

Welcome to the UniReady Enabling Program

2025 Student Guide

Everything you need to
know about your UniReady
journey

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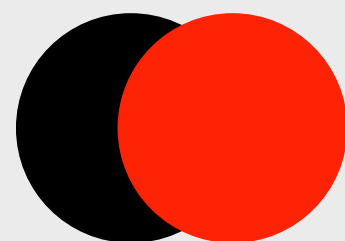
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Acknowledgement of Country

UTS acknowledges the Gadigal People of the Eora Nation, the Boorooberongal people of the Dharug Nation, the Bidiagal people and the Gamaygal people upon whose ancestral lands our university stands. We would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for these lands.



What is the UniReady Enabling Program?

About UniReady

The UniReady Enabling Program is a free academic program designed to get you ready for undergraduate study at UTS. Building on your existing strengths and successes, UniReady will help you to develop your knowledge of the university environment, its academic expectations as well as developing your academic literacy and research skills.



Duration

7 weeks – Full time study
3rd November – 19th December 2025



Location

On campus
UTS, Sydney



Study Mode

Online and face-to-face learning
UniReady involves between 3-6 hours of face-to-face teaching per week, in combination with online self-directed learning.



Fees

The UniReady Enabling Program is free, supported by the Australian Government's 'FEE-FREE Uni Ready Courses' initiative. Students will enrol in a Commonwealth Supported Place (CSP), which are university places subsidised by the Australian Government.

You won't need to make any student contributions or access HECS-HELP, or pay the Student Service and Amenities Fee (SSAF) for UniReady. There may, however, be non-tuition fees and other expenses associated with studying.

Note: There will be fees for further study after the program. You can read information about fees and costs for university study on the UTS website.



Guaranteed offer to UTS

All students who successfully complete the UniReady Enabling program will receive an offer to study at UTS in one of our undergraduate courses. Successful completion involves passing all of your UniReady units (subjects).

Note that some undergraduate courses that have their own special admission requirements you would need to meet and some courses are excluded from the UniReady pathway (see page 37).

Helping you find your path

Don't worry if you don't know what you want to study or are unsure if university is the right fit for you.

Part of the program is helping you identify your strengths, motivations, and goals so that you can make the right choice for your own pathway.

UniReady Structure

You will study 4 units within the UniReady Enabling Program: 3 core units and one elective unit.

Core units:

- Academic Foundations and University Skills (90016)
- Data and Evidence (90017)
- Writing for Academic Purposes (90018)


Elective units:

- Introduction to Disciplines (90015)

Course Learning Outcomes

Upon completion of UniReady, graduates will be able to:

- Identify and engage with principles of academic integrity and ethical use of technology to develop as a self-aware and responsible learner in academic contexts.
- Communicate ideas and understanding of academic content in written and oral forms, applying strategies for both independent and collaborative learning.
- Use appropriate terminology when engaging with and referring to Indigenous Australians in both oral and written contexts.
- Identify personal interests and apply strategies to engage and succeed in a university teaching and learning environment.







UniReady is full-time.
Expect to commit to
35 hours of study per
week.

UniReady Enabling Program

November 2025

	November		
	3rd	10th	17th
		13th	
	1	2	3
Week Commencing			
Census Date			
UniReady Week			
Subjects	Academic Foundations and University Skills 90016		
	Data and Evidence 90017		
	Introduction to Disciplines 90015		



Key		Session
		UniReady on-campus subject
		UniReady online subject
		Break Period

	December			
24th	1st	8th	15th	22nd
		11th		
	4	5	6	7
Break	Writing for Academic Purposes 90018			
	Introduction to Disciplines 90015			

What you'll learn

90016 Academic Foundations and University Skills

Delivery	November Session (on campus and online asynchronous)
Total workload hours	120–150 hours
Credit points	6
Result type	Pass/Fail no marks

Subject Description

Academic Foundations and University Skills supports students to develop a foundational understanding of academic conventions, including research skills, academic integrity, and the responsible use of generative artificial intelligence (GenAI) tools. Students explore ethical scholarship and inclusive academic communication, and are guided to apply these principles in their academic work.

The subject introduces students to appropriate terminology when engaging with and referring to Indigenous Australians, supported by the UTS Indigenous Graduate Attribute (IGA) Communication Guide and Glossary. Students build awareness of how language is used in academic and professional communication.

Foundational learning strategies such as time management and self-directed learning are also developed. These capabilities are applied through scaffolded tasks that help students reflect on their goals, engage with university expectations, and participate in ethical academic learning.

Subject Learning Outcomes (SLOs)

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

1. Reflect on personal identity and experiences to articulate your motivations for study and strategies for academic success.
2. Recognise and respond to ethical challenges in academic contexts, including appropriate use of generative AI.
3. Use appropriate language when referring to Indigenous Australians, drawing on principles from the UTS IGA Communication Guide.

Teaching and learning strategies

This subject supports students to build confidence in their academic and reflective capabilities through structured guidance, peer interaction, and personalised feedback. Students are encouraged to develop effective self-management skills by engaging with planning tools, reflective prompts, and strategies for goal-setting and tracking progress. Asynchronous activities and online resources provide flexibility in learning and prepare students for meaningful participation in face-to-face sessions.

Reflection is central to the subject, with students invited to consider their personal learning journey, cultural identity, and educational goals. Culturally sustaining pedagogy underpins all learning experiences, and the subject promotes cultural safety for First Nations students by valuing lived experience and embedding Indigenous communication principles drawn from the UTS Indigenous Graduate Attribute Communication Guide. Students are supported to participate actively, reflect critically, and develop as independent learners.

Content (topics)

In this subject, students focus on:

- Understanding academic integrity and ethical use of sources
- Developing strategies for responsible engagement with generative AI tools
- Applying inclusive academic communication and respectful terminology
- Exploring Indigenous communication principles and frameworks
- Building time management and self-directed learning strategies
- Reflecting on strengths, challenges, and goals for university success

Required and recommended texts

There are no prescribed textbooks for this subject. Readings, videos, and data sources are provided via the Canvas site.

Questions and concerns

Please reach out to your Subject Coordinator with any questions or concerns you have regarding this subject. You can find your Subject Coordinator's details on the Your teaching staff page in the Get Started Module.

Assessment general information

Assessments in this subject are based on a reflective and self-directed approach that supports students to synthesise their learning and apply it in meaningful ways. Opportunities for feedback and consultation are available throughout the subject to support students in developing their ideas and responding to guidance from teaching staff.

Minimum requirements

Students must submit all assessment components to pass this subject because the tasks collectively assess the Subject Learning Outcomes and Graduate Attributes covered in this subject. Each task builds understanding and skills informed by feedback. Students who do not submit all assessments will not pass the subject.

Assessment task 1: Identity and Integrity – Foundations for University and Professional Success

Learning Outcome	SLO1, SLO2, SLO3
Type	Portfolio
Groupwork	Individual
Weight	100%
Length	Approximately 1,000–1,200 words total
Description	<p>This portfolio assessment is designed to evaluate students' understanding and application of academic integrity, ethical research practices, inclusive communication, and independent learning strategies. Students will compile a series of short tasks and reflections that demonstrate their ability to navigate the academic environment with integrity and applying appropriate terminology when engaging with and referring to Indigenous Australians.</p> <p>Purpose: This portfolio helps you build essential university skills like academic honesty, the use of appropriate terminology when engaging with and referring to Indigenous Australians, and effective study strategies.</p>

Part 1: Structured Reflective Writing Activity (25%)

Assessment type Reflection

Assessment effort 250 words

Due Week 1 tutorial (Tue 4, Wed 5, or Thu 6 Nov)

During the Week 1 tutorial, you will write a short reflective piece about your journey to UniReady. Use the guiding questions below to help structure your response:

- What motivated you to pursue university study?
- What milestones are you hoping to achieve throughout the program?
- What are your future aspirations: what would you like to study, which field or industry are you interested in, and what kind of impact do you hope to make?

Purpose: This task supports students to reflect on their motivations, personal background, and future goals, helping them build a sense of academic identity and direction at the beginning of their learning journey. It provides teaching staff with a diagnostic piece of student writing reflective of their skills at the beginning of the program.

Part 2: Academic Integrity Quiz (25%)

Assessment type	Quiz/test
Assessment effort	250 words
Due	Week 2 tutorial (Tue 11, Wed 12, or Thu 13 Nov)

In this task, you will read 3–4 short scenarios involving the appropriate or inappropriate use of generative AI in academic contexts. You will answer a series of multiple choice and short answer questions that assess your understanding of academic integrity and ethical decision-making.

Purpose: This task supports students to recognise ethical boundaries in academic work and develop the ability to identify appropriate uses of generative AI in line with university integrity standards.

Part 3: Using AI Tools (25%)

Assessment type	Exercises
Assessment effort	250 words
Due	Sun 16 Nov, 11:59 pm

In this task, you will use a generative AI tool to receive feedback on the reflective writing you produced in Part 1. Your focus should be on using prompts that ask for general feedback, suggestions, or questions, not direct rewriting. You will then revise your original response and submit:

- The AI prompts you used
- Your reworked version of the reflective writing

Purpose: This task supports students to critically engage with generative AI tools as part of the academic writing process, developing ethical prompting strategies and practising reflective revision skills.

Part 4: Reflective Statement – Understanding Country (25%)

Assessment type	Reflection
Assessment effort	150 words
Due	Sun 23 Nov, 11:59 pm

Using the UTS Indigenous Graduate Attribute (IGA) Glossary, conduct research on the concept of Country as it relates to Aboriginal and Torres Strait Islander peoples.

Then, write a short reflective statement responding to the prompt: “What does Country mean to you?”

Your response should include:

- Acknowledgement of Country: Identify the Traditional Custodians of the land where you currently live and where the University of Technology Sydney (UTS) is located.
- A reflection on your personal understanding of Country.

You may wish to consider:

- How you connect to the place where you live
- How your research shaped or deepened your understanding of Country?
- A photo of yourself on the Country where you currently live, with a brief caption that describes where the photo was taken and explains your personal connection to this place.

Purpose: This task supports students to reflect on their relationship to place and develop a personal understanding of Country through research. It also builds capacity for appropriate academic communication by applying inclusive language aligned with the UTS Indigenous Graduate Attributes.

Assessment feedback

Written feedback will address the clarity, structure, tone, and depth of personal and cultural reflection, as well as ethical and transparent use of AI tools. Peer feedback activities support collaborative learning, and individual consultations are available for formative feedback on drafts.

Academic integrity

UTS upholds strict standards of academic integrity. Students must submit their own work, acknowledge any use of generative AI tools appropriately, and reference all sources accurately using APA 7th edition. Academic misconduct is managed under UTS Student Rules and Procedures.

Assessment procedures

All assessments are governed by UTS policies on assessment, feedback, and appeals. Details are available in the UTS Assessment, Coursework Assessment and Feedback Policy.

Teaching staff

Subject Coordinator: Taylor Cheney

Teaching Staff: Michelle Moylan, Cindy Noah

90017 Data and Evidence

Delivery	November Session (on campus and online asynchronous)
Total workload hours	120–150 hours
Credit points	6
Result type	Pass/Fail no marks

Subject Description

Data and Evidence develops students' foundational skills in numeracy, data literacy, and digital communication for academic contexts. Students learn to interpret, evaluate, and represent data clearly and ethically to support evidence-based reasoning. They explore how to apply basic mathematical skills and use digital tools to visualise data, generate insights, and communicate findings with clarity.

Working both independently and in small groups, students investigate real-world issues relevant to their chosen field of study. Through scaffolded tasks, they practise identifying relevant data sources, interpreting numerical information, and presenting insights using academic and disciplinary conventions. The subject supports the development of collaborative decision-making, ethical data use, and critical thinking in response to complex problems.

Subject Learning Outcomes (SLOs)

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

1. Interpret and present data from sources to support evidence-based communication in your field of interest.
2. Work collaboratively to plan, analyse, and communicate insights using academic and digital tools.
3. Make informed and ethical communication choices when working with data and contributing to group tasks

Teaching and learning strategies

Students in this subject engage in individual and collaborative group work to develop skills in evidence-based communication, data interpretation, and ethical academic practice. Emphasis is placed on learning through doing, with students supported to plan, negotiate, and reflect on their contributions to tasks.

Peer interaction and group presentations are key strategies used to build confidence in communicating ideas and interpreting evidence. Structured opportunities for feedback and self-reflection are embedded throughout, enabling students to monitor their development and respond to challenges.

The subject also draws on culturally sustaining pedagogy, with an emphasis on inclusive teamwork and culturally safe engagement with Indigenous perspectives and communication principles in fields of interest. Asynchronous activities and online resources provide flexibility and reinforce learning between workshops.

Content (topics)

In this subject, students focus on:

- Using data to investigate issues in their field of interest
- Interpreting and representing numerical information accurately
- Applying ethical reasoning to data and evidence use
- Visualising and communicating data effectively using digital tools
- Collaborating in academic and professional communication contexts

Required and recommended texts

There are no prescribed textbooks for this subject. Readings, videos, and data sources are provided via the Canvas site.

Questions and concerns

Please reach out to your Subject Coordinator with any questions or concerns you have regarding this subject. You can find your Subject Coordinator's details on the Your teaching staff page in the Get Started Module.

Assessment general information

Classes are based on a collaborative approach that involves essential work-shopping and interchange of ideas with other students and the tutor.

Minimum requirements

Students must submit all assessment components to pass this subject because the tasks collectively assess the Subject Learning Outcomes and Graduate Attributes covered in this subject. Each task builds understanding and skills informed by feedback. Students who do not submit all assessments will not pass the subject.

Assessment task 1: From Issue to Insight: Using Data to Inform Disciplinary Understanding

Learning Outcome	SLO1, SLO2, SLO3
Type	Portfolio
Groupwork	Individual
Weight	100%
Length	Approximately 1,000–1,200 words total
Description	<p>You are required to complete a three-part task that demonstrates your ability to interpret data, communicate academic ideas clearly, and collaborate effectively with peers. Across individual and group components, you will explore an issue relevant to your field of interest, perform basic calculations, and present your findings using appropriate academic and disciplinary conventions.</p> <p>Purpose: This assessment helps you build core academic skills by guiding you through the process of exploring an issue in your field, interpreting data to support evidence-based thinking, and communicating your insights both independently and in collaboration with others. It supports your development in disciplinary research, numeracy, and ethical interpretation and representation of data.</p>

Part 1A: Issue Exploration and Data Mapping (30%)

Assessment type Exercises

Due Week 1: Sun 9 Nov, 11:59 pm

Students individually select an issue relevant to their field or area of interest (e.g., housing access, youth mental health, automation in work). They complete a scaffolded template explaining why the issue matters, identify a relevant short article or report, note key terminology, and suggest the kind of data that could inform deeper understanding.

Purpose: This task connects students' disciplinary interests to real-world issues and demonstrates independent engagement with source material before joining a group.

Part 1B: Group Formation and Issue Negotiation (10%)

Assessment type Exercises

Due Week 2: Tutorial (Tue 11, Wed 12, or Thu 13 Nov)

During Week 2, students form small groups based on shared or related issues. The group negotiates a shared topic, identifies a dataset (e.g., ABS, AIHW), and completes a short planning sheet confirming roles and direction.

Purpose: This task supports collaborative decision-making and helps students practise respectful negotiation and group planning in an academic setting.

Part 2: Data Interpretation and Visualisation (20%)

Assessment type Exercises

Due Week 3: Tutorial (Tue 18, Wed 19, or Thu 20 Nov)

Groups select two or more data points from their chosen dataset, perform appropriate calculations (e.g., proportions, changes over time), and create a visual representation (graph, table, infographic) with a short interpretation (max. 300 words).

Purpose: This task develops students' ability to interpret data collaboratively, apply basic numeracy skills, and communicate findings clearly and ethically in academic formats.

Part 3: Individual Annotated Slide and Reflection (40%)

Assessment type Reflection

Due Week 3: Sun 23 Nov, 11:59 pm

Each student prepares one annotated presentation slide that presents a key data insight and explains its disciplinary relevance. The group delivers a short presentation (1 minute per member) in Week 3. Students also submit a 150-word reflection explaining their individual contribution and learning.

Purpose: This task ensures each student demonstrates individual understanding within a collaborative presentation and practises communicating insights clearly using academic and disciplinary conventions.

Assessment feedback

Students receive written feedback on each component focused on communication, collaboration, data interpretation, and academic conventions. One-to-one feedback may be sought from teaching staff for additional guidance.

Academic integrity

UTS upholds strict standards of academic integrity. Students must submit their own work, acknowledge any use of generative AI tools appropriately, and reference all sources accurately using APA 7th edition. Academic misconduct is managed under UTS Student Rules and Procedures.

Assessment procedures

All assessments are governed by UTS policies on assessment, feedback, and appeals. Details are available in the UTS Assessment, Coursework Assessment and Feedback Policy.

Teaching staff

Subject Coordinator: Michelle Moylan

Teaching Staff: Cindy Noah, Taylor Cheney

90018 Writing for Academic Purposes

Delivery	December Session (on campus and online asynchronous)
Total workload hours	120–150 hours
Credit points	6
Result type	Pass/Fail no marks

Subject Description

Writing for Academic Purposes develops students' foundational skills in academic reading and writing, with a focus on clarity, structure, referencing, and ethical use of source material. Students learn to construct short academic texts using appropriate conventions, integrate scholarly evidence, and apply ethical writing practices, including correct referencing and responsible use of generative AI tools.

The module supports students to develop confidence and control in their writing through scaffolded tasks, peer review, and structured feedback. Students build skills in planning, drafting, and revision, and apply strategies to improve coherence, paragraph structure, and evidence integration.

Students also practise using appropriate language when referring to Indigenous Australians, guided by the UTS Indigenous Graduate Attribute Communication Guide and Glossary. These skills are applied across short academic tasks that build toward the production of a clear, structured written response aligned with university expectations.

Subject Learning Outcomes (SLOs)

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

1. Produce short academic texts that demonstrate clarity of purpose, paragraph structure, and integration of evidence.
2. Use peer and self-feedback to revise and refine academic writing with increasing confidence and clarity.
3. Apply ethical writing practices, including correct referencing, critical engagement with sources, appropriate Indigenous terminology and responsible use of generative AI tools.

Teaching and learning strategies

This subject supports students to develop confidence and capability in academic writing through explicit modelling, guided practice, and collaborative discussion. Writing is approached as a process, with students supported to draft, receive feedback, revise, and reflect on their development. Regular peer and class-based activities create space for students to explore and refine their ideas in a supportive environment. Students are encouraged to engage critically with diverse perspectives and to reflect on how language and structure shape meaning in academic contexts. The subject adopts culturally sustaining pedagogy, creating an inclusive space for students to engage respectfully with both Indigenous and global viewpoints. Asynchronous activities and online materials provide opportunities for independent learning and reinforce in-class strategies.

Content (topics)

In this subject, students focus on:

- Understanding the structure and purpose of academic writing
- Analysing examples of effective academic paragraphs
- Integrating and referencing sources ethically
- Applying academic tone and style
- Revising and editing writing for clarity and coherence
- Using appropriate terminology and language aligned with the UTS IGA Communication Guide

Required and recommended texts

There are no prescribed textbooks for this subject. Readings, videos, and data sources are provided via the Canvas site.

Questions and concerns

Please reach out to your Subject Coordinator with any questions or concerns you have regarding this subject. You can find your Subject Coordinator's details on the Your teaching staff page in the Get Started Module.

Assessment general information

Classes are based on a collaborative approach that involves essential work-shopping and interchange of ideas with other students and the tutor.

Minimum requirements

In this subject, assessment tasks are cumulative so that each task builds understanding and/or skills, informed by formative feedback. Consequently, all assessments must be submitted in order for you to receive feedback. Students who do not submit all assessments will not pass the subject.

Assessment task 1: Building Academic Writing Skills

Learning Outcome	SLO1, SLO2, SLO3
Type	Portfolio
Groupwork	Individual
Weight	100%
Length	Approximately 1,000–1,200 words total
Description	<p>This portfolio assessment is designed to support the development of your academic writing and communication skills. Through a series of scaffolded tasks, you will practise expressing ideas clearly and persuasively, using appropriate academic conventions, integrating scholarly sources, and applying ethical research practices. You will also apply appropriate terminology when referring to Indigenous Australians, using the UTS Indigenous Graduate Attribute (IGA) Communication Guide.</p> <p>Use of Generative AI tools is permitted only for early idea generation, feedback, or editing support, and must be acknowledged in line with UTS academic integrity policy.</p>

Part 1: Academic Writing Planning and Draft Paragraph (30%)

Due Week 4: Sun 7 Dec, 11:59 pm

You will begin developing a short piece of academic writing that explores an issue relevant across academic, professional, or community contexts.

Choose one of the five focus areas below. Write a short academic response that explores:

- What the issue is and why it matters in academic, professional, or social contexts
- How this issue shapes or challenges thinking in your chosen field or area of interest
- What different perspectives or voices (including at least one Indigenous author) say about this issue

Focus Areas

- Equity, access, and social justice: Explore how ideas of fairness, inclusion, or justice influence how people think, work, or relate to others.
- Sustainability and responsibility: Consider how sustainability or responsibility are understood, challenged, or applied in different contexts.
- Technology, media, and change: Investigate how developments in media or technology affect the way we engage with information, people, or systems.
- Systems of care and wellbeing: Examine how care and wellbeing are supported, structured, or valued in different areas of life or work.
- Place, space, and belonging: Reflect on how people experience or understand connection, environment, or community.

Your submission will consist of two parts:

A. Writing Plan

Identify your chosen focus area and your specific topic. Write a clear thesis or purpose statement.

Briefly outline what each of your two body paragraphs will focus on. Include a reference list of three academic sources you intend to use, including one by an Indigenous Australian author, cited in APA 7th. You may use AI tools to brainstorm or refine your topic. If so, include a short acknowledgement (e.g. “AI assistance used for topic brainstorming”).

B. Draft Body Paragraph

Write one developed body paragraph that:

- Responds clearly to your topic and aligns with your thesis.
- Demonstrates logical flow, cohesion, and clarity.
- Integrates at least one of your planned academic sources using APA 7th referencing
- Where relevant, use appropriate and inclusive language, guided by the UTS Indigenous Graduate Attribute Communication Guide.

Purpose: This task supports students to practise planning and structuring a short academic text while applying foundational skills in research, writing, and referencing.

Part 2: Peer Feedback and Planning Revision (30%)

Due

Week 4: Tutorial & Sun 14 Dec, 11:59 pm

You will exchange draft paragraphs with a peer and provide feedback using a structured feedback form. After the peer review, you will reflect on the feedback you received and explain how you plan to use it to improve your writing.

You must submit:

- The feedback form you completed for your peer's draft (as a record of your participation in the peer review process)
- A short-written reflection that demonstrates your ability to:
- Summarise the feedback you received
- Reflect on its usefulness
- Explain what changes you plan to make and why

You may use AI tools to help interpret feedback or revise your paragraph (e.g. for sentence clarity or structure). If you do, you must acknowledge this use at the end of your submission (e.g. "AI assistance used to revise structure")

Purpose: This task supports students to engage with peer feedback and apply revision strategies to improve clarity and coherence in their academic writing.

Part 3: Final Academic Writing Task (40%)

Due

Week 6: Sun 21 Dec, 11:59 pm

In this task, you will submit a revised and extended piece of academic writing based on the topic and focus area you explored in Part 1. Your final submission should reflect your original plan, incorporate feedback from Part 2, and demonstrate purposeful revision.

Your final submission must include:

- A brief introduction
- Two structured body paragraphs
- A short conclusion

Your writing must:

- Respond clearly to your chosen focus area and thesis.
- Present a logical structure with clear progression of ideas.
- Integrate at least three academic sources (including one authored by an Indigenous Australian).
- Demonstrate revision based on peer feedback and your own editing decisions.
- Use APA 7th referencing.
- Apply appropriate and inclusive terminology, guided by the UTS Indigenous Graduate Attribute Communication Guide.

Purpose: This task demonstrates students' ability to produce a clear and structured academic text that reflects planning, revision, peer input, and ethical academic practice

Assessment feedback

Students receive written feedback on each component focused on communication, collaboration, data interpretation, and academic conventions. One-to-one feedback may be sought from teaching staff for additional guidance.

Academic integrity

UTS upholds strict standards of academic integrity. Students must submit their own work, acknowledge any use of generative AI tools appropriately, and reference all sources accurately using APA 7th edition. Academic misconduct is managed under UTS Student Rules and Procedures.

Assessment procedures

All assessments are governed by UTS policies on assessment, feedback, and appeals. Details are available in the UTS Assessment, Coursework Assessment and Feedback Policy.

Teaching staff

Subject Coordinator: Cindy Noah

Teaching Staff: Taylor Cheney, Michelle Moylan

90015 Introduction to Disciplines

Delivery	November and December Session (online asynchronous)
Total workload hours	120–150 hours
Credit points	6
Result type	Pass/Fail no marks

Subject Description

Introduction to Disciplines provides students with the opportunity to explore academic and professional pathways within their chosen or prospective field of study. The module supports students to analyse how knowledge is constructed and communicated in their discipline, and to reflect on their developing academic and professional identity.

Students engage with discipline-specific texts, frameworks, and expectations to understand how communication practices are shaped by audience, purpose, and context. Through scaffolded tasks, they explore how disciplinary knowledge connects with real-world issues and professional standards, including Indigenous industry frameworks. The module also values students' lived, educational, and work experiences as important foundations for engaging with university learning.

Subject Learning Outcomes (SLOs)

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

1. Analyse how texts in your chosen discipline are structured to communicate knowledge for specific audiences and purposes.
2. Reflect on your interests, strengths, and experiences to develop an emerging sense of identity as a university student in your field.
3. Apply disciplinary knowledge and professional standards to your academic work, including ethical communication and appropriate interpretation of Indigenous industry frameworks.

Teaching and learning strategies

This subject provides students with structured opportunities to reflect on their learning and apply their skills in ways that are personally and professionally meaningful. Students are supported to develop self-direction and independence through scaffolded exercises and reflection. A flexible and inclusive approach encourages students to draw on their lived experience and aspirations as they explore their intended field of study. Culturally sustaining pedagogy underpins all teaching, with opportunities to engage with Indigenous communication principles and the UTS Indigenous Graduate Attributes. Students are encouraged to seek feedback and guidance through consultation with teaching staff.

Content (topics)

In this subject, students focus on:

- Understanding the structure and purpose of academic writing
- Analysing examples of effective academic paragraphs
- Integrating and referencing sources ethically
- Applying academic tone and style
- Revising and editing writing for clarity and coherence
- Using appropriate terminology and language aligned with the UTS IGA Communication Guide

Required and recommended texts

There are no prescribed textbooks for this subject. Readings, videos, and data sources are provided via the Canvas site.

Questions and concerns

Please reach out to your Subject Coordinator with any questions or concerns you have regarding this subject. You can find your Subject Coordinator's details on the Your teaching staff page in the Get Started Module.

Assessment general information

Assessments are based on a reflective and self-directed approach that supports students to synthesise their learning and apply it in meaningful ways. Opportunities for feedback and consultation are available throughout the subject to support students in developing their ideas and responding to guidance from teaching staff.

Minimum requirements

In this subject, assessment tasks are cumulative so that each task builds understanding and/or skills, informed by formative feedback. Consequently, all assessments must be submitted in order for you to receive feedback. Students who do not submit all assessments will not pass the subject.

Assessment task 1: Exploring Pathways: Learning Through Disciplinary Lenses

Learning Outcome	SLO1, SLO2, SLO3
Type	Portfolio
Groupwork	Individual
Weight	100%
Length	Approximately 1,000–1,200 words total
Description	<p>This portfolio supports students to understand how academic and professional knowledge is constructed and communicated in different disciplines. Students will examine how texts in their chosen field are shaped by audience, purpose, and structure. Through scaffolded reading, reflection, and short writing tasks, students will practise recognising and producing key academic genres while building confidence in their disciplinary identity.</p> <p>Students will engage with discipline-specific texts, reflect on their learning goals and experiences, and explore the ethical and professional expectations of their future field. The portfolio is designed to help students envision themselves as university learners within their chosen area of study and understand the types of tasks and thinking required for success.</p>

Part 1: Reading to Learn in Your Discipline (25%)

Due

Week 4: Mon 1 Dec, 11:59 pm

You will read a short discipline-specific text (e.g. academic article, case report, professional guideline, feature article) aligned with your chosen pathway. Using a guided worksheet, you will identify:

The purpose and audience of the text

- Its text type (e.g. report, opinion, analysis, explanation)
- Key language features (e.g. tone, modality, evidence use)
- How meaning is constructed through structure and language

You will write a short paragraph summarising what you learned about how texts in your field communicate knowledge.

Purpose: This task introduces students to the key genres in their chosen field and helps them develop discipline-specific reading strategies, with explicit support in identifying structure, language, and purpose.

Part 2: Mapping the Discipline: Personal and Professional Reflection (20%)

Due Week 5: Mon 8 Dec, 11:59 pm

You will write a short reflection linking your current interests, background, or aspirations to the academic practices in your chosen discipline. You should include:

- Why you are drawn to this field, or what you are exploring
- What kinds of tasks, texts, or communication styles are common in the field
- How your strengths and experiences might support your success in developing key skills and practices in the field

Purpose: This task supports students to reflect on their developing disciplinary identity and connect their background to academic practices in the field.

Part 3: Exploring Industry and Indigenous Standards (25%)

Due Week 6: Mon 12 Dec, 11:59 pm

You will engage with a short excerpt from a professional or industry standard relevant to your field (e.g. AITSL, AHPRA, AIATSIS). You will complete a scaffolded task that asks you to:

- Identify the audience, purpose, and tone of the text
- Explain how the document communicates expectations in the profession
- Use appropriate terminology following the UTS Indigenous Graduate Attribute Communication Guide.

Purpose: This task helps students understand how professional and Indigenous standards are communicated through formal documents and how to engage with Indigenous Australians in a professional context.

Part 4: Understanding Integrity and Communication Expectations in Your Discipline (30%)

Due Week 6: Fri 19 Dec, 11:59 pm

YYou will explore how academic and professional communication is shaped by expectations of originality, accuracy, and ethical responsibility in your discipline. You will be given a short scenario involving the use of generative AI in a communication task (e.g. writing a report, summarising a reading, drafting an email or response).

Your task is to:

- Identify the communication purpose and genre (e.g. explanatory, persuasive, reflective) in the scenario
- Explain what integrity and responsibility look like in that context
- Discuss how AI tools can be used to support learning without replacing your own thinking
- Reflect on how your chosen discipline might approach these tools differently to others

Purpose: This task helps students understand how ethical communication practices and integrity expectations are shaped by discipline-specific norms and text types. It encourages informed, reflective decision-making about how digital tools are used to support, not substitute, academic work.

Assessment feedback

Students receive written feedback on each component focused on communication, collaboration, data interpretation, and academic conventions. One-to-one feedback may be sought from teaching staff for additional guidance.

Academic integrity

UTS upholds strict standards of academic integrity. Students must submit their own work, acknowledge any use of generative AI tools appropriately, and reference all sources accurately using APA 7th edition. Academic misconduct is managed under UTS Student Rules and Procedures.

Assessment procedures

All assessments are governed by UTS policies on assessment, feedback, and appeals. Details are available in the UTS Assessment, Coursework Assessment and Feedback Policy.

Teaching staff

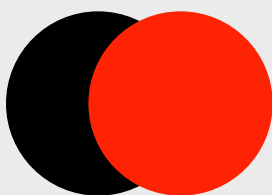
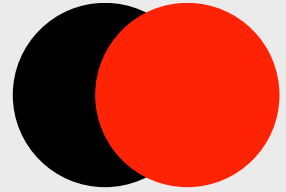
Subject Coordinator: Regan Gauci

Teaching Staff: Regan Gauci

Assessment Calendar 2025

MODULE	Week 1 (3–9 Nov)	Week 2 (10–16 Nov)	Week 3 (17–23 Nov)	Break (24–30 Nov)	Week 4 (1–7 Dec)	Week 5 (8–14 Dec)	Week 6 (15–21 Dec)
ACADEMIC FOUNDATIONS & UNIVERSITY SKILLS	<u>Part 1:</u> Structured reflective writing (Tutorial 4–6 Nov)	<u>Part 2:</u> Academic integrity quiz (Tutorial 11–13 Nov) <u>Part 3:</u> AI-informed revision (Sun 16 Nov, 11:59 pm)	<u>Part 4:</u> Reflective statement – Understanding Country (Sun 23 Nov, 11:59 pm)				
DATA & EVIDENCE	<u>Part 1A:</u> Issue exploration + data mapping template (Sun 9 Nov, 11:59 pm)	<u>Part 1B:</u> Group formation + issue negotiation (Tutorial 11–13 Nov)	<u>Part 2:</u> Group data interpretation + visualisation (Tutorial 18–20 Nov) <u>Part 3:</u> Individual slide + reflection (Sun 23 Nov, 11:59 pm)			<u>Part 2:</u> Peer feedback (Tutorial 9–11 Dec)	<u>Part 3:</u> Final academic writing task (600 words) (Sun 21 Dec, 11:59 pm)
WRITING FOR ACADEMIC PURPOSES					<u>Part 1:</u> Academic writing plan + draft paragraph (Sun 7 Dec, 11:59 pm)	<u>Part 2:</u> Revision plan (Sun 14 Dec, 11:59 pm)	
INTRODUCTION TO DISCIPLINES					<u>Part 1:</u> Reading to learn in your discipline (Mon 1 Dec, 11:59 pm)	<u>Part 2:</u> Mapping the discipline (Mon 8 Dec, 11:59 pm) <u>Part 3:</u> Exploring industry and Indigenous standards (Fri 12 Dec, 11:59 pm)	<u>Part 4:</u> Integrity + communication expectations (Fri 19 Dec, 11:59 pm)

Notes:



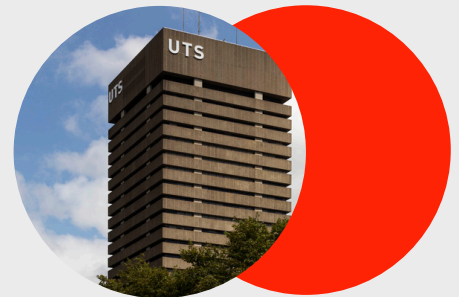
Getting to UTS

By bus, train or light rail

Our main building is the UTS Tower (also called Building 1). This is where you will meet for your on-campus activities. It's a 10-minute walk from Central Station.

The address: 15 Broadway, Ultimo, NSW 2007.

If using Google Maps, search for 'UTS Tower'.
If you're catching the train to Central:



- 1 Alight at Central Station and follow the signs to get to Railway Square.
- 2 Turn left at Railway Square (the main bus hub) and walk one block.
- 3 Look out for the iconic UTS Tower location on your right, opposite to Central Park.

Finding your way around campus

Use our interactive campus map if you need to find specific buildings: maps.uts.edu.au

If you are looking for detailed accessibility information, including building floor plans that mark accessible features, visit wayfinding.uts.edu.au.

UTS buildings and room numbers

Our rooms and facilities use a simple location code with a:

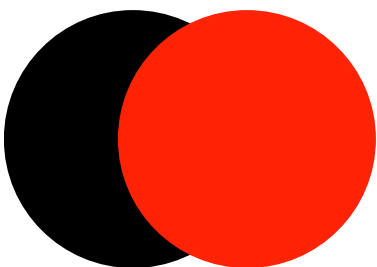
- building number
- level number
- room number.

04		03		03
Building number		Level number		Room number

UTS Map

CAMPUS MAP - LEGEND

-  Bus
-  Train
-  Lights/Crossing
-  Student Housing
-  Parking
-  Accessible Route
-  Preferred path of travel
-  Pedestrian Walkway



Support services

Academic support

Got an assignment or exam? Get help to do your assessments with confidence.

HELPS (Higher Education Language and Presentation Support)

Need to brush up on your academic skills? Drop into the Higher Education Language and Presentation Support (HELPS) service and get the help you need to stay ahead in class. Engage with academic reading and writing; get help with assessments; or throw yourself into workshops, tutoring, English language and volunteering programs

Phone: (02) 9514 9733
Email: helps@uts.edu.au

Mathematics and Science Study Centre (MSSC)

The MSSC provides one-to-one support in introductory mathematical and quantitative areas including statistics and selected first-year science subjects. No appointment is required, and the service is free for all UTS students.

UTS Library

UTS Library provides advice, training, workshops, and assistance for students throughout their studies - including support with researching and referencing. Services are available online and on-campus.

Website: <https://www.lib.uts.edu.au/>



Explore study support and resources

[uts.edu.au/for-students/
current-students/support/
study-support-and-resources](https://uts.edu.au/for-students/current-students/support/study-support-and-resources)

Support services

Health and wellbeing

Look after your mind and body with these services.

Health Service

The Health Service provides friendly and confidential medical services to students, staff and their families. They offer face-to-face consultations as well as consultations via Telehealth (video and telephone consultations).

Phone: 9514 1177

Counselling service and self-help

UTS offers a confidential counselling service to help with a wide range of personal, psychological, study-related and administrative difficulties.

Services include individual and couples counselling, group work and workshops. We also offer a comprehensive self-help section.

Phone: 9514 1177

Email: student.services@uts.edu.au

Accessibility Service

The Accessibility Service is the university's central contact point for all UTS students living with one or more disabilities, medical or mental health conditions. They offer a range of services and facilitate requests for reasonable adjustments for participation and assessment for students.

Phone: 9514 1177

Email: Accessibility@uts.edu.au

Explore more student support options



uts.ac/get-support

Applying for your undergraduate degree

Once you have successfully completed all of the UniReady Enabling program requirements, you will receive an offer to study at UTS.

Step 1: Choose a course

Check out the course information pages of the UTS 2026 Undergraduate Course Guide

Step 2: Apply through UTS Student Portal

Submit your undergraduate application via the UTS Student Portal

Step 3: Accept your offer

Receive your undergraduate offer on 24 January 2026. Log into MyStudentAdmin to accept!

Important Dates

- 2 November 2025 - Applications Open
- 2 January 2026 - Applications Close
- 24 January 2026 - Receive your offer!
- 2 - 13 February 2026 - Orientation Week
- 16 February 2026 - Autumn Session Commences



2026 Undergraduate Program Guide

What you can study

You can choose from over 100+ undergraduate degrees and preference the course you are most interested in. Please note that the following courses are **excluded** from the UniReady pathway:

- Bachelor of Accounting - C10235
- Bachelor of Business (Honours) - C09004
- Bachelor of Management (Honours) - C09081
- Bachelor of Nursing (Enrolled Nurse)
- Bachelor of Sport and Exercise Science (Exercise Therapy)
- Bachelor of Information Technology (Co-op) - C10143
- Bachelor of Computing Science (IDeA)
- Bachelor of Computing Science (Honours) - C091191 *
- Bachelor of Engineering (Honours) - C09066 and all Bachelor of Engineering (Honours) combined degrees - C09147, C09070, C09072, C09148, C09067, C09087, C09074, C09123, C09071, C09073, C09124, C09075, C09171, C090762**

Noting that UniReady Enabling Program Graduates can:

- * enrol in C10476 Bachelor of Computing Science (standard mode) and transfer with full credit to C09119 Bachelor of Computing Science (Honours) in year 2;
- ** enrol in C10066 Bachelor of Engineering Science and transfer with full credit to Bachelor of Engineering (Honours) in year 2.

Additional eligibility information

- Offers to UTS Law degrees via UniReady are competitive, and places are limited. Entry to competitive degrees will be determined based on results in UniReady and a faculty interview.
- Offers to Nursing and Midwifery degrees are contingent on meeting course English language requirements.
- Applications to Teaching courses must include a personal statement, equivalent to the UAC Teaching Questionnaire.

UniReady transition support

You don't have to go it alone. We make the transition to undergraduate study easier by supporting you every step of the way. As UniReady graduates, you'll have access to the Priority Student Success Program and Jumbunna (for Indigenous students).

Priority Student Success

After successfully completing the UniReady Enabling Program, you will be supported by the Priority Student Success team in your first year at UTS.

In your first year of university studies, you will have the advantage of being involved in activities to help you transition to uni life. This includes free academic bridging courses, workshops, social events, and peer mentoring.



The Priority Student Success program is for all UniReady graduates. For more information, contact the Priority Student Success team:

success@uts.edu.au

Indigenous students: UTS Jumbunna

Jumbunna is a place where Aboriginal and/or Torres Strait Islander students come together. Jumbunna is dedicated to supporting your academic journey, well-being, and any challenges you may face. Whether you've travelled from far away or close by, Jumbunna is your home away from home.

To access Jumbunna services, UTS students need to supply a Confirmation of Aboriginality OR submit a completed Jumbunna Statutory Declaration.

For more info or support: Email: Jumbunna@uts.edu.au

Phone: 1800 064 312 or 02 9514 1902

Scholarships

UTS scholarships open doors — to excellence, to opportunity and to immersing yourself in university life. Our scholarships are open to everyone, no matter who you are or the path you've travelled to get here.

We have a range of scholarships that support students to realise their potential at UTS. These include:

- Financial support scholarships
- Scholarships for women
- Scholarships for Indigenous Australians
- Scholarships for refugees and asylum seekers
- Academic merit scholarships
- Sporting achievement scholarships

Find a scholarship

1 Explore

Use our search tool to find scholarships that match your circumstances.

2 Check

Read the fine print to make sure that you're eligible.

3 Apply

Follow the steps to apply for your chosen scholarship/s.

4 Submit

Lodge your application before the closing date.



View our scholarships



<https://www.uts.edu.au/for-students/admissions-entry/scholarships>

Scholarships

As UniReady graduates, some of the below scholarships may be applicable to you!

Equity Scholarships

UTS offers the Equal Access Scholarship program to assist students from low socio-economic backgrounds who may also be experiencing other forms of educational disadvantage which make it difficult to achieve their educational goals. Selection prioritises applicants who are able to demonstrate one or more educational disadvantages in addition to financial hardship via the UAC Equity Scholarship application.

Apply through the Universities Admissions Centre (UAC) for an Equity Scholarship: <https://www.uac.edu.au/future-applicants/scholarships-and-schemes/equity-scholarships>

SCAPE Accommodation Scholarship

The Scape Accommodation Scholarship has been established to support UTS students experiencing financial and/or other educational disadvantages to gain access to subsidised and affordable housing for 12 months following the Scholarship being awarded.

All students who successfully complete the UTS UniReady Enabling Program are eligible for consideration.

Applications for 2026 accomodation close: 10/11/2025

Website: <https://www.uts.edu.au/for-students/admissions-entry/scholarships/scape-accommodation-scholarship>

Jumbunna Commencement Scholarship

This scholarship was established by the Jumbunna Institute for Indigenous Education and Research ('Jumbunna') to support commencing Indigenous students at the start of their undergraduate studies at UTS.

FAQ's

Are there other access pathways to study at UTS (and other unis)?

Yes. UTS has several educational access schemes to ensure that students from the widest range of backgrounds have an opportunity to access our courses.

What if I can't make it to one of my scheduled classes?

Attendance is mandatory. If you have unforeseen circumstances and are unable to attend sessions, please contact us. You may need to provide evidence like a medical certificate if you are unwell. Note: absences will be reviewed on a case-by-case basis.

Do I have to go to UTS?

The UniReady Enabling Program will only provide you with a place at UTS. However, you may choose to apply for other universities instead, or maybe you decide that uni isn't for you. Whatever your personal goals, we'll support you in pursuing them. For those who choose to come to UTS, we welcome you and hope you feel at home as a member of our student community!

Get in touch

✉ UniReady@uts.edu.au

🌐 UniReady.uts.edu.au