer to our digital [Master of Professional Accounting brochure](#) for more information.



This course has been accredited by CPA Australia and Chartered Accountants Australia and New Zealand

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

Bachelor of Business (Accounting)

FIRST YEAR

Accounting Principles

This unit introduces accounting with a focus on the following:

- accounting equation
- terms and definitions.

Economics for Managers

This unit covers basic economic theories to assist managers to make sound decisions. A broad view on macro-economics will be discussed including economical tools such as supply and demand curves.

Management Principles

This unit provides a good overview of general management by introducing the various tools and theoretical principles used to make sound decisions.

Formation 1

The formation units of study recognise that the spiritual, emotional and professional development of a person are closely interlinked. This unit allows students to explore their personal world view and cultural context as well as understand the context of Christianity and the Bible within Western culture.

Introduction to Business Law

This unit provides an introduction to various Australian laws and regulations that govern the business world, e.g. the *Corporations Act 2001* (Cth).

Financial Accounting

This unit focuses on the aspects of financial accounting, from accounts payable and accounts receivable to preparation of financial statements.

Business Data Analysis

This unit introduces all the key tools and formulae to analyse a range of business data and information for effective decision-making.

Business Finance

This unit will provide students with a good understanding of how companies fund their operations, whether through equity finance (shares) or debt finance (loans).

SECOND YEAR

Management Accounting

This unit provides students with a good overview of internal accounting processes as required by senior executives and management. Some of the tools learned are budgeting, cost accounting and activity-based costing.

Company Law

This unit extends a student's knowledge from a basic understanding of the Australian business laws to a more detailed study on various regulations on a company such as contract law, tort, and director duties.

Formation 2

This unit provides students with an introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the professional context.

Business Information Systems

This unit explores the dynamic of technological advancement in the digital world and how that affects the business in data and information management.

There is special focus on internal control using the five components of the Committee of Sponsoring Organization (COSO) of the Treadway Commission frameworks.

Financial Analysis

Extending their learning from business data analysis, students will be given a range of financial analytical tools to examine financial reports for making sound business decisions.

Taxation

Taxation is an important skill for students to learn to become a professional accountant. In this unit, students will learn the basic calculations of various Australian tax regulations including the underlying theories and governing laws.

ELECTIVES SECOND YEAR

- Human Resource Management
- Marketing Management
- Marketing Communications
- Organisational Behaviour
- Project Management
- Cross-Cultural Management
- Management of Small to Medium Enterprises
- Family Business Management

THIRD YEAR

Audit and Assurance

Audit is an integral part of accounting as financial statements of large and listed companies must be reviewed by an auditor. Students will be required to learn all the key concepts with regards to

auditing, assurance and associated risk management.

Ethics and Corporate Governance

Students are introduced to the importance of being ethical and professional in the discharge of their accounting work. Topics covered include:

- corporate and social responsibility
- sustainable accounting
- fraud detection
- internal control.

Advanced Financial Accounting

Students will advance their skills in financial accounting by learning complex issues such as:

- lease accounting
- intangibles assets
- earnings per share
- positive accounting theories.

Advanced Taxation

Students will advance their skills in taxation by learning complex issues such as:

- capital gains tax
- goods and services tax
- dividend and calculation of franking credits
- withholding tax.

Advanced Management Accounting

Students will advance their skills in management accounting by learning complex issues such as:

- transfer pricing
- dashboard reporting
- balanced scorecard
- performance management
- strategic alignment.

Current Issues in Accounting (Capstone)

Students will keep up-to-date on all accounting related issues that are affecting specific industries or the business world at large.

Current developments on accounting standards (e.g. lease) will also be discussed and explored.

ELECTIVES THIRD YEAR

- Employment Relations
- Performance Management
- Marketing Research
- Services Marketing
- Organisational Change and Development
- Supply Chain and Operations Management
- Entrepreneurship and New Venture Creation
- Social Entrepreneurship

Master of Professional Accounting

FIRST YEAR

Accounting for Managers

Accounting for Managers helps aspiring postgraduate students to be good managers and make sound business decisions from financial and accounting perspectives.

Business Economics

This unit covers economic theories with a focus on business. A study on both macro-economics and micro-economics will deepen students' knowledge of business based on economic reasoning.

Professional Ethics

To develop students with the appropriate ethical attitudes in business, case studies will be analysed from both positive and negative perspectives.

Business Information Management

This unit explores the dynamic of technological advancement in the digital world and how that affects the business in data and information management. There is special focus on internal control using the five components of the Committee of Sponsoring Organization (COSO) of the Treadway Commission frameworks.

Data Analytics in Accounting

This unit uses mathematical formulae and analytical tools to examine business data. Students will be taught to use a range of financial and statistical tools to examine financial reports for making sound business decisions.

Strategic Management Accounting

Students will advance their skills in management accounting by learning complex issues such as:

- transfer pricing
- dashboard reporting
- balanced scorecard
- performance management on strategy alignment.

Companies and Securities Law

This unit is an introduction to various Australian laws and regulations that govern the business world, e.g. the *Corporations Act 2001* (Cth). This unit extends a student's knowledge from a basic understanding of the Australian business laws to a more detailed study on various regulations on a company such as contract law, tort, and director duties.

Advanced Financial Accounting

Students will advance their skills in financial accounting by learning complex issues such as:

- lease accounting
- intangibles assets
- earnings per share
- positive accounting theories.

SECOND YEAR

Stewardship and Corporate Governance

This unit provides a deep understanding of the rules and regulations that govern the professional conduct of an accountant or business executive. Students will review the current implications of major accounting standards.

Corporate Social Responsibility and Sustainability

In this unit, Excelsia will introduce to students the importance of being ethical. Topics covered include:

- corporate and social responsibility
- sustainable accounting
- fraud
- internal control.

Taxation Law

This unit covers an important skill for students to learn to become a good professional accountant. In this subject, students will learn the basic calculations of Australian taxation including the underlying theories and governing laws.

Advanced Financial Analysis

Students will learn all financial reporting on complex business structures per the statutory requirements. Analytical reviews are also discussed to determine the true position of the business and its directions.

Corporate Accounting and Company Structures

Students develop advanced accounting skills based on large and complex companies with multiple structures and global presence.

This is a specialised area of accounting for the corporate world, preparing students for a promising career with multinationals.

Capital Market and Corporate Finance

This unit looks at the dynamics of the capital market and how corporates finance their various projects and ventures e.g. debt financing and equity financing.

The decision-making process on large capital investments will also be explored. Students will use tools such as Net Present Value (NPV), Internal Rate of Return (IRR) and Discount Cash Flow (DCF).

Audit and Assurance

Audit is an integral part of accounting as financial statements of large and listed companies must be reviewed by an auditor. Students will be required to learn all the key concepts with regards to auditing, assurance and associated risk management.

Contemporary Issues in Accounting

Students will keep up-to-date on all accounting related issues that are affecting specific industries or the business world at large.

Current development on accounting standards (e.g. lease) will also be discussed and explored.



“

When I first came to Excelsia, it instantly felt like home to me. Going through the counselling course description at Excelsia interested me because it's not just basics they teach you, but it was the fact that there were more practical units that really drew my attention.

We had a very culturally diverse class and that really helped me to feel comfortable. There was a lot of peer support and shared group experiences and that was something valuable to the course. Looking back on my studies at Excelsia, I can confidently say it exceeded my expectations.

Priyanka Reddy Allu

Master of Counselling alumnus”



Please refer to our digital Counselling brochure for more information.

WHY STUDY COUNSELLING AT EXCELSIA?

Learn in a distinctly supportive environment that is:

Ready for practice (Master)

- PACFA and ACA accredited – industry recognised
- Upon graduation ready to practice as a counsellor
- Integrating a Christian world view with contemporary counselling theory, research and reflective clinical practice
- From March 2026, the course includes 200 total hours of Work Integrated Learning (WIL), comprising 80 hours of direct client contact in line with the 2025 PACFA Accreditation Standards.
- State-of-the-art counselling facility

Industry-respected

- PACFA (Master) and ACA (Master and Graduate Diploma) accredited, equipped with a range of clinical frameworks, skills and professional values central to the life of a professional counsellor
- Delivered by experienced, passionate and reflective practitioners currently in private practice, and counsellor-educators with master and PhD qualifications in counselling, psychology and psychotherapy.

Delivery

- Delivered with a focus on achieving balance with other areas of students' lives.
- Accommodating of family life and employment responsibilities.
- Part-time and full-time attendance usually requires no more than two days per week.



Graduate Certificate in Counselling

Course duration: 1 year part-time
6 months full-time[^]

Intake: February and July

Credit points: 24

Delivery: Blended

Available to: Domestic

IELTS: 6.5 with no band less than 6.0

Financial information: FEE-HELP*

AQF: Level 8

The Graduate Certificate in Counselling is ideal for those wanting to explore counselling as a new career or vocation direction, with completion of the course providing time to determine if their interest in counselling merits further study. The course may also be of interest to those in helping-related professions whose occupations include an incidental counselling component (e.g. education, ministry, nursing, occupational therapy, pastoral work, policing, paramedics etc.), providing an opportunity for them to improve or extend their current relational skill set by learning how to counsel and support others more effectively. The course is also helpful for those without prior undergraduate studies who are interested in counselling and would like to determine if they can manage post-graduate level studies.[#]

Graduate Diploma of Counselling

Course duration: 1 year full-time
2 years part-time (domestic students only)

Intake: February and July

Credit points: 48 (8 units)

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 056056K

Course accreditation: ACA

Financial information: FEE-HELP* for domestic students, international \$22,144

AQF: Level 8

The Graduate Diploma of Counselling is a program accredited by the Australian Counselling Association (ACA) ideal for anyone in a helping, allied health, educational, ministry, and/or community support and welfare profession who desires to integrate counselling skills and mental health knowledge into their current vocation. The course also prepares graduates to be entry-level counsellors, able to obtain professional association membership and employment within the counselling sector. Students are exposed to contemporary theory, research, and clinical practice, equipping them to confidently provide quality relational care and support to those encountering life difficulties in an empathic, ethical and therapeutic manner.[#]

Master of Counselling

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96 (16 units)

Delivery: Blended

Available to: Domestic and international

IELTS: 7.0 with no band less than 6.5

CRICOS code: 056057J

Course accreditation: PACFA and ACA

Financial information: FEE-HELP* for domestic students, international \$44,288

AQF: Level 9

The Master of Counselling, a program accredited by the Psychotherapy and Counselling Federation of Australia (PACFA) and Australian Counselling Association (ACA), aims to develop essential clinical competencies, foster reflective awareness and provide a sound theoretical foundation for a career as a professional counsellor. The degree integrates contemporary counselling theory, research and practice, contextualised within a Christian world view and a mental health framework. It develops counsellors who understand the personal, cultural, relational, psychological, social and spiritual domains of human experience and functioning; who are professionally and ethically informed; who will be sensitive to the diversity and uniqueness of individuals, families, and communities; and who will value and promote the dignity, potential and wellbeing of all people.[#]

[^] Full-time option available in February intake only

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements



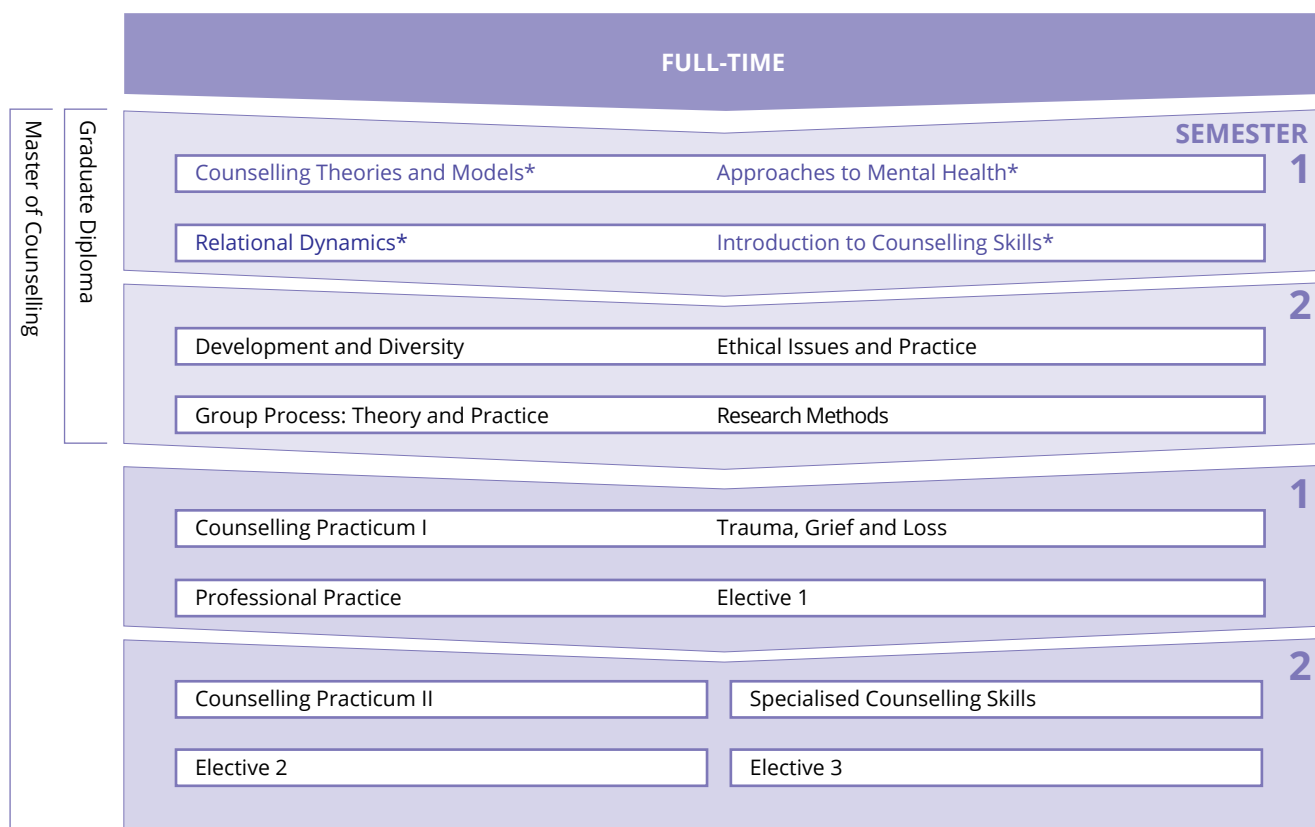
“

Integrity, exacting and encouraging are the words I would use to describe Excelsia. In this midway space between having graduated once, to having more advanced qualifications in a year's time, what I've come to appreciate about Excelsia is that there seems to be a desire to help students and a desire for these bonds to continue even after graduation. I know lecturers are very happy to share their knowledge, expertise and give their time to students when they're facing difficulties. Particularly in the world of counselling, you might need to talk about difficult approaches or tricky clients and so far I've only found people's doors to be open, which has been very helpful in learning with the day-to-day problems of trying to be a counsellor.

”

Yannick Lawry

Graduate Certificate in Counselling alumnus



* Graduate Certificate

Counselling Theories and Models

Counselling theories and models provide frameworks for conceptualising and interpreting clients' histories, issues and experiences, and are used to guide approaches for different groups and inform approaches to working with clients. Students will examine both historical and contemporary theoretical frameworks, exploring the implications of different theoretical emphases on client care. They learn how to apply theory when working with specific clients with various life challenges, and to formulate case conceptualisations which underpin client care and client outcomes.

Approaches to Mental Health

Employing a biopsychosocial-spiritual framework and associated approaches, students learn about the aetiology, diagnostic presentation, assessment and evidence-based interventions for a range of mental health issues. They reflect on personal assumptions relating to mental illness, including the relationship between spirituality and mental illness, also considering how stress and vulnerability predispose some individuals to mental health episodes. Finally, they explore the role of social and family contexts in the onset of mental health disorders and their management.

Relational Dynamics

Relational dynamics are at the heart of human engagement and communication; counsellors and clients are influenced and affected by significant relationships in their lives. Students learn about the importance of processing the adverse effects of relational experiences. This is informed by intrapersonal, interpersonal and relational theory, with an emphasis on interpersonal neurobiology, attachment and systemic theories. Students critically reflect on their personal relationship experiences, become conversant with their own affective regulation, reflective functioning and relational capacity, and develop an understanding of how and when their own, and their clients' relational histories and current experiences may affect therapeutic outcomes.

Introduction to Counselling Skills

As a foundational unit, the aim of the Introduction to Counselling Skills unit is to develop foundational levels of counselling competence, supported by key skills required for effective clinical practice. For example, students will be introduced to core counselling concepts such as transference and counter-transference, which while originating in the psychodynamic psychotherapeutic domain, are now part of broader

counselling discourse. In addition to acquiring the core counselling skills, students will learn how the core skills find expression in a range of counselling modalities.

Development and Diversity

Employing biopsychosocial and sociocultural lenses, students examine how humans grow and change across the lifespan, considering the contribution of developmental and sociocultural factors to normative outcomes. They examine major theories of human development, including the interface between the individual and their broader historical, sociocultural context. They consider how the spiritual domain affects development for those with a faith world view, and how different experiences of society and culture, including factors such as racism, bias and discrimination, oppression, power and privilege, and prejudice can adversely affect individual development and present as clinical issues. Finally, students develop an awareness of the importance of socially and culturally sensitive counselling practice.

Ethical Issues and Practice

In this unit students learn how to ethically and responsibly manage this position, becoming conversant with all relevant regulatory codes and Australian legislative requirements that govern the health



sector. They explore ethical principles in professional decision-making processes, reflect on the benefits of professional association membership, and are encouraged to be aware of, and thoughtful about, how their personal moral stance and ethical framework informs and influences their professional practice.

Group Process: Theory and Practice

This unit is designed to introduce counsellors to the therapeutic setting and experience of group work. Students are introduced to the theories of group work. The unit also aims to provide students with fundamental clinical skills used in group work, along with an understanding of how to design, implement, facilitate and assess a group program.

Throughout the unit students will have the opportunity to integrate their experiences of belonging to a group and facilitation of a group through obtaining relevant knowledge.

Across the units, students will be encouraged to develop their own unique facilitation style and cultivate the relevant group work skills in a safe, nurturing and non-judgemental context.

Research Methods

Counselling practice is underpinned by a professional body of knowledge, predominantly drawn from counselling and healthcare research. This unit aims to equip students to become knowledgeable consumers of this body of research, and to become aware of key interpretative issues relevant to research more generally. In order to equip students in this way, this unit introduces students to a range of philosophical, theoretical and practical skills and understanding necessary to design, conduct and evaluate research in counselling and related fields. Further, to be able to critically evaluate the relevance

of specific contemporary research findings for professional practice, counsellors need to be conversant with how knowledge is produced and is deemed to be acceptable by a professional community. Thus, acquiring an understanding of the core elements of the research process and research ethics enables counsellors to thoughtfully discern whether and how specific findings may inform their clinical decision-making and client care.

Trauma, Grief and Loss

Loss and change are a normal part of the human experience, encountered by all individuals at some point in their lives. Trauma may manifest if individuals experience loss and grief. This unit examines historical and contemporary approaches to understanding advanced trauma, loss and grief. It provides students with assessment and intervention skills to work effectively in these areas of counselling. Students apply theory to assess case studies and in role-plays. The topics of vicarious trauma and burnout, and the development of self-care plans are also examined. Appropriate consideration of clients' cultural and spiritual heritages will also be explored.

Professional Practice

This unit focuses on the ongoing formation of the 'counsellor' through a range of conversations and activities intended to foster increased self-awareness and reflection, with students invited to consider how to enhance the quality of their own professional practice and nurture their ongoing personal maturity. Underpinning this learning will be an emphasis of achieving personal integration, wellness and recovery for both client and counsellor (as required).

Specialised Counselling Skills

A wide range of contemporary counselling modalities emphasise assisting clients to

overcome their difficulties by changing their thinking, behaviour, and emotional responses, with the therapist and the client working together to identify and solve problems currently confronting the client. With a strong conceptual and theoretical foundation many contemporary therapies are often treatments of choice for dealing with a range of serious mental health issues, including depression and anxiety.

In Specialised Counselling Skills students will be introduced to two contemporary counselling modalities. Students will be expected to demonstrate an understanding of key modality-specific principles and processes. They will also develop a capacity to apply a range of counselling skills related to the specific two modalities being taught in a given semester. Knowledge and skills will be demonstrated within the classroom setting and through a range of assessment tasks.

Counselling Practicum I

Counselling Practicum I is the first of two practicum units, marking the transition from learning in the classroom setting to working as a counselling professional with clients, peers and supervisors in the general community. Students undertake their practicum in one of various community-based agency settings where they are exposed to all aspects of the work life of a professional counsellor. Students are required to demonstrate the integration and application of the professional body of knowledge and counselling skills acquired across the degree. Throughout the unit students will be required to maintain a range of counselling cases in line with the Psychotherapy and Counselling Federation Australia (PACFA) Training Standards. Alongside their placement experiences, students attend a combination of individual and group supervision sessions with experienced practitioners.

Counselling Practicum II

Counselling Practicum II is the second of two units marking the ongoing transition from counselling student to professional counsellor. Throughout the unit students continue to see clients in their allocated agency setting. Students further develop their conceptual and clinical skills at a more advanced level, and are expected to demonstrate an increased sophistication, integration and maturation of their counselling knowledge and skills. Students are also expected to reflect on their professional identity, demonstrating continued professionalism in the workplace, as well as compliance with all ethical and legislative requirements relevant to practising as a professional counsellor.

Counselling and Christianity

This unit introduces students to classical and current psychological and theological research related to counselling and counselling practice. In doing so, the unit enables and encourages students to reflect on and articulate ways in which Christian principles and clinical practice may be integrated in order to provide sensitive and comprehensive care to persons within Christian and other spiritually-oriented counselling environments.

Introduction to Counselling Children and Young People

This unit introduces attendees to the theoretical knowledge and clinical skills associated with counselling children and young people, including a range of individual, family, creative and group therapies, and learning how to appropriately select from among these therapies so as to optimise intervention strategies applied to individual clients. The unit is situated within a broader socio-ecological approach to counselling children and young people, emphasising the importance of social and cultural contexts central to client health and wellbeing (e.g. family, educational and community systems, etc.), and addressing how working with these systems is crucial for welfare, functioning and recovery of the individual child or young person. Utilising a strengths-based approach, the unit focuses on key issues such as developmental crises, disability, trauma, emotional and behavioural problems, and environmental issues. It examines how these conditions and circumstances may adversely affect clients' physical, psychological, social, and spiritual wellbeing and their educational attainments. Concurrently, the unit offers a mental health focus emphasising prevention, early intervention and crisis management of identified at-risk populations of children and young people.

Introduction to Family Systems and Couples

This unit examines the historical origins and contemporary applications of systemic

work with families and couples therapy. It examines how the dynamics that operate between family members may contribute to symptoms experienced by vulnerable family members, particularly children and young people. Developmental and contextual factors are examined to take a trans-generational view of family functioning. Theoretical and practical applications of multiple models and theories of family and couples therapy are presented, which provide students with the opportunity to develop skills in being able to effectively assess and intervene with families and couples that present for counselling.

Introduction to Working with Addictions

Using a range of methods this unit provides a framework for counselling across a range of addictive behaviours, including addiction to alcohol and other drugs. The aim is to develop skills in assessment related to addictive behaviours and relevant counselling approaches when working with this population. The evidence for and against selected techniques is analysed. The principles of working with the voluntary and non-voluntary client is explored.

Introduction to Working Cross-Culturally

This unit provides an introduction to counselling skills with a focus on cross-cultural perspectives. Students have the opportunity to develop skills and strategies in working with diverse populations. Using a cross-cultural framework, students explore mental health stressors amongst multicultural populations and the role of the counsellor. Students examine their own cultural identity and apply cross-cultural counselling competencies across a range of workshop activities. In considering the client's culture the counsellor-in-training must understand their own cultural values and how they shape individual biases and prejudices. An assessment of the student's own biases is essential to helping people from other cultures. A case study and research essay will form the basis of the unit assessment.

Research Project

Counselling research and counselling practice are intrinsically linked with, ideally, research findings informing day-to-day clinical decision-making in the therapeutic space. Further, developing an appreciation for and a capacity to contribute to the production of a discipline's professional knowledge is one expression of the scientist-practitioner model that underpins many allied healthcare disciplines, including counselling. In this unit students focus on their individual research activity, covering areas such as data collection, data analysis and research write-up and presentation. In doing so, they will experience research in situ including the day-to-day challenges of managing a small research project. Students will be expected to synthesise theoretical and clinical literature, and their individual endeavours will culminate in the preparation and submission of an individual, 5,000-word research paper.

Professional Project

This Professional Project unit provides students an opportunity to pursue a unique research project, the result of which is a written or creative work of around 5,000 words (or equivalent). The project will be positioned within the counselling profession. Professional projects will be informed by relevant theory, literature and research, and will demonstrate the ethical and technical requirements of the discipline. Students may work independently or within a group, employing flexibility and sound judgement.

Special Topics in Counselling

This unit provides a framework for the investigation of additional counselling-related topics that may be included in the Master of Counselling curriculum, generally in the context of the contribution of a visiting scholar with particular expertise in a given area, or new or emerging counselling issues that can usefully and substantively be addressed in a course unit.



Graduate Certificate in Disability

Course duration: 6 months full-time
1 year part-time

Intake: February and July

Credit points: 24

Delivery: Online or on campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 116236E

Financial information: FEE-HELP* for domestic students, international \$9,000

AQF: Level 8

The Graduate Certificate in Disability is developed in line with the National Disability Insurance Scheme (NDIS) practice standards and quality indicators and grounded in the international human rights framework of the United Nations

Convention on the Rights of Persons with Disabilities (UNCRPD) and its expression in Australia's National Disability Strategy.

Students will gain an understanding of the diverse experiences, needs and perspectives of people with disabilities, and learn contemporary case-management and person-centered approaches to service delivery.

Graduates can use their knowledge to work in the disability or health and human service-related sectors.

Scaffolded within these units is a Christian world view that is also inclusive and respectful of other faiths, which emphasises and recognises the distinctively caring and pastoral nature of

disability care and support. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.



Please refer to our digital [Disability Studies brochure](#) for more information.

Graduate Diploma of Disability

Course duration: 1 year full-time
2 years part-time

Intake: February and July

Credit points: 48

Delivery: Online or on campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 116237D

Financial information: FEE-HELP* for domestic students, international \$18,000

AQF: Level 8

Graduate Diploma of Disability builds on the Graduate Certificate in Disability. It is developed in line with the National Disability Insurance Scheme (NDIS) practice standards and quality indicators and is grounded in the international human rights framework of the United Nations

Convention on the Rights of Persons with Disabilities (UNCRPD) and its expression in Australia's National Disability Strategy.

The course will equip students with the academic knowledge needed to work in the disability or health and human service-related sectors. The course is particularly relevant to those wanting to upskill in a health and wellbeing theoretically and socially engaged related course within the disability arena. The course will emphasise and recognise the distinctively caring and pastoral nature of disability and care by utilising a Christian framework that is also inclusive and respectful of other faiths.

This course offers a unique integration of inclusive practice approaches, ethics, person-centred support and case

management, with a focus on deepening knowledge and applying inclusive methodologies to policy, program and practice. The course develops the capabilities and knowledge needed for leadership to deliver quality and innovation in the disability sector and beyond to the broader health and human services context in which specialised disability knowledge is mobilised for inclusive disability studies.

Scaffolded within these units is the Christian world view which emphasises and recognises the distinctively caring and pastoral nature of disability care and support. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

CERTIFICATE AND DIPLOMA UNITS

Understanding Disability: People, Policy and Practice

This foundational unit establishes the theoretical underpinnings for an understanding of the contemporary position of people with disability in society and how these frame approaches to policy, service delivery and professional practice. In considering the influence of human rights and the driving framework of inclusion we examine the ways that lived experience of disability maps to

contemporary systems of classification of disability and impairment. Building on this understanding, the unit develops knowledge of the current disability policy framework in Australia and explores the nature of specialist disability and mainstream service systems designed to support the inclusion of people with a disability in all aspects of life. The roles and responsibilities of the contemporary disability workforce are explored in order to develop comprehensive foundations for best practice person-centred approaches. This unit will deliver a sound appreciation

of the critical challenges and opportunities in creating an inclusive contemporary Australian disability landscape.

Person-Centred Support in Disability

This unit introduces the contemporary landscape of person-centred support and develops understanding of systems, services and practices of contemporary disability support. It explores the genesis and development of person-centredness as an approach to policy and practice in disability and examines how this maps to the nature and structure of the Australian

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

disability service system. Knowledge will be developed about the range of service types, the disability workforce and the diversity of service users and their support needs and applied to real world settings. Characteristics of the range of models of support, assistive technologies and support relationships (both formal and informal), are explored in order to develop a deep understanding of the issues that people with disability and those who support them experience in the support encounter. Key frameworks underpinning disability support in the context of the National Disability Insurance Scheme and beyond, including safeguarding, service quality and practice standards will be explored to promote understanding of best practice in person-centred support to enable people with disability to exercise choice and control in their lives and promote their independence.

Working Ethically in Disability

This unit introduces students to the key ethical challenges in promoting and supporting the rights and choices of people with disability. Spanning issues of social justice, human and legal rights, risks and safeguards, the ethical responsibilities of professionals working with people with disability to support their rights and choices is explored as an integral part of disability practice. In engaging with ethical issues of practice and in and about the lives of people with disability, students will develop knowledge and skills to recognise and articulate their own lifelong learning needs in relation to disability and develop capabilities and strategies to maintain professional, technical and research-based knowledge to ensure their professional practice aligns with contemporary developments and innovation in the field of disability.

Planning for a Good Life

Person-centred planning is central to the achievement of choice and control by people with disability in the services and supports they require to live a good life. This unit explores the theory and practice of inclusive and participatory individualised planning. Beginning with the theoretical orientations that inform quality of life and the underpinning principles of individualised planning, students will acquire knowledge and skills crucial to working with people with disability in the development, preparation and implementation of effective individualised support plans. Consideration will be

given to contemporary funding models and the variety of contexts and types of plans, including person-centred and family-centred planning approaches. The unit explores key knowledge, skills and elements of the planning process including identifying and working with key stakeholders in the planning process. Particular focus is given to accessible modes and methods of engagement with people with disability and their informal supports, including effective communication, both verbal and non-verbal, for those with complex communication needs, strategies for advocacy and self-advocacy, and support for decision-making in relation to designing supports that are responsive to need and to a person's goals and aspirations.

DIPLOMA UNITS ONLY

Evidence-based Disability Programs: Design, Implementation and Evaluation

In this unit students will develop skills in applying the theory and principles of program design, implementation and evaluation to the range of disability programs and services. Integrating the values of inclusion and participation with theoretically and evidence-informed program content and processes is central to best practice in the provision of quality disability programs and services. Drawing on knowledge from a range of disciplines, this unit will prepare students for leadership roles in policy and service development in disability and in the inclusion of considerations for people with disability in other fields such as health, education and social services. The unit will explore the principles and benefits of co-design and co-production in disability program design and evaluation that are central to contemporary inclusive service provision. Skills and techniques necessary for rigorous program evaluation are explored, with specific attention to question formulation, identification of key measures, data collection, and analysis and interpretation. Benefits, responsibilities and innovative approaches to program evaluation knowledge exchange across the disability sector more generally are highlighted.

Social and Community Inclusion

This unit explores the ways disability and inclusion are understood and responded to beyond the specialist disability service system, examining the impact of barriers

to social and economic participation in the broader service and community context. Foundational concepts of inclusion, participation, citizenship, and access and accessibility are examined in the context of meeting human rights obligations and societal expectations that people with disability are able to make choices and have opportunities to take part in the political and policy process, education, employment, recreation and culture on the same basis as others. Similarly, mainstream human, social and other services have obligations to make their services accessible and responsive to the needs of people with disability. Students will explore the multiple interpretations of community participation and consider different models for working to support inclusion through universal design, disability adjustments and accommodations and systems change.

Case Work (in Disability): Management, Coordination and Collaboration

This unit develops knowledge and skills required of practitioners to select, implement and evaluate approaches to case management across human services with a focus on disability and aged care. Students will develop advanced knowledge of the definitions, theories, characteristics and processes of case management in human services focusing on the NDIS and the aged care sector. Approaches to critiquing the influences on services and practice models and critical issues and ethical dilemmas in case management will be canvassed. Collaborative skills and key research literacies will be explored to enable students to develop their expertise to implement knowledge into their professional practice.

Working with Diversity and Complexity (in Disability)

This unit explores issues in theory, policy and practice in working with diversity and complexity in client populations. Utilising the theoretical orientation of intersectionality, students will develop a critical appreciation of the multiple and intersecting domains of difference and the ways that these can compound to heighten risks for marginalisation and social disadvantage. Understandings of key principles in working with the variety of diverse and complex issues associated with gender, race, ethnicity, and disability/impairment are developed and best practice approaches explored.



WHY STUDY DRAMATIC ART AT EXCELSIA?

Theatre productions

- Specialise under the direction of industry professionals
- Students lead independent projects produced, directed and performed in the final year

Short films

- On-set experience with the opportunity to act in or crew a short film to be entered into international film festivals

OZ to LA

- Three months in Hollywood
- Tour of Warner Bros Studios
- Industry-specific workshops

Industry staff and lecturers

- The Excelsia School of Dramatic Art has an outstanding teaching faculty comprised of experienced industry professionals, please refer to the [academic staff](#) page on the website.

Flexibility

- Ability to major and focus in various disciplines: acting, directing, writing, producing, stage managing and design

Career pathways

- Actor
- Director
- Stage manager
- Production manager

- Theatre technician
- Writer
- Producer
- Festival director
- Voice-over artist
- Production assistant (TV and film)
- Assistant production manager (TV and film)
- Art department assistant (TV and film)
- Drama teacher

Excelsia also offers pathways into secondary and primary school teaching degrees (on completion of the graduate teaching courses) with opportunity to study music.

Bachelor of Dramatic Art

Course duration: 3 years full-time
6 years part-time

Intake: February

Credit points: 144

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 054987E

Financial information: FEE-HELP* for domestic students, international \$71,400

AQF: Level 7

At Excelsia, we understand the immense potential of theatre and screen as dynamic avenues for creative expression and profound impact. Our Bachelor of Dramatic Art is meticulously crafted to ignite the spark of creativity and launch graduates into vibrant careers in the arts sector.

Uniquely designed, this program empowers you with a rich blend of practical, theoretical, and entrepreneurial skills essential for success. Our seasoned industry professionals will guide you on a transformative journey, whether your passion lies in production or as an actor. We foster an environment where your creative aspirations flourish, helping you unleash your artistic potential and chart a course towards an exciting career in the performing arts industry.†

Associate Degree of Dramatic Art

Course duration: 2 years full-time
4 years part-time

Intake: February

Credit Points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 081416E

Financial information: FEE-HELP* for domestic students, international \$48,464

AQF: Level 6

Students exiting the Bachelor of Dramatic Art after successfully completing the first two years will be awarded the Associate Degree of Dramatic Art.†



Please refer to our digital [Drama brochure](#) for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

† Refer to pages 83–85 for admission requirements



Savannah Melvin

is a 2024 graduate of the Bachelor of Dramatic Art, specialising in performance.

Throughout her training, she showcased her versatility across theatre and short film productions, including:

- **Beatrice** in *Much Ado About Nothing* (2022)
- **Emma** in *Transcending* (2022)
- Multiple roles (**C, Brie, Abby, Heather, Jessica, Emma, Paula**) in *Domestically Short* (2023)
- An ensemble of characters in *Caucasian Chalk Circle* (2023)
- **Ria** in *Baby by Blood* (2023)
- **Cressida** in *Bustown* (2024)
- **Jane Banbury** in *Fallen Angels* (2024)
- **Jen** in *Bubbls* (2024)

In early 2024, Savannah further honed her craft through the **Oz to LA program**, training at the **Los Angeles Performing Arts Conservatory**.

Luke George

is a 2021 Bachelor of Dramatic Art graduate, who specialised in the performance stream.

During the course he performed in numerous theatre and short film productions, where he played the following roles:

- **Boris** in *The People Who Stamp Papers All Day* (2019)
- **Bellhop** in *Murder by Midnight* (2019)
- **Brother, Actor 1** in *Dramatically Short* (2020)
- **Vinnie** in *Vickie and Vinnie* (2020)
- **Man** in *Songs for a New World* (2020)
- **Rotwang** in *Mensch* (2020)
- **Orsino** in *Twelfth Night* (2020)
- **Thomas Klopper** in *The Book of Everything* (2021)
- **Aunt Spiker** in *James and the Giant Peach* (2021)
- **Alex Gooding** in *Ready or Not* (2021)
- **Criminal** in *I Wanted You to Know* (2021)
- **The Shepard** in *The Way you Move* (2021)



The course is offered with two major strands of specialisation that students can choose depending on their passion and interests.



Performance Practice

YEAR 1: FOUNDATIONS OF PERFORMANCE AND CRAFT

Your journey as an actor begins here. In your first year, you will lay the groundwork for a professional career in performance, developing essential skills in acting, voice, movement, and stagecraft. You will build confidence, explore your creative potential, and discover the discipline required to succeed in this industry.

YEAR 2: EXPANSION AND APPLICATION

Now that you have built a strong foundation, it's time to expand your abilities. In your second year, you will deepen your practice with more complex performances, screen acting, and an introduction to directing.



YEAR 3: REFINEMENT AND PROFESSIONAL PRACTICE

Your final year is all about refining your craft and preparing for the industry. This is where you push yourself to achieve professional excellence.



Theatre Practice

YEAR 1: FOUNDATIONS OF THEATRE AND CREATIVE EXPLORATION

Your journey as a theatre-maker begins here. In your first year, you will immerse yourself in the core principles of acting, directing, design, and stage management. Through hands-on workshops and collaborative projects, you will explore a range of theatrical techniques and gain insight into the diverse disciplines that bring a production to life. This foundational year will help you build confidence, refine your creative instincts, and develop the discipline required for a successful career in the performing arts.

YEAR 2: SPECIALISATION AND ARTISTIC DEVELOPMENT

With a strong foundation in place, your second year offers the opportunity to deepen your craft and expand your creative potential. You will take on more complex performances, develop your directing and producing skills, and refine your ability to craft original works. This year also allows for greater flexibility, enabling you to explore the areas of theatre-making that align with your artistic aspirations. Through hands-on productions and industry placements, you will begin shaping your unique voice as a theatre artist.

YEAR 3: PROFESSIONAL PRACTICE AND INDUSTRY READINESS

Your final year is about honing your expertise and preparing for a career in the industry. You will refine your skills in performance, directing, producing, and script development, while also gaining experience in real-world theatre environments. This year includes opportunities to work on major productions, develop independent projects, and establish professional networks. By the time you graduate, you will be fully equipped to make your mark in the industry – whether as a performer, director, writer, or creative leader in theatre and beyond.



YOUR FUTURE STARTS HERE

By the end of this degree, you will have the skills, experience, and confidence to take your place in the world of performance – on stage, on screen, and beyond. Your career starts now.

YEAR 1 SEMESTER 1

Acting Fundamentals: Foundations of the Actor I

Step onto the stage and begin your transformation into a compelling performer. In this foundational unit, you will explore the core principles of acting – stage presence, character creation, and performance technique. Through improvisation, technical exercises, and scene work, you will build confidence and learn to work with given circumstances. You will also develop the ability to give and receive constructive feedback, laying the groundwork for a lifelong acting practice.

The Expressive Body: Voice and Movement I

Great acting starts with a well-trained body and voice. This unit introduces you to essential techniques for vocal control, movement, and breath support. Through practical workshops, you will learn how to use your body and voice effectively to convey character and emotion, ensuring a strong foundation for performance.

Introduction to Creative and Technical Storytelling in Performance

Stories shape how we see the world – they connect, challenge, and inspire us. In this unit, you will explore how theatre brings stories to life through the fusion of performance, direction, design, and technical production.

From lighting and sound to front-of-house and stage management, every element plays a role in shaping a powerful audience experience. Through hands-on learning and live productions, you'll discover how storytelling works in practice and develop essential industry skills to bring creative visions to the stage.

Designing Worlds: Introduction to Stage Design

Step behind the scenes and discover how stage design brings stories to life. From set construction to prop design, you will explore the artistic and technical aspects of theatre production, gaining hands-on experience in creating visually compelling stage environments.

YEAR 1 SEMESTER 2

Deepening the Craft: Foundations of the Actor II (Pre-req: Acting Fundamentals: Foundations of the Actor I)

Take your craft to the next level by deepening your exploration of

character, emotional range, and textual interpretation. You will work on more complex scenes and monologues, honing your ability to bring authenticity and depth to your performances. By applying advanced acting techniques such as objectives, obstacles, and actions you will refine your personal approach and prepare for the challenges ahead.

The Dynamic Body: Voice and Movement II (Pre-req: The Expressive Body: Voice and Movement I)

Expand your physical and vocal range with advanced techniques that enhance flexibility, strength, and expressiveness. You will explore the connection between movement and voice, integrating these skills to create more dynamic and engaging performances.

Staging the Past: Theatre History I

Understanding the past is key to shaping the future of theatre. This unit takes you through the evolution of Western performance, from ancient Greek theatre to the Renaissance, exploring how historical influences continue to shape contemporary storytelling.

Behind the Scenes: Fundamentals of Stage Management

Every great production relies on strong organisation and leadership. This unit introduces you to the essential skills of stage management, from scheduling and communication to coordinating technical elements. You will gain the expertise to ensure smooth, professional productions.

YEAR 2 SEMESTER 1

Character in Action: The Advanced Actor (Pre-req: Deepening the Craft: Foundations of the Actor II)

Refine your ability to embody characters with emotional depth and psychological realism. This unit challenges you with complex scenes, requiring you to master transformation, physicality, and nuanced performance.

The Empowered Body: Voice and Movement III (Pre-req: The Dynamic Body: Voice and Movement II)

Harness your physical and vocal power with advanced techniques in movement (Laban, Viewpoints) and voice (accent work, resonance). This unit sharpens your expressive range, preparing you for complex character work.

Performance Practice A: Combined Production

Step into a real-world rehearsal environment and take part in a fully staged production. You will work in collaboration with a director, designers, and technical teams, applying your performance training in a production setting.

The Visionary Director: The Foundations of Directing for Theatre

Step into the director's chair and learn the essentials of staging a performance. From working with actors to blocking scenes, this unit equips you with the visionary, leadership and creative skills to bring stories to life.

YEAR 2 SEMESTER 2

The Actor on Screen: Foundations of Film Acting I (Pre-req: Character in Action: The Advanced Actor)

Transition from stage to screen by learning the specific techniques required for film and television. You will explore camera technique, continuity, and subtle performance, preparing for professional on-camera work.

OR

Industry Placement Oz to LA (Pre-req: Character in Action: The Advanced Actor)

Step into the heart of the global entertainment industry with this immersive, career-defining experience in Los Angeles. Designed for aspiring screen actors, this elective takes you beyond the classroom and into Hollywood, where you will train with internationally recognised coaches, refine your on-camera technique, and develop the skills to navigate the film and television industry. Through intensive workshops, you'll explore screen acting methods, auditioning strategies, and character development tailored for film and TV. Beyond performance, this unit equips you with essential industry knowledge – how to build a professional network, secure representation, and market yourself effectively in a competitive landscape.

In addition to world-class training, you'll experience life in LA, attending industry events, visiting major studios, and connecting with working professionals. This unit provides an invaluable opportunity to gain international experience, expand your artistic horizons, and take the next step toward your professional career.

The Resonant Body: Voice and Movement IV (*Pre-req: The Empowered Body: Voice and Movement III*)

Further refine your vocal and movement skills to create dynamic, compelling performances. This unit prepares you for the physical and vocal challenges of professional acting.

Performance Practice B: Shakespeare Production

Master the language, rhythm, and performance style of Shakespeare. You will explore classical acting techniques and apply them in a fully staged production of a Shakespearean play. You will explore the intricacies of interpreting Shakespeare for a modern audience, storytelling through performance and production elements and gain invaluable experience with live audiences.

Formation I

This unit draws from biblical exemplars an understanding of how our created world works to serve our civilisations. It explores the importance of faith and integrity in building civic-minded citizens.

It equips students to be intentional about their life-choices and helps students explore how faith and service can shape the learning communities that they create. It encourages students to reflect on Christlike Kingdom values including justice, compassion and human dignity. Students have the opportunity to bring cross-cultural perspectives to a critique of scriptural interpretations of the world and human relationships. Through reflection, discussion, and hands-on experiences, students will explore what it means to live with purpose, integrity, and care for others. Through discussion and analysis, students will gain a deeper understanding of the Christian scriptures and its relationship to different cultures and perspectives.

YEAR 3 SEMESTER 1

The Actor on Screen: Foundations of Film Acting II (*Pre-req: The Actor on Screen: Foundations of Film Acting I*)

Polish your on-camera performance skills with complex scenes and character work. You will refine your ability to deliver compelling, naturalistic performances for film and television.

The Integrated Body: Voice and Movement V (*Pre-req: The Resonant Body: Voice and Movement IV*)

Achieve seamless integration of voice and movement to create fully embodied

performances. This unit prepares you for the physical and vocal demands of professional acting.

On Camera: Film Project

Work on a professionally shot short film, collaborating with students from the Bachelor of Screen Production. Gain hands-on experience in film acting and industry-level production processes.

Performance Practice C: Combined Production

Take on leading roles in a fully realised production, applying your advanced skills in acting, voice, and movement. You will work in collaboration with a director, designers, and technical teams, applying your performance training in a production setting.

YEAR 3 SEMESTER 2

The Master Performer: Advanced Acting Technique (*Pre-req: The Actor on Screen: Foundations of Film Acting II*)

This unit challenges you to refine your craft and develop a unique performance style. Through intensive scene work and solo performances, you will demonstrate mastery of acting techniques.

OR

Industry Placement Oz to LA (*Pre-req: Character in Action: The Advanced Actor*)

Step into the heart of the global entertainment industry with this immersive, career-defining experience in Los Angeles. Designed for aspiring screen actors, this elective takes you beyond the classroom and into Hollywood, where you will train with internationally recognised coaches, refine your on-camera technique, and develop the skills to navigate the film and television industry. Through intensive workshops, you'll explore screen acting methods, auditioning strategies, and character development tailored for film and TV. Beyond performance, this unit equips you with essential industry knowledge – how to build a professional network, secure representation, and market yourself effectively in a competitive landscape.

In addition to world-class training, you'll experience life in LA, attending industry events, visiting major studios, and connecting with working professionals. This unit provides an invaluable opportunity to gain international experience, expand your artistic horizons, and take the next step toward your professional career.

The Masterful Body: Voice and Movement VI

Achieve complete command over your physical and vocal expression in this advanced training unit. Designed to refine your movement precision, vocal strength, and stage presence, this course equips you with the skills required to meet the demands of professional performance. You will explore dynamic techniques that heighten expressiveness, deepen character embodiment, and ensure a powerful connection between body, voice, and storytelling. Whether preparing for stage or screen, this unit pushes you to achieve a level of mastery essential for a lasting career in the performing arts.

Performance Practice D: Graduation Production

In this unit you will undertake your final performance project, designed to showcase your abilities to industry professionals. This is your moment to demonstrate everything you've learned and make a lasting impression.

Formation II: Designing My Creative Career

This unit provides students with the opportunity to critically reflect on how a Christian framework can guide their creative and business practices and enable them to proactively draw from biblical principles to undergird their business aspirations. Through a multidisciplinary lens, this unit investigates the spiritual, mental, physical, financial, social, and career management competencies required to build a sustainable career in the arts in Australia.

This unit systematically integrates biblical principles, academic research, national arts policy and small business practices as it examines the place of the artist within the Australian context. In doing this it provides the foundations for students to engage in lifelong learning around their craft and aims to build a holistic framework of learning that supports students to engage in authentic, sustained creative employment consistent with their individual ethical framework, a Christian world view and personal values.

Students will not only engage with the lecture series and tutorials, but apply the concepts, activities and tools to their own creative practice, the building and/or refining of their own small business, and development of their digital portfolio in job-readiness. This unit is a formation stepping stone from college into the professional context within a Christian framing of business ethics and integrity.

“



Initially, all I thought I could do and wanted to do was acting. Excelsia showed me that was not the case. In my first year, Excelsia allowed me to explore a range of areas within theatre like design, performance and management, and from that, it gave me an option to decide what I wanted to dive into more. Excelsia essentially gave me the opportunity to develop new skills and interests without sacrificing what I love. If it wasn't for Excelsia I would have never known what more I could do.

Jacob Parr

Bachelor of Dramatic Art alumnus

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YEAR 1 SEMESTER 1

Acting Fundamentals: Foundations of the Actor I

Step onto the stage and begin your transformation into a compelling performer. In this foundational unit, you will explore the core principles of acting – stage presence, character creation, and performance technique. Through improvisation, technical exercises, and scene work, you will build confidence and learn to work with given circumstances. You will also develop the ability to give and receive constructive feedback, laying the groundwork for a lifelong acting practice.

The Expressive Body: Voice and Movement I

Great acting starts with a well-trained body and voice. This unit introduces you to essential techniques for vocal control, movement, and breath support. Through practical workshops, you will learn how to use your body and voice effectively to convey character and emotion, ensuring a strong foundation for performance.

Introduction to Creative and Technical Storytelling in Performance

Stories shape how we see the world – they connect, challenge, and inspire us. In this unit, you will explore how theatre brings stories to life through the fusion of performance, direction, design, and technical production.

From lighting and sound to front-of-house and stage management, every element plays a role in shaping a powerful audience experience. Through hands-on learning and live productions, you'll discover how storytelling works in practice and develop essential industry skills to bring creative visions to the stage.

Designing Worlds: Introduction to Stage Design

Step behind the scenes and discover how stage design brings stories to life. From set construction to prop design, you will explore the artistic and technical aspects of theatre production, gaining hands-on experience in creating visually compelling stage environments.

YEAR 1 SEMESTER 2

Deepening the Craft: Foundations of the Actor II (Pre-req: Acting Fundamentals: Foundations of the Actor I)

Take your craft to the next level by deepening your exploration of character, emotional range, and textual

interpretation. You will work on more complex scenes and monologues, honing your ability to bring authenticity and depth to your performances. By applying advanced acting techniques such as objectives, obstacles, and actions you will refine your personal approach and prepare for the challenges ahead.

The Dynamic Body: Voice and Movement II (Pre-req: The Expressive Body: Voice and Movement I)

Expand your physical and vocal range with advanced techniques that enhance flexibility, strength, and expressiveness. You will explore the connection between movement and voice, integrating these skills to create more dynamic and engaging performances.

Staging the Past: Theatre History I

Understanding the past is key to shaping the future of theatre. This unit takes you through the evolution of Western performance, from ancient Greek theatre to the Renaissance, exploring how historical influences continue to shape contemporary storytelling.

Behind the Scenes: Fundamentals of Stage Management

Every great production relies on strong organisation and leadership. This unit introduces you to the essential skills of stage management, from scheduling and communication to coordinating technical elements. You will gain the expertise to ensure smooth, professional productions.

YEAR 2 SEMESTER 1

Character in Action: The Advanced Actor (Pre-req: Deepening the Craft: Foundations of the Actor II)

Refine your ability to embody characters with emotional depth and psychological realism. This unit challenges you with complex scenes, requiring you to master transformation, physicality, and nuanced performance.

The Empowered Body: Voice and Movement III (Pre-req: The Dynamic Body: Voice and Movement II)

Harness your physical and vocal power with advanced techniques in movement (Laban, Viewpoints) and voice (accent work, resonance). This unit sharpens your expressive range, preparing you for complex character work.

Performance Practice A: Combined Production OR Production Practice A: Combined Production

Immerse yourself in the full theatre-making process by participating in a fully

staged production. Whether you step into a performance role or contribute as an assistant director, designer, stage manager, or technician, you will gain hands-on experience in a professional rehearsal environment. This unit allows you to collaborate with a director, creative teams, and technical crews, refining your skills in an area of interest while bringing a production to life.

The Visionary Director: The Foundations of Directing for Theatre

Step into the director's chair and learn the essentials of staging a performance. From working with actors to blocking scenes, this unit equips you with the visionary, leadership and creative skills to bring stories to life.

YEAR 2 SEMESTER 2

The Actor on Screen: Foundations of Film Acting I (Pre-req: Character in Action: The Advanced Actor)

Transition from stage to screen by learning the specific techniques required for film and television. You will explore camera technique, continuity, and subtle performance, preparing for professional on-camera work.

OR

Industry Placement Oz to LA (Pre-req: Character in Action: The Advanced Actor)

Step into the heart of the global entertainment industry with this immersive, career-defining experience in Los Angeles. Designed for aspiring screen actors, this elective takes you beyond the classroom and into Hollywood, where you will train with internationally recognised coaches, refine your on-camera technique, and develop the skills to navigate the film and television industry. Through intensive workshops, you'll explore screen acting methods, auditioning strategies, and character development tailored for film and TV. Beyond performance, this unit equips you with essential industry knowledge – how to build a professional network, secure representation, and market yourself effectively in a competitive landscape.

In addition to world-class training, you'll experience life in LA, attending industry events, visiting major studios, and connecting with working professionals. This unit provides an invaluable opportunity to gain international experience, expand your artistic horizons, and take the next step toward your professional career.

Units

The Resonant Body: Voice and Movement IV (*Pre-req: The Empowered Body: Voice and Movement III*)

Further refine your vocal and movement skills to create dynamic, compelling performances. This unit prepares you for the physical and vocal challenges of professional acting.

Elective I

Expand your creative and technical skills with a range of elective units designed to complement your theatre practice. Whether you choose to deepen your expertise in performance, directing, design, production management, or screen acting, these electives allow you to tailor

your learning experience to match your artistic and professional ambitions.

Performance Practice B: Shakespeare Production OR Production Practice B: Shakespeare Production

Engage with the works of Shakespeare in a fully realised theatrical production. This unit offers you the flexibility to perform on stage or take on a key production role such as assistant director, designer, or stage manager. You will explore the intricacies of interpreting Shakespeare for a modern audience, storytelling through performance and production elements and gain invaluable experience with live audiences.

Theatre Practice

Formation I

This unit draws from biblical exemplars an understanding of how our created world works to serve our civilisations. It explores the importance of faith and integrity in building civic-minded citizens.

It equips students to be intentional about their life-choices and helps students explore how faith and service can shape the learning communities that they create. It encourages students to reflect on Christlike Kingdom values including justice, compassion and human dignity. Students have the opportunity to bring cross-cultural perspectives to a critique of scriptural interpretations of the world

“ As a professional accent and dialect coach, actor and director, I am privileged to work with the students at Excelsia and help them develop their craft. I encourage all of our Creative and Performing Arts students to work beyond their current abilities and advance their passion into an achievable career path.

Linda Nicholls-Gidley
Drama Lecturer

Linda is one of Australia's most sought after accent and dialect coaches, working across national touring musicals such as *Shrek*, *Saturday Night Fever* and *Once*, as well as independent theatre in Sydney. She also coaches for film and television in Australia and internationally.

”



and human relationships. Through reflection, discussion, and hands-on experiences, students will explore what it means to live with purpose, integrity, and care for others. Through discussion and analysis, students will gain a deeper understanding of the Christian scriptures and its relationship to different cultures and perspectives.

YEAR 3 SEMESTER 1

Elective 2

Expand your creative and technical skills with a range of elective units designed to complement your theatre practice. Whether you choose to deepen your expertise in performance, directing, design, production management, or screen acting, these electives allow you to tailor your learning experience to match your artistic and professional ambitions.

On Camera: Film Project

Work on a professionally shot short film, collaborating with students from the Bachelor of Screen Production. Gain hands-on experience in film acting and industry-level production processes.

Performance Practice C: Combined Production OR Production Practice C: Combined Production

Advance your expertise by working on a fully realised production in the role that best suits your theatre career aspirations. Whether you choose to perform or specialise in production areas such as directing, design, or stage management, this unit provides an opportunity to put your advanced skills into practice. Working as part of a collaborative creative team, you will refine your craft and develop the confidence to transition into the professional theatre industry.

Theatre History II

Explore the pivotal shifts in Western theatre over the past century and their lasting influence on contemporary practice. This unit takes you on a journey through the theatre landscapes of the UK, USA, and Australia, examining how major cultural, political, and artistic movements have shaped performance-making today.

You'll study key playwrights, movements, and innovations in theatre design and staging, considering how dramaturgy and production aesthetics evolved in response to social change. Through script analysis and historical inquiry, you will deepen your understanding of how theatre reflects and challenges its time, equipping you

with the contextual knowledge to inform your own creative work. Whether your focus is performance or production, this unit provides invaluable insights into the foundations of modern Western theatre.

YEAR 3 SEMESTER 2

Elective 3

Expand your creative and technical skills with a range of elective units designed to complement your theatre practice. Whether you choose to deepen your expertise in performance, directing, design, production management, or screen acting, these electives allow you to tailor your learning experience to match your artistic and professional ambitions.

OR

Industry Placement Oz to LA (Pre-req: *Character in Action: The Advanced Actor*)

Step into the heart of the global entertainment industry with this immersive, career-defining experience in Los Angeles. Designed for aspiring screen actors, this elective takes you beyond the classroom and into Hollywood, where you will train with internationally recognised coaches, refine your on-camera technique, and develop the skills to navigate the film and television industry. Through intensive workshops, you'll explore screen acting methods, auditioning strategies, and character development tailored for film and TV. Beyond performance, this unit equips you with essential industry knowledge – how to build a professional network, secure representation, and market yourself effectively in a competitive landscape.

In addition to world-class training, you'll experience life in LA, attending industry events, visiting major studios, and connecting with working professionals. This unit provides an invaluable opportunity to gain international experience, expand your artistic horizons, and take the next step toward your professional career.

Producing Theatre

Theatre doesn't just happen – it's produced. This unit equips you with the essential skills to bring productions to life, whether in professional venues or independent creative spaces. Through a hands-on, project-based approach, you'll explore budgeting, marketing, scheduling, and managing creative teams. As a producer, you'll be the driving force behind a production, balancing artistic vision with

logistical and financial realities. Whether your goal is to launch your own theatre company, manage large-scale productions, or support independent artists, this unit provides the foundation to turn creative ideas into successful performances. By the end of this course, you'll have the confidence and knowledge to take charge of productions and carve your path in the industry.

Performance Practice D: Graduation Production OR Production Practice D: Graduation Project

Your final major project is the culmination of your training, allowing you to showcase your artistic and technical abilities to industry professionals. Whether you take centre stage or contribute behind the scenes as a director, designer, or stage manager, this production represents your transition from student to emerging professional. This is your opportunity to demonstrate your expertise, creativity, and leadership, leaving a lasting impression as you launch your career in the performing arts.

Formation II: Designing My Creative Career

This unit provides students with the opportunity to critically reflect on how a Christian framework can guide their creative and business practices and enable them to proactively draw from biblical principles to undergird their business aspirations. Through a multidisciplinary lens, this unit investigates the spiritual, mental, physical, financial, social, and career management competencies required to build a sustainable career in the arts in Australia.

This unit systematically integrates biblical principles, academic research, national arts policy and small business practices as it examines the place of the artist within the Australian context. In doing this it provides the foundations for students to engage in lifelong learning around their craft and aims to build a holistic framework of learning that supports students to engage in authentic, sustained creative employment consistent with their individual ethical framework, a Christian world view and personal values.

Students will not only engage with the lecture series and tutorials, but apply the concepts, activities and tools to their own creative practice, the building and/or refining of their own small business, and development of their digital portfolio in job-readiness. This unit is a formation stepping stone from college into the professional context within a Christian framing of business ethics and integrity.

WHY STUDY MUSIC AT EXCELSIA?

Bachelor of Music

YEAR 1: FOUNDATIONS OF MUSICAL EXCELLENCE

Your journey as a musician begins here. In your first year, you will develop core technical mastery in performance, live and digital sound production and music theory while exploring the creative possibilities of your craft. Through one-on-one mentoring and ensemble work, you'll build the discipline, versatility, and artistic awareness that underpin professional music practice.

YEAR 2: ARTISTIC DEVELOPMENT AND SPECIALISATION

Now equipped with strong fundamentals, you'll expand your creative voice through advanced performance techniques, innovative music theoretical and aural training and production skills. This year challenges you to integrate performance, musicology, and entrepreneurship – whether refining your solo repertoire, experimenting with cross-genre collaboration, or developing original works for live platforms.

YEAR 3: PROFESSIONAL PRACTICE AND INDUSTRY INNOVATION

Your final year transforms artistry into career readiness. Through high-level performances, research-led creative projects, and industry placements, you'll refine a distinctive musical identity. Mentored by active professionals, you'll graduate equipped to lead as a performer, composer, producer, or music entrepreneur – with the technical mastery and adaptive creativity to thrive in evolving musical landscapes.



Mikaela Wu

is a graduate of Excelsia College, holding both a Bachelor of Music (Flute) and a Master of Music (Conducting).

Her diverse musical journey includes:

- Performing with the Strathfield Symphony Orchestra
- Conducting and managing choral and orchestral concerts
- Collaborating on a new musical with Excelsia alumni
- Teaching ensembles and private lessons

Currently, she conducts the Wollongong Conservatorium Community Orchestra and Bankstown City Choir, while also tutoring and performing with the Excelsia Chamber Orchestra.

“Excelsia equipped me with skills beyond performance – conducting, composing, and teaching – shaping my versatile career in music.”

Master of Music

Course Duration: 2 years full-time
4 years part-time

Intake: February and July

Credit points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 057961B

Financial information: FEE-HELP* for domestic students, international \$41,664

AQF: Level 9

The Master of Music course is an advanced program designed for musicians who want to refine their artistry, expand their expertise, and strengthen their careers.#

Why Choose This Program?

- **Personalised mentorship:** Work one-on-one with expert teachers to refine your craft and meet individual creative goals.
- **Industry-focused elective:** Expand your professional portfolio in performance, composition, songwriting, music business, teaching or community music work.
- **Specialised research:** Undertake industry relevant research that will enhance your professional and artistic practice.
- **Flexible study:** Complete 1 year (full-time) for a Graduate Diploma or continue for the full Master's degree (2 years full-time).

Specialisations:

- **Performance:** Master advanced technical skills with focused, professional guidance. Develop a distinctive artistic voice through intensive practice, mentorship and professional level performance opportunities.
- **Contemporary Composition:** Develop your unique compositional language specialising in contemporary, jazz, screen and art genres.
- **Community Music:** Lead and inspire others, using music to build communities for social transformation.

Associate Degree of Music

Course duration: 2 years full-time

Intake: February and July

Credit points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 075645J

Financial information: FEE-HELP* for domestic students, international \$46,480

AQF: Level 6

Associate Degree of Music (Worship)

Course duration: 2 years full-time

Intake: February and July

Credit points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0 or equivalent

CRICOS code: 109435A

Financial information: FEE-HELP* for domestic students, international \$46,480

AQF: Level 6

Students exiting the Bachelor of Music and the Bachelor of Music (Worship) after the first two years of the degree will be awarded the Associate Degree of Music.#

Bachelor of Music

Course duration: 3 years full-time

Intake: February and July

Credit points: 144

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS Code: 057959G

Financial Information: FEE-HELP* for domestic students, international \$69,720

AQF: Level 7

The Bachelor of Music provides students with the technical, artistic and analytical training required to become a professional musician. The course features private tuition for voice and instrument studies and extensive performance and studio experiences. Offering multiple performance genres, regular performance opportunities and a strong project emphasis, the Bachelor of Music is an industry-standard degree for aspiring musicians.#

Bachelor of Music (Worship)

Course duration: 3 years full-time
6 years part-time (domestic students only)

Intake: February and July

Credit points: 144

Delivery: On campus

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS Code: 109057M

Financial Information: FEE-HELP* for domestic students, international students \$69,720

AQF: Level 7

The Bachelor of Music (Worship) degree is a new course embedded within the existing Bachelor of Music (see course page for further details).

Please refer to our digital [Music brochure](#) for more information.



* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

The Bachelor of Music is offered with three strands of specialisation, allowing students to take classes unique to their chosen career path: classical, contemporary, and jazz.



Classical

This strand provides musicians with the high-level training in performance, musicianship, ensemble work, musicality and breadth of musical knowledge required for a life in classical music. Students are exposed to a wide range of music across history as well as one-on-one tuition on their instrument with exceptional tutors. Students can continue their journey into the world of classical music.



Contemporary

This strand prepares musicians for a career in the ever-changing world of contemporary music. Artistic, technical, practical and musicianship skills are honed to create a well-rounded musician prepared for the diverse work lives led by industry professionals. Whether students want to pursue their dream as a singer/songwriter or start their own band, this strand will take them there.



Jazz

This strand offers multiple experiences in improvisation, ensemble work, arrangement, and performance designed to prepare students for the highly skilled world of jazz musicianship. Students are encouraged to partake in multiple performance opportunities and workshops to help them think on their feet and engage with the dynamics of the jazz ethos.

FIRST YEAR

SEMESTER ONE

Studio 1: Foundations in Performance

This unit introduces the basics of musical performance. You'll work on your instrumental or vocal technique in one-on-one lessons. Weekly ensemble rehearsals help you develop group work skills. You will also learn about stage setup, safety, and basic equipment handling so you are ready to go out in public and perform.

Elective 1: Versatile Musicians: Second Instrument Study I

Choose between learning a second instrument in a collaborative setting or exploring the basics of songwriting. Both options let you expand your skills and creativity while complementing your core studies.

OR

Introduction to Songwriting

Introduction to Songwriting is an elective that introduces you to creating melodies, harmonies, and lyrics and getting your original songs ready to record and perform. You'll start by exploring iconic songs, genres and songwriters to help you understand techniques that make a great song. Through hands-on workshops, you'll experiment with songwriting – both on your own and in collaboration with others – using a range of instruments and digital tools. By the end, you'll have a collection of work ready to be recorded and shared with the world, setting the stage for your future as a professional songwriter.

Music Foundations (Aural and Keyboard)

In this unit you'll learn the essentials of musicianship, including aural skills, harmony, and keyboard techniques. Through sight-reading, improvisation, and harmonic analysis, you'll build a strong foundation for performance and composition.

SEMESTER TWO

Studio 2: Performance and Ensemble Practice (Pre-req: Studio 1: Foundations in Performance)

Building on the skills you have learned in Studio 1, this unit helps you refine your performance and ensemble skills. You'll continue one-on-one lessons and tackle more complex repertoire ensembles. You will be introduced to operating sound systems, giving you practical experience for professional settings.

Understanding Popular Music

This unit explores the history, culture, and social impact of popular music. By analysing key genres and artists, you'll develop critical listening skills and a deeper appreciation for the music you love.

Introduction to Digital Music

In this unit you will be arranging music, writing charts and transcribing using industry-standard software and tools. You will be applying harmonic and aural skills in a digital context.

SECOND YEAR

SEMESTER ONE

Studio 3: Performance and Collaboration (Pre-req: Studio 2: Performance and Ensemble Practice)

This unit focuses on advanced ensemble performance and collaboration. You'll work with peers on complex musical projects and continue developing your technical skills in live production, including building sound systems.

Harmony in Practice (Pre-reqs: Music Foundations; Introduction to Digital Music)

This unit focuses on applying harmonic principles in contemporary music, with an emphasis on Western art music. You'll analyse, harmonise, and arrange music, deepening your understanding of musical structure and providing you with the opportunity to grow musically as a performer.

History of Western Art Music

This unit traces the development of Western art music, examining key composers, works, and stylistic movements. It provides a historical and cultural context for the music you perform.

SEMESTER TWO

Studio 4: Performance and Ensemble Development (Pre-req: Studio 3: Performance and Collaboration)

In this unit, you'll refine your ensemble skills and take on leadership roles in small groups. Live production workshops will cover mixing sound systems, providing you with a foundation of job-ready technical expertise.

Jazz Harmony and Arranging (Pre-req: Music Foundations; Introduction to Digital Music)

Explore the harmonic language and arranging techniques of jazz. Through improvisation, voicing, and orchestration

exercises, you'll expand your musical vocabulary and bring fresh ideas to your ensemble performances in Studio 4.

Formation 1

This unit draws from biblical exemplars an understanding of how our created world works to serve our civilisations. It explores the importance of faith and integrity in building civic-minded citizens.

It equips students to be intentional about their life-choices and helps students explore how faith and service can shape the learning communities that they create. It encourages students to reflect on Christlike Kingdom values including justice, compassion and human dignity. Students have the opportunity to bring cross-cultural perspectives to a critique of scriptural interpretations of the world and human relationships. Through reflection, discussion, and hands-on experiences, students will explore what it means to live with purpose, integrity, and care for others. Through discussion and analysis, students will gain a deeper understanding of the Christian scriptures and its relationship to different cultures and perspectives.

THIRD YEAR

Studio 5 Performance Mastery/Industry Placement (Pre-req: Studio 4: Performance and Ensemble Development)

In this unit, you'll focus on mastering your primary instrument or voice. Alternatively, you can undertake an industry placement to apply your skills in a professional setting.

Global Music Studies (Pre-req: History of Western Art Music)

This unit delves into the rich diversity of global music traditions, using contemporary ethnomusicological methods to explore their cultural, social, and historical contexts. You will listen to and play music from various regions, developing critical listening skills and an understanding of cross-cultural influences.

Elective 2: Music Pedagogy

You will have the opportunity to implement practical teaching strategies and build a portfolio of resources for studio and ensemble settings.

OR

Elective 2: Music Business

This elective introduces you to the fundamentals of the music industry, covering key areas such as marketing,



copyright, contracts, and career development. Students will gain practical insights into navigating the business side of music, preparing them for roles as performers, producers, or entrepreneurs.

SEMESTER TWO

Studio 6: Performance Leadership/ Industry Placement 2 (*Pre-req: Studio 5: Performance Mastery*)

This final studio unit focuses on refining your leadership skills in ensemble settings and taking on musical directing roles. You can also continue your industry placement, gaining real-world experience. Studio 6 is the culmination of your journey, equipping you to excel as a performer, collaborator, and leader.

Formation 2: Designing My Creative Career (*Pre-req: Formation 1*)

This unit (Designing My Creative Career) provides students with the opportunity to critically reflect on how a Christian framework can guide their creative and business practices and enable them to proactively draw from biblical principles to undergird their business aspirations.

Through a multidisciplinary lens, this unit investigates the spiritual, mental, physical, financial, social, and career management competencies required to build a sustainable career in the arts in Australia.

This unit systematically integrates biblical principles, academic research, national arts policy and small business practices as it examines the place of the artist within the Australian context. In doing this it provides the foundations for students to engage in lifelong learning around their craft and aims to build a holistic framework of learning that supports students to engage in authentic, sustained creative employment consistent with their individual ethical framework, a Christian world view and personal values.

Students will not only engage with the lecture series and tutorials, but apply the concepts, activities and tools to their own creative practice, the building and/or refining of their own small business, and development of their digital portfolio in job-readiness. This unit is a formation stepping stone from college into the professional context within a Christian framing of business ethics and integrity.

Digital Music Production: Composing and Recording

In this unit you will move into advanced digital music production techniques, including composing, recording, and mixing. It connects to the technical skills developed in previous units, making sure you have the tools to create and produce your own music.

ELECTIVES

100/200 Versatile Musicians: Second Instrument Study

Introduction to bass, piano, or vocal techniques as a second instrument

100 Introduction to Songwriting

Introduction to the singer/songwriter craft for live presentation

200/300 Second Instrument 2 (*Pre-req: Second Instrument 1*)

200/300 Music Business

200/300 Music Pedagogy





Bachelor of Music (Worship)

Students gain the technical, artistic and analytical training required to become professional musicians, with the course diverging in its emphasis on theological preparation for a future in Christian ministry. The addition of specific units such as Worship Music in Practice, Worship Music Placement and Theology of Worship equip students with a deeper understanding of biblical directives and theological approaches to worship through music and how to apply this in diverse church settings. Students explore central themes underpinning personal and

corporate worship expression in both Old and New Testament. These include God as Creator and Father; tabernacle/temple worship; the figure of King David; the birth, death and resurrection of Jesus; the Holy Spirit; and the church.

Students also apply learnings into music production with a live/digital launch of an EP of original worship music relevant to individual and congregational worship contexts. This industry relevant training encompasses all aspects of pre- and post-production.

Additionally, the course features placement within a congregational setting[^] under the mentorship of Excelsia staff and a church ministry team. Students are given a context for mentoring, practical skill development, ensemble skills, planning, songwriting and worship leading, linking with existing or new campus ministry initiatives at Excelsia, such as The Gathering and/or praise and worship meetings and events. Graduates will complete the course prepared to lead worship ministry teams both on campus and in local churches.[#]

[^] Broader worship music settings available.

^{*} Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

[#] Refer to page 83–85 for admission requirements



“ As Director of Avondale Conservatorium at Avondale University, I am deeply committed to a Christian world view and heavily invested in facilitating music and musicians in the Christian higher education context. I would like to take this opportunity to commend you on your inspiring vision to create a Bachelor of Music degree with a unique focus on music in the context of worship. ”

— Aleta King
Director of Avondale Conservatorium, Avondale University



WORSHIP MUSIC PLACEMENT AND EP LAUNCH

Students undertake 182-hour placement in a congregational setting and launch an EP of original worship music.



THEOLOGICAL DEPTH AND PRACTICE

Dedicated units for students to explore biblical approaches to music in worship with historical and modern application.



PROFESSIONAL MUSICIAN TRAINING

Students are uniquely equipped and job-ready for future careers in both secular and church environments.

Units

Bachelor of Music (Worship)

FIRST YEAR

SEMESTER ONE

Studio 1: Foundations in Performance

This unit introduces the basics of musical performance. You'll work on your instrumental or vocal technique in one-on-one lessons. Weekly ensemble rehearsals help you develop group work skills. You will also learn about stage setup, safety, and basic equipment handling so you are ready to go out in public and perform.

Elective 1: Versatile Musicians: Second Instrument Study 1

Choose between learning a second instrument in a collaborative setting or exploring the basics of songwriting. Both options let you expand your skills and creativity while complementing your core studies.

OR

Introduction to Songwriting

Introduction to Songwriting is an elective that introduces you to creating melodies, harmonies, and lyrics and getting your original songs ready to record and perform. You'll start by exploring iconic songs, genres and songwriters to help you understand techniques that make a great song. Through hands-on workshops, you'll experiment with songwriting – both on your own and in collaboration with others – using a range of instruments and digital tools. By the end, you'll have a collection of work ready to be recorded and shared with the world, setting the stage for your future as a professional songwriter.

Music Foundations (Aural and Keyboard)

In this unit you'll learn the essentials of musicianship, including aural skills, harmony, and keyboard techniques. Through sight-reading, improvisation, and harmonic analysis, you'll build a strong foundation for performance and composition.

SEMESTER TWO

Studio 2: Performance and Ensemble Practice (Pre-req: Studio 1: Foundations in Performance)

Building on the skills you have learned in Studio 1, this unit helps you refine your performance and ensemble skills. You'll continue one-on-one lessons and tackle more complex repertoire ensembles. You will be introduced to operating sound systems, giving you practical experience for professional settings.

Understanding Popular Music

This unit explores the history, culture, and social impact of popular music. By analysing key genres and artists, you'll develop critical listening skills and a deeper appreciation for the music you love.

Introduction to Digital Music

In this unit you will be arranging music, writing charts and transcribing using industry-standard software and tools. You will be applying harmonic and aural skills in a digital context.

SECOND YEAR

SEMESTER ONE

Worship Music in Practice 1

Worship Music in Practice 1 is the first of two second-year units designed for students in the Bachelor of Music (Worship) degree. The unit equips students with skills necessary to lead congregations in Christian worship services within the context of small ensembles relevant to contemporary churches across a range of denominational settings. The unit also develops biblical and theological understandings of the role of music in personal and corporate worship settings and the ability to critique worship processes and practices based on these understandings.

The unit is structured around the central themes underpinning personal and corporate worship expression in both Old and New Testament. These include God as Creator and Father; tabernacle/temple worship; the figure of King David; the birth, death and resurrection of Jesus; the Holy Spirit; and the church.

Harmony in Practice (Pre-reqs: Music Foundations; Introduction to Digital Music)

This unit focuses on applying harmonic principles in contemporary music, with an emphasis on Western art music. You'll analyse, harmonise, and arrange music, deepening your understanding of musical structure and providing you with the opportunity to grow musically as a performer.

History of Western Art Music

This unit traces the development of Western art music, examining key composers, works, and stylistic movements. It provides a historical and cultural context for the music you perform.

SEMESTER TWO

Worship Music in Practice 2

Worship Music in Practice 2 is the second of two core second-year units designed for students in the Bachelor of Music (Worship) degree. The unit extends and refines students' ability to lead congregations in Christian worship services within the context of small ensembles relevant to contemporary churches across a range of denominational settings; and to collaboratively compose and record music relevant to the contemporary Christian music industry. The unit is structured around a project-based rationale including the production and live/digital launch of an EP of original worship music relevant to individual and congregational worship contexts. Students will refine skills relevant to musical and lyrical text analysis,



arrangement, rehearsal, composition, recording, production and release of praise and worship music encompassing a breadth of historic, stylistic, and cultural understandings.

Jazz Harmony and Arranging (*Pre-req: Music Foundations; Introduction to Digital Music*)

Explore the harmonic language and arranging techniques of jazz. Through improvisation, voicing, and orchestration exercises, you'll expand your musical vocabulary and bring fresh ideas to your ensemble performances.

Theology of Worship

This unit explores the biblical and theological foundation for worship: a worshipful attitude, and the role of the worship facilitator, and servant-hearted leadership, particularly creating meaningful group or corporate worship experiences. Worship is the engagement with God and His community through proclaiming human dependence on God. The Bible remains the primary source underpinning the function of

contemporary worship and its relationship to appropriately honouring God, pointing towards salvation, and unifying the body of believers. This unit will contextualise creative aspects of worship in a brief literature survey, in order to locate the integration of music and creative arts in corporate church life and the individual relationship with the Divine.

THIRD YEAR

SEMESTER ONE

Worship Music Placement 1

Worship Music Placement 1 enables students to increase their understanding of the application of principles relevant to Christian worship in a local ministry or related industry setting. This unit is designed to facilitate the transition from Excelsia to a workplace through a 91-hour placement. As such, students are expected to assume a high level of personal responsibility in researching, selecting, and initiating potential worship placements. Such placements may include churches, youth groups, Christian music production studios and Christian community

arts projects. Whatever the placement context, emphasis in the unit is placed on the acquisition of skills in discipleship within a Christian work context.

Musical Direction 1

The Musical Direction sequence comprises two units in which students examine all aspects of directing vocal and instrumental ensembles. In Musical Direction 1 (Choral) students have the opportunity to study the areas of planning, preparing, rehearsing and conducting a choral ensemble. Elements covered in both theory and practice include repertoire selection, the physiology of the voice, function and clarity of the beat, choral warm-up and aspects of breathing, phrasing and diction. The unit concludes with a substantial rehearsal and performance with the class choir.

Global Music Studies (*Pre-req: History of Western Art Music*)

This unit delves into the rich diversity of global music traditions, using contemporary ethnomusicological methods to explore their cultural, social, and historical contexts. You will listen

to and play music from various regions, developing critical listening skills and an understanding of cross-cultural influences.

Elective 2: Music Pedagogy

You will have the opportunity to implement practical teaching strategies and build a portfolio of resources for studio and ensemble settings.

OR

Elective 2: Music Business

This elective introduces you to the fundamentals of the music industry, covering key areas such as marketing, copyright, contracts, and career development. Students will gain practical insights into navigating the business side of music, preparing them for roles as performers, producers, or entrepreneurs.

SEMESTER TWO

Worship Music Placement 2

Worship Music Placement 2 enables students to increase their understanding of the application of principles relevant to Christian worship in a local ministry or related industry setting. This unit is designed to facilitate the transition from Excelsia to a workplace through a 91-hour placement. As such,

students are expected to assume a high level of personal responsibility in researching, selecting, and initiating potential worship placements. Such placements may include churches, youth groups, Christian music production studios and Christian community arts projects. Whatever the placement context, emphasis in the unit is placed on the acquisition of skills in discipleship within a Christian work context.

Formation 2: Designing My Creative Career

This unit (Designing My Creative Career) provides students with the opportunity to critically reflect on how a Christian framework can guide their creative and business practices and enable them to proactively draw from biblical principles to undergird their business aspirations. Through a multidisciplinary lens, this unit investigates the spiritual, mental, physical, financial, social, and career management competencies required to build a sustainable career in the arts in Australia.

This unit systematically integrates biblical principles, academic research, national arts policy and small business practices as it examines the place of the artist within the

Australian context. In doing this it provides the foundations for students to engage in lifelong learning around their craft and aims to build a holistic framework of learning that supports students to engage in authentic, sustained creative employment consistent with their individual ethical framework, a Christian world view and personal values.

Students will not only engage with the lecture series and tutorials, but apply the concepts, activities and tools to their own creative practice, the building and/or refining of their own small business, and development of their digital portfolio in job-readiness. This unit is a formation stepping stone from college into the professional context within a Christian framing of business ethics and integrity.

Digital Music Production: Composing and Recording

In this unit you will move into advanced digital music production techniques, including composing, recording, and mixing. It connects to the technical skills developed in previous units, making sure you have the tools to create and produce your own music.



The Master of Music is offered with three streams



Performance

Students work on perfecting performances of increasing levels of challenge to industry standards. By honing their expressive, technical and academic skills, performers work one-on-one with a professional teacher to prepare a series of concerts featuring high-level solo and ensemble repertoire of their choosing. Students may specialise in jazz, contemporary or classical genres including conducting. A suite of electives is also available, offering additional study in cross-cultural performance, composition, music worship, music business, and music pedagogy.

Contemporary Composition

Students may undertake a range of composition options, allowing students to concentrate on both traditional and commercial aspects of the contemporary music industries. Students may compose for both live and digital media in a range of genres and mediums, refining their skills towards the completion of a final composition project. A suite of electives is also available, offering additional study in both solo and ensemble performance, music worship, music business, and music pedagogy.

Community Music

The purpose of the stream is to provide postgraduate study for musicians who seek to work in community music settings as ensemble directors, and/or with community music organisations who serve culturally diverse or marginalised people in settings ranging from co-curricular school groups, to aged care, churches, local councils, prisons and so on. Students gain practical experience in pedagogy relevant to ensemble settings through both performance and conducting, with a suite of electives available in performance, music worship, composition and music business. Students undertake a final community music placement in order to complete their study.

Performance I – IV

This set of four core performance units facilitate study in the students' principal instrument, voice or in conducting skills. Students work with a professional tutor to maximise their skill outcomes to a professional level, presenting a series of concert performances of increasing depth and complexity in Western classical, jazz or contemporary performance genres.

Composition I – III

A series of three core composition units allow students to refine their skills in composing for both live and digital mediums in traditional art, jazz or in contemporary music styles. Students present their works in live, recorded and scored formats to audiences, refining original projects of increasing scope and complexity.

Music and Media

The Music and Media elective provides students with the opportunity to attain the conceptual understandings, creative awareness, professional discipline, and technical skills to compose music for various media including interactive UE/UI applications, advertising, and game platforms.

Music and the Moving Image

The Music and the Moving Image elective provides students with key conceptual, creative, analytical and technical understandings necessary for composing music for screen and television. Students undertake a collaborative project with final-year Bachelor of Screen Production students to compose original music for a short film, or complete a project of interactive game music.

Screen Sound Analysis

The Screen Sound Analysis elective provides students with the opportunity to undertake a comprehensive and informed study of the role of sound design and composition in screen mediums. Study combines in-depth historical, theoretical,

analytical and practical elements, working towards the completion of screen soundtrack projects.

Music Industries Overview

Music Industries Overview provides students with the insights and skills necessary to navigate work in the music industries with a focus on artistic entrepreneurship and portfolio sustainability. Each student will develop a business plan in line with their musical interests and skills, with topics addressing the ways artists manage multiple income streams. The subject considers a variety of views and critiques of the industry with a focus on emerging trends, ethical considerations, and contingency planning for the future.

Cross-Cultural Performance

This elective unit provides practical learning for students in cross-cultural and world musics, as well as conceptual and critical thinking opportunities necessary for musicians who seek to work in diverse and inclusive music making communities. Students work in small ensembles to arrange, rehearse and perform music through cross-cultural collaboration, with an investigation of the ethical practices surrounding such work.

Music Pedagogy

This unit aims to develop and refine students' ability to teach music in a range of contexts from studio to community settings, addressing a variety of ages and ability levels from young children through to adult learners. The unit focuses on developing planning and reflective skills as well as designing resources applicable to a range of twenty-first-century music teaching situations.

Music in Worship

This elective unit introduces students to a range of philosophical, theoretical, theological, biblical and practical skills

necessary to design, conduct and evaluate worship practices in the contemporary Christian church. Students undertake original research in churches as well as curating worship events appropriate to these settings.

Music in Community

Community music is generally characterised by non-formal music making spanning domains as diverse as local choirs, bands and orchestras, through to participatory music making which occurs in contexts as diverse as aged care facilities, rural folk festivals, prisons and churches. Students in the Community Music stream undertake this unit as a final semester work placement, applying skills in rehearsal management, conducting, arranging, concert organisation, business management, and grant writing in order to build the skills necessary to work as a community music facilitator.

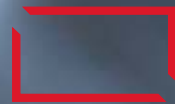
Research Methods

Research skills are critical to facilitating lifelong learning, developing conceptual and investigative capacities at the postgraduate level, and to enhancing systematic attempts to understand, influence and improve professional creative practice. This core unit introduces research methods applicable to music practitioners, with students developing an original research proposal for implementation in their final capstone Research Project.

Research Project

Research Project is a final semester capstone unit that provides students with a comprehensive experience of research, while extending their knowledge, critical thinking and practical skills. Each student implements an original research project (designed in the Research Methods unit) which is related to their core interests and career aspirations in music. The completion of the project is closely supervised by an academic staff member.





SYDNEY
FILM
SCHOOL

Partnership with Sydney Film School

Excelsia is proud to be partnering with one of the world's top film schools as ranked by *Variety* magazine, Sydney Film School, to deliver the Bachelor of Screen Production. The degree offers a unique model of training, inspiring students to become the next generation of screen creatives. The program is delivered by Sydney Film School and Excelsia at the two campuses, with the program accredited and qualifications provided by Excelsia.



WHY STUDY SCREEN PRODUCTION AT EXCELSIA?

To develop excellence in the art, craft and technology of screen production, we believe students crucially need critical-thinking skills to analyse and evaluate current industry practices and strategically explore new modes of storytelling and dissemination, whether it's in a cinema or online. Upon graduation, students will have acquired screen production, storytelling and entrepreneurial skills, and specialised capabilities such as writing, directing, cinematography, design, sound or post-production that will equip them to be innovative, professional and ethical.

Modern studio facilities

- Students learn using film industry quality equipment and gear, as well as a mixture of lower budget equipment, to be skilled across the spectrum of film needs.
- Waterloo Studios is an award-winning Production Studio, purpose-built for film and television.
- The sound stage is equipped with green screen.
- From editing suites to screening rooms, rehearsal spaces to production rooms, students can confidently enter or create their own production house.

World-class mentorship

- Students are taught and mentored by top industry professionals giving one-on-one development to confidently stand out in a competitive industry.
- Personal teaching and mentoring that is designed to home in on a student's objectives and provide practical guidance through your studies.

High-quality academics

- All teachers work in the creative industries and we invite prominent film personalities to share career experiences.

Production experience

- Unrivalled production opportunities.
- Production budgets included in the course fee.
- An opportunity to build up to 12 to 16 screen credits during the course.
- Access to a pool of acting students through our Dramatic Arts program at the Pennant Hills campus.
- An environment that replicates the real-world industry practice.

Rich and meaningful filmmaking

Often film degrees can teach students the skills but not the storytelling. The Bachelor of Screen Production will transform students' abilities to craft a narrative like no other.

Bachelor of Screen Production

Course duration: 3 years full-time

Intake: February and July

Credit points: 144

Delivery: On campus at Pennant Hills and at Waterloo

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 104943K

Financial information: FEE-HELP* for domestic students, international \$67,152

AQF: Level 7

The course has been designed for future:

- writers
- directors
- cinematographers
- production designers
- sound recordists and sound editors or designers
- screen editors
- production managers and coordinators.#



Please refer to our digital [Screen Production brochure](#) for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements



FIRST SEMESTER**Production I**

This unit introduces students to the theoretical and practical skills required to complete development and the pre-production stages of filming for a short film project. Practical on-set exercises to develop students' understanding of on-set protocol and logistics are combined with theoretical studies into the pre-production and production chain of command, personnel and processes. Students are organised into working short film crews to practise on-set exercises and develop the necessary creative and organisational documentation to launch into filming in second semester.

Screenwriting

The purpose of this unit is to introduce students to the processes of screen writing including finding inspiration for concepts and formulating ideas into a dramatic and visual form. Students will analyse short film genres by applying structural techniques and industry standard writing formats to produce a final draft short film screenplay. They will learn to identify character point of view and start analysis between outer and inner journeys of their characters. They will draw focus on a lyrical moment in their film to bring emotion to their character's major turning points. They will critique their work through script editing processes and exercises to explore how characters form the basis of stories through a cinematic format.

Production Design

Students will be provided with conceptual and practical tools to develop and realise the visual approach of a screen project. They will be introduced to fundamental concepts of production design including the role and responsibilities of the production designer, the collaborative process and the physical elements of a production design. Script analysis for design is explored, analysing story, characters, themes, narrative structure and stylistic elements.

Cinematography

This unit introduces cinematography theory and industry-standard practices to enable students to undertake the role of cinematographer and other roles within the camera and lighting departments. Students are required to demonstrate a foundational technical knowledge of cinematography and articulate an understanding of the creative aspects that will inform a cinematographer's approach to screen production, including collaboration with other key creative departments.

Directing

This unit introduces students to the specific functions of the screen director through a foundation in the theory of screen direction and its application in scenes. The unit includes a historical overview of screen performance and a series of practical workshops that scaffold students through scene breakdowns, casting actors, conducting rehearsals, defining blocking and devising coverage, including storyboarding and shot lists. Students also learn to analyse and approach a text from a directorial point of view.

SECOND SEMESTER**Production II**

This unit continues student understanding of the theoretical and practical skills involved in producing short films with the introduction to the production and post-production phases of the screen production cycle. The unit examines the production phase in its actualisation and flexibility around all that was envisaged and planned in the pre-production period. Similarly, the post-production phase is analysed in regard of both the development of editing skills and the stage of reflection where students can evaluate their personal development and areas for improvement. Students are kept in the same crews as first semester to work on the post-production exercises, complete their short films and participate in a debriefing phase for their films.

Screen Editing

This unit introduces students to the concepts, structures, aesthetics, techniques and technologies involved in digital post-production. Student learning has a particular emphasis in the editing process, with a general overview of sound, graphics, and colour grading. Non-linear editing techniques and approaches are demonstrated, discussed and applied by students with regard to both technical and aesthetic perspectives. Students will analyse effective storytelling as it is achieved through the craft of editing and through an appreciation of various editing theories and post-production processes. They will also develop media workflow and project management skills, evaluate appropriate media exchange processes, and identify the personal skills required to edit footage for a variety of screen production projects.

Sound Post-Production

This unit equips students with a conceptual understanding and technical foundations in the use of audio post-production techniques and sound design for screen

production. Students will be instructed in the use and application of the digital audio workstation Pro Tools as it is considered to be the industry standard. Students will construct and edit audio in screen productions and analyse the importance of sound in relation to moving image.

Philosophy for the Contemporary Filmmakers

This unit introduces students to a range of tools, concepts and ideas that will enable them to examine both their own particular world view and that of others. It challenges students to engage critically with philosophy, popular culture, religion and their own art to begin to examine what they think about the world and why. Students are challenged both as consumers and producers of content to evaluate the subconscious world view assumptions and didactic intent of the cultural products they engage with.

THIRD SEMESTER**Foundations of Screen Storytelling**

This unit introduces students to the foundations of screen storytelling. The unit provides an overview of storytelling through image, sound, design, direction, editing and performance. Students will learn to analyse and evaluate screen works in regard to the various creative contributions (direction, scripting, cinematography, design, performance, sound, and editing). This foundational unit provides a common, shared language for analysis and evaluation of screen excerpts that students will encounter in the various discipline-specific units they will study elsewhere in the Bachelor of Screen Production course.

Production III

This unit introduces students to the creative and practical considerations of creating documentaries in the modern world. Students are encouraged to examine the breadth of the documentary genre and its creative practice as well as its role in news, journalism and the media.

Specialty Workshop I

This unit focuses on specialised screen production roles where students further develop the technical and theoretical skills required to perform specific roles in production work. Students learn these skills across the unit, culminating in a creative task pertaining to their specialisation interest. Specialisations could include 1st assistant directing, cinematography, sound recording, production design, production management, post production sound, editing, continuity, directing and

producing, and others. Task is to be decided in consultation with the lecturer and Course Manager.

Screen Histories

This unit provides students with the theoretical framework and analytical skills to appreciate the interplay between technological, social, political, economic, cultural and aesthetic trends that have shaped the various histories of film, television and online screen production in the West. Students are encouraged to explore specific periods where technological innovation and/or cultural change generate new stories and new audiences, and to understand that the patterns of the past continue to impact present and future modes of storytelling on screen. While the focus in the early decades of the twentieth century will focus on American and European cinema (due to their significance in the shaping of contemporary Western screen storytelling) recognition will also be made of the effects of exposure to screen stories from the Pasifika region in more recent decades.

FOURTH SEMESTER

Production IV

This unit offers students the opportunity to produce and direct their own thesis film. Students will learn to build on their existing knowledge of filmmaking to create a screen product, from initial concept, to pitching, filming and post-production. Students are encouraged to reflect on the creative process, examine where their work fits in the overall body of modern screen content and devise work that reflects both their creative and career ambitions.

Specialty Workshop II

This unit is the third in the sequence of three units where students focus on a specialised screen production role. In this unit students further develop the technical and theoretical skills required to perform that specific role in the corresponding Production I-VI unit. Students learn these skills in weekly small-group one-hour sessions across the semester, culminating in the performance of this role in Production IV (Minor Screen Production) and a creative task pertaining to their specialisation. Specialisations could include 1st assistant directing, cinematography, sound recording, production design, production management, post-production sound, editing, continuity, directing and producing, and need to be decided in consultation with the lecturer and Course Manager.

Screen Genres

This unit provides students with the theoretical framework and analytical skills to engage with a wide variety of screen (film and television) genres that have endured and evolved over time. Students are encouraged to identify the particular screen storytelling techniques and consequent feeling states that are used to both assure and unsettle audience expectations. The unit also offers practical opportunities for students to test out how genre conventions might work in a screen trailer that they devise. Screen genres are a tool of the storyteller to both satisfy and create unanticipated desire in the experience of the audience.

The Filmmaker's Life in Focus

This unit focuses on the everyday and creative lives of students undertaking the unit. The interrelationship of work, play and creativity will be examined to allow students to begin to deduce their practical place in the world both as artists and humans. Particular consideration will be given to topics such as global citizenship, the philosophy of artistic creation, ethical creative practice and sustainable artistic habits.

FIFTH SEMESTER

Production V

In this unit students learn how to frame and develop creative concepts, project support and human and financial resourcing required for a substantial screen production. Students fulfil a key creative role (direction, cinematography, sound (production and post), production management, production design, or editing) in one or more major screen productions. Students select their key production role in consultation with both the lecturer and Course Manager. Screen productions may include short films, web-series pilots etc. This unit enables students to analyse, evaluate and apply themselves to the most appropriate production format for their particular vision and future career aspirations. This unit overlaps with Production VI as each student progresses from pre-production to production to post-production of their major screen projects.

Production Support Role A

This unit supports students in a specialty support role on another student's major screen production in Production V/ Production VI. Students further develop skills pertaining to another field of specialisation and develop the ability to analyse their work in the context of another student's vision. Students also learn fundamentals of upwards management and how to follow a creative

brief. Students may choose a field that has previously not been their specialty with consultation with the Course Manager. Specialisations could include 1st assistant directing, continuity or script supervision, 1st camera assistant, clapper or data wrangler, gaffer, grip, design support (set or prop sourcing and construction, costume, set dressing), producing and production management.

International Industry Analysis

This unit provides students with the theoretical framework and analytical skills to engage with current issues within the international film industry. Students are encouraged to explore the economic and cultural influences on the film industries of a variety of countries and to understand the varying relationships between individual countries' industry needs and creative output.

Elective

SIXTH SEMESTER

Production VI

This second unit for Major Screen Production provides the learning opportunity for students to follow through their creative and pragmatic vision of a project from post-production to the marketing of both the screen product and their own professional career. Students will analyse and evaluate how their own emergent screen production practice aligns with industry practitioners that they admire in their chosen craft discipline. They will also identify what aspects of their creative process in creating this major screen project can be effectively marketed to promote the final screen production.

Production Support Role B

This unit supports students in a specialty support role on another student's major screen production in Production V/ Production VI. Students further develop skills pertaining to their particular chosen field of specialisation and develop the ability to analyse their work in the context of another student's vision. Students also focus some of their time on developing an understanding of the particular career opportunities and risks of their chosen specialty within Production V/Production VI. Students may choose a field that has previously not been their specialty with consultation with the Course Manager. Specialisations could include 1st assistant directing, continuity/script supervision, 1st camera assistant, clapper or data wrangler, gaffer, grip, design support (set or prop sourcing and construction, costume, set dressing), producing and production management.

Designing My Creative Career

This unit provides students with the opportunity to critically reflect on their own creative and business practices and to proactively engage in learning about and constructing their own small business to support their craft. Through a multidisciplinary lens, this unit investigates the mental, physical, financial, social and career management competencies required to build a sustainable career in the screen industries in Australia. This unit systematically integrates academic research, national arts policy and small business practices as it examines the place of creatives within the Australian context. In doing this it provides the foundations for students to engage in lifelong learning around their craft and aims to build a holistic framework of learning that supports students to engage in sustained creative employment. It is imperative that students not only engage with the lecture series and tutorials, but apply the concepts, activities and tools studied in class to their own creative practice and the building and/or refining of their own small business.

Elective

ELECTIVES

Advanced Screenwriting

This unit opens the student's awareness to structural tools used by industry specialists and script doctors that can be applied to their original and personal concepts. The unit will focus on vertical thinking methodologies to find dramatic structure to create engaging works. Students will learn how to map pre-existing films with regard to genre conventions and character journeys. They will identify and display in their writing the difference between outer and inner journeys of characters. Greater attention is placed on character development, dialogue and script editing with the aim of producing a product for the candidate's major thesis short film.

Advanced Directing

This unit is the second of two directing units and builds upon the skills introduced in the first unit. Students are taken through the process of creating a vision and then develop the practical, analytical and theoretical skills required to communicate the vision with major creative personnel that directors are likely to encounter. Students develop the necessary skills to align their vision with the needs, communication styles and priorities of the performers, art department, cinematography department and post-production department to attain the skills to be able to produce a cohesive screen product. Weekly lectures are paired with weekly director's exercises in the development of a director's book for an original screen production of the student's choosing.

Advanced Production Design

In this unit, students will synthesise their knowledge of screen design through a practical exploration of the discipline. Students will gain deeper knowledge of the visual elements and theoretical base that support the production designer's contribution to a screen project. Students will explore design theories and their application to the design of a screen project through production design and costume design, and through previsualisation tools, construction and filmic techniques.

Advanced Cinematography

This unit is the second of two cinematography units and builds upon the skills introduced in the first unit. Students progress through advanced technical knowledge of cinematography, giving special attention to exposure and saturation, as well as more complex, dynamic camera operation. These practical skills are complemented by deeper critical

reflection and analysis in the form of case studies of the previous and current work of master cinematographers.

Advanced Screen Editing

This unit is the second of two editing units and builds upon the skills introduced in the first unit. Students progress through advanced technical knowledge and creative storytelling techniques in visual editing, including advanced application of software tools for special FX and colour grading. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of the previous and current work of master editors.

Advanced Sound Post-production

This unit is the second of two sound post-production units and builds upon the skills introduced in the first unit. Students progress through advanced technical knowledge and creative storytelling techniques in sound editing and mixing, including advanced application of ProTools software, ADR and Foley techniques. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of the previous and current work of master sound editors and mixers.

Advanced Production Management

This unit builds upon the skills introduced in Production I and Introduction to Specialty Workshops, recognising that students may want to add production management to their skill set as they prepare to graduate. Students progress through advanced technical knowledge and application of production management software for script breakdown, scheduling and production budgeting. These practical skills are complemented by deeper critical reflection and analysis in the form of case studies of short and long form screen productions from film and television.





Citizen Insane
Directed by Oliver Etheridge



Still
Directed by Ethan Tulenehelmo



The Nail Of It All
Directed by Tara Eshraghi



Next Stop Nowhere
Directed by Joshua Kouts



Bigfoot and The Social Regime
Directed by Clair Luther



The Tooth Fairy
Directed by Claire Luther



Lucinda and Marion
Directed by Sasha Byk Giroux



Belonging
Directed by Prayush Shrestha



A Grandfather's Wish
Directed by Luke O'Donnell



What Are You Running From
Directed by Ethan Tulenehelmo



EXCELSIA'S OZ TO LA PROGRAM

gives students a once-in-a-lifetime opportunity to study in Los Angeles, rubbing shoulders with some of the biggest names in showbiz. Throughout the program, students will study five days a week at a renowned Los Angeles school in an intense and concentrated manner, testing their commitment, passion and suitability for life as an actor.

FEE-HELP is available for the training and course-related costs of the Oz to LA program. Students are required to cover the upfront costs of approximately \$11,500. This includes accommodation, flights, living and other expenses.

What does it include?

- ✓ 10 weeks of intensive actor training
- ✓ audition/casting sessions
- ✓ exclusive meetings
- ✓ industry conferences
- ✓ networking opportunities
- ✓ studio tours



“ Studying acting in LA is eye-opening and creatively invigorating; it's inspiring being around so many creative minds everywhere you go. All the

classes were useful, particularly

when learning about the technical

aspect of the film industry in America. The instructors are all currently working in the industry and so were able to give current and insightful information.

We were also lucky enough to attend G'Day USA, a massive event where prominent American and Australian talent gather to celebrate the relationship between Australia and the US. This event was an amazing networking opportunity as we were able to mingle with industry professionals.

”

Amy Lawler

Bachelor of Dramatic Art Alumnus



“ During my time at Excelsia, it was wonderful to sit under quality teaching and reflect on educational theories through the lens of the Bible. The Master of Teaching (Secondary) gave me practical, lifelong skills in the area of critical reflection and the skills for bringing a Christian world view through my teaching practice. I feel so privileged to have met a variety of inspiring educators during my time at Excelsia. The staff were an unbelievable support during placement opportunities and lecturers displayed a gentle, relational approach, which is something I have tried to imitate in my own teaching style. ”

Nada Appleby

Master of Teaching (Secondary) alumnus



WHY STUDY EDUCATION AT EXCELSIA?

Learn from accomplished academics

- We offer world-class academic coursework, delivered by accomplished professors, tutors and industry professionals.

Flexible study options

- Fast-track to your new career by studying the accelerated 18-month course.

Pastoral care

- Excelsia prioritises pastoral care and this is fully integrated throughout the program. It is important to Excelsia that we meet the personal, social wellbeing and academic needs of students.

Online delivery

- Online delivery for the Master of Teaching (Primary), the Master of Teaching (Secondary), and the Master of Education means students can plan study around existing work, family and life commitment.

Work placement

- Excelsia understands that undertaking work placement is an important way to prepare students for employment. We assist in helping Master of Teaching and Bachelor of Early Childhood students find work placement, which provides an excellent opportunity for them to gain practical experience.

Master of Teaching (Primary)

Course duration: 2 years full-time/ part-time equivalent

Intake: February and July

Credit points: 96 (20 units, including 2 course tutorial workshops)

Delivery: Online and on-campus, international students will study on-campus

Available to: Domestic and international

IELTS: Overall 7.5 with speaking and listening at 8.0 and reading and writing at 7.0[^]

CRICOS code: 116196H

Course accreditation: NESA

Financial information: FEE-HELP* for domestic students, international \$46,400

AQF: Level 9

Nelson Mandela was right when he said 'education is the most powerful weapon we can use to change the world'. Though teachers may only spend a short time teaching a child, the effects can last a lifetime. The Master of Teaching (Primary) is designed for people with a love of learning and a love of children. Not only will they provide the tools for academic achievement, primary teachers will play a critical role in imparting life lessons like how to be a kind and respectful person not only in the classroom, but in the schoolyard, at home and in the world. This course is grounded in Christian values and beliefs and students learn to educate innovatively, with care, and from the heart. Students have hands-on exposure to foundation units, like cultural perspectives or psychology for teachers, along with curriculum studies, like literacy, creative arts and personal development, health and physical education.[#]

Master of Teaching (Secondary)

Course duration: 2 years full-time/ part-time equivalent

Intake: February and July

Credit points: 96 (19 units, including 2 course tutorial workshops)

Delivery: Online and on-campus, international students will study on-campus

Available to: Domestic and international

IELTS: Overall 7.5 with speaking and listening at 8.0 and reading and writing at 7.0[^]

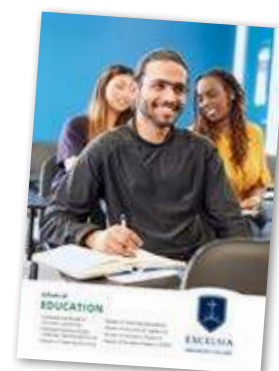
CRICOS code: 107995G

Course accreditation: NESA

Financial information: FEE-HELP* for domestic students, international \$46,400

AQF: Level 9

Our teacher training program acknowledges and embraces the tremendous fulfilment and satisfaction that is a part of teaching, and the many opportunities teachers have to make a positive difference in the lives of children and young adults. The Master of Teaching (Secondary) prepares students for teaching in Christian, Independent and State schools. Teaching isn't just a job. It's a passion, a dedication, a commitment and a way of life. It's a career founded in care, resourcefulness, innovation, lifelong learning and leadership. Our online degree is designed to give students the tools to inspire hope, ignite imagination, and instil a love of learning in the children and young adults they teach.[#]



Please refer to our digital [Education brochure](#) for more information.



[^] Applicants with an average IELTS score of 6.5, with band 7.0 in speaking and listening and with no band less than 6.5, could be made a conditional offer.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

Units

Master of Teaching (Primary or Secondary) students undertake foundational units as follows, in addition to unique course units.

COURSE TUTORIAL WORKSHOPS

Course Tutorial Workshop I

The unit seeks to promote the integration of theory and practice by introducing the role of the teacher as:

- a planner of teaching and learning for a diversity of students
- a promoter of personal and student literacy and numeracy
- an integrator of ICT in professional practice
- a classroom manager
- a contributor to a teaching/learning community.

The unit also considers some of the legal and moral responsibilities of the teacher.

Course Tutorial Workshop II

This unit seeks to promote the integration of theory and practice by further developing the role of the teacher as:

- a practitioner who is aware of the potential impact of their own socio-cultural, religious, ethnic and gender perspective on classroom practice
- a planner of teaching and learning for a diversity of students with a special focus on students of EAL/D heritage
- a promoter of personal and student numeracy

- an integrator of ICT in professional practice
- competent and creative user of strategies for teaching and learning
- a reflective practitioner able to contribute to the professional community.

FOUNDATIONAL UNITS PRIMARY AND SECONDARY

Aboriginal and Torres Strait Islander Perspectives

This unit focuses on the social, cultural, pedagogical and methodological strategies that teachers need to master in order to teach Aboriginal and Torres Strait Islander students, and to teach all students about Aboriginal and Torres Strait Islander languages, history and culture. This unit specifically addresses AITSL Standards 1.4 and 2.4 which tap into 'strategies for teaching Aboriginal and Torres Strait Islander students' and 'understanding and respecting Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians'.

Foundations of Teaching and Learning

This unit provides a broad overview of the goals of schooling, including the promotion of equity and excellence. The role of the teacher is introduced as planner of teaching and learning, user of Information and Communication Technologies (ICT), classroom manager, and contributor to a teaching or learning community. The unit also considers some of the legal and moral responsibilities of the teacher.

Cultural Perspectives

This unit seeks to develop a critical awareness of the impact of intersecting cultural environments on schooling and education. Various social, historical, political, economic, philosophical and theological perspectives are explored with particular emphasis on the impact of culture, cultural identity and linguistic background on the education of Aboriginal and Torres Strait Islander students.

Brain Science of Learning

In the journey to becoming effective teachers, pre-service teachers must develop a deep understanding of how learning occurs. This unit aims to provide pre-service teachers with foundational knowledge in brain science, emphasising memory systems, cognitive load, and neuroplasticity. Moreover, it addresses the developmental progression from novice to mastery, enabling teachers to support learners across proficiency levels. Throughout the unit, pre-service teachers will explore the broader learning context, considering environmental factors, learner identities, and cultural diversity's impact on learning. By examining these broader learning context, pre-service teachers will gain the knowledge to establish an inclusive learning environment that promote engagement, participation, and academic success for all.

Inclusive Education

The unit caters to instructing students on the theory and practical applications on providing an inclusive education for all students, including students with diverse abilities. The unit provides preservice



teachers with key theories, legislation, and policies that underpin the universal right to education, emphasising inclusivity for children with diverse abilities. It equips preservice teachers with practical strategies, including positive behaviour support, universal design for learning, and differentiated instruction, to effectively plan for and address diverse learning needs. Emphasis is placed on fostering collaborative skills for engaging with families and other professionals to support inclusive education for all students.

Professional Experience I

15 days in school

Professional Experience II

20 days in school

Professional Experience III

25 days in school

FOUNDATIONAL UNITS SECONDARY ONLY

Special Education

In this unit, students will examine and apply the theories, legislation, policies, and teaching strategies available to educators working with students with special needs. Issues considered include understanding disability, disability and participation in learning, and emerging approaches to supporting students with learning difficulties. Emphasis is also placed on the collaborative skills for engaging with families and other professionals in supporting students with disabilities or special learning needs.

Classroom Management

This unit aims to equip teacher education students with the knowledge, skills, and understandings required to create and lead safe and supportive and productive classroom learning environments. The unit incorporates a range of theoretical perspectives and practical strategies designed to assist teacher education students to develop approaches to classroom management that are consistent with: current research; principles of justice and reconciliation; the safety and security of students; and the achievement of student learning outcomes in a variety of contexts and settings.

PRIMARY UNITS

Early Reading and Writing

The focus of this unit is on the foundational knowledge for the development of the language modes and mechanisms of reading and writing. Reading comprehension, meaning-making through viewing and reading, as well as how children develop writing skills are examined.

The unit investigates practices and procedures associated with various

models used when teaching reading and writing in the early years of schooling. It traces the progression from hearing sounds and the beginnings of letter-sound relationships to more complex and critical aspects of learning to read and write.

Literacy

This unit seeks to equip students with an understanding of an integrated, explicit and systematic approach to the teaching of reading, incorporating a range of models, including instruction on how to teach phonemic awareness, phonics, fluency, vocabulary knowledge and text comprehension. The unit prepares students to teach skills and understandings relating to writing, viewing and representing (including handwriting, digital technologies, grammar and spelling), speaking and listening.

English

This unit helps students acquire knowledge and skills which will facilitate the active learning of English. Relevant curriculum documentation is explored, with a special focus on the NSW Syllabus for the Australian Curriculum English K–10. Students also examine support documents, including the links between Stage 3 and Stage 4 within the continuum of learning from K–12.

Numeracy

In this unit, students acquire knowledge and skills, including literacy skills, which facilitate the active learning of numeracy. Students also acquire the necessary knowledge and understanding of relevant curriculum documentation, and become aware of a range of teaching resources that can enhance the teaching and learning of numeracy, concepts and processes.

Mathematics

This unit builds on the Numeracy unit by assisting students to develop their knowledge and understanding of how current pedagogical theories relate to teaching and learning mathematical concepts and processes. In addition, students:

- acquire further knowledge and skills which facilitate the active learning of mathematics
- gain a greater knowledge and understanding of relevant curriculum documentation including links between Stage 3 and Stage 4 mathematics within the K–10 continuum of learning
- develop an awareness of a wide range of teaching resources, including Information and Communications Technology resources, which enhance the teaching and learning of

mathematical skills and concepts.

Foundational Knowledge in Mathematics

This unit will help teaching education students (TES) understand and evaluate how mathematics functions in society and how it is used in our world. It will also assist TES to be critical about the theory underpinning effective mathematics and numeracy K–6 teaching and learning practices. TES will learn about:

- evidence-based theory, practices and resources that underpin effective numeracy teaching and learning
- what promotes mathematical fluency and automaticity
- mathematics as a language and how it meets our social, aesthetic, and cultural needs
- how mathematics is used to communicate and interpret our world
- foundational facts about mathematics throughout history.

Human Society and its Environment or HSIE

This unit is designed to assist students to master the knowledge and skills required for effective teaching in History and Geography. Relevant curriculum documents and teaching resources are examined in detail and an understanding of the implications of a biblical world view for these subject areas are explored.

PDHPE

This unit is designed to assist students to:

- become familiar with the relevant curriculum documents
- develop an understanding of PDHPE in the context of competing theories, philosophies and world views
- demonstrate a mastery of the knowledge and skills required for effective teaching of PDHPE
- articulate and respond to significant educational issues in teaching PDHPE.

Science and Technology

The unit familiarises students with the curriculum documentation and resources relevant to the science and technology subject area, including the links between Stage 3 and Stage 4 science and technology within the continuum of learning from K–12. In doing so, the unit enables students to:

- critically evaluate relevant educational theories and practices as applied to science and technology
- demonstrate an understanding of relevant theological perspectives on science and technology
- articulate and respond to significant educational issues in this area.

Units

Creative Arts

This unit familiarises students with the curriculum documentation and resources relevant to the creative arts subject area, including the links between Stage 3 and Stage 4 creative arts within the continuum of learning from K–12. In doing so, the unit enables students to:

- critically evaluate relevant educational theories and practices as applied to the creative arts
- demonstrate an understanding of relevant perspectives, including biblical and theological perspectives, on the creative arts
- articulate and respond to significant educational issues in the creative arts.

SECONDARY UNITS

Curriculum Method I

These units are based on the relevant Stage 4 and 5 (Years 7–10) NESA syllabi. Major (and minor) methods are selected from the following:

- Personal Development, Health and Physical Education (PDHPE) Method
- Commerce
- Dance
- Drama
- English
- Geography
- History
- Mathematics
- Music
- Science
- Studies of Religion
- Technology

Curriculum Method II

These units are based on the relevant Stage 6 (Years 11–12) NESA syllabi. Major (and minor) methods are selected from the following:

- Health and Movement Science Method
- Ancient history
- Biology
- Business studies
- Chemistry
- Dance
- Design and technology
- Drama
- English
- Geography
- Mathematics
- Modern history
- Music
- Physics
- Studies of religion

Assessment and Reporting

This unit examines the nature, purposes, scope and strategies of assessment and reporting. Modes of assessing and reporting are presented and evaluated with respect to their coherence with a student-centred philosophy of teaching and learning. Issues relating to validity, reliability and equity are explored, including the increasing use of ICT, the role of judgement in relation to standards, and using assessment to support Australian and/or Torres Strait Islander education. Students explore the standardised and other testing modes undertaken by NESA, the International Baccalaureate Organisation (IBO), the Australian Curriculum and Reporting Authority (ACARA), and the Program of International Student Assessment (PISA).

Professional Action Research Project A

The central focus of the two-unit sequence Action Research Project A and Action Research Project B is on the design, development, implementation, and reporting of an Action Research Project. The project will be directed towards the identification and analysis of a particular problem or issue in the professional experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. The focus is on producing the Action Research Project Proposal in preparation for an ethics submission and the project in the second unit, Professional Action Research Project B.

Professional Action Research Project B

The Action Research Project is directed towards the identification and analysis of a particular problem or issue in the professional experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or

investigating the issue. In this second unit, the focus is on conducting and reporting on the Action Research Project. By enabling students to focus on a chosen aspect of their prospective employment, the Action Research Project units actively support the transition from tertiary studies to teaching.

ELECTIVE UNITS

Leadership, Creativity and Innovation

This unit assists students to acquire and practise skills and patterns of thought characterised by, and leading to, creativity and innovation. The unit provides a range of theoretical understandings and practical examples of creativity and innovation applicable to various settings. The unit also develops student capacity and confidence to examine, analyse, and evaluate needs and strategies for organisational improvement and development.

Productive Pedagogies for Religious Education

This unit aims to develop the capacities of educators to design, develop, and deliver meaningful learning experiences characterised by intellectual depth, high levels of student engagement, and demonstrated significance within and beyond the classroom. Specific emphasis is placed on developing the skills of educators to provide for diversity amongst learners in various educational contexts. The unit seeks to develop the professional identities of religious educators such that they conceptualise themselves as professional educators possessing a teaching skill set and robust content knowledge worthy of peer respect and recognition.

Curriculum Inquiry

Teachers, as curriculum workers, ought to develop a deep understanding of the nature of the curriculum and how it is intrinsic to all educational experiences. This unit aims to provide pre-service teachers with a foundational understanding of how the curriculum is largely influenced by society's expectations, visions, hopes and politics, especially through assessment policies and design. The unit therefore will examine broad theoretical ideologies or paradigms that shape curriculum policy both currently and historically. An emphasis of this unit will be upon the importance of the agency of the teacher as a curriculum worker.



Master of Educational Leadership

Course duration: 1 year full-time
2–4 years part-time

Intake: February and July

Credit points: 48 (8 units)

Delivery: Domestic students can study fully online OR blended (on campus and online)
International students study in blended mode (minimum two thirds on campus)

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 115035M

Course accreditation: TEQSA

Financial information: FEE-HELP* for domestic students, international \$18,000

AQF: Level 9

The Master of Educational Leadership provides aspiring, emerging and current leaders, managers or administrators in education with sound knowledge of theory and practice in educational leadership. Whether a person is already

in a leadership role or preparing to take the next step, this degree will help them extend their career in a variety of educational settings.

Students can select to focus on one of three specialisations in their degree: business management, Christian leadership or creativity and innovation.

Each unit in this course is taught by our highly-experienced and well-qualified academic staff who have extensive experience in education in Australia and overseas.[#]

Units

The Master of Education comprises 8 units:

- four core units
- two compulsory research units
- two elective units.

CORE UNITS

Leading Classroom Pedagogies: Instruction and Inquiry for Engagement

Study and critique a range of pedagogical approaches for learning and best practice. Students evaluate their personal pedagogies and are encouraged to consider how their Christian faith influences their perspective. Digital and multimedia pedagogies, direct instruction and enquiry learning theories are discussed in depth.

Leading Professional Learning Communities

Understand the way in which Lave and Wenger's classic theory of community plays out in a professional learning community in which all members engage, imagine and support in the pursuit of knowledge. With the recognition that learning cultures are context-specific and constantly changing and growing, students will reflect on ways to apply theories to current work or school environments.

Leading Data-Based Change Management

Examine and critique decision-making practices based on data and research in the context of a Christian definition of student outcomes. Students are taught to use care and wisdom as they interpret research and evaluate current Australian data collection practices, acknowledging both the limitations and value of data-based decision-making.

Leadership Theory

The aim of this unit is not to provide a definition of leadership, but to discuss key aspects of the concept and their implications. In particular, the idea of a 'leader' as a role, or a person with particular qualities, or as a process is considered at length in this unit. Students learn that

leadership is a fluid combination of all these elements, the precise combination of which at any time and in any one situation will vary according to a host of factors, not the least of which is how people view themselves as 'leaders' or 'followers'.

RESEARCH UNITS[^]

Professional Action Research Project A

The central focus of the two-unit sequence Action Research Project A and Action Research Project B is on the design, development, implementation, and reporting of an Action Research Project. The project will be directed towards the identification and analysis of a particular problem or issue in the professional experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. The focus is on producing the Action Research Project Proposal in preparation for an ethics submission and the project in the second unit, Professional Action Research Project B.

Professional Action Research Project B

The Action Research Project is directed towards the identification and analysis of a particular problem or issue in the professional experience setting, with the students expected to apply various theories, concepts or models in researching and/or providing a solution to the problem or investigating the issue. In this second unit, the focus is on conducting and reporting on the Action Research Project. By enabling students to focus on a chosen aspect of their prospective employment, the Action Research Project units actively support the transition from tertiary studies to teaching.

ELECTIVE UNITS

Philosophy of Christian Education

This unit explores a philosophy of education from a Christian perspective. Students examine theories about how

world views are formed by our culture, and how our philosophy of education impinges on educational practice from a transformational perspective. They explore the concept of world view, how it appropriates itself in a school, in vision and mission statements, in the classroom, in the individual and in an organisation. The concepts of a biblical world view and the place of religious education in Australia are examined and contextualised.

Christian Leadership

This unit provides students with a resilience model for spiritual and holistic wellbeing, including practical strategies for coping and responding to change using Christian pillars of prayer, forgiveness, supportive communities, rest and renewal, gratitude, and hope. The unit explores the principles underpinning virtue ethics, intentional character and identity development, bioethics, and a biblical response to relevant contemporary environmental, cultural, and social issues.

Effective Leadership and Management

Learn to apply a Christian world view to leadership and management principles while developing a personal metaphor and mode of leadership. Students explore both the theory of successful leadership and historical examples, as well as sustainable leadership practices, ethics, management principles, spiritual leadership, gender, emotions and other topics which must be understood in order to be an effective Christian leader.

Creativity and Innovation for Leadership

Appreciate the incredible influence a creative Christian leader can have in curriculum development, strategic planning, management, school cultures and pedagogical approaches. While studying models and theories of creativity and innovation, students learn to personally apply their gained knowledge and to encourage others in their learning communities to value innovation.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

[^] Compulsory



Graduate Diploma of Early Childhood Teaching (Birth to 5)

Course duration: 1 year full-time
8 years part-time (domestic students only)

Intake: February and July

Credit points: 48

Delivery: Blended

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 113300D

Course accreditation: ACECQA

Financial information: FEE-HELP* for domestic students, international \$19,504

AQF: Level 8

The Graduate Diploma of Early Childhood Teaching (Birth to 5) engages with fundamental education concepts from a comprehensive Christian world view. In doing so, course content and assessment address the nature of reality,

origin, methods, and limits of human reasoning and intelligence, and beliefs about values underpinning education. The fusion of academic, practical and Christian perspectives will contribute to the preparation of well-rounded early childhood education professionals.

The main intended outcome is to produce life-ready graduates. In addition, due to the Christian values and beliefs that underpin the course, a further integral intended outcome is that graduates should show and share caring, empathy and ways of educating creatively, consistent with Excelsia's graduate attributes.

The Graduate Diploma of Early Childhood Teaching (Birth to 5) has been designed to meet the recommended workload and outcome descriptors for AQF Level

8 (graduate diploma). The design is also informed by ACECQA requirements for early childhood teachers with a view to preparing teachers with high-quality conceptual and practical skills to function effectively in early childhood centres and meet national and local requirements and standards. The course is 48 credit points consisting of 8 units. All units in the course are core and must be completed to meet all course requirements.#

Work placement

First semester 30 days

Second semester 30 days

Course outcome

Early Childhood (Pre-Primary School) Teacher



Units

Foundations of Early Childhood Education and Care

This unit provides an introduction to the history and philosophy of early childhood education and care (ECEC).

Child Growth, Learning and Development (birth to 5-year-olds)

This unit focuses on developmental domains, theories of development and their pedagogical application for teaching children aged birth to five years.

Language, Literacy and Indigenous Studies in Early Childhood

This unit explores best practices and research for supporting language and literacy development in the early years.

Professional Practice 1 (30 days, 6 weeks)

This unit includes six weeks (30 days) of professional experience in an early childhood service with children from birth to two years old (infants and/or toddlers).

The Early Childhood Practitioner

The unit provides initial teacher education students with the knowledge, skills and resources that enable them to work as effective practitioners in early childhood contexts.

Infant and Toddler Curriculum and Pedagogy

This unit examines curriculum and pedagogical approaches to teaching and learning from birth to two years old.

Science, Technology, Engineering, Arts and Mathematics in Early Childhood

The unit aims to provide initial teacher education students with the knowledge, skills and resources that enable them to offer a variety of science experiences to young children and enhance their

dispositions towards science, technology, engineering, arts and mathematics (STEAM).

Professional Practice 2 (30 days, 6 weeks)

This unit includes six weeks (30 days) of professional experience in an early childhood service with a focus on children aged three to five years old (pre-schoolers).



Please refer to our digital [Graduate Diploma of Early Childhood Teaching brochure](#) for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

Featured Course

Bachelor of Early Childhood Education (Birth to 5)

Course duration: 4 years full-time
8 years part-time (domestic students only)

Intake: February, April, July and September

Credit points: 192 (32 units)

Delivery: Blended

Available to: Domestic and international

IELTS: 6.0 with no band less than 6.0

CRICOS code: 097424G

Course accreditation: ACECQA

Financial information: FEE-HELP* for domestic students, international \$63,200

AQF: Level 7

The Bachelor of Early Childhood Education (Birth to 5) is designed to equip students with the knowledge, skills and understanding

to provide quality early childhood education and care. The course supports students to build a deep, reflexive understanding of the child, child development, early childhood contexts, educational issues, theories and considerations, and the diverse needs of children, from birth to five years of age. A continuing shortage of well-qualified staff in the early childhood sector is an important motivation for the necessity and provision of this course.#

Work placement

First year	10 days
Second year	20 days
Third year	20 days
Fourth year	30 days

Course outcome

Early Childhood (Pre-Primary School) Teacher



Please refer to our digital [Bachelor of Early Childhood brochure](#) for more information.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

FIRST YEAR

Foundations of Early Childhood

This unit provides an introduction to the historical, theoretical, and developmental foundations for educating young children. The study of children and early childhood is viewed from a socio-historical perspective with an understanding that childhood is socially constructed and experienced in specific time and place contexts that may vary considerably.

Foundations of Teaching and Learning

This unit provides a broad overview of the goals of education, including the promotion of equity and excellence and support of young Australians to become successful learners, confident and creative individuals, and actively participating, contributing and informed citizens.

Growth and Development in Early Childhood

This unit explores the major language, physical, social, psychosocial, emotional and

cognitive development of children, both typical and atypical, from conception to eight years of age.

Formation 1

This unit draws from biblical exemplars an understanding of how our created world works to serve our civilisations. It explores the importance of faith and integrity in building civic-minded citizens.

It equips students to be intentional about their life-choices and helps students explore how faith and service can shape the learning communities that they create. It encourages students to reflect on Christlike Kingdom values including justice, compassion and human dignity. Students have the opportunity to bring cross-cultural perspectives to a critique of scriptural interpretations of the world and human relationships. Through reflection, discussion, and hands-on experiences, students will explore what it means to live with purpose, integrity, and care for others. Through discussion and analysis, students will gain a deeper

understanding of the Christian scriptures and its relationship to different cultures and perspectives.

Health, Safety, and Nutrition

This unit prepares initial teacher education students for establishing and maintaining health and safety in early learning environments.

Educational Psychology for Early Learners

This unit builds on the knowledge acquired in Foundations of Early Childhood. It examines early childhood development and learning through the study of major concepts, theories, and processes related to the cognitive, linguistic, social, emotional, physical, and moral development of children from birth to eight years.

Christian Foundations of Education

This unit is a foundational unit in the Bachelor of Early Childhood Education (Birth to 5), providing students with a broad introduction to the field of religious education in contemporary educational settings.

Observation, Assessment and Professional Experience I

This course examines the appropriate use of assessment and observation strategies to document development, growth, play and learning.

SECOND YEAR

Formation 2

This unit provides students with an introduction to a resilience model for spiritual and holistic wellbeing. In the development of mature identity, it explores an ethical approach to current issues and character formation, and encourages the student to explore the integration of these into the educational context.

Ethical and Professional Issues in Education

Educators are faced with a variety of professional expectations, responsibilities and constraints. This unit specifically deals with a range of these expectations, responsibilities and constraints including: ethical and equitable practice, legal and legislative responsibilities facing educators, ongoing professional development, and managing relations with the wider school and the community.

Early Childhood Numeracy

This unit explores research-based principles and practices for cultivating numeracy and mathematical understanding during the early childhood years (birth through to age five) with developmentally appropriate methods.

The Young Child, Family and Community Partnerships

This unit examines the developing child in societal contexts, focusing on interrelationships among the young child, family, teacher and community. The unit further emphasises historical and cultural factors which influence the nature and composition of families and the processes of socialisation for young children.

Social, Emotional, and Behavioural Interventions

This unit examines social, emotional, and behavioural interventions and how they relate to student growth in the classroom. World views and the impact of the teacher's role on social, emotional, and behavioural interventions are also analysed. This unit considers the importance of, and how to identify, appropriate resources that provide intervention services for students.

Early Childhood Literacy

This unit explores research-based principles and practices for cultivating literacy during the early childhood years (birth through to age five) with developmentally appropriate methods.

Curriculum Approaches for the Early Years

This unit begins by defining curriculum and the factors that shape it. The unit includes a critical examination of principles underlying curriculum development and program planning for young children (birth to five).

Visual and Performing Arts in Early Childhood

This unit begins with an introduction to the arts and arts integration. The introduction

to the arts consists of an examination of key underlying principles of arts education and the role and importance of the arts in early childhood.

THIRD YEAR

Teaching for Diverse Abilities

This unit provides a basic understanding of the current philosophies and practices relevant to including and serving prior-to-school and school students with diverse abilities within the regular classroom.

Personal Development, Health and Physical Education Learning

This unit explores the role of movement in a child's development and wellbeing. Building on previous concepts of child development as they relate to health and physical growth, initial teacher education students investigate basic movement competencies and essential formative motor skills pertaining to children in the early years.

Multicultural and Multilingual Perspective in Early Childhood

This unit focuses on multicultural and multilingual issues in education in prior-to-school and school settings in contemporary Australia. Diversity issues surrounding a multicultural classroom and multilingual classroom and the importance of using culturally responsive pedagogies and resources are investigated.

Developing Mathematical Concepts in Early Childhood

This unit builds on Early Childhood Numeracy and teaches concepts and principles related to the mathematical understandings of young children. The integration of numeracy, hands-on construction and exploration, comprehension of computational foundations, and the relationship of math with literacy is examined.

Early Childhood Ethics and Administrative Responsibilities and Professional Experience

This unit examines the issues involved with administering an early childhood program, including program and staff planning and evaluation, centre operations, legal and ethical principles and responsibilities as presented in relevant current professional bodies' codes of practice, professionalism and advocacy for children.

Science and Technology

This unit is designed to equip teacher education students with the understanding and skills required to facilitate effective teaching and learning in science and technology. Students will become familiar with science and technology curriculum documentation and resources, and critically evaluate relevant educational theories and practices.

Foundations of Language Structures and Modes for Early Childhood

This unit builds on Early Childhood Literacy and extends understanding of the development of listening, speaking, reading, writing and viewing knowledge and skills in children from birth to five years.

Reading, Writing and Viewing in Early Childhood Professional Experience I

The focus of this unit is specifically on the development of the language modes of reading, writing and viewing. Reading comprehension, meaning-making through viewing and reading, as well as how young children develop writing skills are examined.

FOURTH YEAR

Assessment and Response to Intervention in the Early Childhood Profession

This unit examines the core principles and practices of approaches such as the Response to Intervention approach, including multi-tiered systems of support; intensive support or intentional teaching; differentiated teaching; monitoring of progress and data-based decision-making to support teaching and learning.

Human Society and Its Environment

This unit is designed to assist initial teacher education students to master the knowledge and skills required for effective teaching in history and geography. Relevant curriculum documents and teaching resources are examined in detail, and an understanding of the implications of a biblical world view for these subject areas is also explored.

Planning, Instruction and Assessment for Exceptional Learners in Early Childhood

This unit presents methods best suited for educating young children who have exceptional learning needs, whether through disabilities or special needs, or high or gifted abilities.

Student Teaching in the Pre-K to Primary Grades

The content of this unit is designed to help prepare students for the internship by planning and preparing for teaching in their chosen contexts. Students integrate and apply theory and knowledge from their previous semesters.

Engaging in Practice-Based Research

This unit offers an introduction to educational research with a view to developing an understanding of different approaches and methods currently used and the capacity to critically evaluate designs and outcomes.

Early Childhood Curriculum in Action

This unit provides an overview of the planning and preparation of curriculum for young children. It includes a critical examination of principles underlying curriculum development and program planning for young children.

Leadership, Creativity and Innovation

This unit is based on the key premise that, in contemporary professional contexts, including early childhood education, creativity and innovation are core competencies for individual and organisational productivity and success.

Professional Experience Internship

This unit enables final-year initial teacher education students to experience the professional roles and responsibilities of early childhood teacher practice over a sustained period of 30 days in an early childhood setting of their choice (birth to five).



Master of Education Research

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96

Delivery: On campus and online

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 107123M

Financial information: FEE-HELP* for domestic students, international \$44,000

AQF: Level 9

The Master of Education Research is a supervised research degree that requires candidates to propose, design and implement a significant research project in education in an area that is of interest to the candidate or negotiated with the research supervisor. The program includes a one-semester coursework stage and a three-semester thesis stage. In the

coursework stage candidates undertake four compulsory research training units which equip students with the knowledge and skills to design a sound research project, conduct a literature review, use quantitative and/or qualitative methods for data collection and analysis, and prepare a research and ethics proposal. #

YEAR 1 SEMESTER 1

Foundational Skills for Research in Education

This unit builds students' understandings of the foundational principles and practices in educational research. Unlike other fields of study in which empiricism is a dominant research paradigm, research in education is characterised by its diverse approaches,

methods and techniques through which educational phenomena are studied. Students in this unit critically evaluate the epistemological premises on which educational research is grounded so that they develop a thorough understanding of the wide range of possible research and methodological paths available to them when designing, developing and implementing their research project.

Qualitative and Quantitative Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and in particular, how the nature of the problem and the questions posed lend themselves to one or both research approaches.

This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be student-driven and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

A literature review will involve:

- demonstration of knowledge of the research field
- a summary of previous work in the field
- showing gaps in the existing research
- a synthesis and/or comparison of previous research
- a justification for new research
- a critical analysis of existing research and the problems being addressed
- the identification of problems, issues and questions that need further investigation.

Students will undertake a review of relevant literature leading to the generation of research questions. Students will develop their understanding of the main approaches to literature review – traditional or narrative, systematic, meta-analysis and meta-synthesis – in order to execute the literature review most appropriate to the research inquiry and discipline.

The literature review will lead students to select and justify the need for research on a particular problem that arises from

theory, research and/or practice.

Research and Ethics Proposal

This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research inquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

Upon completion of this unit students will have:

- applied ethical principles to research and an introduction to the different research paradigms in their discipline of study
- distinguished between qualitative and quantitative methods
- developed a research proposal based on critical analysis of current and relevant literature
- prepared a research ethics application.

YEAR 1 SEMESTER 2

Supervised Research and Thesis Writing

This unit, undertaken in Semesters 2, 3 and 4, is the capstone unit of the degree and provides the student with the opportunity

to demonstrate, with respect to a defined topic, mastery of research in the field of education. In order to demonstrate this mastery, the student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of education. The work will include: a searching review of the literature; the use of observation, research methods and/or other systematic approach(es) to the acquisition of knowledge; the careful analysis of data; and the preparation of a well-ordered thesis demonstrating a thorough understanding of the relationship of the research to the broader frameworks of the field of study. The thesis will be of publishable quality, and peer-refereed publications arising from the research are a normal expectation. The process of completing the thesis represents the acquisition of complex knowledge, refined skills, and an extended capacity to apply both knowledge and skills in the pursuit of valued academic and professional outcomes. As such, the thesis unit prepares students for the intentional pursuit of lifelong learning and for high-level engagement in their chosen career(s).

YEAR 2 SEMESTER 1

Supervised Research and Thesis Writing

YEAR 2 SEMESTER 2

Supervised Research and Thesis Writing





Master of Education Research (STEM)

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96

Delivery: On campus and online

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 107125J

Financial information: FEE-HELP* for domestic students, international \$44,000

AQF: Level 9

The Master of Education Research (STEM) is a supervised research degree that requires candidates to propose, design and implement a significant research project in the field of STEM education. The program includes a one-semester coursework stage and a three-semester thesis stage. In the coursework stage candidates undertake four compulsory research training units which are intended to equip students with the knowledge and skills to design a STEM education research

project, conduct a literature review, use quantitative and/or qualitative methods for data collection and analysis, and prepare a research and ethics proposal.

Employment opportunities in STEM specialised areas continue to emerge nationally and internationally. In Australia, research graduates in STEM have a wide range of employment prospects in some of the largest and most prestigious companies across different industries.#

YEAR 1 SEMESTER 1

STEM Foundations

This unit builds student understandings of the historical development of STEM as a concept and as a practice. Students of this unit critically evaluate both research and practice in relation to access to STEM learning and STEM-specific graduate employment. This includes new and

emerging approaches to engaging students in STEM education through digital technologies, ways of thinking and practices such as 'making', coding programming, game-based learning, data visualisation and flipped classrooms. Throughout the course, participants will be given an opportunity to explore the fundamental concepts and contemporary issues underpinning STEM education, curriculum documents and

policies at national and global levels to understand the impact of place and context on STEM practices. Pre- and post-class activities may include reading of academic texts, watching flipped class materials such as videos, quizzes, and individual and collaborative creation of digital artefacts. Students engage in the application of inquiry-based learning in relation to STEM education.

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

Qualitative and Quantitative (Research) Methods

This unit aims to analyse the application of both qualitative and quantitative research in the human sciences, and in particular, how the nature of the problem and the questions posed lend themselves to one or both research approaches.

This unit fosters the development of all eight Excelsia graduate attributes and requires the rigorous development of higher-order skills in all its six objectives.

Literature Review

In this unit students will complete a critical review of scholarly and other significant literature that relates to their thesis topic or area of study. Tuition will be provided in an intensive format or by supervision, though much of the learning approach will be self-directed and performed independently. This course will directly support the completion of a postgraduate research project, such as a thesis.

A literature review will involve:

- demonstration of knowledge of the research field
- a summary of previous work in the field
- showing gaps in the existing research
- a synthesis and/or comparison of previous research
- a justification for new research
- a critical analysis of existing research and the problems being addressed
- the identification of problems, issues and questions that need further investigation.

Students will undertake a review of relevant literature leading to the

generation of research questions. Students will develop their understanding of the main approaches to literature review – traditional or narrative, systematic, meta-analysis and meta-synthesis – in order to execute the literature review most appropriate to the research enquiry and discipline.

The literature review will lead students to select and justify the need for research on a particular problem that arises from theory, research and/or practice.

Research and Ethics Proposal

This unit is designed to introduce conceptual, methodological, and procedural issues related to the preparation of a research project proposal. It develops a step-by-step approach involving the background to the project, framing of the research question and objectives, consideration of theoretical frameworks, justification of methodology selected for the research enquiry, the significance of ethics and ethical conduct in research, and research methodologies. It also enables the preparation of a research ethics application, which is a fundamental research skill for future research progression.

Upon completion of this unit students will have:

- applied ethical principles to research and an introduction to the different research paradigms in their discipline of study
- distinguished between qualitative and quantitative methods
- developed a research proposal based on critical analysis of current and relevant literature
- prepared a research ethics application.

YEAR 1 SEMESTER 2

Supervised Research and Thesis Writing

This unit, undertaken in Semesters 2, 3 and 4, is the capstone unit of the degree and provides the student with the opportunity to demonstrate, with respect to a defined topic, mastery of research in the field of education. In order to demonstrate this mastery, the student will be required to undertake a substantial research project resulting in a contribution to knowledge or understanding and/or the application of knowledge in a designated area of study within the field of education. The work will include: a searching review of the literature; the use of observation, research methods and/or other systematic approach(es) to the acquisition of knowledge; the careful analysis of data; and the preparation of a well-ordered thesis demonstrating a thorough understanding of the relationship of the research to the broader frameworks of the field of study. The thesis will be of publishable quality, and peer-refereed publications arising from the research are a normal expectation. The process of completing the thesis represents the acquisition of complex knowledge, refined skills, and an extended capacity to apply both knowledge and skills in the pursuit of valued academic and professional outcomes. As such, the thesis unit prepares students for the intentional pursuit of lifelong learning and for high-level engagement in their chosen career(s).

YEAR 2 SEMESTER 1

Supervised Research and Thesis Writing

YEAR 2 SEMESTER 2

Supervised Research and Thesis Writing





Please refer to our digital [Social Work brochure](#) for more information.

WHY STUDY SOCIAL WORK AT EXCELSIA?

Honest core values

- Commitment in educating students to promote human rights and social justice.
- Students will be active participants in engaging in the world to improve the wellbeing of people and communities.
- A learning environment that appreciates and supports spiritual and religious values.
- Excellence in teaching that is culturally respectful and responsive, critical and evidence-based and engaged in research that promotes a more just society.
- Students will learn to advocate on behalf of those who cannot voice their concerns.

Practical experience and excellence in teaching

- A powerful, experiential entry to the social work profession.
- Highly-qualified, friendly and experienced academic staff who are ready to help students on their journey.
- Work placements in the Master of Social Work give students hands-on experience (500 hours per year) and professional skills in a range of settings (health, aged care, community services, child and family welfare, mental health, community work, research, policy and planning).
- The course provides professional work experience in agencies such as Anglicare, Catholic Care, Centrelink, Department of Community Services, hospitals, community health centres, local government, etc.
- The course prepares social work graduates to work locally, regionally and internationally.

Booming industry

- Ongoing and recent changes in Australia have ensured increasing demands in the community services sector.
- These changes have included an ageing society with considerable reforms by governments in providing services and funding as well as responding to the Royal Commission into Aged Care Quality and Safety; the disability sector with the introduction of the National Disability Insurance Scheme (NDIS) and the recommendations of the Royal Commission; child wellbeing and protection services; and family and domestic violence services.
- The degree has been developed to make sure it is current and relevant to ongoing challenges in the sector.
- Social work is an essential element in many parts of the economy.

Master of Social Work (Qualifying)

Course duration: 2 years full-time
4 years part-time (domestic students only)

Intake: February and July

Credit points: 96

Delivery: On campus

Available to: Domestic and international

IELTS: 7.0 with no band less than 7.0

CRICOS code: 102798H

Financial information: FEE-HELP* for domestic students, international \$43,200

AQF: Level 9

The Master of Social Work (Qualifying) is an AASW accredited qualification. It is an entry qualification into the social work profession and meets the Australian Social Work Education and Accreditation Standards. Social work is an academic practice-based profession that promotes social justice, inclusion and wellbeing. The Master of Social Work (Qualifying) aims to produce graduates who are professionally competent, aware of socio-political realities

in the human services and committed to social change through supporting and promoting the strengths of disadvantaged and vulnerable populations.

The course focuses on face-to-face intensive interaction with fellow students and experienced social work academics. As social work engages with a changing world where social media, online material and interactivity are prevalent, student learning will also include blended learning technologies.

The learning will be delivered through: workshops; case studies; in-class exercises; experiential learning strategies; flipped classrooms; social work laboratory; written reports; oral presentations; blogs; essays; and research reports. Finally, students will explore social work practice through field education practicums.#



Graduate Certificate in Social Science

Course duration: 1 semester

Intake: February and July

Credit points: 24

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 108832G

Financial information: FEE-HELP* for domestic students, international \$10,800

AQF: Level 8

Graduate Diploma of Social Science

Course duration: 1 year (2 semesters)

Intake: February and July

Credit points: 48

Delivery: On campus

Available to: Domestic and international

IELTS: 6.5 with no band less than 6.0

CRICOS code: 108831H

Financial information: FEE-HELP* for domestic students, international \$21,600

AQF: Level 8

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements



Units

Master of Social Work

FIRST YEAR SEMESTER 1

Context for Social Work Practice

The unit explores the history of the social work profession in Australia and internationally and the purpose, practices and fields of practices of social work. The human service system and how it responds to social issues will also be examined as well as the different human services contexts to help students gain an understanding of the diverse and dynamic nature of social work. The unit provides an understanding of how different social policy responses are developed in relation to changing conceptions of social 'problems'. The unit also focuses on Aboriginal and Torres Strait Islander peoples' social issues, policy and service responses.

Diversity, Power and Identity in Social Work Practice

The professional practice of social work is fundamentally rooted in the principles of social justice and human rights. In this unit, students will explore the principles and ideologies embedded in these core concepts and critically analyse their application in professional practice.

Students will be introduced to and apply theoretical frameworks of feminist theory, political economy theory, critical race theory, discourse formation, and symbolic violence. Throughout the unit, students will use their understanding of these theories and concepts to examine the disadvantage affecting individuals, families, and groups and analyse the discourses that perpetuate that disadvantage. They will learn strategies to identify and dismantle oppressive power structures at both macro and micro levels, including advocacy and other social action, with the goal of fostering a more equitable and inclusive society.

Social Work Practice in Groups and Communities

The unit explores social work practice in groups and communities. The theories and skills in group work are examined and developed with attention to therapeutic group work, self-help groups, teamwork and community organising. Students will explore the theoretical frameworks and practical skills for group and community work. The unit focuses on assessing the

need for a group, understanding group formation, development and processes and closure.

Skills and Models of Intervention in Social Work Practice 1

The unit focus is on developing skills in working with service users and carers. This unit provides an initial overview of the perspectives of service users and carers and gives students an opportunity to develop an understanding of the needs and perspectives of service users and development of beginning skills of engagement with and empathy for key people in the sector. The students will develop skills in complex assessment, planning, and intervention with service users with high needs. Exploration of social work theories and practice frameworks will also be undertaken.

INTENSIVE BEFORE SEMESTER 2

Law, Accountability and Professional Judgement

The unit focuses on exploring the Australian legal system and the relationship between the law and social

work. Areas of relevance to social work practice such as child wellbeing and safety, mental health, guardianship law, probation and parole, ageing and income security will be reviewed. The legal responsibilities of social work, particularly duty of care, will be explored, as will the issues of professional negligence, mishaps and misdeeds and the impact on accountability. Social workers are like other human service professionals required at times to appear before, and provide reports and other documents to bodies such as courts, complaints commissions, and human rights bodies.

FIRST YEAR SEMESTER 2

Research and Evaluation in Social Work Practice

This unit focuses on advanced critical problem solving skills, particularly on the production and analysis of evidence through collaborative research and evaluation. Using a scaffolded approach, students will design research evaluation projects addressing specific social research questions within their field education practice. As part of this process, students will be required to demonstrate their understanding of the National Health and Medical Research Council (NHMRC) ethical guidelines, particularly in research projects involving human participants.

Field Education Practicum 1

The unit provides students with an opportunity to practice social work, under supervision in a range of settings that may include, but is not limited to, health, aged care, community services, child and family welfare, mental health, community work, research, policy, and planning. During the field education placement students will integrate theory, acquired during course work, with practice, and develop their ability in a range of social work approaches and fields of practice. This is the first of two field education placements designed to ensure that students meet the requirements of the Australian Association of Social Work (AASW) Practice Standards (2023). The field education placement consists of 500 hours and by the end of this placement students must demonstrate basic capability against the AASW Practice standards.

SECOND YEAR SEMESTER 1

Child, Youth and Family Social Work Practice

The unit focus is on developing skills in working with children, youth and families. It considers challenges that children, young people and families may experience,

including physical abuse, neglect, child sexual assault, emotional abuse, family violence, trauma, and poverty. Students will develop skills in complex assessment, planning and intervention with high need or complex service users. Protective factors and strengths of diverse families, including Aboriginal and Torres Strait Islanders, are also explored. Services and organisations along a spectrum from prevention to treatment are identified and discussed.

Social Work Practice with Aboriginal and Torres Strait Islander Peoples and Communities

The unit has a focus on building skills and knowledge of working with Aboriginal and Torres Strait Islander peoples and communities. Working with these communities is an important field of practice for social workers in community contexts as well as statutory ones. The unit critically analyses the history of the relationship between social work, human services, and Aboriginal and Torres Straits Islander peoples. Partnership models of helping are to be developed through collaboration and building skills in working with and engaging communities. This involves developing practice principles, strategies, and skills. The emphasis of the unit is on the significance of culturally responsive practices requiring students to be self-reflective and aware of their positioning.

Psychosocial Health and Wellbeing in Social Work Practice

This unit examines social work practice in the broad area of health and wellbeing. Students will enhance their knowledge of the Australian health care system and critically analyse the dominance of medical discourse in the provision of health services in Australia. Students will explore a range of therapeutic interventions relevant for work with people who confront issues and concerns around mental health, addiction, life stage transition complexities and disability. Concepts of resilience and recovery as well as holistic perspectives of health and wellbeing will inform the development of knowledge and skills in this area.

Skills and Models of Intervention in Social Work Practice 2

The unit provides students with advanced practice approaches and skills in working with individuals, families and groups. Trauma-informed practice and narrative approaches are significant for social workers working across a variety of settings. Students will focus on clinical practice with

individuals and/or families with trauma and abuse. Narrative therapy as a specifically developed social work intervention will be critically examined and the skills for this practice approach to working with individuals, and communities developed.

INTENSIVE BEFORE SEMESTER 4

Leadership, Organisational Practice and Policy Development in Social Work

The unit examines the nature and role of leadership in social work practice including leadership development and how students might develop leadership qualities in others, and themselves in all aspects of their practice. The unit also examines leadership in the context of the challenges that have confronted human service organisations. This unit will also develop students' understanding of the organisational contexts in which their professional practice will take place. The role of social workers in a range of organisations will be explored, with students developing skills in areas such as organisational analysis and change.

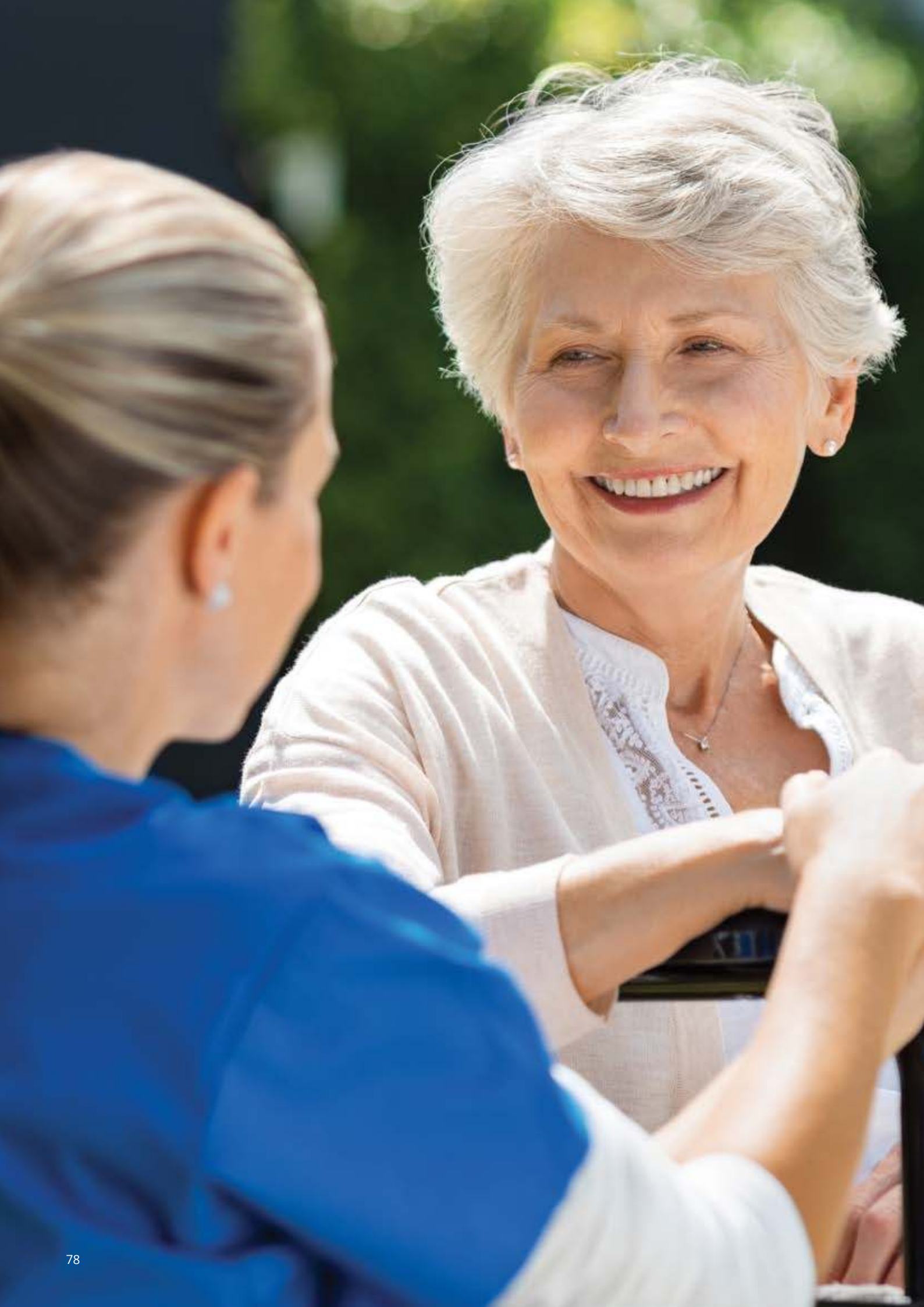
SECOND YEAR SEMESTER 2

Integrated Research Project

This unit is designed to integrate student's knowledge, values, and skills as a beginning social work practitioner. The capstone project is the culmination and demonstration of learning across the MSWQ course. It includes advanced demonstration of applying theoretical knowledge, evidence, critical analysis and reflection, and social work professional values. Students will demonstrate integrated theory and practice knowledge in social work through the development of a work-based project related to a practice field or area of specialisation.

Field Education Practicum 2

The unit provides professional social work experiences in a range of settings that include health, aged care, community services, child and family welfare, mental health, community work, research, policy and planning. Through the field education practicum, students will integrate theory and practice and develop competencies in a variety of methods and fields of practice. The practice will be determined by the setting in which the student is placed. This is the final practicum and students must ensure that they meet the requirements of the AASW Practice Standards (2013) for entry-level proficiency. The practicum consists of 500 hours of which 100 hours will be involved in the Integrated Research Project.



Sociology for Social Work

This unit focuses on introducing students to central concepts and theories in sociology and their relevance for social work. It provides for the use of critical thinking to explore social issues and how these impact service users. It introduces students to the founding theorists in sociology and the impact of these on our understanding of society. The unit explores our understanding of social stratification including key concepts of class, gender, ethnicity, family, youth, work etc. The key issues of poverty, diversity, crime, and deviance are explored in the unit. The importance of developing a 'sociological imagination' and how that transforms our understanding of our social world and what that means for social work is explored.

Psychology for Social Work

The unit provides students with an introduction to psychology and the key

theories central to social work practice. The importance of developmental psychology for social work is outlined. The unit also focuses on theory of life course, temperament, and attachment; learning theories (classical and operant conditioning) memory; personality; social psychology; motivation; and abnormal psychology.

Social and Political Institutions in Australia

This unit is to provide students with an introduction to the key social and political institutions in Australia. While Australia was in essence 'born' a modern democracy, becoming a nation on January 1, 1901, it had both a long history of Aboriginal sovereignty and colonial invasion. Australia developed its social and political institutions within the framework of British traditions, laws, and perspectives. Australia also borrowed heavily from other democracies, particularly the USA. The unit will examine the formal political institutions that characterise

Australia, focusing on the Australian Constitution, Parliament, the High Court, role of the Governor-General, Federal-State relations, etc. It will also focus on the social institutions that provide the basic framework for our wellbeing – education, health, housing, social security, employment, personal and community security.

Critical Thinking and Reflection in Social Work

The unit aims to cultivate critical reflection skills that enhance deeper learning, fostering greater self-awareness, adaptability, and resilience. In addition, it aims to instil the students the importance of advanced critical reflection skills as a disciplined approach to actively analyse, synthesise, and evaluate information from observation, experience, reflection, reasoning, and action, preparing them to make informed and ethical decisions in personal and professional contexts.

The Graduate Diploma of Social Science contains the four units in the Graduate Certificate in Social Science plus the following four units:

Relational Dynamics

Relational dynamics are at the heart of human engagement and communication and, from the earliest years, social workers and clients alike are influenced and affected by significant relationships in their lives. For this reason, processing adverse effects of relational experiences within the psychotherapeutic space is often central to client psychological health, wellbeing and recovery. Responding appropriately within the therapeutic space relies on social workers having developed a repertoire of interpersonal skills, and the ability to understand and conceptualise interactive processes, so as to effectively co-create and sustain safe therapeutic relationships. It is the ability to navigate their own and their clients' relational histories which significantly contributes to client psychological health, wellbeing and recovery.

Development and Diversity

Across the lifespan humans grow and change, and an individual's personal growth trajectory is affected by a range of developmental and sociocultural factors which, ideally and in combination, contribute to normative outcomes. Non-normative outcomes, where they occur, may be the result of genetic mutation or genetic variation, illness, disability, psychopathology, and/or the influence of a range of family, community and societal factors. Employing bio-psychosocial and sociocultural lenses, this unit introduces students to the major theories of human development, with an emphasis on the characteristic developmental changes in individual behaviour that arise from the interdependent and interactive effects of maturation and experience. Particular emphasis is given to the influence of environmental, societal and cultural factors on individual development and growth, enabling students to identify and

understand the factors that may lead to perceived dysfunction, and a need to seek counselling to facilitate coping.

Ethical Issues and Practice

In this unit students learn how to ethically and responsibly manage this position, becoming conversant with all relevant regulatory codes and Australian legislative requirements that govern the health sector. They explore ethical principles in professional decision-making processes, reflect on the benefits of professional association membership, and are encouraged to be aware of, and thoughtful about, how their personal moral stance and ethical framework informs and influences their professional practice.

Special Topics

This special topic elective unit is a shell unit that gives the School flexibility to pick any topic of relevance. Introduction to Australian Society is the special topic for this stream.

Graduate Certificate in Aged Care

Course duration: 6 months full-time
1 year part-time

Intake: February and July

Credit points: 24

Delivery: Online

Available to: Domestic and international

IELTS: 6.5

CRICOS code: 116235F

Financial information: FEE-HELP* for domestic students, international \$9,000

AQF: Level 8

By 2060, the federal government estimates the number of Australians over the age of 75 will rise to four million. As the demand

for aged care services increases, so too does stronger governance and leadership within the sector as identified by the Royal Commission. In the Graduate Certificate in Aged Care, students will gain the knowledge to develop their skills that can be applied to leadership and management roles within residential and community-based agencies.

The course utilises a Christian framework that is also inclusive and respectful of other faiths. This allows students to learn about working with service users and their families, ensuring their rights are heard and ethically practised. This course has been designed to provide a comprehensive

learning experience and flexibility to study online whilst continuing to work.



Please refer to our digital [Aged Care brochure](#) for more information.

Graduate Diploma of Aged Care

Course duration: 1 year full-time
2 years part-time

Intake: February and July

Credit points: 48

Delivery: Online

Available to: Domestic

IELTS: 6.5

CRICOS code: 116238C

Financial information: FEE-HELP* for domestic students, international \$18,000

AQF: Level 8

The Graduate Diploma of Aged Care builds on the Graduate Certificate in Aged Care.

The Royal Commission into Aged Care Quality and Safety (2021) Report highlighted three important messages. These were the need to develop the aged care workforce capabilities; a stronger governance and leadership within the sector; and the importance of a rights based aged care sector. This course has been designed to meet the needs of the aged care sector as identified by the Royal Commission.

The Graduate Diploma of Aged Care provides students with the academic knowledge and skills to work effectively in leadership and management roles within

aged care. Students wanting to further develop and upskill in both residential and community-based agencies, or who are transitioning into these roles, will benefit from this course.

The course utilises a Christian framework that is also inclusive and respectful of other faiths. This allows students to learn about working with service users and their families, ensuring their rights are heard and ethically practised. This course has been designed to provide a comprehensive learning experience and flexibility to study online whilst continuing to work.

CERTIFICATE AND DIPLOMA UNITS

Navigating Aged Care in Australia

This requires an understanding of a range of services provided by government, non-government, religious, cultural, and charity sectors to older people and their carers. Students will be introduced to an array of services and resources to expand their knowledge base and gain an understanding of the aged care sector within community and residential settings.

This unit will enable students to appreciate the practical journey of acquiring aged care support and services. Through this process it is aimed that students will be empowered to assist patients/clients to effectively know what is available, and to share information. This unit has been designed to integrate practical and theoretical awareness of the aged care system within Australia.

Students will consider the special needs of elderly people in accessing services, recognising the diversity of the older population. Consumer directed care will be examined and its impact upon practice. This form of care underpins service delivery where older people can choose their service provider and make decisions on the type of care received. However, before making that choice an assessment process is required to determine the level of care needed.

Ethical and Legal Issues in Aged Care

This unit aims to contribute knowledge of contemporary and evolving legal and ethical issues relevant to the lives of elderly people. Students will be introduced to a range of ethical and legal issues where responsibilities, principles, and obligations will be outlined to fulfil competent professional practice within aged care. Legal issues and the acquisition of information, resources, and support services will be highlighted throughout this

unit. Practice and policy are interwoven, and the implications of policies present and proposed will be critically examined.

Topics within the ethics section of this unit will include ethical awareness, ethical values, code of ethics, ethical conflicts, end of life ethics, and ethics with technology such as robotic care. Appreciation of the scope of ethical issues will be explored.

Specific legal issues within the aged care context will be addressed to determine their impact upon service delivery and care planning. Key legal issues such as consent, capacity, decision-making, duty of care, dignity of risk, mandatory reporting, safeguarding elderly people, estate planning, and advance directives will be introduced to understand best practice.

Enhancing Dementia Care

This unit's foundation is to support meaningful emotional connection with elderly people with dementia. Central

* Refer to the website: excelsia.edu.au/study/fees-and-scholarships/

Refer to pages 83–85 for admission requirements

to this focus is dispelling myths and stereotypes, and instead focusing on person-centred care. Both practical and theoretical approaches will be explored in aiming to contribute to enhancing dementia care within the community and residential settings.

An awareness and understanding of the dementia process to elderly people, their carers/significant others, and to health professionals within the aged care workforce will be addressed. Students will examine and critique dementia care, which is being provided to elderly people in Australia and internationally. This includes making a difference to service delivery through design.

A major focus within this unit is to provide students with the opportunities to enhance skill development, reflection, and promotion of a range of interventions that will contribute to quality service provision within dementia care. Dementia prevention and public health policy will also be examined to illustrate the modified risk factors and their potential effect in reducing an individual's risk of dementia.

Working with Diverse Groups of Elderly People

This unit examines six diverse groups of elderly people, emphasising individuality, shared experience, and promoting respect through valuing people's diverse needs. Specific needs will be highlighted related to entering and navigating the aged care system. The Royal Commission on Aged Care (March 2021) reported that First Nations elderly people, culturally and linguistically diverse (CALD) elderly people, homeless elderly people, LGBT elderly people, rural elderly people, and veterans were disadvantaged within the Australian aged care system and advocated for structural change.

Students will consider the implications and special needs of elderly people from these diverse groups in accessing services, as well as critically examine the availability of formal and informal services. The central premise of this unit is to encourage students to reflect on service provision and to explore alternative service development by adopting a rights-based approach. Integral to the rights-based approach is the provision of opportunities to enable elderly people from diverse groups to express their views, attitudes, and perceptions of what they want, and the barriers encountered whilst engaging with aged care providers. Proactive service delivery and interventions will be addressed throughout this unit to facilitate inclusive practice.

DIPLOMA UNITS ONLY

Spiritually Sensitive Practice

This unit introduces the use of spiritually sensitive practice as an enriching mode of interaction with elderly people. Spiritually sensitive practice is an approach that values elderly people's responses, acknowledging their worth, and facilitates connection. Meaningful conversations with elderly people are fostered by encouraging a compassionate person-orientated approach. Students will develop an understanding of the importance of utilising such an approach in a range of settings, for example within the community, and/or residential care. Knowledge and awareness of spirituality will be developed to enhance a deep understanding of the role spirituality can play, for example within assessments in healthcare.

Different expressions of spirituality will be explored within a contextual framework within which elderly people live and die. The unit's focus will explore diversity by encouraging students to reflect on beliefs and asking pertinent existential questions on meaning in life. Respect of others' belief systems will be promoted, raising the awareness of how nurturing a spiritual identity can assist and transform practice.

Development of Aged Care Theories, and Interventions with Elderly People

This unit examines the biological, psychological, social, and critical gerontological theories that have provided theoretical knowledge guiding aged care practice. A range of theories will be explored from their development to their current impact upon older people within community and residential aged care. Students will be encouraged to evaluate theories and understand the dynamic interplay of systemic issues associated with these theories.

Delivery of aged care has been shaped not just by theories, but also by their interpretation within a socio-cultural context. Theories need to be critically examined to underpin progressive practice and facilitate theory building.

There is considerable diversity with the ageing population, and this has fostered the theoretical development of transdisciplinary theories. A range of theories will be highlighted throughout this unit, illustrating the interwoven nature of theory and practice. This unit provides students with a spectrum of knowledge on the value of theories and how they are applied to current service models within aged care.

Re-Structuring Aged Care Within Australia

The Royal Commission into Aged Care Quality and Safety final report (2021) championed 148 recommendations envisioning a new aged care system. This unit focuses on some of the major recommendations for action and highlights a vision for the future of aged care in Australia.

Throughout this unit students are encouraged to critically examine the current aged care system by acknowledging moving beyond the status quo to aged care reform. This unit is designed to encourage students to facilitate change through exploring their own practice within aged care. Policies and practices will be appraised in reshaping aged care and their impact upon older people. The critical value of aged care standards, role of an independent regulator, dynamics of the aged care workforce, and funding for a new care system will be discussed to facilitate high quality aged care.

Dying and End of Life Care

This unit reviews and critically analyses the development of theories on loss, grief and grieving and their application to older people and their carers. Students are actively encouraged to explore a range of theories to promote understanding of best practice. Different forms of grief and their possible impact upon older people and their carers will be discussed to enhance students' awareness of practice implications.

Interventions and empowering approaches have been outlined, challenging assumptions about grief and bereavement. Knowledge will be developed about the range of support services, and the acknowledgment of the value of rituals, funeral practices, and the use of spiritually sensitive practice.

End of life care will be critically examined to facilitate students' understanding of the complexity of issues which may arise in caring for older people who are dying. End of life care practices and their implications will be discussed including palliative care, and recent legislation changes for voluntary assisted dying.

Students will be encouraged to reflect on barriers and enablers to self-care to assist guarding against burn out/compassion fatigue. Compassionate caring will be addressed as an integral component when working with older people and their carers experiencing loss, grief, end of life issues, and dying.



School	CRICOS code	Course	Available to international students	English language proficiency (IELTS)	Educational prerequisites	Other requisites
Business	112836B	Bachelor of Information Technology	Yes	6.0 (no band less than 6.0) or equivalent	HSC with an ATAR of 60 or equivalent or interstate equivalent or international equivalent; OR Australian qualification recognised as at least AQF Certificate IV; OR accredited Tertiary Preparation Program or Foundation Year Program offered by an Australian university; OR accredited full-time study at registered institute of tertiary education at AQF level 4 or above.	N/A
Business	097868A	Bachelor of Management and Entrepreneurship	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or N/A international equivalent.	
Business	096446J	Graduate Diploma of Business Administration	Yes	6.5 (no band less than 6.0) or equivalent	A bachelor degree (AQF Level 7) in any field of study from an Australian higher education institution; OR a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR).	N/A
Business	096445K	Master of Business Administration	Yes	6.5 (no band less than 6.0) or equivalent	A bachelor degree (AQF Level 7) in any field of study from an Australian higher education institution; OR a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR).	N/A
Business	091315E	Master of Business (Research)	Yes	6.5 (no band less than 6.0) or equivalent	Master degree (AQF Level 9) from an Australian higher education institution; or a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR)	N/A
Business	091316D	Doctor of Philosophy (Organisational Leadership)	Yes	7.0 (no band less than 6.5) or equivalent	A Bachelor degree with at least upper second-class Honours in an appropriate discipline (AQF Level 8) from an Australian higher education institution; OR a research Master's degree (AQF Level 9); OR a coursework Master's degree with a research thesis of at least 25% of the course; OR a qualification recognised by the National Office of Overseas Skills Recognition (NOOSR) as equivalent to any of the above.	N/A
Business	106164K	Bachelor of Business (Accounting)	Yes	6.0 (no band less than 6.0)	HSC and interstate equivalent or N/A international equivalent.	
Business	106163M	Master of Professional Accounting	Yes	6.5 (no band less than 6.0)	(a) Bachelor degree (AQF Level 7) from an Australian higher education institution; OR (b) a qualification recognised as equivalent by the National Office of Overseas Skills Recognition (NOOSR); OR (c) other qualifications and experience as may, on application by the student, be deemed equivalent to (a) by the Academic Board of Excelsia.	N/A

School	CRICOS code	Course	Available to international students	English language proficiency (IELTS)	Educational prerequisites	Other requisites
Counselling		Graduate Certificate in Counselling	No	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	Interview
Counselling	116236E	Graduate Certificate in Disability	Yes	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	N/A
Counselling	056056K	Graduate Diploma of Counselling	Yes	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	Interview, Criminal History Check and Working with Children Check
Counselling	116237D	Graduate Diploma of Disability	Yes	6.5 (no band less than 6.0) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree OR previously successfully completed a non-relevant undergraduate degree.	N/A
Counselling	056057J	Master of Counselling	Yes	7.0 (no band less than 6.5) or equivalent	Previously successfully completed a relevant Bachelor degree or Bachelor Honours degree.	Interview, Criminal History Check and Working with Children Check
Creative and Performing Arts	057959G	Bachelor of Music	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Audition, interview and musical knowledge
Creative and Performing Arts	109057M	Bachelor of Music (Worship)	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Audition, interview and musical knowledge
Creative and Performing Arts	075645J	Associate Degree of Music	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Audition, interview and musical knowledge
Creative and Performing Arts	057961B	Master of Music	Yes	6.5 (no band less than 6.0) or equivalent	Successful completion of an accredited undergraduate degree in music or discipline appropriate to chosen focus area.	Audition and portfolio
Creative and Performing Arts	054987E	Bachelor of Dramatic Art	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview, audition, portfolio and literacy test
Creative and Performing Arts	081416E	Associate Degree of Dramatic Art	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview, audition, portfolio and literacy test
Creative and Performing Arts	0101531	Bachelor of Screen Production	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent OR attainment of tertiary qualification, OR satisfactory completion of at least one year's full-time load in a tertiary course.	Interview and portfolio

School	CRICOS code	Course	Available to international students	English language proficiency (IELTS)	Educational prerequisites	Other requisites
Education	097424G	Bachelor of Early Childhood Education (Birth to 5)	Yes	6.0 (no band less than 6.0) or equivalent	HSC and interstate equivalent or international equivalent.	Working with Children Check
Education	113300D	Graduate Diploma of Early Childhood Teaching (Birth to 5)	Yes	6.5 (no band less than 6.0) or equivalent	Bachelor degree or higher in any field OR evidence of academic capability judged to be equivalent.	Working with Children Check
Education	115035M	Master of Educational Leadership	Yes	6.5 (no band less than 6.0) or equivalent	An initial teacher education qualification and professional experience in the field.	N/A
Education	116196H	Master of Teaching (Primary)	Yes	Overall 7.5 with Reading and Writing at 7.0, and Speaking and Listening at 8.0**	Hold a university degree and satisfy the prerequisites for admission in having completed degree studies relating to the subject curriculum as specified by NESAs and be proficient in English.	Working with Children Check. Non-academic entry see excelsia.edu.au/study/education/master-of-teaching-primary/
Education	107995G	Master of Teaching (Secondary)	Yes	Overall 7.5 with Reading and Writing at 7.0, and Speaking and Listening at 8.0**	Hold a university degree and satisfy the prerequisites for admission in having completed degree studies relating to the subject curriculum as specified by NESAs and be proficient in English.	Working with Children Check. Non-academic entry see excelsia.edu.au/study/education/master-of-teaching-secondary/
Education	107123M	Master of Education Research	Yes	6.5 (no band less than 6.0) or equivalent	4-year undergraduate degree, or 3-year undergraduate degree, combined with relevant education industry experience, and Grade Point Average of a Credit or above, achieved in an undergraduate degree	1,000-word expression of interest
Education	107125J	Master of Education Research (STEM)	Yes	6.5 (no band less than 6.0) or equivalent	Minimum 3-year undergraduate degree* in a STEM [^] discipline, with a Grade Point Average of a Credit or above, combined with relevant industry experience OR A Bachelor (Honours) OR Masters degree in a STEM discipline	1,000-word expression of interest [#]
Social Work	108832G	Graduate Certificate in Social Science	Yes	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work	116235F	Graduate Certificate in Aged Care	Yes	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work	108831H	Graduate Diploma of Social Science	Yes	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work	116238C	Graduate Diploma of Aged Care	Yes	6.5 (no band less than 6.0) or equivalent	Relevant bachelor degree or bachelor honours degree	N/A
Social Work	102798H	Master of Social Work (Qualifying)	Yes	7.0 (no band less than 7.0) or equivalent	Hold a university degree at the equivalent of AQF level 7 and have completed at least one year, or the equivalent, of full-time studies in the social and behavioural sciences.	Working with Children Check Police Check

For a more comprehensive list of admission requirements, please visit your intended course page: excelsia.edu.au

1. Applicants with recent secondary education
 2. Applicants with life and work experience
 3. International applicants
 4. Applicants with higher education
 5. Applicants with TAFE or VET studies
- Visit excelsia.edu.au/study/future-students/

* Equivalent overseas qualifications must be recognised by the National Office of Overseas Skills Recognition (NOOSR).

** A **conditional offer** can be made for IELTS overall 6.5 with a minimum of 7.0 in speaking and listening modules.

[^] Applicants from other disciplines may be considered based on merit. Evidence of relevant skills, industry experience, and capacity to undertake a STEM-based research project is required.

[#] Applicants are required to submit an expression of interest (EOI) of approximately 1,000 words to demonstrate their field of expertise, the broad areas within which they wish to position their research, and how their STEM speciality aligns to education.

FAQ

Do I have to be of a certain faith or denomination to study at Excelsia?

No, you don't. We are an inclusive community, but we do require that students and staff respect our values.

Where do I find application closing dates?

The application closing dates and round offers are listed on our website: excelsia.edu.au/study/how-to-apply/. Please contact our friendly student advisor on +61 2 9819 8810 for more information.

Can I fax or email my application form?

No. You need to submit the application online via our website: <https://excelsia.edu.au/study/how-to-apply/>.

How do I apply for credit for previous study?

Once you have been accepted into a course, you can obtain a Credit Application Form via our website.

Who are the lecturers and tutors?

Our lecturers are all experienced industry professionals in their respective fields.

Can I study part-time?

Yes, domestic students are able to study part-time.

Does Excelsia offer financial assistance or loans?

Yes. Domestic students are eligible to apply for FEE-HELP. International students are able to apply for financial assistance after their first semester. Financial assistance of up to \$1,000 per semester may be granted to international students who are able to demonstrate genuine financial hardship.

When are the auditions?

Once your application is received, we will contact you to set up an audition.

Does FEE-HELP apply to part-time students?

Yes.

Can I receive Austudy assistance?

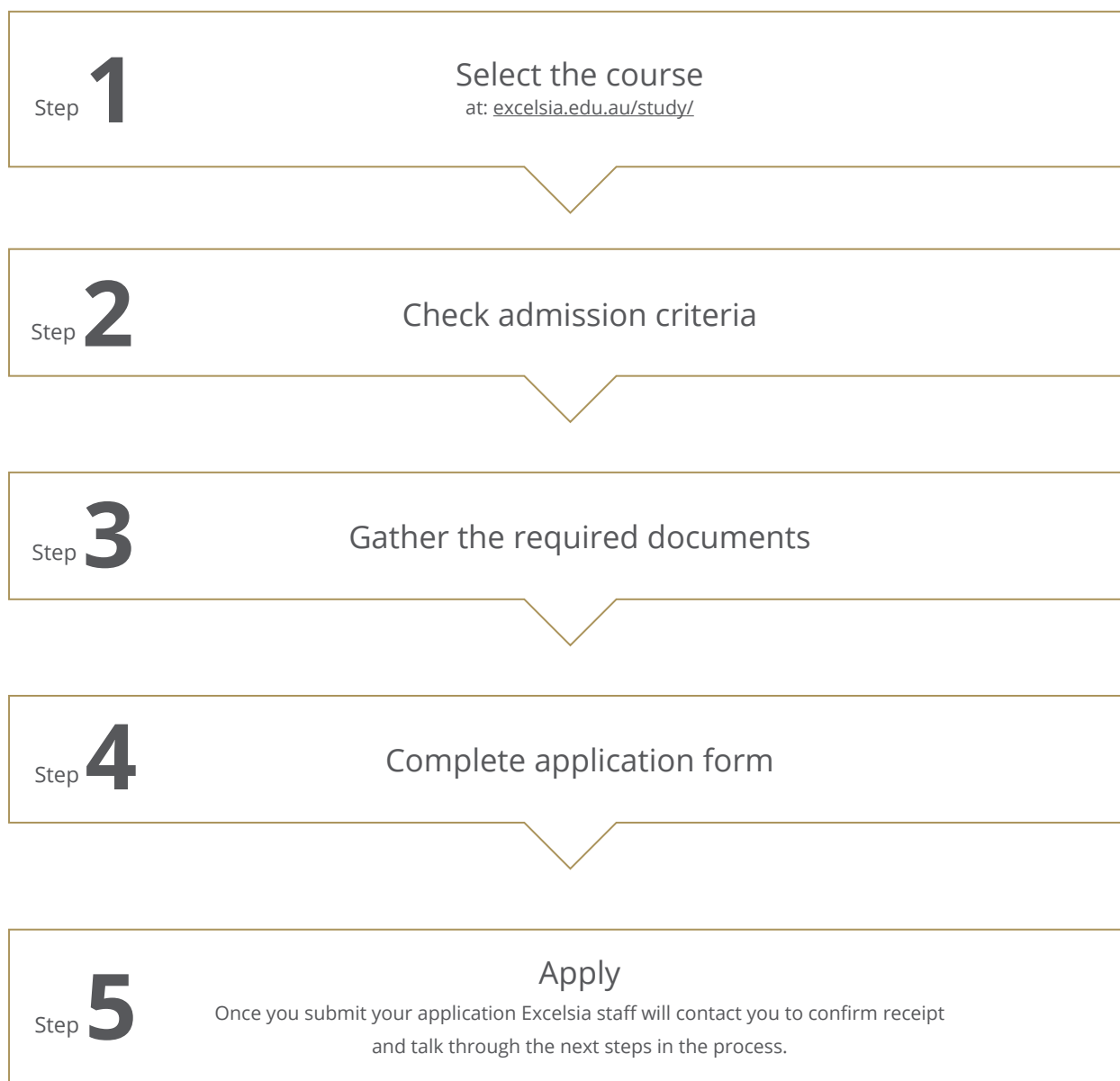
Yes, if you satisfy the Government's criteria (see [centrelink.gov.au](https://www.centrelink.gov.au)). The Registrar's Office can assist if you have questions about Youth Allowance, Austudy or Abstudy. Contact us at registrar@excelsia.edu.au.

Is Orientation mandatory?

Yes. Orientation gives you the opportunity to meet students and staff, become familiar with the campus, obtain your Student ID card and complete the enrolment process.



Information about applications is available at: excelsia.edu.au/study/how-to-apply/



Let us help you

Our student advisors are ready and more than happy to support you through the application process so you can have a smooth transition into higher education.

Scholarships

Scholarships may be awarded to undergraduate students with exceptional creative and academic talent. The Scholarship Committee awards scholarships based on recommendations from Heads of School. Enquire about a scholarship upon application.

FEE-HELP

Eligible domestic students may apply for FEE-HELP. FEE-HELP is a Commonwealth Government interest-free loan given to eligible students to help pay their tuition fees. Eligible students are Australian citizens, holders of permanent humanitarian visas and eligible New Zealand citizens. FEE-HELP is available to full-time and part-time students and there is no means test. For further information, including New Zealand eligibility, visit studyassist.gov.au.

Financial assistance

Most courses are approved for Centrelink's student income support (Youth Allowance, Austudy and Abstudy).

Any questions?

Please call 02 9819 8810 or contact us via the enquiry form on our website.

For more information about admission requirements,
course suitability and career pathways please contact us
using the email or telephone number below.



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CRICOS CODE 02664K



The information contained in this course guide was accurate at the time of publication. Excelsia reserves the right to amend the material contained in this guide without notice in response to changing circumstances or for any other reason.
For the most up-to-date course information please visit our website.