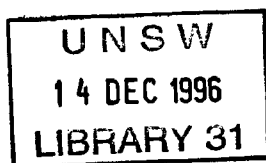THE UNIVERSITY OF
NEW SOUTH WALES

Faculty of
Professional
Studies

HANDBOOK

1997

THE UNIVERSITY OF
NEW SOUTH WALES

*Faculty of
Professional
Studies*

HANDBOOK

1997

Subjects, courses and any arrangements for courses including staff allocated as stated in this Handbook are an expression of intent only. The University reserves the right to discontinue or vary arrangements at any time without notice. Information has been brought up to date as at 1 November 1996, but may be amended without notice by the University Council.

CREDIT POINTS – IMPORTANT NOTE

From 1996, UNSW introduced a university wide credit point system for all subjects offered to both undergraduate and postgraduate students. The system means that a subject will have the same credit point value irrespective of which faculty's course it is counting towards. Students are able to determine the value of subjects taken from other faculties when planning their programs of study. The student load for a subject is calculated by dividing the credit point value of a subject by the total credit points required for the standard program for that year of the course. Student load is used to determine both HECS and overseas student fees. Students who take more than the standard load for that year of a course will pay more HECS.

Old subject measures have been replaced by new university credit points. Every effort has been made to ensure the accuracy of the credit point values shown for all subjects. However, if any inconsistencies between old and new credit point measures cause concern, students are advised to check with their faculty office for clarification before making 1997 subject selections based on the credit points shown in this handbook.

Contents

School of Health Services Management – Kensington Campus   59

School of Information, Library and Archive Studies – Kensington Campus   87

Professional Development Centre – Kensington Campus　　187

Conditions for the Award of Degrees　　191

Scholarships　　231

Prizes 249

St George Campus Location 251

The Faculty of Professional Studies offers undergraduate degree and graduate diploma courses which provide the initial preparation for students wishing to enter certain professions. It offers higher degree courses for the ongoing education of members of those professions. The Faculty consists of the Schools of Education Studies; Health Services Management; Information, Library and Archive Studies and Social Work on the Kensington Campus and the Schools of Applied and Performing Arts; Sport and Leisure Studies and Teacher Education on the St George Campus at Oatley.

Those functions of the University's Professional Development Centre relating to the teaching of enrolled students are located within the Faculty of Professional Studies, and the academic staff of the Centre are members of the Faculty.

In addition to general information about the University, this handbook provides, in the pages which follow, information which is specific to the Faculty, its schools, its courses and the subjects within those courses.

In deciding upon the details of your proposed program you should study the handbook carefully and consult the contact person listed for the School to seek further information. We also encourage you to use this contact to seek help with problems which arise during your course.

Professor W Boyd Rayward
Dean

The academic year is divided into two sessions, each containing 14 weeks for teaching. Between the two sessions there is a break of approximately six weeks, which includes a one-week study period, two weeks for examinations, and three weeks recess. There is also a short recess of one week within each session.

Session 1 commences on the Monday nearest 1 March.

Faculties other than Medicine, AGSM and University College

	1997	1998
Session 1 (14 weeks)	3 March to 27 March 7 April to 13 June	2 March to 9 April 20 April to 12 June
Mid-session recess	28 March to 6 April	10 April to 19 April
Study period	14 June to 19 June	13 June to 18 June
Examinations	20 June to 8 July	19 June to 7 July
Mid-year recess	9 July to 27 July	8 July to 26 July
Session 2 (14 weeks)	28 July to 26 September 7 October to 7 November	27 July to 25 September 6 October to 6 November
Mid-session recess	27 September to 6 October	26 September to 5 October
Study period	8 November to 13 November	7 November to 12 November
Examinations	14 November to 2 December	13 November to 1 December

Important dates for 1997

January 1997
W 1 New Year's Day – Public Holiday
M 13 Medicine IV – Term 1 begins
Th 16 Medicine V – Term 1 begins
M 27 Australia Day – Public Holiday
T 28 Enrolment period begins for new undergraduate students and undergraduate students repeating first year
W 29 AGSM EMBA Executive Year – Session 1 begins

February 1997
M 10 AGSM EMBA GMQ and GDM programs – Session 1 begins
M 24 AGSM MBA program – Year 1 classes – Term 1 begins
 Medicine VI – Term 2 begins

March 1997
M 3 Session 1 begins – for Faculties other than Medicine and AGSM
 University College, ADFA – Session 1 begins
 AGSM MBA program – Year 2 classes – Term 1 begins
F 14 Last day applications are accepted from students to enrol in Session 1 or whole year subjects
Su 16 Medicine IV – Term 1 ends
M 17 Medicine IV – Term 2 begins
Su 23 Medicine V – Term 1 ends
F 28 Good Friday – Public Holiday
 Mid-session recess begins – for Faculties other than Medicine, AGSM and University College, ADFA
S 29 Easter Saturday
Su 30 Easter Sunday

M 31 Last day for students to discontinue without failure subjects which extend over Session 1 only.
HECS Census Date for Session 1
Easter Monday – Public Holiday

April 1997

T	1	Medicine V – Term 2 begins
Su	6	Mid-session recess ends – for Faculties other than Medicine, AGSM and University College, ADFA
Su	13	Medicine VI – Term 2 ends
M	14	Medicine VI – Recess begins
Su	20	Medicine VI – Recess ends
M	21	Medicine VI – Term 3 begins
F	25	Anzac Day – Public Holiday
Su	27	Medicine IV – Term 2 ends
M	28	Medicine IV – Recess begins

May 1997

S	3	University College, ADFA – May recess begins
Su	4	Medicine IV – Recess ends
M	5	Medicine IV – Term 3 begins
F	9	AGSM MBA program – all classes – Term 1 ends
M	12	AGSM MBA program – all classes - Examinations begin
T	13	Publication of provisional timetable for June examinations
F	16	AGSM MBA program – all classes – Examinations end
Su	18	University College, ADFA – May recess ends
W	21	Last day for students to advise of examination clashes
S	24	AGSM EMBA GMQ and GDM programs – Session 1 ends AGSM EMBA GMQ and GDM programs – Examination
T	27	AGSM EMBA Executive Year – Session 1 ends

June 1997

Su	1	Medicine V – Term 2 ends Medicine VI – Term 3 ends
M	2	AGSM MBA program – all classes – Term 2 begins Medicine VI – Term 4 begins
T	3	Publication of timetable for June examinations
M	9	Queen's Birthday – Public Holiday
T	10	Medicine V – Term 3 begins
F	13	Session 1 ends – for Faculties other than Medicine, AGSM and University College, ADFA
S	14	Study period begins – for Faculties other than Medicine, AGSM and University College, ADFA
Su	15	Medicine IV – Term 3 ends
M	16	Medicine IV –Term 4 begins
Th	19	Study period ends – for Faculties other than Medicine, AGSM and University College, ADFA
F	20	Examinations begin – for Faculties other than Medicine, AGSM and University College, ADFA University College, ADFA – Session 1 ends
M	23	University College, ADFA – Examinations begin AGSM EMBA Executive Year – Session 2 begins

July 1997

S	5	University College, ADFA – Examinations end
Su	6	University College, ADFA – Mid-year recess begins
T	8	Examinations end – for Faculties other than Medicine, AGSM and University College, ADFA
W	9	Mid-year recess begins – for Faculties other than Medicine, AGSM and University College, ADFA
M	14	AGSM EMBA GMQ and GDM programs – Session 2 begins
Su	20	University College, ADFA – Mid-year recess ends
M	21	University College, ADFA – Session 2 begins
F	25	Medicine VI – Term 4 ends
S	26	Medicine VI – Recess begins
Su	27	Mid-year recess ends – for Faculties other than Medicine, AGSM and University College, ADFA
M	28	Session 2 begins – for Faculties other than Medicine, AGSM and University College, ADFA

August 1997

Su	3	Medicine VI – Recess ends
M	4	Medicine VI – Term 5 begins
F	8	Last day applications are accepted from students to enrol in Session 2 subjects Last day for students to discontinue without failure subjects which extend over the whole academic year AGSM MBA program – all classes – Term 2 ends
Su	10	Medicine IV – Term 4 ends Medicine V – Term 3 ends
M	11	AGSM MBA program – all classes – Examinations begin Medicine IV – Recess begins
F	15	AGSM MBA program – all classes – Examinations end
Su	17	Medicine IV – Recess ends
M	18	Medicine IV – Term 5 begins Medicine V – Term 4 begins
Su	31	Last day for students to discontinue without failure subjects which extend over Session 2 only HECS Census Date for Session 2

September 1997

M	1	AGSM MBA program – all classes – Term 3 begins
S	6	Open Day
Su	14	Medicine VI – Term 5 ends
M	15	Medicine VI – Term 6 begins
F	26	Closing date for applications to the Universities Admission Centre
S	27	Mid-session recess begins – for Faculties other than Medicine and AGSM University College, ADFA – September recess begins
Su	28	Medicine IV – Term 5 ends
M	29	Medicine IV – Term 6 begins

October 1997

M	6	Labour Day – Public Holiday Mid-session recess ends – for Faculties other than Medicine and AGSM University College, ADFA – September recess ends
T	7	Publication of provisional timetable for the November examinations
W	15	Last day for students to advise of examination clashes
F	17	AGSM EMBA Executive Year – Session 2 ends
Su	19	Medicine V – Term 4 ends
F	24	University College, ADFA – Session 2 ends
Su	26	Medicine VI – Term 6 ends
M	27	University College, ADFA – Examinations begin
T	28	Publication of timetable for November examinations

November 1997

S	1	AGSM EMBA GDM program – Session 2 ends AGSM EMBA GDM program – Examination
F	7	Session 2 ends – for Faculties other than Medicine, AGSM and University College, ADFA AGSM MBA program – all classes – Term 3 ends
S	8	Study period begins – for Faculties other than Medicine, AGSM and University College, ADFA AGSM EMBA GMQ program – Session 2 ends AGSM EMBA GMQ program – Examination
Su	9	Medicine IV – Term 6 ends
M	10	AGSM MBA program – all classes – Examinations begin
Th	13	Study period ends – for Faculties other than Medicine , AGSM and University College
F	14	Examinations begin – for Faculties other than Medicine , AGSM and University College AGSM MBA program – all classes – Examinations end University College, ADFA – Examinations end

December 1997

T	2	Examinations end – for Faculties other than Medicine, AGSM and University College, ADFA
Th	25	Christmas Day – Public Holiday
F	26	Boxing Day – Public Holiday

Staff

Comprises Schools of Education Studies; Health Services Management; Information Library and Archive Studies and Social Work on the Kensington campus; and Schools of Applied and Performing Arts; Sport and Leisure Studies and Teacher Education on the St George campus. Also includes staff of the Professional Development Centre for postgraduate teaching purposes.

Dean
Professor W Boyd Rayward

Presiding Member
Professor Martin Cooper

Associate Dean
John Scheding

Executive Officer
Brett O'Halloran

Manager, St George Campus
Angelo Bavaro

Administrative Officer
Susan Lundy

Computing Officer
Christopher Merrigan

Executive Assistant to the Dean
Maria Farrugia

Professional Education and Training

Director
Jennifer Rowley, BA DipEd MEd DipHEd *UNSW*, LTCL, MACE

Coordinator
Debra Farrelly, BEd *W.A.C.A.E.*, MEd *UNSW*

School of Applied and Performing Arts St George Campus

Senior Lecturer and Head of School
David Spurgeon, BA *Macq.*, MA *UNSW*

Senior Lecturers
Peter Thursby, BEd MA *Calg.*, PhD *Macq.*

Lecturers
Rebecca Gregg, BA. *S.A.C.A.E.*, MA *CU New York*
Louise Hamby, BFA *N.Carolina*, MFA *Georgia*, GradDip (AbStuds) *Syd.*

Margaret Moore, BA DipEd *Macq.*, GradDip(MusEd) *Kuring-gai C.A.E.* MEd *Syd.*
Richard Morphew, LMus, AMusA
Guy Sherborne, BA, MA DipEd *UNSW*

Administrative Officer
Diann Rodgers, BA *Syd.*, DipEd *Syd.C.A.E.*, MEdPG *A.C.U.*

School of Education Studies
Kensington Campus

Professor of Education and Head of School
John Sweller, BA PhD *Adel.*, FASSA

Professors
Martin Cooper, BSc *Manc.*, MA(Ed) *Dal.*, PhD *Ott.*, DipEd *Syd.*
Robert Thomas Elliott, BSc *UNSW*, BSc *Tas.*, PhD *A.N.U.*

Associate Professor
Miraca Una Murdoch Gross, DipT *Moray House, Edin.*, BEd *S.A.C.A.E.*, MEd PhD *Purdue*, FACE

Senior Lecturers
Richard Martin Bibby, MA BD *Otago*, PhD *Monash*
Robert Conners, BA DipEdAdmin *N.E.*, MEdAdmin *Calg.*, PhD *Alta.*
Putai Jin, MEd *Hangzhou*, PhD *LaT.*
Renae Low, Cert Ed *Sing.*, BBSc PhD *LaT.*
Michael Robert Matthews, BSc MA MEd DipEd *Syd.*, PhD *UNSW*

Lecturers
Paul Chandler, BSc DipEd *Syd*, MSc PhD *UNSW*
John Michael McCormick, BSc DipEd MA MEdAdmin PhD *UNSW*

Associate Lecturer
Katherine Patrice Hoekman, BA DipEd *Syd.*, MEd *UNSW*

Visiting Professor
Fenton George Sharpe, BA LittB MEdAdmin *N.E.*, PhD *Oregon*, FACE, FACEA, FAIM

Adjuct Associate Professor
James Stephen Tognolini, BAppSc *W.A.I.T.*, Teachers' Cert *W.A.C.A.E.*, BEd *W.A.*, MEd PhD *Murd.*

Administrative Officer
Sheena Mary Wiard, MA *Edin.*, CertSecEd *Moray House, Edin.*

Administrative Assistant
Sheila Zines

School of Health Services Management
Kensington Campus

Head of School
Ian Forbes, BArch *Melb.*, MSc *Br. Col.*, DipAdmin *UNSW*, FRAIA, MRCIA

Professors of Health Services Management
George Rupert Palmer, BSc *Melb.*, MEc *Syd.*, PhD *Lond.*, FCHSE, Hon.FRACMA
James Sutherland Lawson, MB BSW MD *Melb.*, MHA *UNSW*

Associate Professor
Pieter Jacob Degeling, BA *Qld.*, PhD *Syd.*

Senior Lecturers
Philip William Bates, BCom LLB *UNSW*, FCHSE
Deborah Ann Black, BSc DipEd MStat *UNSW*
Jeffrey Braithwaite, BA *N.E.*, DipLR, MIR *Syd.*, MBA *Macq.*
Helen Madeleine Lapsley, BA *Auck.*, MEc *Syd.*, FCHSE
Peter John Lloyd, BA *Syd.*, MHA, PhD *UNSW*, AFCHSE
Stephanie Doris Short, DipPhty BA *UNSW*, MSc *Lond.*, PhD *UNSW*, AFCHSE

Lecturers
Thomas Benjamin, BA *Mich.*, MBA *MSU*, MPsychol *Syd.*, MAPSS
Kevin Forde, MCom *UNSW*
Mary-Louise McLaws, DTPH MPH PhD *Syd.*, FRSPH&TM
Anna Whelan, BA *W'gong.*, PhD *Syd.*, RN, SCM

Visiting Professor
Don Hindle, BA *Lpl.*, MS PhD *Lanc.*

Visiting Fellows
Maria Theresa Ho, MB BS *Syd.*, MHA *UNSW*

Administrative Officer
Michelle Williams, BSc *UNSW*, DipEd *U.W.S.*

Administrative Assistant
Christine Rousselis

Honorary Associates
William Gingell Lawrence, BA *Syd.*, MHA *UNSW*, FAIM, FHA
Trevor James Wood, MB BS *Melb.*, MHA *UNSW*, FRACP, FRACMA, FHA

School of Information, Library and Archive Studies
Kensington Campus

Head of School
Helen Myfanwy Jarvis, BA *A.N.U.*, PhD *Syd.*, AALIA

Professor of Librarianship
W Boyd Rayward, BA *Syd.*, MS *Ill.*, PhD *Chic.*, DipLib *UNSW*, AALA

Senior Lecturers
Jack Richard Nelson, MA *Syd.*, MLib PhD *UNSW*, ALAA
Ann Pederson, BA *Ohio Wesleyan,* MA *Georgia State,* FSAA
Peter Orlovich, MA DipEd *Syd.*, MLib PhD *UNSW*
Patricia Willard, BA *N.E.*, MLib PhD *UNSW*, ALAA
Concepcion Shimizu Wilson, BA *Pomona,* MSLS *N.C.,* Mlib PhD *UNSW*, AALIA

Lecturers
William Wellesley Hood, BSc DipEd *Syd.*, MLib *UNSW,* AALIA
Paul Wilson, BA PhD *LaT.,* DipIM(ArchivAdmin) *UNSW,* CertAdvStudy-Presv *Texas*

Honorary Visiting Professor
Carmel Jane Maguire, BA *Qld.*, MA *ANU*, FLAA

Honorary Visiting Fellow
Paul Terrence McNally, AO BA BEd *Qld.*, DipLib *UNSW,* AALIA, FACE

Honorary Visiting Associate
Russell Leslie Cope, MA *Syd.*, PhD *UNSW*, FLAA

Administrative Officer
Raymond John Locke

Administrative Assistants
Veralene Mary Lobo
Christine Anne McBrearty
Ann-Maree Whenuaroa

Computing Services Officer
Robert Loomans

School of Social Work
Kensington Campus

Head of School
Tony Vinson, BA DipSocStud *Syd.*, MA PhD DipSoc *UNSW*

Professor of Social Work
Allan Borowski, DipSocStud BCom MA *Melb.*, PhD *Brandeis*

Emeritus Professor of Social Work
Robert John Lawrence, BA DipSocSc *Adel.*, MA *Oxf.*, PhD *A.N.U.*

Honorary Professor
Betsy May Wearing, BA MLitt *N.E.*, PhD *UNSW*, ASTC

Senior Lecturers
Diane Barnes, BA DipSocWk *Syd.*, MSW *Smith Coll.*, PhD *UNSW*
Rosemary Ellen Berreen, BSW PhD *UNSW*
Barbara Rose Ferguson, BA MSW *Hawaii*, PhD *U.C. Berkley*
Damian John Grace, BA PhD *UNSW*
Helen Meekosha, BA *Durham*, DipAdvSoc&EcStuds *Manc.* MA Appl Soc Studs *Bradford*
Sandra Lee Regan, BA *Boston S.C.*, MSW EdM *N.Y. State,*

PhD *Rutgers*
Richard John Roberts, BA DipEd *N.E.*, BSocStud *Syd.*, PhD *UNSW*, MAASW
Michael John Wearing, BSW PhD *UNSW*

Lecturers
Eileen Baldry, BA DipEd *Syd.*, MWP PhD *UNSW*
Jan Breckenridge, BSocStud *Syd.*
Elizabeth Aureena Fernandez, MA *Madr.*, PhD *UNSW*
Carmel Petrea Flaskas, BSW *Qld.*, MA *Macq.*
Christine Joy Gibson, BSW *Syd.*, MPS *UNSW*
Karen Susan Heycox, BSW MA *UNSW*
Lesley Hughes, BA *UNSW*, BSocStud MSW *Syd.*, CertHEd., *UNSW*
Carmen Christine Moran, BA PhD *UNSW*, MAPsS
Frederick Edward Trainer, MA PhD *Syd.*

Honorary Associates
Don Coles, BSocStud *Syd.*
Andrea Duffy, BSW *UNSW*
Michele Horgan, BSW *UNSW*
Kim Lyle, BSW *Syd.*
Anna Piperides Lee, BSW MSW *UNSW*
Marie Pettett, BSocStud *Syd*
Beth Wilding, BSW *UNSW*

Administrative Officer
Natalie du Gard, BSW *UNSW*

Administrative Assistant
Christine Mangos

School of Sport and Leisure Studies
St George Campus

Associate Professor and Head of School
James Sockler, BS MS *Texas A&M*, PhD *Maryland*

Senior Lecturers
Paul Batman, MS *Oregon*, ACTT *Victoria Coll.*, DipPhysEd *A.C.P.E.*
John Schell, BS MS *Oregon,* DipPhysEd *Syd.Teachers' Coll.*

Lecturers
Connell Byrne, MA *Calif. State*, DipPhysEd *Syd.Teachers' Coll.*
Barbara Eden, AdvDiSecEd *Syd.Teachers' Coll.*, MA *Macq.*, MSc *W'gong.*, MDAA, APD
Lydia Ievleva, BA *Car.*, MSc *Ott.*, PhD *Florida State*
Elizabeth Lowe, BSc *Syd.*, DipSpSc *Cumberland Coll.*, DipEd *Syd.C.A.E.*
John Nolan, MA *San Diego State*
Tim Olds, BSpSc *UNSW*, BA, PhD *Syd.*
Pauline Sky, BA *Kuring-gai C.A.E.*, MA *UNSW*
Bruce Wilson, BS *Indiana State,* MA *N.Colorado,* PhD *Florida State*
Stephen Treloar, MBA *W.Syd.*

Administrative Officer
William Baker

School of Teacher Education
St George Campus

Head of School
Barry Charles Newman, BA MSc PhD *Syd.*

Professor of Teacher Education

Associate Professor
Alan Watson, BA *N.E.*, MA PhD *Syd.*, DipRE *M.C.D.*

Senior Lecturers
Arthur Anderson, BSc DipEd *Syd.*, MSc PhD *UNSW*
Colin Fraser Gauld, BSc PhD DipEd *Syd.*, MAIP
Loretta Giorcelli, BEd *Qld.*, MEd *James Cook*, PhD *Ill.*, MACE
James Harry Gribble, BA PhD *Melb.*, MPhil *Lond.*
Kurt Marder, BA *N.E.*, MEd *Syd.*, MACE
Edward Nettle, BA DipEd *Syd.*, MA *Macq.*
Ken Robinson, MEd *Syd.*, MSc PhD *Oregon*, DipPhysEd *Syd.Teachers' Coll.*
John Scheding, MSc *Macq.*, PhD *Colorado*

Lecturers
Judith Anderson, BA *Macq.*, BSc MEd *Syd.*, DipEd *Syd.Teachers' Coll.*
Con Apoifis, DipT *N.S.W.I.T.*, Dip Ed *S.C.A.E.*, CPA
Robert Baker, BSc DipEd *Syd.*, MSc *Macq.*, MCogSc *UNSW*
William Buckley, BA DipEd *N.E.*, MEd *UNSW*
Rosemary Caldwell, DipPhysEd *W'gong.*, BA *UNSW*, MEd *Syd.*
Rhonda Craven, BA *Syd.*, DipT *Alexander Mackie C.A.E.*
Christina Davidson, DipT *Riverina C.A.E.*, BEd *S.A.C.A.E.*, GradDip(TESOL) MA TESOL *U.T.S.*
Carmel Desmarchelier, BA DipEd *UNSW*, MLitt MA *N.E.*
Rosemary Kearney, MA DipEd *UNSW*
Alan Merritt, DipEd MA *UNSW*
John Mitchell O'Toole, BSc(Ed) MEd *UNSW*
Kaye Placing, BSc DipEd *Syd.*, GradDipEdStud *Syd.C.A.E.*, MEd *UNSW*
Gay Revie, BEd *Sus.*, MEd *UNSW*, DipPhysEd *Syd.Teachers' Coll.*
Deborah Scott, MEd *Syd.*
Ronald Roy Stone, BA Dip Ed *Syd*, MA MLitt *N.E.*, PhD *Macq.*
Raymond Smith, BA *Catholic U. of America*, MA *Siena Coll.*, GDipMedia *A.F.T.S.* AdvCertEd *E.Anglia*, MA *Syd.*, GradDipHEd *UNSW*
Denise Tolhurst, DipT BMath *W'gong.*, MEd *Syd.*
Claire Wille, DipT *Alexander Mackie C.A.E.*, Dip Arts *Syd.C.A.E.*, MEd *W'gong.*

Honorary Visiting Professor
Michael Dunkin, BA *Syd.*, PhD *Q'ld.*

Honorary Visiting Fellows
George Byrnes, BA PhD *Syd.*
George Comino, BSc(AppPsych) MEd *UNSW*
Robert Phillips, BA *N.E.*, PhD *Syd.*

Administrative Officer
Stephen Scorse

Executive Assistant
Jennifer Curtinsmith

Professional Development Centre

Associate Professor and Director
Margaret Hof Nightingale, BA *Bridgeport*, MA *Cornell*, MA PhD *Macq.*

Senior Lecturers
Lindsay Hewson, MDes GradDipDesStud *U.T.S.*, DipTeach *Syd.*
John Hoddinott, BSc *Lond.*, MSc *M.U.N.*, PhD *Alberta*
Christopher Stephen Hughes, BSc DipEd *Monash*, BA *Syd.*, MCogSci *UNSW*
Douglas John Magin, BA MLitt *N.E.*
Gregory Louis Ryan, BA MA(Ed) *Syd.*
Susan Margaret Toohey, BA *Qld.*, MLS MA *Maryland*

Lecturers
Anita Devos, BA *Syd.*, MEd *U.T.S.*
Janette McLean, BSc *W.A.*, MEd *U.T.S.*

Associate Lecturer
Paul Stewart Sluis, BE *UNSW*

Administrative Officer
Josephine Hargroves

Administrative Assistant
Debbie Owen

The Centre for Hospital Management and Information Systems Research
Kensington Campus

Professor and Director
George Rupert Palmer, BSc *Melb.*, MEc *Syd.*, PhD *Lond.*, FCHSE, Hon.FRACMA

Associate Professor and Deputy Director
Pieter Jacob Degeling, BA *Qld.*, PhD *Syd.*

Visiting Professor
Don Hindle, BA *Lpl.*, MS PhD *Lanc.*

Honorary Visiting Fellow
Melita Howes, AssDipAppSc (MRA) *Cumberland*, BHA *UNSW*

Computing Services Officer
Michael Hart, BAppSc *UTS*

Research Assistant
Shannon Fields, BSc *UNSW*

Administrative Assistant
Deidre Kennedy, BA *Deakin*

Handbook Guide

This handbook is divided into separate sections for each School/Unit, identified by a four-letter code (e.g. HEAL, School of Health Services Management). This code appears on the top right corner of each page relating to the School/Una. Each School/Unit section is divided into Undergraduate and Graduate Study and includes course outlines and subject descriptions.

Read the opening sections of the handbook first, and then read the information contained under Course Outlines (Undergraduate or Graduate as appropriate). These sections cover all degrees and diplomas offered by the Faculty. Detailed information on each subject then appears under Subject Descriptions, which includes session/s offered, pre/coreo,uisite details, class hours, crediVunit value, etc.

Any subject which is not a Professional Studies subject (i.e. a subject offered by another Faculty, but included in a course), appears under **Servicing Subject Descriptions** at the end of each subject description section.

Aschangesmaybemadetoinformationprovidedinthis Handbook,studentsshouldfrequently consult the noticeboards of the schools and the official noticeboards of the University.

Information Key

The following key provides a guide to abbreviations used in this book:

CP	credit points
F	full year (Session 1 plus Session 2)
HPW	hours per week
L	lecture
P/T	part-time
S1	Session 1
S2	Session 2
SS	Single Session, but which Session taught is not known at time of publication
T	tutorial/laboratory
U	unit value
WKS	weeks of duration
X	external
X1	Summer Session
X2	Winter Session

Prefixes

The identifying alphabetical prefixes for each organisational unit offering subjects to students in the Faculty of Law follow.

Prefix	Organisational Unit	Faculty/Board
ACCT	School of Accounting	Commerce & Economics
ARTS	Faculty of Arts & Social Sciences	
BIOM	Centre for Biomedical Engineering	Biological & Behavioural Sciences
BIOS	School of Biological Science	Biological & Behavioural Sciences

Prefix	Organisational Unit	Faculty/Board
CHEM	School of Chemistry	Science
COMP	School of Computer Science & Engineering	Engineering
ECOH	Department of Economic History	Commerce & Economics
ECON	School of Economics, Departments of Econometrics and Economics	Commerce & Economics
EDST	School of Education Studies	Professional Studies
EXPA	School of Applied & Performing Arts	Professional Studies
GEOL	Department of Applied Geology	Applied Science
HEAL	School of Health Services Management	Professional Studies
ILAS	School of Information, Library & Archive Studies	Professional Studies
INFS	School of Information Systems	Commerce & Economics
IROB	School of Industrial Relations & Organisational Behaviour	Commerce & Economics
LAWS	School of Law	Law
MATH	School of Mathematics	Science
MEED	School of Medical Education	Medicine
PDCS	Professional Development Centre	Professional Studies
PHYS	School of Physics	Science
PROF	Faculty of Professional Studies	
PSYC	School of Psychology	Biological & Behavioural Sciences
SAFE	Department of Safety Science	Applied Science
SCTA/ HPST	School of Science & Technology Studies	Arts & Social Sciences
SLSP	School of Social Science & Policy	Arts & Social Sciences
SLST	School of Sport & Leisure Studies	Professional Studies
SOCI	School of Sociology	Arts & Social Sciences
SOCW	School of Social Work	Professional Studies
TEDG	School of Teacher Education (graduate)	Professional Studies
TEED	School of Teacher Education (undergraduate)	Professional Stuides

Some People Who Can Help You

If you require advice about enrolment, degree requirements, progression within courses, or information about subject content, contact the appropriate School:

Kensington Campus

School of Education Studies

Administrative Officer
Sheena Wiard
Room 25, Building G2, Western Campus
Telephone: + 61 (2) 9385 4919
Facsimile: + 61 (2) 9385 6135
Email: S.Wiard@unsw.edu.au

School of Health Services Management

Administrative Officer
Michelle Williams

Room 227, Samuels Building

Telephone: + 61 (2) 9385 2597
Facsimile: + 61 (2) 9385 1036
Email: Michelle.Williams@unsw.edu.au

School of Information, Library and Archive Studies

Administrative Officer
Ray Locke
Room 403, Level 4, Mathews Building
Telephone: + 61 (2) 9385 3450
Facsimile: + 61 (2) 9385 3430
Email: R.Locke@unsw.edu.au
Web Site: http://www.silas.unsw.edu.au

School of Social Work

Administrative Officer
Natalie du Gard

Room 45, Building G2, Western Campus
Telephone: + 61 (2) 9385 4529
Facsimile: + 61 (2) 9662 8991
Email: N.duGard@unsw.edu.au

Professional Development Centre

Administrative Officer
Josephine Hargroves
Room 3012 Quadrangle Building
Telephone: + 61 (2) 9385 4983
Facsimile: + 61 (2) 9385 5970
Email: J.Hargroves@unsw.edu.au

Centre for Hospital Management and Information Systems Research

Administrative Assistant
Deidre Kennedy
Room 239, Level 2, The Samuels Building
Telephone: +61 (2) 9385 3861
Facsimile: +61 (2) 9663 4926
Email: D.Kennedy@unsw.edu.au

St George Campus

School of Applied and Performing Arts

Administrative Officer
Diann Rodgers
Room 422, Level 4
Telephone: + 61 (2) 385 9879
Facsimile: + 61 (2) 385 9864
Email: D.Rodgers@unsw.edu.au

School of Sport and Leisure Studies

Administrative Officer
Bill Baker
Room 523, Level 5
Telephone: + 61 (2) 9385 9932
Facsimile: + 61 (2) 9385 9864
Email: W.Baker@unsw.edu.au

School of Teacher Education

Administrative Officer
Stephen Scorse
Room 527, Level 5
Telephone: + 61 (2) 9385 9905
Facsimile: + 61 (2) 9385 9759
Email: S.Scorse@unsw.edu.au

Faculty of Professional Studies Enrolment Procedures

All students re-enrolling in 1997 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1997* and Information for Graduate Students available from School Offices and the Student Centre. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in non-award subjects, locations and hours of Cashiers and late enrolments.

Students enrolling at the St George Campus should contact the Campus Administration for enrolment details.

Faculty Enrolment Restriction

No person shall be permitted to enrol as a full-time student in any course in the Faculty of Professional Studies at the same time as he or she is enrolled for any other diploma or degree in this University or elsewhere, except with the approval of the Head of School concerned.

Course Outlines

Undergraduate courses within the Faculty's responsibility include courses in primary education, health administration, social work, business computing, sport and leisure studies and the expressive and performing arts. In addition combined degree programs exist in mathematics, science, arts and dance education.

Research programs leading to the award of Doctoral or Masters degrees are available in each of the schools. The following formal coursework Masters degrees are offered on the Kensington Campus: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Public Health; Master of Information Management; Master of Librarianship; Master of Social Work; Master of Couple and Family Therapy; Master of Equity and Social Administration and Master of International Social Development. Courses for the award of a graduate diploma are available in Information Management; Couple and Family Therapy; Equity and Social Administration and International Social

Development. A Graduate Certificate in Health Services Management and a graduate Bachelor of Education Honours degree course are also available.

At the St George Campus the following graduate coursework programs are offered: Graduate Diploma in Education; Graduate Diploma in Educational Studies (Computer Education); Graduate Diploma in Arts (Expressive and Performing Arts); Master of Education in Creative Arts; Master of Sports Science and Master of Education in Teaching.

In addition to the graduate subjects offered by each school, the Faculty offers three electives that are available to students in all graduate programs. Participation in these electives provides an opportunity for crossdiscipline interaction and the chance to view one's field of specialisation in the context of the public service professions generally.

Finally, the Faculty offers graduate qualifications in the study of higher education through programs conducted by the Professional Development Centre of the University. These include: Master of Higher Education, Graduate Diploma in Higher Education and Certificate in Higher Education.

Professional Studies Library Facilities

Kensington Campus

Although any of the university libraries may meet specific needs, the staff and students of the Schools of Education Studies; Information, Library and Archive Studies and Social Work are served mainly by the Social Sciences and Humanities Library while those of the School of Health Services Management are served mainly by the Biomedical Library.

The Social Sciences and Humanities Library

This library is designed to serve the specialised reference and research needs of staff, graduate students and undergraduate students.

All students are welcome to use the library and to borrow books from it. The Social Sciences and Humanities Library occupies Level 3 and 4 of the library building. The main services and information desk are on Level 3.

Social Sciences and Humanities Librarian: Pam O'Brien

The Biomedical Library

The Biomedical Library is located on Levels 2, 3 and 4 of the Mathews Building Annex and is connected to the other Special Libraries via a link through Level 3 of the Library building

Biomedical Librarian: Jill Denholm

Professional staff are available at the Information Desks in both these libraries to provide reference services and to assist in the use of the on-line catalogue. Instructional classes in the use of the library and in specific subject material can be arranged through the Information Desk.

Undergraduate Services

The Open Reserve Section houses books and other materials which are required reading. Lecture cassettes are also available. Study Kits, which are collections of required readings, are available for purchase from Unicopy, level 2.

The multimedia resources service on Level 3 includes multimedia items, videos, cassette tapes and newspapers.

Library tours are available at the beginning of Session 1 and self-guided tours are available throughout the year.

St George Campus Library

The Library at the St George Campus is located on Floors 1 and 2 of the building, with the entrance and main service desk on Floor 2. The Library is designed to support the teaching, learning and research functions of the Campus in the areas of Primary and Secondary Education, Sport and Leisure studies, Computing Studies, Dance, Drama and Creative Arts.

The monographs, serials, reference and picture books, about 75,000 volumes, are located on Floor 2. The Library's extensive audiovisual collection of over 7,500 posters, kits, audio and video cassettes, and compact discs are located on Floor 1 in open access, with appropriate hardware to use the resources. All audiovisual items are available for loan. Details of the Library's collection can be found in the University of NSW Library catalogue and also accessed through the campus wide network.

Interlibrary loans, Inter-campus loans and a Reserve collection extend the Library's resources, and professional staff are available at the Information Desk on Floor 2 to assist all library patrons. Instructional classes in the use of the catalogue, CD-ROM databases, interactive multimedia and the Internet can be arranged with the staff at the Information Desk.   There is a public Internet Terminal available for staff and student use.   During Orientation Week and the first week of session, guided tours of the Library are conducted and classes in catalogue use are available. There are also explanatory leaflets on all aspects of the Library's operations, and subject guides freely available. Photocopiers and microfiche reader-printers are available within the Library.

The Library is open from 8.30 am to 9.00 pm Monday to Thursday, 8.30 am to 6.00 pm Friday and 12.00 noon to 5.00 pm Saturday and Sunday, with reduced hours in non-semester times. An after hours book return chute is available.

Campus Librarian: Sandra Sullivan

Student Clubs and Societies

Students have the opportunity of joining a wide range of clubs and societies. Many of these are affiliated with the Student Guild. There are numerous religious, social and cultural clubs and also many sporting clubs which are affiliated with the Sports Association.

Additional clubs operate at the St George Campus as part of the St George Chapter of the Student Guild.

Clubs and societies seeking to use the name of the University in their title, or seeking University recognition, must submit their constitutions either to the Student Guild or the Sports Association if they wish to be affiliated with either of these bodies, or to the Registrar for approval by the University Council.

Social Work Students' Association

The Association's primary function is that of a communication channel operating not only among the students themselves but also between students and staff of the School. Through functions and informal gatherings professional aspects of social work, specific grievances and the course itself are discussed. Students are represented on the Curriculum Committee which has responsibility for educational planning within the School and on the General School Committee which advises the Head of School. Students become members of the Association automatically on admission to the School of Social Work, and elect a collective which maintains a formal liaison with the School's staff. SWSA meetings are held on Wednesday in the Social Work Students' Project Room in Building H3. This room is freely available for students.

Students With Disabilities

The University of New South Wales has a policy of equal opportunity in education and seeks wherever possible to ensure maximum participation of students with disabilities.

The University offers a range of assistance: examination support; specialised equipment; educational support; parking provisions; library assistance.

A Resource Guide for students and staff with disabilities and a map showing wheelchair access is available from the Adviser to Students with Disabilities, the EEO Unit, the Library and the Student Guild.

It is advisable to make contact with the Adviser to Students with Disabilities prior to, or immediately following enrolment, to discuss your support needs.

The Adviser can be contacted on 385 5418 or in the Student Services section of the Quadrangle Building.

General Education Program

UNSW requires that all undergraduate students undertake a structured program in General Education as an integral part of studies for their degree. The University believes that a General Education complements the more specialised learning undertaken in a student's chosen field of study and contributes to the flexibility which graduates are increasingly required to demonstrate. Employers repeatedly point to the complex nature of the modern work environment and advise that they highly value graduates with the skills provided by a broad general education, as well as the specialised knowledge provided in more

narrowly defined degree programs. As well, over many years graduates of this University have reported that they greatly valued their General Education studies, which are found to be relevant to both career and personal development.

The General Education Program at UNSW intends to broaden students' understanding of the environment in which they live and work and to enhance their skills of critical analysis.

Objectives of the General Education Program

The following objectives were approved by the Council of the University in December 1994.

1. To provide a learning environment in which students acquire, develop, and deploy skills of rational thought and critical analysis.

2. To enable students to evaluate arguments and information.

3. To empower students to systematically challenge received traditions of knowledge, beliefs and values.

4. To enable students to acquire skills and competencies, including written and spoken communication skills.

5. To ensure that students examine the purposes and consequences of their education and experience at University, and to foster acceptance of professional and ethical action and the social responsibility of graduates.

6. To foster among students the competence and the confidence to contribute creatively and responsibly to the development of their society.

7. To provide structured opportunities for students from disparate disciplines to co-operatively interact within a learning situation.

8. To provide opportunities for students to explore discipline and paradigm bases other than those of their professional or major disciplinary specialisation through non-specialist subjects offered in those other areas.

9. To provide an environment in which students are able to experience the benefits of moving beyond the knowledge boundaries of a single discipline and explore cross- and interdisciplinary connections.

10. To provide a learning environment and teaching methodology in which students can bring the approaches of a number of disciplines to bear on a complex problem or issue.

General Education requirements

The basic General Education requirements are the same for students in all courses:

- Four (4) session length subjects carrying 7.5 credit points each or their equivalent in combinations of session length and year long subjects

- An additional fifty-six (56) hours of study which foster acceptance of professional and ethical action and social responsibility. This fifty-six hours of study may be distributed throughout the course, or exist as a separate subject, depending on the course.

Because the objectives of General Education require students to explore discipline and paradigm bases other

than those of their professional or major disciplinary specialisation, all students are *excluded from counting subjects toward the fulfilment of the General Education requirement, which are similar in content or approach to subjects required in their course.*

Each Faculty has responsibility for deciding what subjects are *not* able to be counted towards the General Education requirement for their students. In most cases, this means that subjects offered by the Faculty in which a student is enrolled, or subjects which are a required part of a course even though offered by another Faculty, are *not* able to be counted toward the General Education requirement.

Students should consult the General Education Handbook for detailed information about what subjects may and may not be taken to fulfil the General Education requirements for each course offered by the Faculty. The General Education Handbook is freely available from all Faculty Offices.

Additional information for undergraduate students who first enrolled before 1996

Transitional arrangements

It is intended that no student will be disadvantaged by the change to the new General Education Program. The old Program had specific requirements to complete four session length subjects (or their equivalent) in designated categories A and B. The new General Education Program does not categorise subjects in the same way.

As a result, students who enrolled prior to 1996 will be given full credit for any General Education subjects completed up to the end of Session two 1995.

From the summer session of 1995-96, students will be required to satisfy the unfilled portion of their General Education requirement under the terms of the new Program.

The exemption of General Education requirements for some double or combined degree programs will continue to apply for students who enrolled in these exempt courses prior to 1996.

Equal Opportunity in Education Policy Statement

Under the Federal Racial Discrimination Act (1975), Sex Discrimination Act (1984), Disability Discrimination Act (1992) and the New South Wales Anti-Discrimination Act (1977), the University is required not to discriminate against students or prospective students on the grounds of sex, marital status, pregnancy, race, nationality, national or ethnic origin, colour, homosexuality or disability. Under the University of New South Wales Act (1989), the University declares that it will not discriminate on the grounds of religious or political affiliations, views or beliefs.

University Commitment to Equal Opportunity in Education

As well as recognising its statutory obligations as listed, the University will eliminate discrimination on any other grounds which it deems to constitute disadvantage. The University is committed to providing a place to study free from harassment and discrimination, and one in which every student is encouraged to work towards her/his maximum potential. The University further commits itself to course design, curriculum content, classroom environment, assessment procedures and other aspects of campus life which will provide equality of educational opportunity to all students.

Special Admissions Schemes

The University will encourage the enrolment of students who belong to disadvantaged groups through programs such as the University Preparation Program and the ACCESS Scheme. Where members of disadvantaged groups are particularly under-represented in certain disciplines, the responsible faculties will actively encourage their enrolment.

Support of Disadvantaged Students

The University will provide support to assist the successful completion of studies by disadvantaged group members through such means as the Aboriginal Education Program, the Supportive English Program and the Learning Centre. It will work towards the provision of other resources, such as access for students with impaired mobility, assistance to students with other disabilities, the provision of a parents' room on the upper campus, and increased assistance with English language and communication.

Course Content, Curriculum Design, Teaching and Assessment, and Printed Material

Schools and faculties will monitor course content (including titles), teaching methods, assessment procedures, written material (including study guides and handbook and Calendar entries) and audiovisual material to ensure that they are not discriminatory or offensive and that they encourage and facilitate full participation in education by disadvantaged people.

Equal Opportunity Adviser Scheme

The University will continue its Equal Opportunity Adviser Scheme for students who feel that they have been harassed or who consider they have been disadvantaged in their education by practices and procedures within the University.

Harassment Policy

The University is committed to ensuring freedom from harassment for all people working or studying within the institution. It will continue to take action, including disciplinary action, to ensure that freedom from harassment is achieved.

Student Computing Requirements

All students are expected to use computers where appropriate. Students should check School, Course and Subject policy statements to see where there are compulsory requirements, but should note that nearly all postgraduate students are at times expected to utilise computers and computer applications. This will apply in varying degrees according to the nature of the postgraduate studies.

Students on the Kensington campus may use the general access computer laboratories or the Faculty's computer laboratory in Building G2 of the Western Campus when they are free. Students on the St George campus may use the computer laboratories there when they are not scheduled for classes. Two of these computer rooms contain Apple Macintosh computers while two rooms contain IBM compatibles. Access times are displayed outside the computer rooms. Students wishing to make use of the facilities at the St George campus are required to register annually. Forms are available from the Computing Staff.

The Faculty suggests that students purchasing a new computer check the suitability of both the personal computer and initial software with their course coordinator or individual lecturers prior to purchase.

Computing at UNSW

The Division of Information Services (DIS) encompasses information technology and the University Library at UNSW.

Specific University information which is frequently updated is available on the World Wide Web (WWW) in the UNSW Home Page at **http://www.unsw.edu.au** which has an index to its contents which includes URLs **http://www. acsu.unsw.edu.au** and **http://www.misu.unsw.edu.au**. You can access this information from your workstation and in any computing laboratory with access to WWW through Mosaic or Netscape.

The information provided on the WWW includes more details about DIS information technology units such as points of contact for particular areas of responsibility and services provided. In particular, the DIS Helpdesk, provides first point of contact for computing support to the Faculty, and it can be reached on 9385 1333.

Student Equity

The University of New South Wales is committed to providing an educational environment that is free from discrimination and harassment. Both commonwealth and state anti-discrimination law requires the University not to discriminate against students or prospective students on the following grounds: sex, race/ethnicity, age, disability, sexual harassment, racial harassment, disability

harassment, marital status, pregnancy, sexual preference, HIV/AIDS. Also included are acts of vilification on the grounds of: race and HIV/AIDS.

Complaint/Disputes

The University has internal dispute handling procedures to deal with complaints against staff or other students. The Discrimination and Harassment Grievance Procedures are handled by the Student Equity Unit of the Equal Employment Opportunity Unit. Complaints that largely concern academic matters are usually handled through the Head of School.

Advocacy and Support

Students can seek assistance getting disputes resolved, either in relation to discrimination or academic matters. Assistance can be sought from various areas in the University including:

Student Equity Unit; Student Guild Advocacy Service; Student Counselling; Equal Employment Opportunity Unit; Course Co-ordinators; Senior Academic Staff; Heads of School.

Students may be confident that their interests will be protected by the University if a complaint is lodged. This means that students should not be disadvantaged or victimised because they have, in good faith, sought to assert their rights to equal opportunity in education.

The Centre for Hospital Management and Information Systems Research

The Centre was created formally by the University of New South Wales in 1991 and is affiliated with the School of Health Services Management. The creation of the Centre has formalised arrangements and links with other Schools at the University of New South Wales, other Australian and international universities, Commonwealth and State governments as well as the private sector. As a result, the Centre has played a major role in a number of health services research projects of national significance and the curriculum development of educational programmes in the management of health services.

School of Applied and Performing Arts
St George Campus

Head of School
Mr David Spurgeon

Administrative Officer
Ms Diann Rodgers

The School of Applied and Performing Arts offers a combined degree, Bachelor of Applied Arts (Dance) Bachelor of Education **4155** is a four year full-time course designed as a professional preparation for teachers of dance in the secondary school. Second Teaching majors of Drama or Personal Development/Health/ Physical Education are also offered to students who need to choose one of these. The course is structured into four subject strands: Core Studies, Contextual Studies, Education Studies and General Education Studies. Students will be required to complete subjects on both the St George and Kensington campuses.

A Graduate Diploma of Arts (Expressive and Performing) **5630** is offered by the School as advanced study in the arts for persons who have completed a first degree or diploma and who wish to further develop their knowledge, skills and understanding of the contribution of the arts to culture and extend practical skills in areas such as art, craft, music, dance and drama.

A Master of Education in Creative Arts **9330** by formal coursework is offered as a one-year full-time course or part-time over two years. The course is oriented to the continuing professional preparation of teachers involved in the Creative Arts Key Learning Area and teachers in leadership positions in the arts at primary, secondary or tertiary level.

The School also offers a Doctor of Philosophy **1935** program for persons interested in pursuing research in the creative arts. This is a research degree requiring an original investigation of a topic that is approved by the School. In addition to a thesis each candidate may be required to complete some coursework and participate in a research seminar.

Undergraduate Study

4155
Bachelor of Applied Arts (Dance) Bachelor of Education Course

Bachelor of Applied Arts (Dance) Bachelor of Education
BAppA BEd

The course is a combined degree to be completed full-time over four years and it requires that students complete disciplinary studies in dance/dance education, education and a major study sequence in Drama or Personal Development/Health/Physical Education. Students are also required to complete General Education subjects as outlined in the University requirements for a General Education Program in undergraduate courses.

Conditions

Candidates for the award of the BAppA (Dance) BEd pass degree are required to complete subjects within four strands: Core Studies, Contextual Studies, Education Studies and General Education Studies. All compulsory subjects must be completed satisfactorily and the minimum number of elective subject units in each of the strands must be completed.

Structure of the Course

- Core Studies – the study and practice of dance styles, human movement studies and dance pedagogy. The intention of the Core Studies strand is to provide the
- essential in-depth knowledge, skills and understanding of human movement and dance styles so that students can individually perform as effective and creative dancers and prepare others to perform in environments that are physically safe at different physical developmental/age stages.

- Contextual Studies – theoretical and historical studies of dance in the context of different cultural groups and the essential contribution of other art forms to dance and dance choreography. An elective studies sequence is available in this Strand to enable students to complete a theoretical and applied practice sequence in another subject field that will provide introductory (Level 1) and advanced (Upper Level) study to sufficient depth of knowledge and skill to enable the student to then complete a second teaching method subject in that subject field. Subject sequences in the elective studies sequence may be selected from one of two fields

- Performing Arts and Theatre and Film Studies subjects offered on the St George Campus and Kensington Campus

- Sport and Leisure Studies subjects offered on the St George Campus.

Students selecting subjects from one of the two fields in the elective sequence will be required to complete a minimum number of credit points as outlined in the Conditions for the

Award. Availability of subjects from year-to-year is dependent upon the relevant school offering the subject. Students will be required to consult with the School on subject availability.

- Education Studies – students are required to complete one subject per session for a minimum of 24 credit points in the first three years of the course. A proportion of the Education Studies subjects including compulsory subjects will be taken on the Kensington Campus with some compulsory and elective subjects offered on the St George Campus. Students will be required to complete a Special Education subject in Year 2 or 3 from EDST1203 Special Education: Exceptional Children or TEED7210 Developmental Psychology 3 -Children with Special Needs. In the fourth year of the course, students are required to complete the professional teacher education program which includes:

- Teaching Method 1 (Dance-single method)

- Teaching Method 2 (double or single method depending upon elective studies sequence)

- Teaching Experience including practice teaching

Schedule of Subjects

Year 1		CP
Session 1		
EXPA3001	Dance Styles 1	15
SLST3200	Human Anatomy and Physiology	12.5
EXPA3010	Dance Analysis and Composition 1	10
EXPA3020	Performance Study 1: Dance in a Socio-Cultural Context	10
EDST1102	Social Foundations of Education	10
SLST3256	Nutrition for Health	10
General Education Elective		7.5
Session 2		
EXPA3002	Dance Styles 2	15
SLST1145	Functional Anatomy	12.5
EXPA3011	Dance Analysis and Composition 2	10
EXPA3021	Performance Study 2: Dance and Performance	10
EXPA3030	The Nature of Theatre	12.5
EDST1101	Educational Psychology 1	10
General Education Elective		7.5

Year 2		
Session 1		
EXPA3003	Dance Styles 3	15
SLST1146	Kinesiology	10
EXPA3012	Dance Analysis and Composition 3	10
EXPA3022	History and Theory of Dance 1	10
Education Studies: elective subject		10
and		
Major Selection Study*:		10

a second level/upper level subject that begins a subject sequence/specialisation in Years 2 and 3 and first session of Year 4. Subjects selected from Performing Arts/Theatre and Film Studies, Sport and Leisure Studies

General Education Elective		7.5

Year 2 (Cont)   **CP**
Session 2
EXPA3004   Dance Styles 4   15
SLST2128   Exercise and Sports Injuries   10
EXPA3013   Dance Analysis and Composition 4   10
EXPA3023   History and Theory of Dance 2   10
Education Studies: elective subject   10
and
Major Selection Study*:   10

a second level/upper level subject that continues a subject
unit sequence/ specialisation.

General Education Elective   7.5

Year 3
Session 1
EXPA3005   Dance Styles 5   15
EXPA3016   Dance Pedagogy 1   10
EXPA3014   Dance Analysis and
           Composition 5   10
EXPA3024   History and Theory of Dance 3   10
EXPA3026   Music for the Dancer 1   10
TEED1226   Special Education   10
Major Selection Study*:   10

an upper level/advanced subject that continues a subject
unit sequence/specialisation.

Session 2
EXPA3006   Dance Styles 6   15
EXPA3017   Dance Pedagogy 2   10
EXPA3015   Dance Analysis and
           Composition 6   10
EXPA3025   History and Theory of Dance 4   10
EXPA3027   Music for the Dancer 2   10
Education Studies: elective subject   10
and
Major Selection Study*:   10

an upper level/advanced subject that continues a subject
unit sequence/specialisation.

Year 4   **CP**
Session 1
EXPA3007   Dance Styles 7   15
 Major Selection Study*:   10

an advanced level subject that continues a subject unit
sequence/specialisation.

and
Education Studies
TEED1219   Dance Method   20
either
TEED1203   Drama Method   20
or
TEED6137   Physical Education   40
and
TEDG1224   Professional Issues and
           Responsibilities   15

Students will complete Dance Method of 4 hours per week
and either a single method in Drama of 4 hours per week
or double method Physical Education which is 8 hours per
week.

Session 2
Method Subjects in Dance and Drama or Physical
Education
TEED1221   Education Elective A   5
TEED1223   Education Elective C   5
TEED1225   Teaching Experience**   50

Approved Four-Year Program

Before enrolment each year students must seek advice
from the School of Applied and Performing Arts about
approved combinations of teaching subjects in addition to
dance as some combinations of subjects do not lead to
satisfactory employment opportunities.

** Hours per week for subject electives may vary between 3-5 hours
per week and credit points vary accordingly.*

**equivalent of 5 single days and 7 week block.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Bachelor of Applied Arts (Dance) Bachelor of Education

Core Strand

EDST1101
Educational Psychology 1
Staff Contact: Prof John Sweller, Dr Paul Chandler
CP10 S1 HPW2

Begins the study of Educational Psychology by examining some aspects of development and of learning and instruction. Topics include: cognitive development; development of memory, reading fluency and comprehension processes involved in meaningful prose construction; an introduction to instructional methods.

EDST1102
Social Foundations of Education
Staff Contact: Dr Michael Matthews, Dr Putai Jin
CP10 S2 HPW2

Examines sociological and philosophical aspects of Australian education: different forms of school systems; structure and evolution of NSW schooling; role of government and pressure groups in the determination of curriculum and the distribution of resources; educational testing and inequalities in educational achievement; differing accounts of inequality, sexism in school systems, affirmative action programs and their putative justifications; the educational influence of both schools and families. Philosophical matters: ethics of affirmative action proposals; justice in the distribution of educational resources; justification of curriculum decisions.

EXPA3001
Dance Styles 1
Staff Contact: Mr David Spurgeon
CP15 S1 HPW6

This subject establishes the basis by which students acquire a technical mastery over their bodies. Dance Styles One will involve the study of three essential dance styles: Classical Ballet, Modern Dance and Jazz Dance. In the study and practice of each of these styles students will learn correct postural alignment and practice axial movements designed to improve strength, flexibility, coordination and balance. Classes will include locomotor movements designed to improve the body's ability to travel, turn, elevate, fall and balance. The Styles classes will conclude with sequencing and phrasing designed to improve rhythm skills, kinaesthetic memory, stamina and endurance. All of the exercises and movements are intended to assist students acquire an articulate body and a heightened anatomical capability.

EXPA3002
Dance Styles 2
Staff Contact: Mr David Spurgeon
CP15 S2 HPW6

This subject continues the student's acquisition of technical mastery over their bodies begun in Dance Styles One. Classes will be given in Classical Ballet, Modern Dance and Jazz Dance. Emphasis on postural alignment, strength, flexibility, coordination and balance. Locomotor movements will build competence in student's ability to travel, turn, elevate, fall and balance. Sequencing and phrasing exercises will be more lengthy and complicated than in Dance Styles 1. Students will be expected to be able to demonstrate some essential movements and phrases that characterise each of the three styles.

EXPA3003
Dance Styles 3
Staff Contact: Mr David Spurgeon
CP15 S1 HPW6

Students in Dance Styles Three will be expected to demonstrate skill and competence in Classical Ballet, Modern Dance and Jazz Dance. Exercises will place an increased demand on the student's strength, flexibility and balance. Spatial and lateral inversion exercises will assist coordination skills. Locomotor exercises will feature locomotive skills particular to each style, for example: 'grande jet' in Classical Ballet, 'triplet' in Modern Dance and 'step kick' in Jazz Dance. Phrasing and sequencing exercises will increase in difficulty and length.

EXPA3004
Dance Styles 4
Staff Contact: Mr David Spurgeon
CP15 S2 HPW6

This subject is the last in a carefully sequenced and graded series involving Classical Ballet, Modern Dance and Jazz Dance. Students will be expected to display a high level of technical mastery over their bodies. Their thoroughly articulate bodies and their advanced anatomical ability will ensure that complicated and demanding axial, locomotor and sequencing exercises are performed with confidence and skill. Emphasis will be placed on increasing kinaesthetic memory and on a high level of visual motor transference skills. At the conclusion of Dance Styles Four, students will be expected to demonstrate the same lengthy phrases and small dance sequences in each of the three different styles.

EXPA3005
Dance Styles 5
Staff Contact: Mr David Spurgeon
CP15 S1 HPW6

Dance Styles Five will introduce students to four different styles that are relevant to teaching dance in schools. Students will have regular classes in Tap, AfroCaribbean, LatinAmerican and Aboriginal and Torres Strait Islander Dance Styles. Having already acquired a high level of technical mastery of their bodies, students will acquire

style-specific skills in the above four ways of moving. A different emphasis will be placed on axial, locomotor and sequencing stages of the class dependent upon the specific style studied.

EXPA3006
Dance Styles 6
Staff Contact: Mr David Spurgeon
CP15 S2 HPW6
Prerequisite: EXPA 3005

This subject continues the study of the four styles introduced in Dance Styles Five. Students will be expected to acquire and master the specific features of each style. In Tap Dance, longer rhythmic sequences will be learned. AfroCaribbean classes will feature the isolation and coordination of specific body parts and an increase in aerobic capacity. LatinAmerican classes will teach a variety of dances - Cha Cha, Jive, Samba, Rumba. Aboriginal and Torres Strait Islander classes will deal with the relationship between dance and story/narrative and dance and song.

EXPA3007
Dance Styles 7
Staff Contact: Mr David Spurgeon
CP15 S1 HPW6
Prerequisite: EXPA 3006

In this subject students will be expected to display a high level of technical mastery and physical competence in the four specified styles. The focus of the classes will be on kinaesthetic memory and an accurate representation in movement of the specific features of each style. These would include lengthy and complicated time sequences in Tap Dance; a highly articulate torso in Afro-Caribbean and a wide variety of specific Dances in LatinAmerican and Aboriginal and Torres Strait Islander Styles. In Dance Styles Seven students will possess an advanced level of anatomical capability and will demonstrate a thoroughly articulate body well able to master complicated sequences in any of the seven styles studied.

EXPA3010
Dance Analysis and Composition 1
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

This subject forms the basis for students' understanding of the nature and role of movement in Dance. The subject will include the essentials of nonverbal communication and the issues involved with the body as a source of meaning . The subject includes research into contemporary theories of play and their relationship to spontaneity. Students will commence both theoretical and practical work on movement improvization. The importance of movement improvization to dance will be investigated through textual analysis, kinaesthetic understanding and informed discussion. Examination of various approaches to the study of movement and space; Hall's proxemics, Lamb's posture and gesture and Birdwhistell's Kinesics.

EXPA3011
Dance Analysis and Composition 2
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

This subject will focus on the analytical and descriptive movement work of Rudolf Laban. Students will commence their studies in Laban Movement Analysis with a theoretical

and practical examination of the parameters of movement. Beginning with the body itself and the articulation in movement of all of its parts this study will continue with an analysis of the five essential actions; gesture, step, locomotor jump and turn. Spatial analysis will demonstrate to students the difference between general space and personal space (the kinesphere). An investigation into the dynamics of movement will enable students to be familiar with time, weight, space use and their contribution to the nature of movement effort. Students will examine the relationship between objects, individuals and groups in movement.

EXPA3012
Dance Analysis and Composition 3
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

This subject continues and consolidates the Laban Movement Analysis commenced in Dance Analysis and Composition 2. Students apply this knowledge to live and recorded dance by describing the components and discerning the form of the dance. This will involve both spoken and written analysis of viewed examples. A study of the compositional process, the role of Laban's Analysis as an essential component in composition and choreography. Laban's system as a teaching tool, ie. as a means whereby individuals may acquire an increased body vocabulary and movement knowledge. Students will consolidate their improvizational skills by learning how to structure improvizations with the intention of learning a body vocabulary.

EXPA3013
Dance Analysis and Composition 4
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

In this subject a detailed study is made of the nature and role of composition in dance and of the relationship between composition and the process and product of choreography. This subject consolidates that of the previous one by requiring students to apply their knowledge of Laban's Movement Analysis to *groups* of people and to a specified space and time. A detailed examination will then be made of the elements of construction in dance. Beginning with a practical and theoretical examination of style and its various meanings in dance; students will continue by investigating motifs and phrases and the way in which phrases are manipulated and developed in dance. The role of abstraction in art in general and dance in particular will be analysed and the nature of form will be studied. Students will also be required to consider the perspective of dance as a visual art by examining design in movement and the implications that a viewing audience has for composition and choreography. Part of this subject will require students to examine choreographic intent and the consequent role of stimuli in dance composition.

EXPA3014
Dance Analysis and Composition 5
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

The recording of dance movement is an integral part of dance analysis. This subject focuses on the methods by which dance movement and its structures can be recorded in print and thus made available for reflection and analysis.

The subject commences with an examination of symbol systems in general leading to an understanding of the fundamental requirements of a notation system. The course will provide a solid understanding of the principles and conceptual framework of a major notation system (Labanotation) whilst acknowledging that expertise in dance notation is a detailed and comprehensive study in itself.

EXPA3015
Dance Analysis and Composition 6
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

This subject requires students to use advanced skills of dance analysis. Students consolidate their skills of discerning, describing and naming perceptible components and forms of dance by interpreting and evaluating specific dances. A detailed study will be made of the context, genre, style, theme and cultural background of a variety of live and recorded dances. Students will also consolidate their compositional skills by being required to make a complete, short dance. This requirement will include the documentation of the compositional process and the description of the finished product in such a way that the students' skills of analysis and skills of composition are brought together. At the conclusion of this subject students will be able to make, describe, interpret and evaluate a dance.

EXPA3016
Dance Pedagogy 1
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

This subject will commence with a study of the fundamentals of the teaching-learning process as they apply to dance. The focus of the subject is upon those selected aspects of classroom interaction that have particular relevance to the dance teacher. Students will consolidate their introduction to proxemics by a detailed examination of dance studio space and how this space may be most efficiently managed in a dance styles class. Students will investigate teacher behaviour and classroom climate and the relationship between these and the extent of student creativity in a dance improvisation class. A study will be made of the principles of the classroom as a social system, the particular features of public learning and the social, cultural and gender implications of physical/kinaesthetic subject material. Students will be required to participate in micro-teaching classroom episodes as part of this subject.

EXPA3017
Dance Pedagogy 2
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

This subject extends and consolidates the work began in Dance Pedagogy 1. Students will be required to further participate in a variety of micro-teaching situations. This subject investigates classroom management and control and focuses on micro teaching skills including planning, classroom relations and management strategies. Included in this investigation will be a sequence of personal organisational strategies that function to make classroom interaction more efficient. An examination will be made of the NSW Board of Studies Dance Syllabus. A study will be

made of a range of assessment and evaluation techniques and consideration will be given to the specific features of evaluating student dance process and product. Associated with Dance Pedagogy is a 5-day school attachment in a selected secondary school to work alongside an experienced dance teacher.

SLST1145
Functional Anatomy
Staff Contact: Mr Paul Batman
CP12.5 S2 HPW4
Prerequisite: SLST3200

This subject is designed to provide the students with an in depth knowledge of the structure and function of the major systems of the human body and their role in exercise. Students are introduced to the cells, tissues and systems of the human body, examining structure and function with respect to effective and efficient movement.

SLST1146
Kinesiology
Staff Contact: Mr Paul Batman
CP10 S1 HPW3
Prerequisite: SLST1145

This subject is designed to introduce the student to the principles, concepts and applications of applied anatomy and biomechanics in relation to exercise prescription and the analysis of sports skills. Students are involved in the application of biomechanical principles of muscular contraction with respect of exercise prescription, including postural deviations and potentially dangerous movements.

SLST2128
Exercise and Sports Injuries
Staff Contact: A/Prof James Sockler
CP10 S1 HPW3
Prerequisite: SLST1146

This subject aims to develop students knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury. Students are introduced to various types of injuries arising from activity and the correct management techniques involved. Students also study principles of injury prevention.

SLST3200
Human Anatomy and Physiology
Staff Contact: Mr Paul Batman
CP12.5 S1 HPW4

Topics to be addressed in this subject include an introduction to the various tissues, organs and systems of the human body. Students will study cell and tissue biology, followed by a study of the body systems, including musculoskeletal, neuroendocrine, cardiorespiratory, reproductive and renal systems. Consideration of both anatomical and physiological aspects of these systems will be incorporated into the subject through lecture and tutorial experiences.

TEED1203
Drama Method
Staff Contact: Ms Rosemary Kearney
CP30 F HPW4

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the

secondary school. Planning for an elective drama and theatre arts curriculum Years 7 to 12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures.

The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: eg. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

TEED1219
Dance Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4

This subject consolidates the work commenced in Dance Pedagogy One and Two by applying the knowledge gained about the teaching/learning process, the dance syllabus and student behaviour to the specifics of teaching and learning dance. The subject will consider several models for teaching various styles, dance composition and movement improvisation. Various issues concerned with physical and mental health - and Safe dance generally - will be studied. The subject will investigate current Department of School Education and NSW State EEP policies and the consequences of these policies on a subject which is seen by some to have an implicit gender bias. The subject will also consider current copyright laws and the legal aspects of ownership of audio, video, print and kinesthetic material.

TEED1221
Educational Elective A
Staff Contact: Ms Rosemary Kearney
CP5 S2 Total Hours 16
Prerequisite: TEED1224
Corequisite: TEED1223, TEED1225, Two single or one double Method Subject(s)

TEED1223
Educational Elective C
Staff Contact: Ms Rosemary Kearney
CP5 S2 Total hours 16
Prerequisite: TEED1224
Corequisite: TEED1221, TEED1225, Two single or one double Method Subject(s)

For this subject one elective is chosen from a group which may involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; preparation of excursions suitable for school students; acquisition of computer literacy.

The electives offered depend upon staff availability and student demand.

TEED1224
Professional Issues and Responsibilities
Staff Contact: Ms Rosemary Kearney
CP 20 S1 HPW4
Corequisites: Two single or one double method subject(s)

The focus is upon contexts in which secondary education takes place in Australia and especially in New South Wales. An examination is made of some of the political, economic, historical, social, legal and ethical factors that influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variables that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction is examined.

Education policy documents are examined and strategies for implementing them in the school and classroom are discussed. Topics dealt with include student welfare, personal development, antidiscrimination and human rights policies, environmental education policies, language across the curriculum, special needs education and schools' management directives such as the school attendance policy.

The special educational needs of exceptional secondary school children with intellectual and/or physical and/or emotional and/or sensory disabilities are discussed. Teaching and intervention strategies will incorporate those aspects of special education technology as well as current computer technology which may facilitate communication and learning.

TEED1225
Teaching Experience
Staff Contact: Ms Rosemary Kearney
CP35 S2 Total hours 238
Prerequisite: TEED1224
Corequisite: Two single or one double Method subject(s)

Two strands: Microteaching and School Experience

Microteaching:
Microteaching involves instruction in a number of teaching techniques and strategies by observation of teaching models and the participation in the teaching of small groups of students for short periods of time, using videorecording, playback and analysis to assist in evaluation and remediation. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice (see below).

Teaching Practice:
Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with roles adopted by school personnel and begin to teach segments of lessons and complete lessons initially prepared by their supervising teachers. Over this period students also prepare units of work for teaching during the seven week block to follow.

Throughout the seven week block students are required to teach a number of classes on a full time basis, working in close association with their supervising teachers.

TEED1226
Special Education
Staff Contact: Dr Loretta Giorcelli
CP10 S1 HPW2
Corequisite: Two single method subjects or one double method subject.

Consideration is given to exceptional children with learning, intellectual, physical, emotional or sensory disabilities and to gifted children and talented children. Strategies and criteria for identifying these types of students are examined. Their special needs are discussed and various remediation and extension possibilities explored. Appropriate teaching strategies, including those that incorporate special education technology and current computer technology are presented and evaluated.

TEDG6137
Physical Education Method (Double)
Staff Contact: Ms Rosemary Kearney
C60 S3 (S1 HPW8 for 14 weeks S2 HPW6 for 4 weeks)

This method utilises a practical workshop approach to the programming of Physical Education lessons and units of study. Such an approach takes into consideration the differing ability levels and stages of secondary school pupil development. Planning elective units for years 11-12 takes into consideration such factors as pupil needs, interests and experiences, together with school and community resources.

Students are encouraged to develop within pupils an appreciation of the aesthetics of movement, a wide variety of movement skills and an awareness of the health benefits of regular lifelong physical activity. Teamwork, cooperation and communication are stressed as important elements for enjoyable and successful participation in physical activity.

Students develop skills related to the evaluation of movement and skilled performance and the selection of appropriate remedial activities. They develop a variety of teaching techniques and instructional procedures including those appropriate to outdoor settings. Students learn the importance of being aware of the safety procedures associated with activities such as gymnastics, track and field and various games. A range of resource material and a number of aids are examined to evaluate their appropriateness and effectiveness for the teaching of physical education.

Contextual Studies

EXPA3020
Performance Study 1: Dance and Performance
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

This subject will introduce dance in relation to cultural values, belief systems, socio-economic and political conditions that exist in society. An examination will be made of the purpose and meaning of dance in Western and non-Western societies and Aboriginal and Western dance forms in the Australian context. The subject will investigate how different cultural values and aesthetic values affect our perception and appreciation of dance. The effect of social change on dance will also be investigated.

EXPA3021
Performance Study 2: Dance and Performance
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

This subject consolidates the study of socio-cultural incidences of dance given in Performance Study One by focussing upon specific examples of dance as an art form and dance as musical theatre. An essential question to be investigated is 'What are people doing when they dance?' The intention of this subject is to provide students with a historical framework which will give relevance and meaning to the wide variety of examples of dance as an art form and dance as musical theatre in Australia today. Examples, current and past, from other countries and cultures will be used to illustrate the context and rationale behind much of today's Australian Performance Dance.

EXPA3022
History and Theory of Dance 1
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

The focus question for this subject is 'What kind of dances are being danced and what kind of dance events are occurring in Australia now?' The subject functions to give a contemporary context to Performance Studies 1 and 2 and also serves as an introduction to the following three History and Theory of Dance courses. The subject will study the repertoire and significance of a range of contemporary choreographers. The overview will lead on to an examination of the main works of our major dance companies. The subject will consider the work and role of leading Australian independent dance artists and will investigate selected Dance in Education companies. Individual case studies will illuminate a range of dances as sociocultural events.

EXPA3023
History and Theory of Dance 2
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

The focus question for this subject is 'How are dances presented and produced?' The subject gives students the comprehensive theoretical basis involved in staging a successful dance production. The subject will be taught in three modules. The first will examine lighting theory, the technicalities involved in lighting a dance production and the role of a lighting designer. The next module will investigate the wide range of electronic music equipment available today and will study sound design and its relationship to dance. The third module concentrates on the role of various personnel associated with a dance production: producer, stage manager, box office and front of house staff and publicity personnel. Students will be expected to mount a complete production as part of this subject.

EXPA3024
History and Theory of Dance 3
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

This subject is an introduction to dance video. Its focus question is 'how are dances preserved?' It complements Analysis and Composition 5 which introduces students to written notation. Students will become familiar with using a video camera to make recordings of choreographed work that demonstrate the function of video as a tool of reconstruction

and an artistic medium in its own right. The subject will include an overview of basic video production techniques.

EXPA3025
History and Theory of Dance 4
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

This subject is concerned with staged productions of dance, their context as examples of contemporary performance culture and their relationship with other art forms particularly music, visual art and drama. This subject will examine in detail incidences of how performance dance uses music, the extent to which dance is a visual art and examples of dance as performance art. Students will be encouraged to question the role of the body as a determinant in performance art and provide theoretical and practical evidence to support their prospective.

EXPA3026
Music for the Dancer 1
Staff Contact: Mr David Spurgeon
CP10 S1 HPW2

Music for the Dancer 1 introduces students to the language and terminology of music in general and to those aspects of the art form of music that have particular relevance for dancers. The subject will assist students in their interpretation and understanding of music terminology and help them develop skills in musical oracy and literacy.

EXPA3027
Music for the Dancer 2
Staff Contact: Mr David Spurgeon
CP10 S2 HPW2

This subject continues the groundwork established in Music for the Dancer 1 by concentrating on rhythm skills and a classification of music by style and period. Students will be introduced to a wide range of both live and recorded music. The course aims to greatly extend the students' music appreciation and knowledge of styles and genres.

EXPA3030
The Nature of Theatre
Staff Contact: Mr David Spurgeon
C12.5 S2 HPW4

An introduction to the basic principles and analytic vocabulary of theatre. The language of performance and the language of text. General issues of ideology and form, of theatrical convention, and of reception are considered in the context of late nineteenth and twentieth century theatre.

Contextual Studies Major Selection Study Electives

Level 1

EXPA3031
Drama Works in the Community
Staff Contact: Mr David Spurgeon
CP10 S1, S2 HPW3

Theoretical approaches to the production of theatre will be contrasted with different styles of experimental drama.

Students will develop conceptual frameworks for understanding examples of drama work which relocate the performance space and change the nature of the audience/performer relationship. The capacity of drama and theatre to reflect diverse social experience will be explored through practical workshops.

EXPA3032
Theatre Forms and Belief
Staff Contact: Mr David Spurgeon
CP10 S1, S2 HPW3

The impact of ideological belief on twentieth century theatre practice will be investigated through an analysis of playtexts and writings on theatre, and demonstrated within the workshop process. The significance of Brechtian forms will be traced in the recent work of Churchill, Hare, Romerill, and Hewett who are indicative of a theatre which establishes a dialogue between art and politics. Students will investigate how theatrical form and content are intergrated and convey meaning to an audience.

EXPA3033
Gender Studies and Performance
Staff Contact: Mr David Spurgeon
CP10 S1, S2 HPW3

Historical differences within the representation of gender in theatre provide an interpretative field for understanding the social construction of gender. The enactment of gender codes through cross-gender dressing in performance reveals how societal power relations are manifest. Students will explore how categories of gender can be reinterpreted within styles of theatre, through practical work and theoretical studies.

EXPA3034
Chekhov and the Moscow Art Theatre
Staff Contact: Mr David Spurgeon
CP10 S1, S2 HPW3

Approaches to acting used by the Moscow Art Theatre in the production of Chekhov's plays will be investigated in workshops and seminars. Students will explore play texts using modern interpretations of acting and characterisation derived from Stanislavski's theories. The tradition of naturalism in theatre will be looked at from both historical and contemporary perspectives.

EXPA3035
The Director in Theatre
Staff Contact: Mr David Spurgeon
CP10 S1, S2 HPW3

The importance of the director to developments in modern theatre will be highlighted and examined with reference to historical and contemporary productions. The work of Meyerhold, Littlewood, Brook, Grotowski and Munchkine provide examples of different styles and approaches by directors to theatre. Through the practical experience of interpreting play texts, students will develop an understanding of the function of the director in production.

Graduate Study

Course Outlines

1935
Doctor of Philosophy

PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject. Candidates interested in pursuing research in the creative arts should discuss a possible topic with the Head of School. In addition to a thesis a candidate may be required to complete some coursework and participate in a research seminar.

5630
Graduate Diploma of Arts: Expressive and Performing Arts

Grad Dip

The School offers a course leading to the award of Graduate Diploma of Arts: Expressive and Performing Arts (GradDipArts). The course is available to candidates with a professional interest and involvement in the arts who wish to develop their knowledge and skills further in the history and theory of the arts and in practical arts making/production/performance. The course is particularly suited to candidates with a first degree or diploma who wish to develop their professional expertise as arts practitioners.

The Course presents students with formal and informal learning experiences which lead them to:

* acquire knowledge of the theory and practice of the expressive and performing arts through history;

* use interdisciplinary methods and approaches for historical interpretation of expressive and performing arts theories, practices and forms;

* become familiar with critical models of artistic analysis and interpretation;

* develop and extend fundamental skills and techniques associated with the expressive and performing arts;

* synthesise perceptual knowledge and conceptual understandings of the arts; and

* apply evaluative criteria to the assessment of arts forms.

Structure Of Course

The content of the Graduate Diploma of Arts: Expressive and Performing Arts is grouped in two segments of study:

* Interdisciplinary Arts Studies; and

* Practical Studies

Interdisciplinary Arts Studies comprise four compulsory units dealing with the study of historical and contemporary forms and their cultural significance.

Practical Studies are offered in a variety of expressive and performing arts areas designed to provide students with knowledge and skills in the processes and practices of various art forms. In their fourth session students complete a Combined Arts Production. Practical electives are limited in their availability each year and intending applicants should check with the School when applying to determine what Practical Studies are available. Practical subjects will be offered from the following:

EXPA6021	Art 1
EXPA6022	Art 2
EXPA6031	Craft 1 (Not offered in 1997)
EXPA6032	Craft 2 (Not offered in 1997)
EXPA6041	Dance 1
EXPA6042	Dance 2
EXPA6051	Drama 1
EXPA6052	Drama 2
EXPA6061	Music 1
EXPA6062	Music 2
EXPA6071	Photography 1
EXPA6072	Photography 2
EXPA6081	Video 1 (Not offered in 1997)
EXPA6082	Video 2 (Not offered in 1997)
EXPA6091	Writing 1 (Not offered in 1997)
EXPA6092	Writing 2 (Not offered in 1997)

Session Progress Pattern – Part-time Study Over Four Sessions

Year 1	CP
Session 1	
Interdisciplinary Studies/Arts Studies	
EXPA6001 Arts and Society in Time	10
Practical Studies*	
Elective	10
Elective	10
Session 2	
Interdisciplinary Studies/Arts Studies	
EXPA6002 Modernism in the Arts	10
Practical Studies	
Elective	10
Elective	10

Year 2		CP
Session 1		
Interdisciplinary Studies/Arts Studies		
EXPA6003	Aesthetic Education	10
or		
EXPA6006	The Arts in Education	10
Practical Studies		
Elective		10
Elective		10
Session 2		
Interdisciplinary Studies/Arts Studies		
One of:		
EXPA6004	Independent Study	10
EXPA6006	The Arts in Education	10
EXPA6007	Craft in Society	10
EXPA6008	Special Project	10
Practical Studies		
EXPA6005	Combined Arts Production	20
Total 120 Credit Points		

Students undertake six elective Practical Studies, including at least two sequences of Level 1 and Level 2 subjects.

9330
Master of Education in Creative Arts (by Formal Course Work)

Master of Education in Creative Arts
MEdCA

The conditions for the award of the Master of Education in Creative Arts degree are set out under Conditions for the Award of Higher Degrees in this Handbook. The degree course is designed for educators who have an interest in the arts and who will benefit from a professional graduate degree in arts education. Students are required to complete eight subjects. The program of study may be taken on a full-time basis over one year or on a part-time basis over two years.

Applicants for the degree are normally required to possess a bachelor degree or equivalent or a combination of undergraduate qualifications, graduate diploma and at least one year's practical teaching experience in an area relevant to the study of the creative arts. Applicants who are applying for entry on the basis of a combination of undergraduate diploma award, graduate diploma and practical teaching experience may be required to demonstrate that they achieved a suitable standard in previous award programs and subsequent teaching experience. Students applying for entry may be required to attend an interview/audition.

The course has two strands: a core of subjects concerned with education and the arts and an elective strand requiring students to choose subjects in one of the fields of art, dance, drama or music education. Of the eight subjects required to complete the degree, four must come from the core strand and four from the elective strand. Students are expected to complete at least two subject electives in the one arts area. In some circumstances students may select an equivalent subject from another academic unit in the University as a substitute for one of the core subjects.

Subject to the discretion of the Head of School students may also choose an elective subject from those offered in other courses of the School or from other Schools of the Faculty.

Full-time Study

Year 1		CP
Core Strand – School Education and the Arts		
Session 1		
EXPA5000	Contemporary Issues in School Education	15
EXPA5010	Aesthetic Education in Schools	15
EXPA5020	Introduction to Research in Arts Education	15
Session 2		
EXPA5030	Applied Research in Arts Education or	15
EXPA5173	The Arts: Curriculum and Instruction	15
Elective Strand – Arts Studies		
Session 1		
Select from:		
EXPA5040	Human Development and Art Education: Theory and Practice	15
EXPA5070	Human Development and Dance Education: Theory and Practice in Schools	15
Session 1 (Cont)		
EXPA5100	Drama in Education: Theory and Methodology	15
EXPA5130	Contemporary Studies in Music Education: Jazz Studies	15
EXPA5170	Youth Arts and Education	15
Session 2		
Select from:		
EXPA5050	Teaching Art: Contemporary Issues that Influence Classroom Practice	15
EXPA5060	Studio Practice in Context of Contemporary Art Theory and Criticism	15
EXPA5080	Improvisation and Composition	15
EXPA5090	Dance Styles: Historical Antecedents and Modern Developments	15
EXPA5110	Drama Curriculum: Implementation in Schools	15
EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education	15
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock and Roll	15
EXPA5150	Performance Studies: Jazz Ensemble	15
EXPA5160	Performance Studies: Studio Production	15
EXPA5171	Special Project	15
EXPA5172	Professional Issues in Creative Arts	15

Part-time Study

Core Strand – School Education and the Arts
Elective Strand – Arts Studies

Year 1 (Two subjects in each Session)
Session 1 – Core Strand
EXPA5010	Aesthetic Education in Schools	15

Year 1 (cont)   **CP**

Session 1 – Elective Strand (Select One)

EXPA5040	Human Development and Art Education: Theory and Practice	15
EXPA5070	Human Development and Dance Education: Theory and Practice in Schools	15
EXPA5100	Drama in Education: Theory and Methodology	15
EXPA5130	Contemporary Studies in Music Education: Jazz Studies	15
EXPA5170	Youth Arts and Education	15

Year 1 (Two subjects in each Session)

Session 2 – Core Strand

EXPA5000	Contemporary Issues in School Education	15

Session 2 – Elective Strand (Select One)

EXPA5050	Teaching Art: Contemporary Issues that Influence Classroom Practice	15
EXPA5080	Teaching Dance: Dance Improvisation and Composition	15
EXPA5110	Drama Curriculum: Implementation in Schools	15
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock & Roll	15

Year 2 (Two subjects in each Session)   **CP**

Session 1 – Core Strand

EXPA5020	Introduction to Research in Arts Education	15

Session 1 - Elective Strand (Select One)

EXPA5170	Youth Arts and Education	15
EXPA5171	Special Project	15
EXPA5172	Professional Issues in Creative Arts Education	15

or

An elective subject that is available from those offered in art, dance, drama or music education as determined by the School.

Year 2 (Two subjects in each Session)

Session 2 – Core Strand

EXPA5030	Applied Research in Arts Education	15
EXPA5173	The Arts: Curriculum and Instruction	15

Session 2 - Elective Strand (Select One)

EXPA5060	Studio Practice in Context of Contemporary Art Theory and Criticism	15
EXPA5090	Dance Styles: Historical Antecedents and Modern Developments	15
EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education	15
EXPA5150	Performance Studies: Jazz Ensemble	15
EXPA5160	Performance Studies: Studio Production	15

Note: Elective subjects may vary from session to session and may be offered in a Summer or Winter School to coincide with school holidays. Students are advised to consult with the Course Coordinator prior to enrolment to check on subjects available in any one session.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Graduate Diploma of Arts

EXPA6001
Arts and Society in Time
Staff Contact: Mr Richard Morphew
CP10 S1 HPW3

Students are introduced to the history of art forms and the changing nature of art forms over time by examination of decisive formal features that have guided historians to organise and group art works into epochs. Alternative ways to analyse the history of art forms will be reviewed and an interdisciplinary approach will be introduced to assist students to draw historical interpretations from studies across epochs and art forms.

EXPA6002
Modernism in the Arts
Staff Contact: Mr Richard Morphew
CP10 S2 HPW3

This subject continues the investigation of historical art forms and concentrates upon selected modernist art forms from the mid-Nineteenth Century to contemporary times. Introduces students to topics that assist them to examine the schemes of ideas that help to explain the practice of the arts in the modern period, perceptually experience and respond to the contemporary art forms and logically review modern arts developments.

EXPA6003
Aesthetic Education
Staff Contact: Mr Richard Morphew
CP10 S1 HPW2

This subject examines theories of aesthetic education. Questions concerning aesthetic experience and aesthetic valuing in the arts will be considered. Topics will include theory and practice in aesthetic education, aims of aesthetic education, arts and knowing, planning programs in schools.

EXPA6004
Independent Study
Staff Contact: Mr Richard Morphew
CP10 S2 HPW2

This subject is intended as an individually designed study that investigates (historically or creatively), a topic in one or more art forms. Students develop their studies in consultation with an academic adviser. The final presentation may be in a print format or combination of print with a performance, exhibition or visual media.

EXPA6005
Combined Arts Production
Staff Contact: Mr Richard Morphew
CP20 S2 HPW4

This subject involves students in applying their creative skills and conceptual and perceptive understanding of various art forms, to the planning and presentation of a performance and/or exhibition. The production is based upon a theme, concept of idea and all students, either individually or in small groups, elect an art form that, together with other selected forms, expresses a group response to the chosen theme concept or idea.

EXPA6006
The Arts and Education
Staff Contact: Mr Richard Morphew
CP10 S1,S2 HPW2

This subject assists students to examine contemporary issues in the arts and education, arts advocacy as part of the promotion of the arts in education and review national and international developments in arts education that will affect the teaching of the arts in school. Topics will include the value of the arts to child development, national and state initiatives in arts education, education links with TAFE; past and present arts education programs in art galleries and museums, the Australian Opera and Australian Broadcasting Corporation with the potential to extend arts education programs. For effective planning and evaluation of curriculum in the arts, students will be required to review arts policy documents and develop a rationale for the teaching of the arts in school.

EXPA6007
Craft in Society
Staff Contact: Mr Richard Morphew
CP10 S1,S2 HPW2

This subject examines theory, criticism and practice of the crafts in society. Introduction and analysis of different critical perspectives in the study of craft: anthropological, historical, interdisciplinary, artefact analysis, personal ideology/narrative, philosophical. Society and political context of craft, role of craftsperson, technology and effect of technology on craft practice. Core studies of craft practice in different cultural groups.

EXPA6008
Special Project
Staff Contact: Mr Richard Morphew
CP10 S1,S2 HPW2

The Special Project is an individualised project of a theoretical or practical nature in one of the expressive or performing arts fields. It is intended to extend skills and knowledge leading to a written project, exhibition or performance. Students will be required to submit a proposal and obtain permission of the Course Coordinator and/or Head of School.

EXPA6021
Art 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject introduces students to a variety of formal practical design exercises in two or three dimensions to assist them to gain knowledge about fundamental art making processes, and to enable them to work creatively, skilfully and confidently towards the development of a personal imagery.

EXPA6022
Art 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject provides students with practical experience in two dimensional art. Students focus upon drawing/painting or drawing/graphics as their major field of research/art making and are expected to develop a competent approach to the investigation and processing of visual information and evidence of technical mastery of their chosen media.

EXPA6031
Craft 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject is designed to examine aspects of craftsmanship, workshop skills and basic principles of design within selected fields of the crafts and to foster individual expression in practical craft work. Practical design crafts projects are selected from textiles, paper construction and ceramics are undertaken as part of craft work.

EXPA6032
Craft 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject extends the student's knowledge and practice of the crafts through the application of design principles and technical skill introduced in Craft 1, to one major craft project. The craft project includes investigation into the form and its history and technical processes associated with production. Extensive documentation of the process is required.

EXPA6041
Dance 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

The subject introduces students to dance as performance and includes skills in the technical aspects of dance, investigation of the expressive potential of dance, critical insights into different styles of dance and an examination of the historical development of dance as an aesthetic form of expression.

EXPA6042
Dance 2
Staff Contact: Mr David Spurgeon
CP10 SS HPW2

This subject expands the student's knowledge of dance forms and builds upon skills and techniques studied in Dance 1, especially focusing upon group choreography, staging and contemporary dance forms.

EXPA6051
Drama 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject introduces students to the basic elements of drama, particularly in relationship to the development of theatre drama. Practical work is an essential element.

EXPA6052
Drama 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject is a sequel to Drama 1, and is designed to extend the knowledge and skills required in acting, producing and evaluating drama.

EXPA6061
Music 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject integrates practical and theoretical studies in music. It aims to extend students' proficiency in a chosen musical medium, vocal or instrumental, and to develop technical and musical skills. The subject introduces music theory, harmony and musical history through listening, interpretation activities and practical experience.

EXPA6062
Music 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject is an extension of Music 1. It aims to refine students' skills in musical performance and aural awareness and to further extend knowledge of musical theory and harmony and musical history. It also explores the foundation techniques of musical composition.

EXPA6071
Photography 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject introduces students to photography as a means of personal expression and as a medium for recording and communicating to others. Principles of design and effective techniques of composition are reviewed and applied to individual projects in black and white photography.

EXPA6072
Photography 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject takes students to a more advanced level in photography with opportunities to develop and extend camera and darkroom techniques in black and white photography beyond those learned in Photography 1 and to gain basic skills in processing colour film.

EXPA6081
Video 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject enables students to investigate the creative potential of video and gain technical skills in the production of short experimental works from onsite and studio projects.

EXPA6082
Video 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject is intended to provide students with additional video production experiences following the initial experiences in Video 1. Particular emphasis is placed upon examining the role of video as a contemporary medium of expression, critically reviewing selected short video productions of an experimental nature and establishing facilities for undertaking individual and group experimental productions.

EXPA6091
Writing 1
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject is designed to involve students in literary criticism, creative writing and preparing material for publication.

EXPA6092
Writing 2
Staff Contact: Mr Richard Morphew
CP10 SS HPW2

This subject assists students to undertake a major in-depth study of one selected literary form and complete a major creative writing project in that selected form.

Master of Education in Creative Arts

Core Strand Subjects

EXPA5000
Contemporary Issues in School Education
Staff Contact: Dr Peter Thursby
CP15 SS L2

This subject assists teachers to examine contemporary issues in school education and review national and international developments in education that affect school education in the 1990s and into the 21st Century. Government reports on policy and priorities at state and federal level are critically examined and issues bearing on school curricula are studied. Education issues are examined in terms of broad impact upon school curriculum and more specifically upon the arts in education. Topics include quality of education, purposes of schooling, equity in schooling, school and work, education for the disadvantaged, education for the gifted and talented, school development and change, school evaluation and centres of excellence.

EXPA5010
Aesthetic Education in Schools
Staff Contact: Dr Peter Thursby
CP15 S1 L2

This subject introduces theories of aesthetic education and examines the significance and value of a theory of aesthetic education for society, culture and school. Questions concerning aesthetic experience and aesthetic valuing in the assessment of the arts are considered with reference to school curriculum. Readings, discussion and experiencing of the arts are directed towards cultivating a sense and understanding of aesthetic education and the arts and how aesthetic education contributes to a formal school education. Topics include art in cultural context, modern aesthetic theory and its applicability to experience, aesthetic experience and school education, research and development in teaching aesthetic skills and aesthetic criticism.

EXPA5020
Introduction to Research in Arts Education
Staff Contact: Dr Peter Thursby
CP15 S1 L2

This subject introduces students to educational research. Topics include the nature and purposes of educational research, the characteristics of the research process, selection of a research problem, ethics in planning, conducting and reporting research. Various methods of research are examined: experimental, historical, survey, ethnographic, case study, illuminative evaluation, educational criticism, educational connoisseurship and others. Techniques for collecting data are investigated and students are assisted in reading and evaluating research reports.

EXPA5030
Applied Research in Arts Education
Staff Contact: Dr Peter Thursby
CP15 S2 L2
Prerequisites or Corequisites: EXPA5000, EXPA5010 and EXPA5020

This subject assists students to undertake action research in the school context. Research may focus upon social practice or action in the classroom, a specific teaching practice, personal professional knowledge, curriculum development and evaluation or student learning. The research project should investigate arts education theory or practice in the school context. The theory of small-scale research is covered and students will be assisted through the process of conducting small-scale research and documenting and reporting the findings.

Elective Strand Subjects

EXPA5040
Human Development and Art Education Theory and Practice
Staff Contact: Dr Peter Thursby
CP15 SS L2

This subject examines the major phases or stages of individual development through art and the appearance, meaning and function of art at each stage. Alternate theories are examined and compared for their adequacy in dealing with visual evidence and in terms of the respective

implications for art education. The application of perceptual and cognitive responding in different facets of art making and critical responding is also introduced and examined to assist students to understand the factors involved in creative practice and aesthetic experiencing.

EXPA5050
Teaching Art: Contemporary Issues that Influence Classroom Practice
Staff Contact: Dr Peter Thursby
CP15 S2 L2

The subject assists students to become familiar with contemporary writing in Australia and overseas on issues concerned with art education. There are a range of issues examined and compared to gauge their adequacy in responding to critical social, economic, political and educational needs in schools and the implications for art education. Topics include design education, discipline-based art education, cognition and the visual arts, creativity, art advocacy, talented and gifted children, art programs in special education and eduation and technology. Australian art syllabi and visual arts program documents are also reviewed.

EXPA5060
Studio Practice in Context of Contemporary Art Theory and Criticism
Staff Contact: Dr Peter Thursby
CP15 SS L2

This subject examines current art theory and art criticism through studio practice, readings and through responding to visual art exhibitions and contemporary art production. These practical, critical and reflective experiences assist students to define their own aims as practitioners and their own abilities to respond in informed ways to contemporary art theory and practice.

EXPA5070
Human Development and Dance Education Theory and Practice in Schools
Staff Contact: Mr David Spurgeon
CP15 SS L2

The subject studies the development of dance in education during the Twentieth Century. The philosophical bases of dance for young people are reviewed and analysed and students are expected to develop a rationale for the value of dance in school education in terms of the physical, cognitive and affective life of the individual. There is an historical overview of dance in education in Australia since 1900 so that modern dance education practices can be placed in context. An examination of styles and types of dance taught in schools or with potential to be taught in schools assists students in constructing their own dance program.

EXPA5080
Teaching Dance: Dance Improvisation and Composition
Staff Contact: Mr David Spurgeon
CP15 S2 L2

The focus of the subject is upon the nature and role of improvization in dance and ways to encourage and assist students to create dance compositions. Improvisation and composition will be examined in terms of their relevance to dance in education and to performance dance.

Participation in practical dance classes is required of students taking this subject.

EXPA5090
Dance Styles: Historical Antecedents and Modern Developments
Staff Contact: Mr David Spurgeon
CP15 SS L2

This subject examines the range of dance technique styles offered to students and investigates their significance and benefit from kinesiological, educational, pedagogical, gender and social viewpoints. The current influence of the pop/rock culture on dance in general and dance styles in particular is investigated and compared with the influence of both classical ballet and Australia's ethnic diversity. This subject is both practical and theoretical and should enable students to choose from style diversity a program specifically suited for a target group.

EXPA5100
Drama in Education: Theory and Methodology
Staff Contact: Dr Peter Thursby
CP15 SS L2

Theoretical approaches to the teaching of drama is analysed in the context of historical and social developments which have influenced educational practice this century. Students research the nature of learning processes in drama and examine the importance of 'child play' experienced through drama in conjunction with other studies into the nature of 'child play'. This subject contrasts the methodologies of leading drama practitioners which have determined the current diversity of approaches adopted by teachers. The theoretical function of the teacher as catalyst or facilitator and frequently as director in the process of creative drama is examined against the background of the contentious debate over 'product versus process'.

EXPA5110
Drama Curriculum: Implementation in Schools
Staff Contact: Dr Peter Thursby
CP15 S2 L2

This subject examines the process of curriculum development for Years K-6, 7-10 and 11-12. Practical work involves structuring units of drama around the framework of the syllabus to create programs that are suitable for particular schools. Areas of knowledge and skills needed are identified and implementation strategies and evaluation procedures explored. Current suggested strategies for curriculum development in drama in education are critically examined and drama documents and practice in educational systems in Australia provide comparative studies. Syllabus and support documents from the NSW Department of School Education are investigated in conjunction with North American practices in drama and recent applications of curriculum in British schools.

EXPA5120
The Influence of Modern Theories of Performance and Theatre on Drama Education
Staff Contact: Dr Peter Thursby
CP15 SS L2

This subject is designed to provide students with a thorough grasp of the principles of modern theories of performance in theatre and their major influence on the practice of drama

education both overseas and in Australia. The origins and current expressions of performance idiom are studied as part of contemporary theatre practice. Their roots in modernism are studied and the applications of these practices and principles to drama education identified, researched and explored in performance studies and studio productions.

EXPA5130
Contemporary Studies in Music Education: Jazz Studies
Staff Contact: Dr Peter Thursby
CP15 SS L2

Students study the nature of jazz, its historical development from African roots to the present day, jazz theory and harmony and performance practice. This subject involves students in some practical performance work and includes an investigation of teaching strategies for the introduction of jazz to schools.

EXPA5140
Contemporary Studies in Music Education: Popular Music/ Rock and Roll
Staff Contact: Dr Peter Thursby
CP15 SS L2

This subject traces the development of popular/rock music from the 1950s to the present day. The study includes an investigation of the influence of technology on the development of these styles and the study of popular/rock music with a social/political context. Other topics to be investigated include: problems of analysis in popular/rock music, music in the age of MTV, performance practice and teaching strategies for the classroom. Students need to become familiar with basic synthesizer and recording technology. Some studio production work required.

EXPA5150
Performance Studies: Jazz Ensemble
Staff Contact: Dr Peter Thursby
CP15 SS L2
Prerequisites and Corequisites: EXPA5130

Students are involved in rehearsals in preparation for at least one public performance. Skills in improvization and ensemble playing are developed throughout the duration of the subject. Relevant literature from published material is reviewed and considered in preparing a program and developing procedures for rehearsal and performance.

EXPA5160
Performance Studies: Studio Production
Staff Contact: Dr Peter Thursby
CP15 SS L2
Prerequisites and Corequisites: EXPA5140

This subject involves students in composing and recording at least two works in a specified popular/rock style. Students are required to program synthesizer/drum machines and where appropriate additional instrumentation such as guitars, percussion or vocals. Relevant current journal literature and sound manuals will be reviewed to assist in developing skills in the generation of sound.

EXPA5170
Youth Arts and Education
Staff Contact: Dr Peter Thursby
CP15 SS L2

This subject will examine the issues that affect the development and support of a youth policy in the arts and the planning and policy initiatives being undertaken in education to address youth arts. National policy documents on the arts in education, state and regional arts programs, federally funded priority education programs and international youth arts developments will be investigated and assessed in terms of their aims, implementation strategies and results. The subject will review the implications for education and education in the arts particularly the impact youth arts policies will have on curriculum development in the arts.

EXPA5171
Special Project
Staff Contact: Dr Peter Thursby
CP15 SS L2

The Special Project is an intensive and individualised project of a theoretical or practical nature in the creative arts that is intended to extend skills and or knowledge in a field of the creative arts. Students electing the Special Project will be required to submit a proposal and obtain permission of the Course Coordinator and/or Head of School and that of the Special Project Supervisor.

EXPA5172
Professional Issues in Creative Arts Education
Staff Contact: Dr Peter Thursby
CP15 SS L2

Examination of the creative arts in school culture. Focus on content and aims of creative arts education in primary and secondary schools. Integration, collaboration, discipline-based arts education, personal cherishing examined. The pedagogy of arts education, developments in curriculum and instruction in specific arts strands. The role of research in arts education. Policy developments in arts education. Case studies and analysis of creative arts methods and strategies to promote and further develop arts education practice in school context.

EXPA5173
The Arts: Curriculum and Instruction
Staff Contact: Dr Peter Thursby
CP15 S2

The subject will address the changing nature and purpose of the arts in schools and examine national and state education policy issues, syllabus documents, teaching practices and resources available to support curriculum development in the arts. General topics will include the national curriculum, state syllabus documents and assessment. Topics of specific relevance to teachers for curriculum development purposes will be chosen from: contemporary arts forms, art and technology, human resources (artists in schools), museums and galleries, theatre and performance and specific curriculum and instruction methods developed for the arts classroom.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Damian Grace
CP15 S1 HWP2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 SS HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

School of Education Studies
Kensington Campus

Head of School
Professor John Sweller

Administrative Officer
Ms Sheena Wiard

Administrative Assistant
Sheila Zines

The School of Education Studies offers teacher education courses jointly with several other schools of the University. These courses lead to the award of the degrees of BABEd and BScBEd.

The School of Education Studies also offers Honours programs leading to the award of the above degrees with Honours in Education.

In addition the School offers graduate study programs leading to the award of the degrees Doctor of Philosophy (PhD), Doctor of Education (EdD), Master of Education awarded at Pass and Honours levels (MEd), Master of Educational Administration awarded at Pass and Honours levels (MEdAdmin) and Bachelor of Education with Honours (BEd Hons). See Graduate Study later in this handbook.

Undergraduate Study

Course Outlines

4055
Bachelor of Arts Bachelor of Education Course

Bachelor of Arts Bachelor of Education
BABEd

The concurrent Arts/Education combined degree course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study.

Pass Degree

Candidates for the award of the BABEd pass degree are required to:

1. obtain 70 compulsory credit points in the Education Studies subjects offered in Years 1, 2 and 3.

2. obtain **a further** 270 credit points (including no more than 90 Level I credit points) in subjects offered by the Faculty of Arts and Social Sciences. Students not majoring in Mathematics must complete 105 credit points in each of **two** school teaching subjects selected from the following list:

Chinese
Drama
English

English as a Second Language*
French
German
History
Indonesian
Japanese
Spanish
Students majoring in Mathematics must complete 120 credit points in Mathematics subjects together with suitable complementary subjects from other areas approved by the Head of the School of Education Studies.

3. complete 130 credit points in Year 4 Teacher Education subjects conducted at the St George (Oatley) Campus. These subjects comprise *either* one double method subject (in Mathematics) *or* two single method subjects, educational electives, Teaching Experience, Special Education and Professional Issues and Responsibilities.

4. complete 15 credit points of General Education subjects.

Note: Where students transfer to the degree of BA only it will be necessary to complete an additional General Education subject.

English as a Second Language (ESL) is a teaching subject. It is not an academic discipline within the Faculty of Arts and Social Sciences. Appropriate background studies for teaching ESL could be Linguistics or a European language.

BABEd Course Outline

Year 1		CP
EDST1101	Educational Psychology (S1) 1	10
EDST1102	Social Foundations of Education (S2)	10
Major Subject 1		30
Major Subject 2 (or Level 1 elective/s if Mathematics)		30
Arts elective subject/s		30

Year 2		
Three Education Studies electives (3 x 10)		30
Major subject 1		45
Major subject 2 (or Upper Level electives if Mathematics major)		45
Upper Level Arts subjects		30

Year 3		
Two Education Studies electives (2 x 10)		20
Major Subject 1		45
Major Subject 2 (or Upper Level elective/s if Mathematics Major)		45
General Education subject/s (56 hrs)		15

Year 4		
Session 1		
TEED1224	Professional Issues and Responsibilities	20
TEED1226	Special Education	10
Session 2		
TEED1221	Education Elective A	5
TEED1223	Education Elective C	5
TEED1225	Teaching Experience	50
Full Year		
Appropriate Teaching Method Subject/s		40

Approved Programs

Before enrolment each year, students must seek advice from the School of Education Studies about approved combinations of teaching subjects (see list in 2 above). Not all teaching method subjects are offered each year in Year 4 and some combinations of subjects do not lead to satisfactory employment opportunities. The Arts subjects to be included in the program must be approved by the appropriate schools of the Faculty of Arts and Social Sciences before enrolment.

Subject Descriptions

For descriptions of Education Studies and Teacher Education subjects see later in this handbook. For descriptions of Arts subjects see the Faculty handbook for Arts and Social Sciences.

Honours Degree

At the conclusion of Year 4 (or Year 3 if appropriate) students who have satisfied any prerequisite conditions may be permitted to enter the Honours Year in Education or in any of the Arts disciplines. Students who satisfy the requirements of the Honours Year as well as those for the award of the combined degree of BABEd graduate with the award of the combined degree of BABEd(Hons).

Honours in an Arts Discipline

Students wishing to proceed to the award of the degree at Honours Level must complete:

1. any additional requirements as prerequisites for entry to the Honours Level program in the school or department concerned (normally in Years 2 and 3) and

2. in their Honours year of study, an approved Honours Level program in the school concerned.

Honours in Education

Students with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject EDST 1511 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

The structure of the Honours program in Education is as follows:

Year 3		CP
Session 2		
EDST1511	Advanced Education Studies 1 (1 component)	10

Honours Year		
EDST1512	Advanced Education Studies 2 (3 components)	60
EDST1901	Thesis	60

During the Honours year, students are expected to take part in the weekly Research Seminars conducted by the School of Education Studies.

Every student proceeding to the Honours Year is assigned a Supervisor (and Co-supervisor if necessary). The Supervisor normally recommends the choice of components in the Advanced Education Studies 2 subject after consultation with the student and the Education Honours Co-ordinator.

Conditions for the award

Enrolment and progression
Satisfactory performance in the subject EDST1511 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

Assessment
The four components of the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Education Honours Coordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated from the combined marks awarded for the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 (one-fifth) and the mark awarded for EDST1901 Thesis (four-fifths). On the basis of this final mark, the degree of Bachelor of Arts Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class II Division II, Class III.

4075
Bachelor of Science Bachelor of Education Course

Bachelor of Science Bachelor of Education BScBEd

The Bachelor of Science Bachelor of Education combined degree course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study.

Pass Degree

In order to qualify for the pass degree, students must:

1. satisfy requirements in the Education Studies subjects offered in Years 1, 2 and 3, as specified in the programs below.

2. obtain at least 315 credit points including no more than 150 Level I credit points, in Science subjects (except in the case of the Mathematics program, where elective subjects from the BA degree course may be included), in an approved four-year program which consists of:

a) at least a major sequence in an area corresponding to one of the teaching subjects in the following list together with suitable complementary subjects from other areas: Biology, Chemistry, Geology, Mathematics, Physics

b) the Year 4 subject HPST2106 The Scientific Theory

3. satisfy requirements in Year 4 Education subjects including either Mathematics Method or Science Method plus educational electives, Teaching Experience, Special Education and Professional Issues and Responsibilities conducted at the School of Teacher Education, St George Campus.

4. complete 15 Credit Points in approved General Education subjects. (This does not apply to students who commenced before 1996.)

Approved Programs

Each student must select one of the programs of study approved for the course by the Board of Studies in Science and Mathematics.

Subject descriptions for Education Studies and Teacher Education subjects appear later in this handbook. For descriptions of all Science and Mathematics subjects see the Science handbook.

The approved programs are as follows:

0158
Physics

Year 1		CP
EDST1101	Educational Psychology 1 (S1)	10
EDST1102	Social Foundations of Education (S2)	10
CHEM1101	Chemistry 1A (S1)**	15
CHEM1201	Chemistry 1B (S2)**	15
MATH1131	Mathematics 1A (S1)	15
MATH1231	Mathematics 1B (S2)	15
PHYS1002	Physics 1 (FY)	30

Year 2

Two Education Studies elective subjects		20
MATH2011, MATH2520, MATH2120		30
PHYS2001, PHYS2011, PHYS2021, PHYS2031		60
Either BIOS1101 or GEOL1101		15
One General Education subject *		7.5

Year 3

Two Education Studies Elective subjects		20
PHYS3010 or PHYS3210, PHYS3030 or PHYS3230, PHYS3041, PHYS3050, PHYS3060		60
3 subjects from BIOS1101, BIOS1201, GEOL1101, GEOL1201		45
One General Education subject*		7.5

Year 4
Session 1

HPST2106	The Scientific Theory	15
TEED1224	Professional Issues and Responsibilities	20
TEED1226	Special Education	10

Session 2

TEED1221	Education Elective A	5
TEED1223	Education Elective C	5
TEED1225	Teaching Experience	50

Full Year

TEED1218	Science Method	40

Students proposing to proceed to Year 5 (Honours) in Physics must complete 90 Level III credit points.

Year 5 (Honours)
PHYS4103 or PHYS4113

Students are encouraged to select higher level Mathematics units where applicable.

Does not apply to students who commenced before 1996.

**Introductory subject available for those who do not meet prerequisites*

0258
Chemistry

Year 1

		CP
EDST1101	Educational Psychology 1(S1)	10
EDST1102	Social Foundations of Education (S2)	10
CHEM1101	Chemistry 1A (S1)**	15
CHEM1201	Chemistry 1B (S2)**	15
PHYS1002	Physics 1 (FY)	
or		
PHYS1022	Physics 1 for Health and Life Scientists (FY)	30
MATH1011	General Mathematics 1B (S1)	
or		
MATH1131	Mathematics 1A (S1)	15
MATH1021	General Mathematics 1C (S2)	
or		
MATH1231	Mathematics 1B (S2)	15

Year 2

Two Education Studies elective subjects		20
BIOS1101		15
CHEM2011, CHEM2021, CHEM2031, CHEM2041		60
GEOL1101		15
Either GEOL1201 or BIOS1201		15
General Education subject*		7.5

Year 3

Two Education Studies elective subjects		20
60 Level III Chemistry Credit points including at least three of CHEM3011, CHEM3021, CHEM3031, CHEM3041		60
Science elective subjects		45
General Eduction subject*		7.5

Year 4
Session 1

HPST2106	The Scientific Theory	15
TEED1224	Professional Issues and Responsibilities	20
TEED1226	Special Education	10

Session 2

TEED1221	Education Elective A	5
TEED1223	Education Elective C	5
TEED1225	Teaching Experience	50

Full Year

TEED1218	Science Method	40

Students proposing to proceed to Year 5 (Honours) in Chemistry must complete 105 Level III credit points in Chemistry subjects.

Year 5 (Honours)
CHEM4003

Does not apply to students who commenced before 1996.
**Introductory subject available for those who do not meet prerequisites*

1058
Mathematics

At all levels a specified Mathematics subject may be replaced by its higher equivalent.

Year 1

		CP
EDST1101	Educational Psychology 1 (S1)	10
EDST1102	Social Foundations of Education (S2)	10
COMP1001	Introduction to Computing (S1)	15
MATH1131	Mathematics 1A (S1)	15
MATH1231	Mathematics 1B (S2)	15
Level I Science electives		15
Level I Science or Arts Elective		30

Year 2

Two Education Studies elective subjects		20
MATH1081		15
MATH2501, MATH2510, MATH2120		30
At least one subject from Level II Statistics		15
At least 15 credit points from MATH2520,MATH2400, MATH2410, MATH2100, MATH2301		15
Further subjects from the above list, or Science electives, or electives from the BA course		30
General Education subject*		7.5

Year 3

Two Education Studies elective subjects		20
MATH3560 and MATH3570		15
Level III Mathematics subjects		45
Science or Arts electives		45
General Education subject*		7.5

Year 4
Session 1

HPST2106	The Scientific Theory	15
TEED1224	Professional Issues and Responsibilities	20
TEED1226	Special Education	10

Session 2

TEED1221	Education Elective A	5
TEED1223	Education Elective C	5
TEED1225	Teaching Experience	50

Full Year

TEED1216	Mathematics Method	40

Students proposing to proceed to Year 5 (Honours) in Mathematics must complete 90 Level III credit points in Mathematics subjects, some of which should be at the Higher Level.

Year 5 (Honours)
MATH4003 or MATH4103 or MATH4603 or MATH4903

Does not apply to students who commenced before 1996.

1758
Biology

(with a major in one of the Schools of Biological Science)

Year 1		CP
EDST1101	Educational Psychology 1 (S1)	10
EDST1102	Social Foundations of Education (S2)	10
BIOS1101	Evolutionary and Functional Biology	15
BIOS1201	Molecules, Cells and Genes	15
CHEM1101	Chemistry 1A (S1)**	15
CHEM1201	Chemistry 1B (S2)**	15
MATH1011	General Mathematics 1B (S1)	
or		
MATH1131	Mathematics 1A (S1)	15
MATH1021	General Mathematics 1C (S2)	
or		
MATH1231	Mathematics 1B (S2)	15

Year 2

Two Education Studies elective subjects		20
BIOS2011	Evolutionary and Physiological Ecology	15
BIOS2021	Introductory Genetics	15
BIOC2101	Principles of Biochemistry (S1)	15
BIOC2201	Principles of Molecular Biology (S2)	15
Additional Level II Science elective subjects to provide prerequisites for Year 3		45
General Education subject*		7.5

Year 3

Two Education Studies electives		20
Four Level III subjects in one area from the Schools of Biochemistry and Molecular Genetics, Biological Science or Microbiology and Immunology		60
Science elective subjects		45
General Education subject*		7.5

Students intending to take a major sequence (a minimum of 60 credit points) from any one of these schools should seek the advice of the school concerned as to a suitable combination of subjects.

Year 4

Session 1

HPST2106	The Scientific Theory	15
TEED1224	Professional Issues and Responsibilities	20
TEED1226	Special Education	10

Session 2

TEED1221	Education Elective A	5
TEED1223	Education Elective C	5
TEED1225	Teaching Experience	50

Full Year

TEED1218	Science Method	40

Students proposing to proceed to Year 5 (Honours) must complete 105 Level III credit points including a major sequence in the school chosen.

Year 5 (Honours)

The Honours program in the School in which the major sequence was undertaken.

*Does not apply to students who commenced before 1996.
**Introductory subject available for those who do not meet prerequisites.

2558
Geology

Year 1		CP
EDST1101	Educational Psychology 1 (S1)	10
EDST1102	Social Foundations of Education (S2)	10
GEOL1101	Geological Processes (S1)	15
GEOL1201	Geological Environments (S2)	15
MATH1011	General Mathematics 1B (S1)	
or		
MATH1131	Mathematics 1A (S1)	15
MATH1021	General Mathematics 1C (S2)	
or		
MATH1231	Mathematics 1B (S2)	15
PHYS1002	Physics 1 (FY)	
or		
PHYS1022	Physics 1 for Health and Life Scientists (FY)	30

Year 2

Two Education Studies elective subjects		20
BIOS1101	Evolutionary and Functional Biology	15
CHEM1101	Chemistry 1A (S1)**	15
CHEM1201	Chemistry 1B (S2)**	15
GEOL2011 and GEOL2031 and GEOL2022		45
Science elective subject		15
General Education subject*		7.5

Year 3

Two Education Studies elective subjects		20
GEOL3011 and GEOL3021		22.5
37.5 Level III Applied Geology credit points from GEOL3031, GEOL3052, GEOL3072, GEOL3082, GEOL3092, GEOL3101, GEOL3102,		37.5
Three Science elective subjects		45
General Education subject*		7.5

Year 4

Session 1

HPST2106	The Scientific Theory	15
TEED1224	Professional Issues and Responsibilities	20
TEED1226	Special Education	10

Session 2

TEED1221	Education Elective A	5
TEED1223	Education Elective C	5
TEED1225	Teaching Experience	50

Full Year

TEED1218	Science Method	40

Students proposing to proceed to Year 5 (Honours) in Geology must complete 105 Level III credit points in Geology subjects

Year 5 (Honours)

GEOL4303	Geology Honours
or	
GEOL4343	Geology Honours P/T (taken over 4 sessions)

*Does not apply to students who commenced before 1996.
**Introductory subject available for those who do not meet prerequisites.

Honours Degree

At the conclusion of Year 3 or Year 4, whichever is appropriate, students who have satisfied any prerequisite conditions may be permitted to apply for admission to the Honours Year in Education, in Mathematics, or in any of the Science disciplines. Students who satisfy the requirements of the Honours Year as well as those for the award of the BScBEd combined degree graduate with the award BScBEd(Hons).

Honours in a Science Discipline or Mathematics

Students wishing to proceed to the award of the degree at Honours Level must further complete:

1. any additional requirements as prerequisites for entry to the Honours Level program in the school concerned, and

2. in their fourth or fifth year of study, an approved Honours Level program in the School concerned.

Honours in Education

Students with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject EDST1511 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

The structure of the Honours program in Education is as follows:

Year 3		CP
EDST1511	Advanced Education Studies (1 component)	10

Honours Year		CP
EDST1512	Advanced Education Studies 2 (3 components)	60
EDST1901	Thesis	60

During the Honours year, students are expected to take part in the weekly Research Seminars conducted by the School of Education Studies.

Every student proceeding to the Honours year is assigned a Supervisor, and a Co-supervisor if necessary. The Supervisor normally recommends the choice of components in the Advanced Education Studies 2 subject after consultation with the student and the Education Honours Coordinator.

Conditions for the award

Enrolment and progression
Satisfactory performance in the subject EDST1511 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

Assessment
The four components of the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Education Honours Coordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated from the combined marks awarded for the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 (one fifth) and the mark awarded for EDST1901 Thesis (four-fifths). On the basis of this final mark, the degree of Bachelor of Science Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class II Division II, Class III.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units of studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Core Subjects

EDST1101
Educational Psychology 1
Staff Contact: Prof John Sweller, Dr Paul Chandler
CP10 S1 HPW2

An introduction to the study of Educational Psychology which examines some aspects of development and of learning and instruction. Topics include: cognitive development; development of memory; the role of knowledge; problem solving and thinking; an introduction to instructional methods.

EDST1102
Social Foundations of Education
Staff Contact: Dr Michael Matthews, Dr Putai Jin
CP10 S2 HPW2

Examines sociological and philosophical aspects of Australian education: different forms of school systems; structure and evolution of NSW schooling; role of government and pressure groups in the determination of curriculum and the distribution of resources; educational testing and inequalities in educational achievement: differing accounts of inequality, sexism in school systems, affirmative action programs and their putative justifications; the educational influence of both schools and families. Philosophical matters: ethics of affirmative action

proposals; justice in the distribution of educational resources; justification of curriculum decisions.

Elective Subjects

EDST1201
Educational Psychology 2
Staff Contact: Dr Renae Low, Prof Robert Elliott
CP10 S2 HPW2
Prerequisite: EDST1101

Covers critical areas of classroom instruction and provides a solid grounding in the cognitive psychology of school subjects. Topics include cognitive processes involved in writing, in reading, in mathematics and in science.

EDST1204
Ability Testing in Schools: Practice and Theory
Staff Contact: Dr Renae Low
CP10 S1 HPW2
Prerequisite: EDST1101
Studies the history and practice of intelligence testing (basic skills test, selective high school entrance test, School Certificate exams) in Australian schools. The evolution of intelligence tests is examined with emphasis on the criticisms that have resulted in the changing of tests. Arguments for and against the use of ability tests in an educational context.

EDST1205
Gifted and Talented Students: Recognition and Response
Staff Contact: A/Prof Miraca Gross, Mrs Katherine Hoekman
CP10 S2 HPW2
Prerequisite: EDST1101

Designed to equip prospective teachers with the skills to recognise and respond to the needs of intellectually gifted students, including students from disadvantaged and minority groups. Critically examines the theories of giftedness and talent which currently influence education systems in Australia, and NSW in particular. Explores the concept of giftedness beginning with an analysis of its historical and cultural roots and leading through to a focus on different domains and levels of giftedness. Introduces some of the objective and subjective methods of assessing the abilities and achievements of gifted students. Examines cognitive and affective development of gifted students in relation to current research on appropriate curriculum design and various teaching methodologies, as well as empirical research on the effectiveness of a wide variety of programs and provisions for gifted students. Fosters skills in identifying optimal contexts for learning for students of high intellectual potential.

EDST1301
Student Learning, Thinking and Problem Solving
Staff Contact: Dr Paul Chandler
CP10 S1 HPW2
Prerequisite: EDST1101

Examines how we reason, think and solve problems. How should we communicate with people to help them understand and learn? Answers are sought in the context of theories of mental processes.

EDST1302
Ethics and Education
Staff Contact: Dr Martin Bibby
CP10 S1 HPW2
Freedom and compulsion in education and the aims of education: equal opportunity, fairness and justice in education, indoctrination and the place of controversial issues in schools.

EDST1303
Science, Philosophy and Education
Staff Contact: Dr Michael Matthews
CP10 HPW2
Prerequisite: EDST1102
Note: Subject not offered in 1997.

Examines ways in which the history and philosophy of science can be incorporated into school science, history and English courses; includes the study of the history and nature of science and its relations with other aspects of human culture philosophy, religion, art, poetry; demonstrates how science has been one of the greatest influences in the development of the western world.

EDST1304
Stress and Anxiety in Students and Teachers
Staff Contact: Dr Putai Jin
CP10 S2 HPW 2
Prerequisite: EDST1101

Examines the concepts of emotion, stress and anxiety and their effects in both students and teachers. Discusses a range of physiological and psychological aspects, and the impact of the individual's state on performance outcomes. Includes possible management procedures.

EDST1401
Education Systems
Staff Contact: Dr John McCormick
CP10 S2 HPW2
Prerequisites: EDST1101 and EDST1102

Organisational structures of units within schools and of schools within systems, both governmental and non-governmental. Systemic differences among the Australian states. Comparisons with schools systems overseas. Comparison of curriculum and assessment practices, both locally and internationally.

Honours Subjects

EDST1390
Advanced Education Studies
Staff Contact: Prof Robert Elliott
CP10 S1 or S2 HPW2
Prerequisites: High CR average in at least 4 EDST subjects or by special permission

A class selected from a list of current topics available from the school office. Normally completed in Year 3. Intending Honours students may substitute this subject in place of one of the EDST elective subjects listed above.

EDST1511
Advanced Education Studies 1
Staff Contact: Prof Robert Elliott
CP10 S1 or S2 HPW2
Prerequisites: High CR average in at least 4 EDST subjects, or by special permission

Consists of one class per week. Choice of topic should be made after consultation with the BEd(Hons) Coordinator. Normally completed in Year 3.

EDST1512
Advanced Education Studies 2
Staff Contact: Prof Robert Elliott
CP60 F HPW 4 - 6
Prerequisite: CR or better in EDST1511

Consists of three components selected from a list available at the School office. The choice of components should be discussed with the BEd(Hons) Coordinator and will normally relate to the student's thesis topic. May be undertaken in either the fourth or fifth year of study.

EDST1901
Thesis
Subject Contact: Nominated Supervisor
CP60 F

Individual research work undertaken with direction from a nominated supervisor (and possibly a co-supervisor). This constitutes 80% of the final (weighted) honours mark.

Year 4 Subjects

TEED1226
Special Education
Staff Contact: Dr Loretta Giorcelli
CP10 S1 HPW2
Corequisite: Two single method subjects or one double method subject.

Consideration is given to exceptional children with learning, intellectual, physical, emotional or sensory disabilities and to gifted children and talented children. Strategies and criteria for identifying these types of students are examined. Their special needs are discussed and various remediation and extension possibilities explored. Appropriate teaching strategies, including those that incorporate special education technology and current computer technology are presented and evaluated.

TEED1203
Drama Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7 to 12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures.

The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: eg. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

TEED1204
English Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4

This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The junior syllabus emphasises the value of student centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. In this subject students will participate in the same kind of learning activities they will be using with secondary pupils, activities such as working in small groups to prepare resources they can use in teaching.

TEED1205
English as a Second Language Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4

In this subject, the student is acquainted with various aspects of language and language theory. The strand introduces the student to various teaching skills and strategies, different lesson types and the fundamentals of planning units of work. Attention is given to principles for the evaluation of teaching materials and possible strategies for their use. Students are made familiar with principles and procedures associated with student assessment and classroom management.

TEED1206
Chinese Method
TEED1207
French Method
TEED1208
Japanese Method
TEED1209
Spanish Method
TEED1210
Indonesian Method
TEED1211
German Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4 (for each subject)

These language method subjects involve the study of a variety of methodological approaches to the teaching of these subjects in secondary schools. Some attention is also given to the historical development of these methods and to linguistics as a discipline. Current syllabuses and means for implementing them are discussed. Issues such as motivational problems, assessment procedures and management issues are also considered. Practical sessions involving different audiovisual approaches are provided.

TEED1213
History Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4

A workshop approach using group work is adopted in History Method classes. Students thus play an active part in interpreting the junior and senior History syllabuses, in understanding the scope and content of those syllabuses, and in methods of evaluation.

The practical orientation of the course aims to show students how to develop childcentred enquiry based learning techniques and how to encourage the development of important skills in knowledge, communication and empathy through creative and imaginative activities.

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes.

Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

TEED1216
Mathematics Method (Double)
Staff Contact: Ms Rosemary Kearney
CP40 F HPW6
There are six main segments to this method: an examination of the objectives of teaching Mathematics at the secondary level; the consideration of elementary notions concerning a Mathematics curriculum and its construction; a comparison of the secondary Mathematics syllabuses of New South Wales with those of other systems: a discussion of strategies and method for teaching Mathematics with special reference to the School and Higher School Certificates; the preparation of Mathematics aids for classroom use; the consideration of various aspects of evaluation and related matters.

TEED1218
Science Method (Double)
Staff Contact: Ms Rosemary Kearney
CP40 F HPW9

Students are encouraged to examine the learning of scientific ideas from a student's point of view and to reexamine their own understanding of science within its sociological, philosophical and technological framework.

The subject is designed to build confidence in the use of a wide variety of teaching techniques, procedures and aids. A range of resource material developed in recent curriculum projects in secondary science both in Australia and overseas is introduced. Current syllabuses and means by which they can be implemented are discussed.

In addition to assisting students to develop skills in planning lessons, units or work and programs, presenting demonstrations, managing science classrooms, using school science equipment and developing audiovisual aids, students learn in workshop sessions how to teach aspects of various topics in biology, chemistry, geology, physics and integrated programs at both junior and senior levels. A number of issues, including pupil preconceptions in science, individualisation, mastery learning, primary science teaching, enquiry approaches, assessment and

evaluation, pupil differences, the use of microcomputers, safety, and legal considerations for the science teacher, are dealt with in both workshop and lecture sessions.

TEED1220
Computer Studies Method
Staff Contact: Ms Rosemary Kearney
CP20 F HPW4

This subject addresses the Computer Education Policy, the Computer Awareness Syllabus Years 7 to 10, the Computing Studies Syllabus Years 11-12. An initial understanding of the documents is provided by discussing the philosophies behind the policy and syllabuses and by developing an understanding of the requirements of the syllabuses. Included in the strand is the presentation and discussion of the relevant content, classroom management strategies, approaches for developing teaching programs and various methods of delivery. Special issues related to external and internal assessment requirements of the syllabus are examined and sample examination papers are discussed. The hardware and software requirements necessary for successful implementation of the syllabuses and policy are examined and reference is made to relevant research and its implications.

TEED1221
Educational Elective A
Staff Contact: Ms Rosemary Kearney
CP5 S2 Total Hours 16
Prerequisite: TEED1224
Corequisite: TEED1223, TEED1225, Two single or one double Method Subject(s)

TEED1223
Educational Elective C
Staff Contact: Ms Rosemary Kearney
CP5 S2 Total hours 16
Prerequisite: TEED1224
Corequisite: TEED1221, TEED1225, Two single or one double Method Subject(s)

For this subject one elective is chosen from a group which may involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; preparation of excursions suitable for school students; acquisition of computer literacy.

The electives offered depend upon staff availability and student demand.

TEED1224
Professional Issues and Responsibilities
Staff Contact: Ms Rosemary Kearney
CP20 S1 HPW4
Corequisites: Two single or one double method subject(s)

The focus is upon contexts in which secondary education takes place in Australia and especially in New South Wales. An examination is made of some of the political, economic, historical, social, legal and ethical factors that influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variables that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction is examined.

Education policy documents are examined and strategies for implementing them in the school and classroom are discussed. Topics dealt with include student welfare, personal development, antidiscrimination and human rights policies, environmental education policies, language across the curriculum, special needs education and schools' management directives such as the school attendance policy.

The special educational needs of exceptional secondary school children with intellectual and/or physical and/or emotional and/or sensory disabilities are discussed. Teaching and intervention strategies will incorporate those aspects of special education technology as well as current computer technology which may facilitate communication and learning.

TEED1225
Teaching Experience
Staff Contact: Ms Rosemary Kearney
CP50 S2 Total hours 238
Prerequisite: TEED1224
Corequisite: Two single or one double Method subject(s)

Two strands: Microteaching and School Experience

Microteaching:
Microteaching involves instruction in a number of teaching techniques and strategies by observation of teaching models and the participation in the teaching of small groups of students for short periods of time, using videorecording, playback and analysis to assist in evaluation and remediation. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice (see below).

Teaching Practice:
Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with roles adopted by school personnel and begin to teach segments of lessons and complete a seven week block initially prepared by their supervising teachers. Over this period students also prepare units of work for teaching during the seven week block to follow.

Throughout the seven week block students are required to teach a number of classes on a full time basis, working in close association with their supervising teachers.

Graduate Study

Course Outlines

8905
Bachelor of Education Course (Honours)
BEd(Hons)

The School of Education Studies at the Kensington Campus offers a two-session extension of the graduate Diploma in Education (DipEd) to complete the BEd (Honours) degree course. The course consists of five coursework components and a thesis.

EDST1550   Honours Seminar (Full Year)
EDST1901   Thesis (Full Year)

Each student is assigned a supervisor and co-supervisor if necessary. The supervisor normally recommends the choice of components of study in the subject EDST1550 after consultation with the student and the BEd(Hons) degree Adviser in the School. Students usually complete the majority of the honours seminars in Session 1 and concentrate on the thesis in Session 2.

Conditions for the Award

Enrolment and Progression
A completed Bachelor degree and a graduate Diploma in Education are normally required for entrance to the course. Performance in these courses must be of sufficiently high standard, in the judgement of the BEd(Hons) committee, to warrant admission.

Assessment
The five honours coursework components are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Bachelor of Education Honours Course Committee from two or more whose names have been provided by the Supervisor. The thesis is awarded a single final mark.

A final 'honours mark' will be calculated from the mark for EDST1550 Honours Seminars (one-fifth) and the mark for EDST1901 Thesis (four-fifths). Based on this final mark the Bachelor of Education Degree is awarded with a class of Honours of one of:

Class I,
Class II, Division I,
Class II, Division II
Class III

2990
Master of Education Course (Honours)

8910
Master of Education Course

Master of Education
MEd

The conditions for the award of the Master of Education degree are set out under Conditions for the Award of Higher Degrees later in this handbook. The degree course is designed for educationists who wish to study education at an advanced level and may be awarded at two levels: Pass and Honours.

The degree awarded at Pass Level is studied by taking subjects to the value of 120 credit points.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education (or other relevant subject) and are expected to complete subjects to the value of 60 credit points at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level may apply for registration after completing subjects to the value of 90 credit points, including a project, at an acceptable standard (a high credit average, including at least a credit grade for the project report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

Students may choose up to four subjects from the Master of Educational Administration course if places are available in classes. Prerequisite and corequisite requirements, as listed, are not to apply to students enrolled in the Master of Education course (8910).

Subject to the discretion of the Head of the School of Education Studies, students may choose up to four of their electives from subjects offered by other Schools in the Faculty or by any faculty within the University of New South Wales, or may receive credit for a maximum of four subjects of comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales or another recognised institution. In addition the Faculty offers three interdisciplinary subjects which may be counted towards the award of the MEd degree (see under Faculty Electives in the Subject Descriptions Section of this handbook.)

MEd degree subjects		CP
EDST2101	Introduction to Design and Analysis	15
EDST2102	Experimental Design and Analysis	15
EDST2103	Survey Design and Analysis	15
EDST2104	Educational Assessment and Measurement	15
EDST2106	Nonparametric Methods in Research Data Analysis	15
EDST2107	Advanced Nonparametric Methods in Research Data Analysis	15
EDST2108	Introduction to Modern Test Theory	15
EDST2201	Philosophical Issues in Education	15

MEd degree subjects		CP
EDST2202	The Nature of Intelligence	15
EDST2203	Social Philosophy and Education	15
EDST2204	History and Philosophy in Science Education	15
EDST2205	Current Research in Science Education	15
EDST2303	Human Problem Solving	15
EDST2304	Psychology of Reading	15
EDST2305	Learning Disabilities	15
EDST2306	Child Growth and Development	15
EDST2307	Mental Processes and Instructional Procedures	15
EDST2308	Learning: Theory and Practice	15
EDST2309	Issues in Mathematical Problem Solving Research	15
EDST2311	Principles of Industry, Commercial and Vocational Training	15
EDST2312	Using Technology in the Workplace	15
EDST2313	Adult Education and Workplace Training*	15
EDST2403	Organisational Analysis and Diagnosis	15
EDST2602	Values in Teaching and Reading Literature	15
EDST2603	The Filming of Literature: Implications for Teaching	15
EDST2607	Research on the Learning and Teaching of Mathematics	15
EDST2608	Computers and the Teaching-Learning Process	15
EDST2610	Personal Development Programs in Schools	15
EDST2704	Contemporary Issues in Education	15
EDST2800	Current Issues in the Education of Intellectually Gifted Children	15
EDST2801	Social and Emotional Development of Intellectually Gifted Children	15
EDST2802	Introduction to the Identification of Intellectually Gifted Children	15
EDST2803	Developing and Evaluating Programs for Intellectually Gifted Children	15
EDST2805	Curricula and Teaching Strategies for Intellectually Gifted Children	15
EDST2806	Catering for the Affective Needs of Intellectually Gifted Children	15
EDST3800	Project	15

*offered subject to approval

Notes:
1. Each subject is of 2 hours per week for one session except for the Project which requires individual supervision.

2. Candidates with appropriate Honours degrees may be registered for the degree of Master of Education at Honours Level at initial enrolment. Their program consists of subjects to the value of 60 credit points and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Faculty Higher Degree Committee.)

3. Candidates who have the approval of the Faculty Higher Degree Committee to transfer from the Pass Level to the Honours Level in the Master of Education (MEd) degree course after the completion of 90 credit points are reminded of the conditions governing maximum time.

4. Not all the preceding subjects are offered in any one year.

2945
Master of Educational Administration Course (Honours)

Master of Educational Administration (Honours)
MEdAdmin (Hons)

The degree of Master of Educational Administration may be taken at Honours Level, and selected students have the opportunity to proceed to the award of the degree of Doctor of Philosophy by research.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education or a related area and are expected to satisfy in four subjects, including at least two core subjects, at a suitable standard and to submit a thesis. Alternatively, students without a bachelor degree awarded at Honours Level may apply for registration after completing subjects to the value of 90 credit points, including at least two core subjects and a project, at an acceptable standard (a high credit average, including at least a credit grade for the project report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

8960
Master of Educational Administration Course

Master of Educational Administration
MEdAdmin

The conditions for the award of the degree of Master of Educational Administration are set out under Conditions for the Award of Higher Degrees later in this handbook.

The Master of Educational Administration degree course is a specialist program designed to equip current and aspiring administrators to manage education at all levels in government and independent schools, school systems, universities, TAFE and other educational organisa- tions.

Candidates for the degree are normally required to take subjects to the value of 120 credit points including three compulsory core subjects. A minimum of three elective subjects must be chosen from those offered in the Master of Educational Administration program.

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the faculty or by other faculties within the University of New South Wales, or may receive credit for a maximum of 30 credit points for subjects of a comparable standard successfully completed within the faculty of Professional Studies, other faculties of the University of New South Wales or another recognised institution.

Students may take up to two subjects in concentrated, full-time study during January. One subject may be taken full time during the academic/school vacation in June/July.

Core Subjects		CP
EDST4101	Organisation and Administration of Education in Australia	15
EDST4102	Administrative and Organisational Behaviour in Education	15
EDST4103	Organisation Theory in Education	15

Part-time students shall, except with permission of the Head of School, complete core subjects before proceeding to electives.

Elective Subjects		
EDST4205	Supervision and Development of Educational Personnel	15
EDST4206	Development and Evaluation of Educational Programs	15
EDST4207	Planned Change in Education	15
EDST4208	Leadership Theory, Research and Development	15
EDST4209	Legal Aspects of Educational Administration	15
EDST4210	Gender Issues in Educational Administration	15
EDST4211	Financial Issues in Educational Administration	15
EDST4212	Policy Making in Education	15
EDST4214	Social Issues and Educational Policy	15
EDST4215	Supervised Fieldwork in Educational Administration	15
EDST4216	Selected Aspects of Educational Administration 1	15
EDST4217	Selected Aspects of Educational Administration 2	15
EDST4218	Managing Information Technology in Education	15
EDST4219	Work Motivation in Educational Organisations	15
EDST4220	Educators' Occupational Stress and Burnout	15
EDST3800	Project	15

1975
Doctor of Education

Doctor of Education
EdD

This degree course involves both formal coursework and a significant research thesis. It is intended to serve the needs of top-level educational professionals who wish to consolidate, refine and expand their theoretical bases for the benefit of educational practitioners in general. The orientation of the course is towards the improvement of professional practice by the application of research findings to the problems, issues and development of teaching, learning, educational management and politics.

The EdD degree course may be completed over 3 years full-time or 6 years part-time.

Academic Program (Full time)		Duration
Part 1	Four EdD subjects including EDST5023	2 sessions
Part 2	EdD Thesis	4 sessions

Part 1 Subjects   CP

EDST5011	Issues in Educational Management	30
EDST5012	Theory and Practice of Organisational and Program Evaluation	30
EDST5014	Science and Humanities: Bridging the Two Cultures	30
EDST5015	Modes of Thought and their Instructional Implications	30
EDST5016	Knowledge Structures in Mathematical Problem Solving	30
EDST5018	Reading Acquisition and Reading Failure	30
EDST5020	Education of Intellectually Gifted Children	30
EDST5023	Research Methods	30
EDST5025	Organisational Learning and Research	30
EDST5026	Analysis of Nominal and Ordinal Research Data	30
EDST5027	Advanced Educational Measurement in the Social Sciences	30
EDST5028	Administrator and Teacher Effectiveness	30
EDST5029	Philosophy, Politics and Ethics in Education	30

1970
Doctor of Philosophy

Doctor of Philosophy
PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Bachelor of Education with Honours Degree Course

These subjects are available only to students enrolled in course 8905 (BEd Hons) at postgraduate level.

EDST1550
Honours Seminar
Staff Contact: Prof Robert Elliott
CP60 F HPW4-6

Consists of five separate components selected from a list available at the school office. The choice of components should be discussed with the BEd(Hons) Coordinator and will normally relate to the student's thesis topic.

EDST1901
Thesis
Staff Contact: Nominated Supervisor
CP60 F

Individual research work undertaken with direction from a nominated supervisor (and possibly a co-supervisor). This constitutes 80% of the final (weighted) honours mark.

Master of Education Degree Course

EDST2101
Introduction to Design and Analysis
Staff Contact: Dr Putai Jin, Prof Martin Cooper
CP15 S1 or S2 HPW2

Characteristics of sets of scores; descriptive statistics. Sampling, estimation, inference. Probability and its estimation. Sampling distributions. The unit normal distribution. Analysis of data from 'two-sample experiments': Student's t-test, the Mann-Whitney U test, Wilcoxon's matched-pairs signed-ranks test. Contingency tables. Correlation and its estimation: Pearson, Spearman and Goodman indices. Chi-squared test of independence. Introduction to the analysis of 'variance'. Simple regression analysis.

EDST2102
Experimental Design and Analysis
Staff Contact: Prof Robert Elliott
CP15 S2 HPW2
Prerequisite: EDST2101

Factorial experimental designs – one-way, two-way and three-way. A priori and post hoc comparison procedures.

Planned orthogonal contrasts and polynomial trend analysis. Analysis of variance designs with repeated measures. Statistical control of variables through analysis of covariance. Experience with computer analysis of data; particular emphasis on and use of the SPSS packages.

EDST2103
Survey Design and Analysis
Staff Contact: Dr Putai Jin
CP15 S2 HPW2
Prerequisite: EDST2101

The extraction and rotation of common factors by graphical and analytic means. Component analysis. The use of factor analysis in determining or confirming the hypothetical constructs underlying a set of variables. Factor analysis as a tool in the construction of educational and psychological tests. The extension of factorial analysis of variance designs to include many dependent variables. Analysis of data in non-orthogonal designs, both univariate and multivariate. Post hoc procedures, using Wilks, Roy Pillai and Lawley-Hotelling intervals. Application of factor analysis and multivariate analysis of variance to educational research problems. Use of package computer programs.

EDST2104
Educational Assessment and Measurement
Staff Contact: A/Prof Jim Tognolini
CP15 S1 HPW2

Purpose of assessment and measurement; educational objectives and the validity of assessment. Construction and administration of achievement tests: essay tests, objective tests, other tests (eg psychomotor, attitude, aptitude and personality tests). Cognitive levels; tables of specification. Characteristics of different types of objective test items. Brief review of descriptive statistics. Coefficients of correlation. Test validity and reliability. Improvement of test quality through item analysis including the validity and reliability of test scores, norms and profiles. Norm-referenced and criterion-referenced assessment. Descriptive factor analysis and its use in test construction. Likert scales; semantic differential technique.

Personality, 'intelligence', 'achievement', attitude, leadership- style, vocational interest and other tests. Evaluation of teaching and other professional performance. Higher School Certificate scoring, scaling and reporting. University selection; Tertiary Entrance Rank procedures.

EDST2106
Nonparametric Methods in Research Data Analysis
Staff Contact: Prof Martin Cooper
CP15 HPW4
Note: This subject is taught for 4 hours per week in weeks 1-7 only. Not offered in 1997.

Construction and properties of distributions and their use in determining exact probabilities. Correlation of ordinally-measured variables: Spearman's formula, Kendall's index, coefficient of concordance. The normal distribution, large-sample' approximate' tests. Binomial distributions, the Cox-Stuart tests. Chi-squared distributions; goodness-of-fit: chi-squared and

Kolmogorov-Smirnov tests. Tests for change: McNemar test, McNemar-Bowker test, Cochran's Q test. Correlation of categorical variables: phi, Cramer's index, chi-squared test of independence, Goodman's index of association. Hypergeometric distributions; Fisher's exact test, Overall's and Tochter's modifications; median test. Tests of homogeneity of proportions in K populations: *a priori*, and Overall and *post hoc* tests; use of arcsine transformation; K-population multinomial model.

EDST2107
Advanced Nonparametric Methods in Research Data Analysis
Staff Contact: Prof Martin Cooper
CP15 HPW4
Note: This subject is taught for 4 hours per week in weeks 8-14 only. Not offered in 1997.

Interaction in multiple 2x2 tables and *post hoc* tests. Two group tests: Mann-Whitney and normal-scores tests for independent samples; sign, Wilcoxon and normal-scores tests for matched pairs. K-group tests: Kruskal-Wallis, and normal-scores univariate tests; Katz-McSweeney multivariate test with univariate and multivariate Scheffé-like *post hoc* procedures. K-group repeated-measures and blocked designs: Friedman test (including use of normal scores), combined Wilcoxon tests, Hodges-Lehmann test and its extension to K-groups. Quade's analysis of covariance test; extension to multivariate, multicovariate designs.

EDST2108
Introduction to Modern Test Theory
Staff Contact: A/Prof James Tognolini
CP15 S1 HPW2

Aims to introduce participants to Rasch's Simple Logistic Model and its application to the construction of scales, such as tests and other measurement instruments. Familiarises participants with microcomputer programs and examines a range of practical applications that use this model: scaling, scale-equatings, computer adaptive testing and item banking. Basic issues in statistical modelling are emphasised throughout.

EDST2201
Philosophical Issues in Education
Staff Contact: Dr Michael Matthews
CP15 HPW2
Note: Not offered in 1997.

Philosophical views underlying educational practices and debates. Examines topics such as aims in education, the ideal of an educated person, neutrality and indoctrination in teaching, authority relations in schooling, curriculum construction, intelligence testing, learning and understanding, and other topics, in order to develop philosophical competence and knowledge. The work of one educational theorist is examined.

EDST2202
The Nature of Intelligence
Staff Contact: Dr Jim Gribble
CP15 S1 HPW2

Theories about intelligence and their relation to educational practice. Alternative concepts of intelligence and philosophical problems of definition, testing and the evaluation of tests. Intelligence and other mental attributes,

eg creativity, flair, intellect, imagination, insight. Intelligence and the ethics of educational selection. A philosophical critique of psychological and sociological contributions.

EDST2203
Social Philosophy and Education
Staff Contact: Dr Martin Bibby
CP15 HPW2
Note: Not offered in 1997.

Identification and study of concerns central to social philosophy, such as freedom, authority, justice, the relation of the individual to society, rights and laws, the nature of society, desirable forms of social organisation, etc. Detailed study of selected issues as they relate specifically to the provision of schooling within social formations.

EDST2204
History and Philosophy in Science Education
Staff Contact: Dr Michael Matthews
CP15 HPW2
Note: Not offered in 1997.

Examines some central philosophical questions raised by the Scientific Revolution - the role of authority in science, the place of mathematics in science, the relation of sensory evidence to theory, the place of metaphysics in science, the construction and interpretation of experiments and how these can bear upon school history and science courses. Examines the extent to which individual learning recapitulates the history of science.

EDST2205
Current Research in Science Education
Staff Contact: Dr Michael Mathews
CP15 S2 HPW2
Prerequisites: EDST2204

Examines a variety of research areas in science education such as: children's learning in science; the determinants of conceptual change in science and science learning; classroom climate studies and the effect of such climates on science learning; factors influencing girls' participation and performance in science; social, psychological and philosophical factors governing curriculum development and implementation in science; the history and philosophy of science in science education; science-technology-society education; and issues in multicultural science education.

EDST2303
Human Problem Solving
Staff Contact: Prof John Sweller
CP15 S1 HPW2

How human beings think, reason and solve problems. The basics of what is known about human thinking including the major concepts, methods, and research findings which have been produced over the last half century, along with relevant applications.

EDST2304
Psychology of Reading
Staff Contact: Prof Robert Elliott
CP15 S1 HPW2

The theoretical concepts underlying the study of reading, and the relationship of these concepts to the development of reading skills. Reading as a complex and interrelated skill. Aspects of orthography and language. Psychological

and neurological aspects relevant to reading. Theoretical and empirical studies of lexical access and comprehension. Affective and social factors in reading and learning to read.

EDST2305
Learning Disabilities
Staff Contact: Prof Robert Elliott
CP15 S2 HPW2

Current perspectives in learning disabilities, their nature, relevant theory and treatment. Characteristics and definition. Theory and empirical evidence specifying their cause. Approaches to treatment and their relationship to the theory and empirical evidence. The role of the professional.

EDST2306
Child Growth and Development
Staff Contact: Dr Renae Low
CP15 S1 HPW2

An examination of the principles of child development and how these principles interact with the educational process, including a study of individual differences and the manner in which these differences relate to education. Analysis of learning and how learning principles can be translated into educational practice is also discussed.

EDST2307
Mental Processes and Instructional Procedures
Staff Contact: Prof John Sweller
CP15 S2 HPW2

Factors which affect learning and problem solving in mathematics, science and related technical areas. Cognitive theories that can guide us in designing instruction. How to format instruction so that it accords with learners' mental processes. Techniques designed to hasten the development of problem solving expertise.

EDST2308
Learning: Theory and Practice
Staff Contact: Dr Renae Low
CP 15 S2 HPW2

The study of basic theories and principles of learning and methods of translating these theories and principles into educational practice. Includes classroom management, instructional development, and developing understanding.

EDST2309
Issues in Mathematical Problem Solving Research
Staff Contact: Dr Renae Low
CP15 S1 HPW2

Emphasis is placed on studies of the relationship between schematic knowledge and mathematical problem solving. Topics include measures of schematic knowledge, with reference to the 'text editing' technique. Analysis of the research on gender differences in performance on mathematics tests.

EDST2311
Principles of Industry, Commercial and Vocational Training
Staff Contact: Dr Paul Chandler
CP15 S1 HPW2

Explores modern conceptions of instructional design and their implications for industry, commercial and vocational training. Focuses on the use of recent research findings to improve the quality of training programs. Introduces and discusses a range of research based training strategies and procedures. Provides guidance in adapting appropriate instructional procedures for students' areas of interest and specific training needs. Aims to demonstrate a package of learning solutions designed to enhance performance, increase training flexibility, recognise individual learning needs and reduce instructional time.

EDST2312
Using Technology in the Workplace
Staff Contact: Dr Paul Chandler
CP15 S2 HPW2

Investigates the consequences of adopting modern technology in the workplace. Concentrates on maximising the use of computers and other technology in everyday working situations. Examines and discusses theory driven research in a range of technology areas (eg, multi-media computing) in detail. Demonstrates how the most recent industry and vocational research findings can be used in developing a set of instructional packages designed to enhance learning and make optimal use of technology. Allows flexibility to focus on individual technological needs of participants.

EDST2313
Adult Education and Workplace Training
Staff Contact: Dr Paul Chandler
CP15 S2 HPW2
Note: Offered subject to approval.

Examines a range of issues relevant to adult education and training in the workplace. Topics to be explored include models of adult learning, training needs analysis, effective communication, skill demonstration and assessment, budgeting for training, preparation skills, training aids and competency based training. The subject is designed to equip trainers and educators with the broad body of knowledge required for modern workplace training. The subject will be sufficiently flexibile for the individual needs of the participants.

EDST2403
Organisational Analysis and Diagnosis
Staff Contact: Dr Putai Jin
CP15 S1 HPW2

Impartial analysis of multifaceted organisational issues through psycho-social models and a set of tools. Aims at discussing organisational diagnosis and action perspectives. Emphasis on the problems of organisational, group and individual behaviour identified at different levels of the workplace. Includes an overview of current macro and micro organisational research, organisational assessment and methodology, political dynamics, education-business relationships, determinants of self-efficacy, cognitive traps, decision-making processes and dilemmas, organisational stress and developing new frames of reference.

EDST2602
Values in Teaching and Reading Literature
Staff Contact: Dr Jim Gribble
CP15 S2 HPW2

Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the

teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.

EDST2603
The Filming of Literature: Implications for Teaching
Staff Contact: Dr Jim Gribble
CP15 S1 HPW2

Use of films of novels and plays as stimuli to children's interest in and comprehension of literary works. Examines the complexities involved in transposing literature into film, eg the problem of transposing the narrative voice and tone of a novel into the film's mis-en-scene, camera positioning, montage, music, actors' appearances, movements, gestures, etc. A detailed examination of several novels and films designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

EDST2607
Research on the Learning and Teaching of Mathematics
Staff Contact: Prof Martin Cooper
CP15 HPW2
Note: Not offered in 1997.

A study of recent and current research in Mathematics Education, including problems in the areas of arithmetic, algebra, geometry, representation, computers and mathematics learning, teaching and the training of teachers. Emphasis is placed on experimental designs and methodologies as well as on findings and underpinning resulting theory. Encouragement for students to engage in research of their own.

EDST2608
Computers and the Teaching-Learning Process
Staff Contact: Dr Arthur Anderson
CP15 S1 HPW2
Note/s: This subject will be conducted on the St George Campus of UNSW (at Oatley) to make use of the computer resources. Not offered in 1997.

Introduces the student to the role of the microcomputer in the classroom with emphasis on the practical use of computers both in general teaching and specific subject areas. The rationale for the use of computers in the teaching-learning process is based on theoretical considerations covered in the course. Topics covered include: computers and the teaching-learning process, models for using computers in the classroom, research evidence on the effectiveness of using computers in teaching, evaluation and use of computer coursework in education, use of computers in specific subject areas.

EDST2610
Personal Development Programs in Schools
Staff Contact: Dr Michael Matthews
CP15 S2 HPW2

Personal Development as a compulsory part of the school curriculum in NSW. Examines the history of personal development in schools, the content matter of the curriculum health, sexuality, moral, social and spiritual aspects of human development, familial arrangements,

and educational issues raised in the teaching and evaluation of the program, in particular the issues raised by the teaching about controversial issues such as AIDS, contraception, and the teaching of ethics. Research on the effectiveness of sex education programs.

EDST2704
Contemporary Issues In Education
Staff Contact: Administrative Officer
CP15 SS HPW2

Opportunity for students to study a subject under visiting professors or lecturers with special experience and competence in selected aspects of education not offered elsewhere in the course.

EDST2800
Current Issues in the Education of Intellectually Gifted Children
Staff Contact: A/Prof Miraca Gross, Mrs Katherine Hoekman
CP15 S1 or S2 HPW2

Focuses on current philosophic and social attitudes within Australia and internationally, to the education of children of high intellectual potential. Explores the concept of giftedness beginning with an analysis of its historical and cultural roots and leading through to an examination of the current focus on different domains and levels of giftedness. Students analyse and evaluate a range of techniques for identifying giftedness and high ability in both primary and secondary students, with particular focus on strategies to identify gifted children in disadvantaged and minority groups. Current research evidence of the academic, social and emotional needs of gifted children is explored and teaching strategies and school organisational structures which have been shown to facilitate or impede the full development of high potential are investigated. Examines strategies by which teachers and administrators can facilitate school change to meet the needs of gifted students.

EDST2801
Social and Emotional Development of Intellectually Gifted Children
Staff Contact: A/Prof Miraca Gross
CP15 S1 HPW2
Prerequisite: EDST2800

Focuses on past and current research on the social, emotional and moral development of children of high intellectual potential. Current educational and psychological concerns regarding the incidence of underachievement, lack of motivation, depression and 'dropping out' among gifted children are examined. Implications of these concerns for educators and parents of gifted students. Influence of personalogical variables, including motivation, self-esteem, friendship choices and attitudes towards school and study, on the translation of high potential into high performance. Teaching strategies and class and school structures which facilitate or impede the development of positive social attitudes and supportive peer relationships in gifted children are critically analysed.

EDST2802
Introduction to the Identification of Intellectually Gifted Children
Staff Contact: A/Prof Miraca Gross, Mrs Katherine Hoekman
CP15 S1 or S2 HPW2
Prerequisite: EDST2800

An introduction to some of the subjective and objective measures by which children of high intellectual potential can be identified and their abilities and achievements accurately assessed. Methods of identification including: traits and characteristics of gifted students; classroom behaviours which indicate possible giftedness; developmental indicators such as early speech, mobility and reading; teacher, parent, peer and self nomination; and standardised tests of aptitude and achievement. Emphasises the use of a combination of approaches rather than a single measure. Attention to the recognition of different levels of giftedness, and to the identification of high potential in minority and disadvantaged groups including the physically handicapped, geographically isolated, Aboriginal children, and girls.

EDST2803
Developing and Evaluating Programs for Intellectually Gifted Children
Staff Contact: Mrs Katherine Hoekman
CP15 S2 HPW2
Prerequisite: EDST2800

Focuses on current research on the components of appropriate program development for gifted and talented children. Critical evaluation of program models currently used in Australia and internationally. Students are required to conduct needs analyses, develop and design programs appropriate for gifted students within the education system of NSW. Examines research on the effectiveness of enrichment, acceleration and various forms of ability, achievement and interest grouping with particular attention to the effects of these strategies on the students' academic and social development.

EDST2805
Curricula and Teaching Strategies for Intellectually Gifted Children
Staff Contact: Mrs Katherine Hoekman
CP15 S1 HPW2
Prerequisite: EDST2800

Focuses on current research on appropriate curriculum design, teaching methodologies and resources for gifted and talented children. Critical evaluation of enrichment paradigms currently used in Australia and internationally. Development of differentiated curricula appropriate for use with academically gifted students in the regular classroom or in special settings. Examines closely research on the effectiveness of various enrichment paradigms with particular attention to the methods of evaluating the appropriateness and effectiveness of various teaching strategies and resources.

EDST2806
Catering for the Affective Needs of Intellectually Gifted Children
Staff Contact: Mrs Katherine Hoekman
CP15 HPW2
Prerequisite: EDST2800
Note: Not offered in 1997.

Examines the research dealing with the many dimensions of appropriate affective curriculum design for intellectually gifted students. Concentrates on the development and monitoring of affective competencies, as they complement the attainment of cognitive competencies. Focuses on the research dealing with strategies and counselling interventions which can be provided by teachers trained and experienced in guidance procedures, the role of the school counsellor and current research on the vital role of parents in this context.

EDST3800
Project
Staff Contact: Various, depending on supervision.
CP15 S1 or S2 or F or X1 or X2
Excluded: EDST3801, EDST3802

Individual research on a topic approved by the Head of School with appropriate consultation and supervision. Intended to prepare students for further research at doctoral level.

Faculty Electives

PROF 0001
Professional Ethics
Staff Contact: Dr Martin Bibby
CP15 S1 HWP2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 SS HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

Master of Educational Administration Degree Course

Core Compulsory Subjects

EDST4101
Organisation and Administration of Education in Australia
Staff Contact: Prof Fenton Sharpe
CP15 X1 or S2 HPW2

Introduction to the structure, operation and financing of Australian education. Changing roles of Governments, National agencies, Ministers of Education, Departments, Directors-General, Statutory Boards and public servants. Centralisation/decentralisation: regionalisation, school councils, senates, councils of tertiary institutions, the concept of institutional 'autonomy'; structures and processes for monitoring, evaluating and reporting on effectiveness; financial implications. Government support for non-Government institutions; funding issues. Educational accountability. Roles of unions, parent organisations, ethnic groups, media.

EDST4102
Administrative and Organisational Behaviour in Education
Staff Contact: Prof Fenton Sharpe, Dr John McCormick
CP15 S1 or S2 HPW2

Deals with the contexts, roles and functions of management in educational institutions: leadership, team work, decision-making, communication, planning and policy-making, human resource management, staff motivation and satisfaction, exercising power/authority/ influence, structuring and organising, problem solving, quality assurance and total quality management, managing learning and teaching, and managing physical resources. Study of research into these issues in educational settings.

EDST4103
Organisation Theory in Education
Staff Contact: Dr John McCormick
CP15 S1 or S2 HPW2

The application of organisation theory to educational administration. Scientific management theory, bureaucracy and professional educators, human relations, open systems theory. Contemporary critiques of conventional theories of educational organisations. Educational goals, organisational culture, educational technology, the educational environment, interorganisational linkages, organisational effectiveness. Alternative theories of educational organisation.

Elective Subjects

EDST4205
Supervision and Development of Educational Personnel
Staff Contact: Dr Bob Conners
CP15 S1 or S2 HPW2
Excluded: EDST2611 and TEDG1202

Deals with the management of human resources in educational organisations. Recruitment, selection and induction of staff; appraisal and development of teaching and administrative performance; administrative dilemmas, conflict, and career paths for educational personnel; and professional improvement strategies for educational administrators. Models, strategies and processes of supervision. Establishing supervisory programs.

EDST4206
Development and Evaluation of Educational Programs
Staff Contact: Dr Bob Conners
CP15 S1 or S2 HPW2

Examines the development of curricula and other educational programs. The nature, goals and content of educational programs, models of program development, personnel involved, organisational processes and administrative tasks in developing and implementing programs. Program evaluation: the meaning, purposes and nature of evaluation, the uses of evaluative information, evaluation models, program review procedures, development of criteria and standards, collection, analysis and reporting of data, ethical issues in reporting findings, and audiences of evaluation.

EDST4207
Planned Change in Education
Staff Contact: Dr Bob Conners
CP15 HPW2
Note: Not offered in 1997.

Managing change in educational organisations. Theoretical and practical issues associated with change: perspectives on planned change, sources of change, reasons for innovating, phases of planned change, role of and recurring problems for change agents/administrators, equipping administrators to instigate and manage change, and methods for implementing and maintaining change. Considers each issue in the light of the current educational situation in Australia.

EDST4208
Leadership Theory, Research and Development
Staff Contact: Dr Bob Conners
CP15 S1 or S2 HPW2

A study of leadership theory and of leadership training and development programs. The first and major component spans such topics as classical theoretical perspectives; autocratic and democratic concepts; leadership dimensions; contingency and situational theories of leadership. The second component considers the instruments used to assess leadership style; the research literature on designing and evaluating leadership development programs; and current trends in the field.

EDST4209
Legal Aspects of Educational Administration
Staff Contact: Dr Bob Conners
CP15 S1 HPW2

Sources of law in the context of a historical overview of the evolution of State and Commonwealth responsibility for education; analysis of current New South Wales statutory responsibility for education; legal rights, obligations and duties of students and parents/guardians with emphasis on litigious areas such as negligence, discipline and privacy; review of administrative decisions by educators by the Supreme Court generally and in specific areas such as the Ombudsman, anti-discrimination, copyright and freedom of

information; the interplay of State/Commonwealth education funding; overview of employer/employee relationships, both common law and statutory appointments, promotions, transfers, professional misconduct.

EDST4210
Gender Issues in Educational Administration
Staff Contact: Dr Bob Conners
CP15 HPW2
Note: Not offered in 1997.

Examines the theoretical and practical implications of gender for thinking about issues relating to educational organisation and administration. Issues such as feminist scholarship and androcentric bias in educational research; the historical context, societal expectations and constraints associated with women as educators; educational equity in instruction and the design of materials; women in higher education; female culture and gender differences in administration.

EDST4211
Financial Issues in Educational Administration
Staff Contact: Dr Bob Conners
CP15 S1 HPW2

Economics and financial management as they relate to education. Introduction to economic concepts; research and thinking about financing and allocating educational resources, issues of educational efficiency, effectiveness and equity, and political influences on educational provision. Students are encouraged to consider a range of current economic and educational issues in the light of theoretical discussion. Budgeting processes, financial resource allocation and facilities management in educational organisations.

EDST4212
Policy Making in Education
Staff Contact: Prof Fenton Sharpe
CP15 S2 HPW2

Deals with political and policy issues in education. The meaning of policy. Policy making in the context of decision making and influences on educational policy making. Theoretical approaches to policy making; models of decision making behaviour and limitations of policy analysis models. Policy making in a political system; political orientation of policy makers; environmental, organisational and management influences on policy making. Identifying needs for new and amended policy. Stages in policy development and implementation. Theoretical perspectives on the policy process, and use of theoretical frameworks in developing policy guidelines. Application to policy settings in Australian Education.

EDST4213
Communication and Human Relations
Staff Contact: Dr Bob Conners
CP15 X1 HPW2

Interpersonal relations in administration: communication theory; small and large groups; influence of individuals, pressure groups, public opinion; communication in decision-making in the context of interactive and rational models.

EDST4214
Social Issues and Education Policy
Staff Contact: Dr Martin Bibby
CP15 S1 HPW2
Major issues in educational policy and its application in the school. The issues, which arise at both institutional and national levels of policy making and decision making, involve the competing demands of equity, efficiency and expediency, the rights of individuals and the struggle for control of education policy.

EDST4215
Supervised Fieldwork in Educational Administration
Staff Contact: Dr Bob Conners
CP15 X1, S1, X2 or S2

On-the-job administrative training for a specified period under the joint supervision of a practising educational administrator and the Coordinator of the Master of Educational Administration course. Available to students by individual arrangement; placements depend on the needs and interests of students and on availability of suitable locations. Intended to give the student experience in a new administrative context. Written report required on completion.

EDST4216
Selected Aspects of Educational Administration 1
Staff Contact: Administrative Officer
CP15 X2 HPW2

Opportunity to study under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course.

EDST4217
Selected Aspects of Educational Administration 2
Staff Contact: Administrative Officer
CP15 HPW2
Note: Not offered in 1997

Opportunity for students to study a second subject under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course.

EDST4218
Managing Information and Technology in Education
Staff Contact: Dr Bob Conners
CP15 S2 HPW2

Information and technologies required for teaching, learning and education administration. Analysis of information needs across different levels and sectors of education, information sources and uses of information for planning, teaching and decision-making. Information as a resource; management techniques needed for planning information requirements. Current technologies used in delivering information for classroom, open learning and administration uses; directions for technology and information delivery. Implementation strategies for managers.

EDST4219
Occupational Stress and Burnout
Staff Contact: Dr John McCormick
CP15 HPW2
Note: Not offered in 1997.

Examines a range of writings on stress and burnout with particular emphasis upon past and current research. As well as introducing various means of conceptualising these phenomena, the subject is primarily concerned with the occupational stress and burnout of individuals working in the fields of education and training for example primary, secondary and higher education teachers, professional trainers and educational administrators. Organisational as well as individual perspectives are considered. The associations of psychological and physiological measures with stress, burnout and coping styles are explored. Stress management techniques are examined critically in light of research findings.

EDST4220
Work Motivation in Educational and Training Organisations
Staff Contact: Dr John McCormick
CP15 S2 HPW2

Various models, including those based upon the needs hierarchy, goal, two-factor, congruence and expectancy theories, are critically examined in detail. Empirical studies, which investigate the relationships of job satisfaction with other variables such as stress, communication, role conflict, role ambiguity, participative decision-making and organisational commitment, are analysed. Teachers' and trainers' job characteristics and their relationship with job satisfaction are considered. Job redesign is discussed.

EDST3800
Project
Staff Contact: Various, depending on supervision
CP15 S1 or S2 or F or X1 or X2
Excluded: EDST3801, EDST3802

Individual research on a topic approved by the Head of School with appropriate consultation and supervision. Intended to prepare students for further research at doctoral level.

Doctor of Education Degree Course

Part 1 subjects

EDST5011
Issues in Educational Management
Staff Contact: Prof Fenton Sharpe
CP30 S1 HPW4

Several issues and problems facing managers at all levels of education in Australia are examined in depth. Content in any year will depend on current issues and the backgrounds and interests of students, but may include topics such as the following: controls on managerial decision making; managerialism and politicisation of educational management; centralisation/decentralisation of educational management; job satisfaction and stress/burnout of educational managers; organisational effectiveness in education; impact of educational research on policy and practice; induction and staff development programs; preparation and development of educational managers; culture and climate in educational organisations; planned organisational change in education; competing theories and metaphors of educational organisation and administration; performance appraisal and performance indicators in education. Each student is required to present and defend two papers on topics of interest and relevance to educational management. In addition each student is expected to write two extended research papers, each involving a critical review of literature and possibly a small-scale survey or interview investigation.

EDST5012
Theory and Practice of Organisational and Program Evaluation
Staff Contact: Dr Bob Conners
CP30 S2 HPW4

The role of evaluation in improving educational organisations and programs is explored and analysed. The theory and research underpinning evaluation practices is studied in order for students to gain knowledge and skills relating to conventional and alternative approaches to educational evaluation, guidelines for planning and conducting evaluations, dealing with political, ethical and interpersonal aspects of evaluation, collecting evaluation information, reporting and using evaluation information and evaluating evaluations.

During the second half of the subject, students are to plan and carry out an evaluation study.

EDST5014
Science and Humanities: Bridging the Two Cultures
Staff Contact: Dr Michael Matthews
CP30 S2 HPW2
Note: This subject continues into 1998.

Examination of the practice and theory of some major curriculum reforms in Britain, the US and Denmark that are attempting to bridge the traditional gap between the sciences and humanities. The present crisis in science education in all western countries is considered. A tradition of theoretical debates and curriculum programs that have emphasised a contextual approach to the teaching of science whereby the social, cultural, historical, technological and philosophical dimensions of science are interwoven into the teaching of science will be detailed. Major episodes in the history of science and culture such as Galileo's new physics and Darwin's new biology are investigated. Such basic questions as scientific method, the differences between scientific and non-scientific ways of knowing, science and religion, and the place of history of science in the formulation of a philosophy of science are also considered.

EDST5015
Modes of Thought and their Instructional Implications
Staff Contact: Dr Paul Chandler
CP30 S2 HPW4

Cognition and instruction. The manner in which instructional material is designed and taught can be guided usefully by cognitive theory. Current findings based on schema theory and cognitive load theory suggest that many commonly used instructional techniques are ineffective.

The same theories and findings provide alternatives structured to facilitate learning, thinking and problem solving. Procedures for designing instruction that accords with our mental processes, and research techniques to test the effectiveness of novel instructional methods are central issues that are discussed.

EDST5016
Knowledge Structures in Mathematical Problem Solving
Staff Contact: Dr Renae Low
CP30 S1 HPW4

The traditional emphasis in learning and teaching mathematics has been on practice in computational and calculational skills. However, it has become increasingly recognised that although computation and calculation are necessary steps in achieving a solution, they are by no means sufficient. Cognitive processing at the presolution stage, particularly in relation to an understanding of the structure of the problem to be solved, is important. This subject surveys the research on knowledge structures that are necessary for effective problem solving. Topics include the role of schematic knowledge in problem solving, expert-novice differences, and measures of schematic knowledge. Application of research findings to classroom teaching and learning is also discussed.

EDST5018
Reading Acquisition and Reading Failure
Staff Contact: Prof Robert Elliott
CP30 S2 HPW4

Reviews the research on reading acquisition and reading failure. The importance of phonological awareness and facility at phonologically segmenting, analysing and synthesising the speech stream, is detailed. This skill is crucially related to the ability to decode words by phonological recoding, it probably contributes to poor performance on short-term memory tasks, and, because reading comprehension relies on access to rapidly formed and maintained phonological codes in short-term memory, it results in poor comprehension. This skills-based theory of reading is compared and contrasted with other theories of reading acquisition and reading failure, and its implications for reading instruction are discussed.

EDST5020
Education of Intellectually Gifted Children
Staff Contact: A/Prof Miraca Gross
CP30 S2 HPW4

The development of the concept of giftedness and the extent to which it is culturally determined is traced. The rationale, selection procedures and structure of programs established for students gifted in music, sport and athletics are compared with those for intellectually and academically gifted students. The development and influence of policies on gifted and talented education are examined, including federal and state government policies and the policies of the political parties, education authorities, teacher unions and parent groups. Students review the research on the traits and competencies of successful teachers of gifted students, and the effects of teaching training and inservice in gifted education. Identification procedures, teaching strategies and program structures which facilitate or impede the full development of high potential are critically examined. Specific attention is paid to the research on the needs and characteristics of gifted students in minority and disadvantaged groups.

EDST5023
Research Methods
Staff Contact: Dr John McCormick
CP30 SS or F HPW2 or 4

A compulsory program of study prescribed to meet individual needs which takes account of the student's background in research methods.

EDST5025
Organisational Learning and Research
Staff Contact Dr Putai Jin
CP30 S1 HPW4

The concept of organisational learning as a dimension of organisational survival, evolution, and transformation; research-based methods for inquiry into, assistance with, and evaluation or organisational learning. Investigates the stance and technique of the researcher in relation to the conceptualisation of where, how and why learning occurs in organisations. Topics include: criteria of organisational effectiveness; identifying an organisation's learning disability; single-loop and double-loop learning; methods of enhancing the learning capacity of an organisation; principles of holographics design for self-regulating organisations; organisational restructuring and transformation; learning to use different leadership styles; team learning; and organisational creativity. Examines organisational learning issues in the educational context so that feasible intervention projects based on diagnosis and evaluation can be formed.

EDST5026
Analysis of Nominal and Ordinal Research Data
Staff Contact: Prof Martin Cooper
CP30 4HPW
Note: Not offered in 1997.

Construction and properties of distributions and their use in determining exact probabilities. Correlation of ordinally-measured variables: Spearman's formula, Kendall's index, coefficient of concordance. The normal distribution; large-sample 'approximate' tests. Binomial distributions, the Cox-Stuart tests. Chi-squared distributions; goodness-of-fit: chi-squared and Kolmogorov-Smirnov tests. Tests for change: McNemar test, McNemar-Bowker test, Cochran's Q test. Correlation of categorical variables: phi, Cramer's index, chi-squared test of independence, Goodman's index of association. Hypergeometric distributions: Fisher's exact test, Overall's and Tochter's modifications; median test. Tests of homogeneity of proportions in K populations: *a priori*, and overall and *post hoc* tests; use of arcsine transformation; K-population multinomial model. Interaction in multiple 2x2 tables and *post hoc* tests. Two-group tests; Mann-Whitney and normal-scores tests for independent samples; sign, Wilcoxon and normal-scores tests for matched pairs. K-group tests: Kruskal-Wallis, and normal-scores univariate tests; Katz-McSweeney multivariate test with univariate and multivariate Scheffé-like *post hoc* procedures. K-group repeated-measures and blocked designs: Friedman test (including use of normal scores), combined Wilcoxon tests, Hodges-Lehmann test and its extension to K-groups. Quade's analysis of covariance test; extension to multivariate, multicovariate designs.

EDST5027
Advanced Educational Measurement in the Social Sciences
Staff Contact: A/Prof Jim Tognolini
CP30 S2 HPW4
Prerequisites: EDST2108

Rash measurement models have been the focus of much recent work in psychology, sociology and education. This subject introduces participants to measurement models which govern scale construction in the social sciences, particularly the Extended Logistic Model (ELM) which is a generalisation of the Single Logistic Model for the case of more than 2 ordered response categories. Similarities and differences between Thurstone, Guttman and Likert approaches to attitude measurement will also be examined. Participants in the subject will become familiar with microcomputer programs to analyse data using the ELM. The subject will primarily take the form of a research seminar series and is therefore particularly suited to students preparing research theses or dissertations involving the construction and validation of measurement scales.

EDST5028
Administrator and Teacher Effectiveness
Staff Contact: Dr Bob Conners
CP30 HPW4
Note: Not offered in 1997.

This subject has two interrelated sections. The first section examines: Dimensions of the school administrator's role; administrator competencies; evidence used in administrator evaluation; barriers to administrator effectiveness. The second section examines teacher effectiveness. Topics include: Assumptions underlying teacher evaluation; underlying beliefs about effective teaching; models of teaching; current approaches to measuring teacher effectiveness; data collection and scoring; issues of validity and reliability; analysis of existing administrator and teacher assessment programs.

EDST5029
Philosophy, Politics and Ethics in Education
Staff Contact: Dr Martin Bibby
CP30 S2 HPW4

Issues of social justice, professional ethics, and the competing demands of equity, efficiency and expediency. Political and ethical issues in relation to education and educational administration including the responsibilities of administrators with regard to the rights of students, parents, interest groups, clients and governments. Curriculum issues.

School of Health Services Management
Kensington Campus

Head of School
Mr Ian Forbes

Administrative Officer
Michelle Williams

Administrative Assistant
Ms Christine Rousselis

The School of Hospital Administration was founded in 1956 with a grant from the WK Kellogg Foundation to provide training in hospital administration. In 1969 the name was changed to School of Health Administration, and in 1989 to School of Health Services Management (its present name), in accordance with its broader objectives in teaching and research. It serves the needs of hospitals and health services throughout Australia but qualified overseas candidates are also admitted.

The School of Health Services Management currently offers both undergraduate and graduate programs. The Bachelor of Health Administration (BHA) is being discontinued and no new students have been admitted into the BHA since 1992. The BHA qualification will no longer be offered or conferred after the current group of students have completed their studies. The School will focus exclusively on postgraduate programs.

The School also offers four formal courses in health services management leading to the awards of the degree of Master of Health Planning, Master of Health Administration, the Master of Public Health and the Graduate Certificate in Health Services Management. These courses may be undertaken by coursework on a full-time, part-time or external basis. In addition, the degrees of Master of Health Administration, Master of Public Health and Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service management.

Undergraduate Study

Course Outlines

Bachelor of Health Administration

Note: No new enrolments since 1992

The Bachelor of Health Administration degree course is essentially multidisciplinary, with subjects chosen to impart relevant knowledge, attitudes and skills in a number of areas. There is, however, a compulsory core stream of management subjects. All students enrol in the same compulsory subjects in the first two-thirds of the course; thereafter electives are available to develop in some depth areas of special interest. A degree course at Honours Level is also available, the main objectives of which are to assist the student in achieving a deeper understanding of a subject or topic germane to the field of health administration, and competence in research and writing skills. Conditions for the award of the degree at Honours Level are listed below.

Candidates may be granted exemptions from a number of subjects if they have completed previous postmatriculation qualifications, e.g. nursing, radiography. Exemptions will be considered once the student has been accepted into the course, not before.

Conditions for the Award of the Degree of Bachelor of Health Administration

1. The degree of Bachelor of Health Administration may be awarded as a Pass degree or as an Honours degree. Three classes of Honours are awarded: Class 1, Class 2 in two divisions and Class 3.

2. A candidate for the degree of the Bachelor of Health Administration (Pass or Honours) shall:

(1) comply with the requirements for admission;

(2) follow the prescribed course of study in the School of Health Services Management and satisfy the examiners in the necessary subjects.

3. A student who is in the later stages of the course as an external student shall in each year attend the residential school conducted by the School of Health Services Management in the middle of the academic year.

4. Students who are enrolled internally but who are permitted to undertake an additional subject on an external enrolment basis will be required to attend lectures at a residential school in the subject.

5. (1) A student enrolled in the external or part-time internal course shall not normally be permitted to enrol in more than four subjects (inclusive of general education subjects) in any one year.

(2) A student enrolled in the full-time course shall not normally be permitted to enrol in more than eight subjects (inclusive of general education subjects) in any one year.

(3) Permission from the Head of School must be obtained for any departure from the sequence of subjects set out under the full-time and part-time (external) course patterns above.

Honours Degree

6. A student who has completed the second year of the full-time course, or the corresponding stage of the external course, normally with grades of Credit or better in all subjects, may make a written application to the Head of School of Health Services Management to enrol in the Honours subjects of the third year. These subjects are: HEAL0340 Management of Health Services (Honours) and HEAL3130 Research and Evaluation Methods (Honours).

7. A student who then achieves a high level of academic performance in the third year Honours subjects is normally admitted to the final year of the Honours degree course. External students who have demonstrated outstanding achievement throughout the Pass course may be permitted to enrol in the final year of the Honours course even though they are unable to attend on a full-time internal basis during the final year.

8. The content of the Honours year subjects, HEAL8900 Thesis, HEAL8910 Advanced Studies in Health Administration A, and HEAL8920 Advanced Studies in Health Administration B, should be planned in collaboration with the student's thesis supervisor.

9. Normally, full-time internal students are expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students are required to complete at least one month of full-time attendance at the University during the two years of Honours enrolment in order to complete satisfactorily Honours course requirements. The timing of University attendance is arranged with the student's thesis supervisor.

General Education Program

10. The University requires that undergraduate students undertake a structural program in General Education as an integral part of their degree. The requirements are presently being reviewed by the University and are not finalised at the date of going to press.

4040
Health Administration Degree Course
Full-time (Pass) Internal Mode

Bachelor of Health Administration
BHA

External mode offered only to continuing students; no new enrolments since 1992

Year 1		CP
Session 1		
HEAL0310	Management of Work	15
HEAL1110	Health Care Systems	15
HEAL5400	Health Information Systems	15
Session 2		
HEAL1120	Public Health and Epidemiology	15
HEAL4210	Health Planning 1	15
HEAL5210	Law 1 or HEAL5200 Law 1T	15
Year 2		
Session 1		
HEAL0320	Management of Organisations	15
HEAL5410	Accounting and Financial Management 1	15
HEAL6110	Sociology, Ethics and Health 1	15
General Studies		15
Session 2		
HEAL5510	Health Economics 1	15
HEAL7110	Quantitative Methods and Statistics 1	15
Elective		15
Year 3		
Session 1		
HEAL0330	Management of Health Services	15
Elective		15
Elective		15
Session 2		
Elective		15
Elective		15
Elective		15
General Studies		15

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

Notes:
(i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course coordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

4040
Health Administration Degree Course
Part-time Internal Mode

Bachelor of Health Administration
BHA

Year 1		CP
Session 1		
HEAL1110	Health Care Systems	15
HEAL5400	Health Information Systems	15
Session 2		
HEAL1120	Public Health and Epidemiology	15
HEAL5210	Law 1 or HEAL5200 Law 1T	15
Session 1		
HEAL0310	Management of Work	15
HEAL5410	Accounting and Financial Management 1	15
Session 2		
HEAL6110	Sociology, Ethics and Health 1	15
HEAL7110	Quantitative Methods and Statistics 1	15
Year 3		
Session 1		
HEAL0320	Management of Organisations	15
HEAL4210	Health Planning 1	15
Session 2		
HEAL5510	Health Economics 1	15
General Studies		15
Year 4		
Session 1		
HEAL0330	Management of Health Services	15
Elective		15
Session 2		
Elective		15
General Studies		15
Year 5		
Session 1		
Elective		15
Elective		15
Session 2		
Elective		15
Elective		15

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

4040
Health Administration Degree Course
External Mode

Bachelor of Health Administration
BHA

(External mode offered only to continuing students; no new enrolments after 1989)

Year 1		CP
HEAL0310	Management of Work	15
HEAL1110	Health Care Systems	15
HEAL5400	Health Information Systems	15

Year 2		
HEAL1120	Public Health and Epidemiology	15
HEAL5210	Law 1 or HEAL5200 Law 1T	15
HEAL5410	Accounting and Financial Management 1	15

Year 3		
HEAL0320	Management of Organisations	15
HEAL6110	Sociology, Ethics and Health 1	15
HEAL7110	Quantitative Methods and Statistics 1	15

Year 4		
HEAL4210	Health Planning 1	15
HEAL5510	Health Economics 1	15
Elective		15
General Studies		15

Year 5		
HEAL0330	Management of Health Services	15
Elective		15
Elective		15
General Studies		15

Year 6		
Elective		15
Elective		15
Elective		15

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

4040
Health Administration Degree Course
Full-time (Honours) Internal Mode

Bachelor of Health Administration
BHA

Year 1		CP
Session 1		
HEAL0310	Management of Work	15
HEAL1110	Health Care Systems	15
HEAL5400	Health Information Systems	15

		CP
Session 2		
HEAL1120	Public Health and Epidemiology	15
HEAL4210	Health Planning 1	15
HEAL5210	Law 1 or HEAL5200 Law 1T	15

Year 2		
Session 1		
HEAL0320	Management of Organisations	15
HEAL5410	Accounting and Financial Management 1	15
HEAL6110	Sociology, Ethics and Health 1	15
General Studies		15

Session 2		
HEAL5510	Health Economics 1	15
HEAL7110	Quantitative Methods and Statistics 1	15
Elective		15

Year 3		
Session 1		
HEAL0340	Management of Health Services (Honours)	15
Elective		15
Elective		15

Session 2		
HEAL3130	Research and Evaluation Methods (Honours)	15
General Studies		15
Elective		15
Elective		15

Year 4		
HEAL8900	Thesis	90
HEAL8910	Advanced Studies in Health Administration A	15
HEAL8920	Advanced Studies in Health Administration B	15

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

Notes:

(i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course coordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

Elective Subjects

Electives are to be chosen by the student in consultation with the Head of the School of Health Services Management, from the subjects offered by the School of Health Services Management and such other schools or institutions as are deemed appropriate. The approval of the relevant Head of School is required to undertake a subject offered by another school or institution.

The electives have been specifically chosen to provide an opportunity for students to develop in some depth their particular vocational interests, eg three planning electives may be taken.

The following subjects have been approved as electives in the School of Health Services Management; not all subjects are necessarily available each year:

		CP
HEAL3010	Political Science	15
HEAL3020	Social Policy Administration	15
HEAL3030	Research and Evaluation Methods	15
HEAL3040	Management Skills	15
HEAL3060	Administration of Nursing Services	15
HEAL3070	Special Topic in Health Administration	15
HEAL3080	Epidemiology for Health Administrators	15
HEAL3090	Long Term Care Administration	15
HEAL3100	Human Resource Management	15
HEAL3110	Computer Techniques for Health Service Management	15
HEAL3120	Industrial Relations	15
HEAL3160	Current Issues in Nursing	15
HEAL4220	Health Planning 2A	15
HEAL4230	Health Planning 2B	15
HEAL4240	Health Planning 2C	15
HEAL5220	Law 2	15

		CP
HEAL5420	Accounting and Financial Management 2	15
HEAL5520	Health Economics 2	15
HEAL6120	Sociology, Ethics and Health 2	15
HEAL7120	Quantitative Methods and Statistics 2	15

Non-Award Students

Non-Award students enrolled on an external basis in subjects of the Bachelor of Health Administration degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at a residential school.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

HEAL0310
Management of Work
Staff Contact: Dr Anna Whelan
CP15 S1 L4

Identifies the range of social, economic, political, industrial and technological factors which may influence the organisation of both work and workers in a variety of settings. Analyses the interrelationships between the forms of work organisation which are used in different health care settings and the experiences and responses of workers located in these settings. Develops analytical abilities and practical skills and interpersonal skills.

HEAL0320
Management of Organisations
Staff Contact: Dr Pieter Degeling
CP15 S1 L4
Prerequisite: HEAL0310

Emphasis on analytical skills. Develops the student's understanding of organisation theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organisational level rather than microperspective of HEAL0310.

HEAL0330
Management of Health Services
Staff Contact: Prof James Lawson
CP15 S1 L4
Prerequisites: HEAL0310, HEAL0320

Analyses values, structures, management approaches and relationships within component organisations and

programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organisations, departments or programs; roles of the manager; professional development; concepts of microstructure and social anaylsis. Students are required to use these and other tools in the analysis of practical situations.

HEAL0340
Management of Health Services (Honours)
Staff Contact: Prof James Lawson
CP15 S1 L4
Prerequisites: HEAL0310, HEAL0320

Includes and extends the theoretical and practical studies in HEAL0340. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.

HEAL1110
Health Care Systems
Staff Contact: Mr Ian Forbes
CP15 S1 L4

The system of organisations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic environment in which the system operates. Main characteristics of public and private hospitals, nursing homes and other institutions. Community health and other noninstitutional services. The financing of health services. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

HEAL1120
Public Health and Epidemiology
Staff Contact: Prof James Lawson
CP15 S2 L4

Definitions of health and disease; basic epidemiological concepts; medical terminology; body systems,

classification of disease; disease causation. Protection and promotion of health with emphasis on contemporary risk factors; diagnosis; treatment practices. Evaluation of health and health care; health status indicators; preventive and therapeutic trends; research strategies.

HEAL3010
Political Science
Staff Contact: Dr Pieter Degeling
CP15 SS L4

The study of politics, with special reference to Australian political institutions and administrative practices. Topics include: concepts and theories of politics; Australian political institutions and the party system; the Constitution and intergovernmental financial and legal relations; public administration with special reference to the Commonwealth and New South Wales public services.

HEAL3020
Social Policy and Administration
Staff Contact: Dr Pieter Degeling
CP15 SS L4

The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

HEAL3030
Research and Evaluation Methods
Staff Contact: Dr Mary-Louise McLaws
CP15 SS L4
Prerequisites: HEAL5400, HEAL7110

The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; identifying appropriate research areas; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; non experimental models; sample selection; means of acquiring data; introduction to analysis of data; methods of presenting findings; research and decision making policy issues.

HEAL3040
Management Skills
Staff Contact: Mr Ian Forbes
CP15 SS L4
Note: Not offered in 1997.

An opportunity for students to extend their theoretical knowledge and to develop practical skills in communication, including consulting, negotiating and bargaining, conflict management, interviewing, conducting meetings, giving instructions and making requests, writing reports, submissions and memos, public speaking and dealing with the media.

HEAL3060
Administration of Nursing Services
Staff Contact: Dr Anna Whelan
CP15 SS L4
Note: Not offered in 1997.

Content is organised in terms of the material suggested by the standards for the Nursing Division of Hospitals compiled by Australian Nursing Federation. Major foci are the goals, structures, processes and control mechanisms common to nursing services departments.

HEAL3070
Special Topic in Health Administration
Staff Contact: Mr Kevin Forde
CP15 SS L4

An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

HEAL3080
Epidemiology for Health Administrators
Staff Contact: Dr Mary-Louise McLaws
CP15 SS L4
Note: Not offered in 1997.

The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

HEAL3090
Long Term Care Administration
Staff Contact: Prof James Lawson
CP15 SS L4
Note: Not offered in 1997.

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs. Topics include: patient assessment and rehabilitation; psychiatric care; social factors; financial and economic aspects; quality measurement and control.

HEAL3100
Human Resource Management
Staff Contact: Dr Anna Whelan
CP15 S1 L4
Prerequisite: HEAL0310
Note: Not offered in 1997.

Topics include: the employment relationship; the leglislative and institutional context; current issues in industrial relations in health services; discriminaion and work; EEO; participation of women in the health workforce; recruitment and selection policies and processes; employee training and development; personnel appraisal/performance review; disciplinary actions, appeal procedures, termination of employment, redundancy; occupational health and safety; new management techniques such as Total Quality Management (TQM).

HEAL3110
Computing Techniques for Health Service Management
Staff Contact: Ms Deborah Black
CP15 SS L4
Prerequisite: HEAL7110
Note: Not offered in 1997.

Programming and principles of operation of commercial software, including database management systems, word processors and spreadsheets. Application of software to, and development of, programming skills for health service management.

HEAL3120
Industrial Relations: A Health Sector View
Staff Contact: Dr Anna Whelan
CP15 SS L4
Note: Not offered in 1997.

The role of the health administrator, the employing authority, the unions and the industrial tribunal will be examined within the context of the Australian health care system.

HEAL3130
Research and Evaluation Methods (Honours)
Staff Contact: Dr Mary-Louise McLaws
CP15 SS L4
Prerequisites: HEAL5400, HEAL7110

An extension of topics in HEAL3030 stressing the choice of constructive research problems, critical evaluation of the literature and formulation of a research protocol as background to the formal presentation of a thesis in Year 4.

HEAL3160
Current Issues in Nursing
Staff Contact: Dr Anna Whelan
CP15 SS L4

Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the workforce.

HEAL4210
Health Planning 1
Staff Contact: Mr Ian Forbes
CP15 S2 L4

Planning concepts, principles and approaches. Processes and procedures of planning. Sources of planning information. Health service planning at the national, regional and local levels. Facilities planning, building and evaluation.

HEAL4220
Health Planning 2A
Staff Contact: Mr Ian Forbes
CP15 SS L4
Prerequisite: HEAL4210

Building design processes and procedures; health facility design and construction; location, layout, space allocation, traffic systems, supply and disposal systems, energy conservation. Construction and contract management, commissioning and equipping, maintenance and renovation; cost control and site supervision; briefing and evaluation techniques.

HEAL4230
Health Planning 2B
Staff Contact: Mr Ian Forbes
CP15 SS L4
Prerequisite: HEAL4210

Environmental psychology and perception; anthropometrics, physiology of comfort and work performance; accident prevention, safety and security; building performance measurement, design in use surveys. Design for particular groups of users: aged, children, handicapped; design for clinical and supportive service functions and activities, eg inpatient care, surgery, consultation, catering, cleaning, etc.

HEAL4240
Health Planning 2C
Staff Contact: Mr Ian Forbes
CP15 SS L4
Prerequisite: HEAL4210

Techniques and models for planning health services including elementary location theory; definition of catchment areas; measuring population characteristics and needs; formulae for allocation of resources. Prediction, forecasting and operations research techniques. Introduction to use of computers in health service planning.

HEAL5200
Law 1T
Staff Contact: Mr Philip Bates
CP15 S2 L4

This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses which did not have a health services law component. Eligible students should enrol in HEAL5200 Law 1T instead of enrolling in HEAL5210 Law 1. HEAL5200 briefly revises elementary legal concepts of the kind covered more fully in HEAL5210, and then deals with selected health law topics.

HEAL5210
Law 1
Staff Contact: Mr Philip Bates
CP15 S1 L4

General introduction to law with health service applications, designed for students who have not previously studied law subjects. Topics: how to study law; the role of law in health administration and planning; Australia's legal origins and the role of English law; federalism and the constitutional framework; types of legal rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner; other selected health law topics.

HEAL5220
Law 2
Staff Contact: Mr Philip Bates
CP15 SS L4
Prerequisite: HEAL5210

An elective subject. Legal areas of special vocational concern for health administration and health planning. Relationships between existing laws and law reform proposals. The precise subject matter may vary from year to year depending partly on student's preferences and career expectations. Health law topics introduced in HEAL5210 also studied in more depth.

HEAL5400
Health Information Systems
Staff Contact: Ms Deborah Black
CP15 S1 L4
Note: Not offered in 1997.

An introductory subject with a financial and quantitative emphasis, having special reference to the application of measurement techniques to health services data. Elementary statistics for health services management with an introduction to the uses of computing in health care.

Information systems relevant to hospital management. Introduction to concepts of accounting, costs and budgeting.

HEAL5410
Accounting and Financial Management 1
Staff Contact: Mr Kevin Forde
CP15 S2 L4
Prerequisite: HEAL5400

Introduction to accounting with particular reference to hospitals and health services institutions: basic accounting concepts; doctrines and conventions of accounting, analysis and interpretation of accounting data; Governmental budgeting and accounting systems; introduction to the theory and practice of hospital fund accounting; Federal State financial relations and their implications.

HEAL5420
Accounting and Financial Management 2
Staff Contact: Mr Kevin Forde
CP15 SS L4
Prerequisites: HEAL5400, HEAL5410

An overview of hospital management and financing. The theory and practice of hospital and government fund accounting. The preparation, analysis and interpretation of accounting records, cash and accrual accounting systems. Capital budgeting techniques. Introductory treatment of management accounting in hospitals and health service institutions. Internal control, hospital budget preparation and utilization, cost analysis in the hospital context.

HEAL5510
Health Economics 1
Staff Contact: Mr Kevin Forde
CP15 S2 L4
Prerequisite: HEAL5400

An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the economic approach; demand for and supply of medical services; the impact of insurance on the health care market; the efficient production and distribution of health services; the operation of the price system; the theory of costs and production; monetary and fiscal policy.

HEAL5520
Health Economics 2
Staff Contact: Mr Kevin Forde
CP15 SS L4
Prerequisites: HEAL5400, HEAL5510

Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

HEAL6110
Sociology, Ethics and Health 1
Staff Contact: Dr Stephanie Short
CP15 S2 L4

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include: colonization and Aboriginal health; gender, patriarchy and health; bioethics and medical research; madness and medicine.

HEAL6120
Sociology Ethics and Health 2
Staff Contact: Dr Stephanie Short
CP15 SS L4
Prerequisite: HEAL6110

Extension of HEAL6110. In this subject health sociology issues are analysed with increasing theoretical and methodological rigour.

HEAL7110
Quantitative Methods and Statistics 1
Staff Contact: Ms Deborah Black
CP15 S1 L4
Prerequisite: HEAL5400

Quantitative and statistical methods pertaining to the administration, planning and management of health services.

HEAL7120
Quantitative Methods and Statistics 2
Staff Contact: Ms Deborah Black
CP15 SS L4
Prerequisite: HEAL7110

More advanced examination of quantitative and statistical methods.

Graduate Study

Course Outlines

1950
Doctor of Philosophy

Doctor of Philosophy
PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

2960
Master of Health Administration (by Research)

Master of Health Administration
MHA

Facilities are available in the School for students to undertake research studies leading to the degree of Master of Health Administration, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have a minimum of three years experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the the Research Studies Co-ordinator, Dr Mary-Louise McLaws.

2845
Master of Public Health (by Research)

Master of Public Health
MPH

The course is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the Faculty of Medicine, and the School of Health Services Management within the Faculty of Professional Studies.

Facilities are available in the Schools for students to undertake research studies leading to the degree of Master of Public Health, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have a minimum of three years experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the MPH Course Coordinator.

8900
Master of Health Administration (by Formal Course Work)

Master of Health Administration
MHA

The degree course has been designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services. The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about public health (the health status of the Australian and other communities) and the structure, organisation and financing of health care systems, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time basis, internal basis or external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. However, students may be allowed to complete the degree in two academic sessions provided they have a four year undergraduate degree (or equivalent) and a minimum of three years experience in the health field. The maximum time for completion of the course is eight academic sessions.

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

Students must complete 12 fifteen credit point subjects or equivalent.

Master of Health Administration (by Course Work)
Full time Internal Mode

Year 1		CP
Session 1		
HEAL9011	Quantitative Methods and Statistics 1	15
HEAL9041	Health Care Systems	15
HEAL9421	Public Health	15
HEAL9711	Management of Organisations	15

Session 2		**CP**
HEAL9071	Accounting and Financial Management 1	15
HEAL9351	Health Economics 1	15
HEAL9701	Management of Work	15
HEAL9811	Sociology, Ethics and Health	15

Year 2
Session 1

HEAL9331	Health Service Law 1	15
HEAL9411	Epidemiology	15
Elective		15
Elective		15

Part-time and External Mode

Year 1
Session 1

HEAL9041	Health Care Systems	15
HEAL9711	Management of Organisations	15

Session 2

HEAL9351	Health Economics 1	15
HEAL9701	Management of Work	15

Year 2
Session 1

HEAL9421	Public Health	15
HEAL9011	Quantitative Methods and Statistics 1	15

Session 2

HEAL9071	Accounting and Financial Management 1	15
HEAL9811	Sociology, Ethics and Health	15

Year 3
Session 1

HEAL9331	Health Services Law 1	15
HEAL9411	Epidemiology	15

Session 2

Elective		15
Elective		15

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organisation) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

8940
Master of Health Planning

Master of Health Planning
MHP

The degree course is designed to provide the knowledge and skills required by health service planners and policy developers. The objective of the course is to develop graduates who are: 1. competent planners and policy developers, 2. knowledgeable about public health (the health status of the Australian and other communities) and the Australian health care system, 3. competent in quantitative skills, and 4. equipped with a working knowledge of finance.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time internal basis, an external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. The maximum time for completion of the course is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four year undergraduate degree (or equivalent) and a minimum of three years experience in the health field.

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

Students must complete 12 fifteen credit point subjects or equivalent.

Master of Health Planning
Full time Internal Mode

Year 1   **CP**
Session 1

HEAL9011	Quantitative Methods and Statistics 1	15
HEAL9041	Health Care Systems	15
HEAL9711	Management of Organisations	15
HEAL9411	Epidemiology	15

Session 2

HEAL9351	Health Economics 1	15
HEAL9371	Research and Evaluation Methods	15
HEAL9381	Policy Studies	15
HEAL9811	Sociology, Ethics and Health	15

Year 2
Session 1

HEAL9301	Health Services Planning 1	15
HEAL9421	Public Health	15
Elective		15
Elective		15

Part-time and External Mode

Year 1		CP
Session 1		
HEAL9041	Health Care Systems	15
HEAL9711	Management of Organisations	15
Session 2		
HEAL9351	Health Economics 1	15
Elective		15

Year 2		
Session 1		
HEAL9421	Public Health	15
HEAL9011	Quantitative Methods and Statistics 1	15
Session 2		
HEAL9811	Sociology, Ethics and Health	15
Elective		15

Year 3		
Session 1		
HEAL9411	Epidemiology	15
HEAL9301	Health Services Planning 1	15
Session 2		
HEAL9371	Research and Evaluation Methods	15
HEAL9381	Policy Studies	15

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organisation) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

9045
Master of Public Health (by Formal Course Work)

Master of Public Health
MPH

The MPH is taken through the Centre for Public Health which was established in 1988 to bring together multi-disciplinary resources to conduct educational programs and undertake research in public health.

The centre is comprised of the Schools of Community Medicine, Medical Education and Health Services Management and has strong links with other academic and service units such as the National Centre in HIV Epidemiology and Clinical Research, the National Drug and Alcohol Research Centre and the various Area Health Services affiliated with UNSW. Its affiliation with the WHO Regional Training Centre for Health Development provides an emphasis on international health development.

The Centre for Public Health at UNSW and the Department of Public Health and Community Medicine at the University of Sydney are partners in the PHERP-funded Sydney Public Health Consortium. This arrangement is designed to enhance the opportunities for study and research for students and faculty in both universities. Currently students enrolled at UNSW are permitted to undertake up to 25% of their course work at the University of Sydney.

The Master of Public Health program provides preparation for education, research and service in all aspects of public health. The program includes study in epidemiology, quantitative and qualitative research methods, health services management, health promotion, development and education in health, as well as a systematic review of topical public health issues. It is designed to address the continuing education needs of specialists in public health as well as providing a general orientation to public health issues and methods for the health professions.

Applicants are required to have completed a minimum three year degree in a health-related discipline and to have a minimum of three years experience in a health or health-related field.

Course Structure

The MPH course is offered in full-time (minimum three academic sessions), part-time (minimum five academic sessions) and external* (mimimum five academic sessions) modes.

The course is divided into three equal components, for a total of 180 credit points. These components are:

core subjects	60 credit points
elective subjects	60 credit points
major project	60 credit points

In selecting elective subjects: students can choose among areas of concentration relating to their expected field of work (eg Health Promotion); can choose to undertake advanced study in a particular discipline (eg Health Policy and Management); and/or can take elective subjects relevant to their own interests and needs.

Core subjects

The first component comprises the 5 core subjects. Students must complete the following five subjects as a foundation for further study. These core subjects are prerequisites for enrolment in many of the electives.

CMED9516
Introduction to Public Health
Staff contact: Prof Peter Baume
CP10 S1 L2

Introduces students to the discipline of public health, focusing on the history of public health, the major contributions of epidemiology to public health practice and thinking, the major public health problems still facing most countries, and the social factors which contribute to illness and inequality.

CMED9500
Epidemiology for Public Health
Staff contact: Prof John Kaldor
CP15 S1,S2 L3

Provides students with an understanding of the role of epidemiology as the quantitative science underpinning much of public health practice. Students will learn to use the basic methodological tools of epidemiology, such as statistics to measure disease frequency, skills to critically review literature and interpret epidemiologic studies, and their application in a wide variety of research contexts. Skills for measuring frequency of disease and testing for evidence of association between risk factors and disease will build on statistics learnt in Statistics for Public Health.

HEAL9061
Statistics for Public Health
Staff contact: Ms Deborah Black
CP15 S1 L3

Provides an introduction to research methods and statistical techniques applicable to public health data. Statistical techniques will focus on data analysis of a single variable or linear relationships between two variables. In addition, students will learn to use SPSS for Windows to conduct statistical analyses on a set of data relevant to public health.

MEED9012
Health Promotion
Staff contact: Ms Jan Ritchie
CP10 S1,S2 L2

Explores the meaning of health promotion and its role in the field of public health, and provides a forum for discussion on preventive approaches in health care. Students study a variety of approaches to promoting health and consider the benefits and disadvantages of each of these within an integrated framework.

HEAL9751
Introduction to Management and Policy for Public Health
Staff Contact: Prof James Lawson
CP10 S1 L2

Provides students with an understanding of the broad range of factors that can affect public health policy development and implementation and which can influence how public health services are organised and managed. The subject extends students understanding of different approaches to developing and implementing public health policy and to organising and managing a unit within a public health service.

Elective Subjects

The second component comprises the elective subjects. There are over 70 subjects offered in the three schools at the University of New South Wales. In addition, students may enrol in electives which are offered by other Schools and Academic Units within the University of New South Wales, as well as subjects offered in the Department of Public Health at the University of Sydney (with special permission). Students may elect to undertake independent studies in any of the three schools, to learn about a particular area or subject matter of special interest which is not offered in the formal program (CMED9100, HEAL9921, MEED9000).

Elective subjects undertaken through the School of Health Services Management by candidates in the MPH will be allocated a value of 10 credit points each.

The following elective subjects are offered in 1997:

School of Community Medicine		CP
CMED9517	Advanced biostatistics and statistical computing	10
CMED9625	Advanced research methods in health promotion	10
CMED9604	Alcohol and drug related problems	10
CMED9513	Applied epidemiology	10
CMED9627	Audit and quality assurance in primary care*	20
CMED9518	Case studies in epidemiology	10
CMED9603	Communicating and writing in health	10
CMED9609	Community genetics	10
CMED9610	Community nutrition	10
CMED9617	Community paediatrics	10
CMED9519	Demography	10
CMED9600	Disability	10
CMED9612	Environmental health*	10
CMED9619	Evaluation of primary health services	10
CMED9610	Food and Nutrition Policy Studies*	10
CMED9614	Genetic epidemiology	10
CMED9602	Health and illness behaviour	10
CMED9613	Health and public policy	10
CMED9605	Health in developing countries	10
CMED9623	Health informatics in primary care	10
CMED9611	Health of the elderly	10
CMED9621	HIV/AIDS challenging and changing health care systems	10
CMED9626	Inequalities and health	10
CMED9520	Introductory statistical computing and statistical epidemiology	10
CMED9624	Mass media in public health	10
CMED9622	Prevention	10
CMED9615	Primary health care	10
CMED9620	Project management and evaluation in rural areas*	10
CMED9607	Researching women's health	10
CMED9608	Rural health studies*	10
CMED9606	Women and health	10

School of Medical Education		
MEED9107	Assessment of students	10
MEED9124	Clinical teaching	5
MEED9010	Community development	10
MEED9111	Consultation process	10
MEED9002	Continuing education – Independent studies	10
MEED9105	Educational planning	10
MEED9102	Educational process in small groups	10
MEED9115	Educational selection	5
MEED9113	Evaluation of instructors	10
MEED9013	Influencing health beliefs and behaviours*	10
MEED9002	Information technology in education	
MEED9103	Instructional design	10
MEED9101	Learning and teaching	10
MEED9112	Managing human resources in health	10
MEED9104	Organisation and management	10
MEED9125	Planning, conducting, evaluating educational workshops	10
MEED9129	Primary health care: Issues in implementation	10

School of Medical Education (Cont) CP

MEED9122	Primary health care:	
	Policies programs and perspectives	10
MEED9123	Production of audio-visual materials	10
MEED9108	Program evaluation & planned change	10
MEED9120	Qualitative research methods in health	
	promotion	10
MEED9127	Research in education 1	10
MEED9128	Research in education 2	10
MEED9126	Self-directed learning	10
MEED9106	Teaching skills	10
MEED9110	Workshop in culture, subculture &	
	communication	10

School of Health Services Management

HEAL9071	Accounting and financial	
	management 1*	10
HEAL9081	Accounting and financial	
	management 2*	10
HEAL9041	Health care systems*	10
HEAL9351	Health economics 1*	10
HEAL9331	Health services law 1*	10
HEAL9341	Health services law 2*	10
HEAL9301	Health services planning 1*	10
HEAL9391	Health services strategic management	
	and planning*	10
HEAL9461	Management information systems*	10
HEAL9743	Introduction to casemix*	10
HEAL9744	Casemix accounting and funding*	10
HEAL9711	Management of organisations*	10
HEAL9701	Management of work*	10
HEAL9761	Mental health services management*	10
HEAL9381	Policy studies*	10
HEAL9811	Sociology, ethics and health*	10
HEAL9511	Special topic in health administration or	
	planning	10

* these subjects are also available in distance education mode

Major Project

The third component of the MPH course is the major project. The major project comprises in-depth study of a contemporary public health issue. Students are expected to demonstrate their ability to apply knowledge and skills gained in the course. It is normally undertaken in the third full-time (or part-time equivalent) session, that is, after completion of all core and elective subjects. Provisional topics for the (CMED9504, MEED9109, HEAL9971) major project will be determined in consultation with an academic advisor early in the course.

7360
Graduate Certificate In Health Services Management

GradCert

The Graduate Certificate provides recognition to students who are limited to study for one session or one year only. It will be awarded to a candidate who has satisfactorily completed the program of study outlined below. If students make satisfactory progress they may apply, on a competitive basis, to enter the MHA or MHP. Should students be successful in obtaining entry to the MHA or MHP program they will be expected to complete the remaining eight Masters subjects successfully before they can be awarded a Masters degree. In this case students will not be awarded the certificate, that is you cannot be awarded both the Graduate Certificate in Health Services Management and an MHP or MHA degree.

The Graduate Certificate is available on an internal and external basis (compulsory residential schools plus correspondence) and it may be undertaken on a part-time (two academic sessions or one year) or full-time (one academic session) basis.

Sequence And Duration Of Course

Candidates are required to satisfactorily complete four subjects. One subject must normally be taken from each of the four groups of subjects listed below, however, subject to the approval of Head of School or delegate, alternative programs of study can be considered.

1. Management Studies CP

HEAL 9701	Management of Work *(Session 2)*	15
HEAL 9711	Management of Organisations	15
	(Session 1)	
HEAL 9741	Management of Health Services	15
	(either Session 1 or)	
HEAL9621	Nursing Administration *(Session 1)*	15

2. Health Related Studies

HEAL 9421	Public Health *(Session 1)*	15
HEAL 9041	Health Care Systems *(Session 1)*	15
HEAL 9411	Epidemiology *(Session 1)*	15
HEAL 9811	Sociology, Ethics and Health	15
	(Session 2)	
HEAL 9381	Policy Studies *(Session 2)*	15

3. Quantitative and Financial Studies

HEAL 9011	Quantitative Methods and Statistics	15
	(Session 1)	
HEAL 9071	Accounting and Financial	
	Management 1 *(Session 2)*	15
HEAL 9351	Health Economics 1 *(Session 2)*	15

4. Health Service Studies

HEAL 9331	Health Services Law 1 *(Session 1)*	15
HEAL 9301	Health Services Planning 1 *(Session 2)*	15
HEAL 9371	Research and Evaluation Methods	15
	(subject *to successful completion of*	
	HEAL9411 *or its equivalent) (Session 2)*	
HEAL 9111	Quality Assurance for Health	15
	Administrators *(either Session 1 or 2)*	

Qualifications For Admission

1. Candidates will have been awarded a Bachelor's degree in an appropriate discipline from a recognised tertiary institution, and

2. Candidates will have a minimum of three years experience in health services of a kind acceptable to the School Admission Committee.

In exceptional cases an applicant who submits evidence of such other academic and professional qualifications may be admitted.

No credits, exemptions or advanced standing will be granted for the Graduate Certificate.

Non-Award Students

Non-Award students enrolled on an external basis in subjects of the MHA, MPH or MHP degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at a residential school.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

HEAL3091
Long Term Care Administration
Staff Contact: To be advised
CP15 SS L2
Note: Not offered in 1997.

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs.

HEAL9011
Quantitative Methods and Statistics 1
Staff Contact: Ms Deborah Black
CP15 S1 L2

Collection, collation and analysis of data and the interpretation of statistical information for the purposes of health services management. The use of computers for these purposes. An introduction to statistical methods. The application of statistical methods to health planning and administration problems.

HEAL9021
Health Services Statistics
Staff Contact:Ms Deborah Black
CP15 SS L2
Prerequisite: HEAL9011 or equivalent
Note: Not offered in 1997.

The application of statistical methods to health planning and administration problems and other problems of direct relevance to the health care field.

HEAL9031
Ethics of Resource Allocation
Staff Contact: Ms Helen Lapsley
CP15 SS L2
Prerequisites: HEAL9351 and HEAL9811, or equivalents
Note: Not offered in 1997.

Management of scarce resources in relation to concepts of equity and justice. An examination of the ways in which choices are made, and the organisational structures which determine how, by whom and for whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues. Case studies which demonstrate value judgements, ethical and economic conflicts and the determination of priorities.

HEAL9041
Health Care Systems
Staff Contact:
Ms Helen Lapsley (External)
Mr Ian Forbes (Internal)
CP15 S1, S2 L2

Examination of the structure and function of health care systems with special reference to the Australian health care system: constitutional, economic and political environments within which health care systems operate; characteristics of institutional and noninstitutional care; expenditure, funding arrangements and systems of health insurance and the health workforce; current policy issues are reviewed.

HEAL9051
Health Services Accounting
Staff Contact: Mr Kevin Forde
CP15 SS L2
Note: Not offered in 1997.

Basic accounting theory with particular reference to hospitals and health service institutions; cash and accrual accounting systems, hospital fund accounting in theory and practice; formulation and use of operational and capital budgeting; the nature and use of cost data; accounting for planning and control, cost analysis and reporting formats.

HEAL9061
Statistics for Public Health
Staff contact: Ms Deborah Black
CP15 S1 L3
Note: This is a core subject for Master of Public Health students.

Provides an introduction to research methods and statistical techniques applicable to public health data. Statistical techniques will focus on data analysis of a single variable or linear relationships between two variables. In addition, students will learn to use SPSS for Windows to conduct statistical analyses on a set of data relevant to public health.

HEAL9071
Accounting and Financial Management 1
Staff Contact: Mr Kevin Forde
CP15 S2 L2

Introduction to double entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash based accounting systems,utilisation of accounting records for the presentation and interpretation of profit and loss accounts, balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital specific fund accounting.

HEAL9081
Accounting and Financial Management 2
Staff Contact: Mr Kevin Forde
CP15 S2 L2
Prerequisite: HEAL9071 or equivalent

An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures; cost analysis and control; investment evaluation and discounted cash flow techniques; accounting for investment;cost allocation procedures. An overview of the 'subjectivity' of accounting numbers; political and financial pressures placed upon reporting and report formats. Alternative valuation techniques.

HEAL9111
Quality Assurance for Health Administrators
Staff Contact: Ms Helen Lapsley
CP15 S1 L2
Prerequisite: HEAL9041 or equivalent

An overview of quality assurance within the health care system, and of the development of quality assurance programs. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health service managers.

HEAL9301
Health Services Planning 1
Staff Contact: Mr Ian Forbes
CP15 SS L2

Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level.Techniques used in data collection, analysis and modelling for health planning. Analysis of environments external to health service organisations of a societal, political and health status nature. Assessment of organisations within service areas. Management skills appropriate for policy making, program evaluation and health services resource distribution.

HEAL9311
Introduction to Organisation Behaviour
Staff Contact: Dr Anna Whelan
CP15 SS L2
Note/s: Not offered in 1997.

Aims to encourage students to develop a greater understanding and analysis of behaviour in health

organisations. Microlevel theories are covered from various organisational perspectives: psychology, sociology, political science, and anthropology. Topics include: values and attitudes; motivation, communication, leadership and power; group dynamics and conflict; organisational culture and decisionmaking.

HEAL9331
Health Services Law 1
Staff Contact: Mr Philip Bates
CP15 S1 L2

Review of the role of law in the professional practice of health services management administration, planning and public health; relationships and interactions between law, ethics and morality in the regulation of health services; study of selected areas of legal doctrinal rules and court procedure of special relevance to the health services including relevant material from the fields of international, public and private law.

HEAL9341
Health Services Law 2
Staff Contact: Mr Philip Bates
CP15 S2 L2
Prerequisite: HEAL9331 or equivalent
Notes: Not offered in 1997.

Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations.

HEAL9351
Health Economics 1
Staff Contact: Ms Helen Lapsley
CP15 S2 L2

Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and nonpricing methods of allocation, welfare analysis, ethics of resource allocation, economic planning of health services, cost benefit evaluation, cost effectiveness analysis, economics of hospitals and economic impact of health insurance.

HEAL9361
Physical Planning and Design
Staff Contact: Mr Ian Forbes
CP15 SS L2

Planning processes applied to physical and environmental design. Regional, urban and local planning issues. Building design and building project management. Cost planning, network analysis and commissioning. Briefing, design and evaluation methods. Ergonomics and environmental psychology. Applications to health and welfare facilities. Administrative, medical and nursing policy implications.

HEAL9371
Research and Evaluation Methods
Staff Contact: Dr Mary-Louise McLaws
CP15 S1 (HK only) S2 L2
Prerequisite: HEAL9411 Epidemiology for Health Administrators and Planners or CMED9500 Epidemiology.

Special problems of health services research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; nonexperimental models; sample selection; questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decisionmaking; policy issues.

HEAL9381
Policy Studies
Staff Contact: Dr Pieter Degeling
CP15 S2 L2
Prerequisites: HEAL9041, HEAL9711
Corequisite: HEAL9351

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Past topics have included: health care technology; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalised administration of health services; health policy issues in developing countries.

HEAL9391
Health Services Strategic Management and Planning
Staff Contact: Mr Jeffrey Braithwaite
CP15 S2 L2

What is strategic planning? What does it mean to manage strategically? How do health service organisations (or, more accurately, the people with in them) express their strategic intent? How can you plan for the future when the environment is so complex and change so rapid? We investigate strategy in the health services by examining the ideas, tools and techniques of the strategist. Topics discussed include strategic planning, strategic behaviour, marketing, leadership and the learning organisation.

HEAL9401
Medical Care Organisation
Staff Contact: To be advised
CP15 SS L2
Prerequisite: HEAL9311 or equivalent
Note: Not offered in 1997.

Specific aspects of the organisation of medical care. Topics include: the administration and review of clinical work, participation of medical staff in planning and development of facilities and services, the integration of the function of health care personnel in both the administration and delivery of services, and accreditation of hospitals and other health service institutions.

HEAL9411
Epidemiology for Health Administrators & Planners
Staff Contact: Dr Mary-Louise McLaws
CP15 S1 L2

Principles and methods of epidemiologic investigation of both communicable and noncommunicable diseases including descriptive, analytic and experimental epidemiology. The epidemiology of acute chronic diseases, demography, determination of health status of a defined population, measurement of disease rates & interpretaton. The uses of epidemiology in planning, operation and evaluation of interventions. Epidemiology of staff, hospital services, diagnostic & treatment services.

HEAL9421
Public Health
Staff Contact: Prof James Lawson
CP15 S1 L2

Distribution patterns and determinants of disease and disability with particular reference to diseases of major Australian concern. Preventive, treatment and rehabilitation strategies. The uses of epidemiology in the planning, operation and evaluation of health services.

HEAL9431
Interpersonal Communication in Organisations
Staff Contact: To be advised
CP15 SS L2
Note: Not offered in 1997.

A theoretical and practical subject which aims to increase students' understanding of, and capacity to deal with, communication problems in organisations. Teaches students to improve their own communication skills by a series of communications exercises, role plays, simulations and games. Students are able to chart their progress with a checklist developed for the course.

HEAL9441
Health Economics 2
Staff Contact: Ms Helen Lapsley
CP15 SS L2
Prerequisite: HEAL9351 or equivalent
Note: Not offered in 1997.

Builds on Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalisation, financing systems and incentives for efficiency, alternative economics and political economy of health services.

HEAL9451
Workforce Planning
Staff Contact: to be advised
CP15 SS L2
Prerequisites: HEAL9301 and HEAL9351, or equivalents
Note: Not offered in 1997.

Systems approach to workforce planning in the health services. Task analysis as a workforce planning technique; career mobility; supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce.

HEAL9461
Management Information Systems
Staff Contact: Ms Deborah Black
CP15 S1 (HK only), S2 L2

Introduction to information systems. Use of information systems in the health system. Positive patient identification, clinical decisionmaking systems, pathology and investigatory services systems. Administrative systems

including payroll, personnel and maintenance systems. Computerization of medical records and use of computers in quality assurance programs. Total health and hospital information systems. Regional community health information systems.

HEAL9471
Comparative Health Care Systems
Staff Contact: Ms Helen Lapsley
CP15 SS L2
Prerequisite: HEAL9041 or equivalent
Note: Not offered in 1997.

A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian, European and developing countries. The course discusses the respective roles of government and private enterprise, health workforce, organisational structures, financing, regionalisation and legislation.

HEAL9481
Operations Research for Health Planning and Administration
Staff Contact: Ms Deborah Black
CP15 SS L2
Prerequisite: HEAL9011 or equivalent
Note: Not offered in 1997.

Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queuing, inventory, allocation, search and scheduling problems as they appear in a health services environment.

HEAL9491
Organisational Analysis in Health Services
Staff Contact: Dr Pieter Degeling
CP15 SS L2
Prerequisite: HEAL9311 or equivalent
Note: Not offered in 1997.

Students conduct an analysis of one health organisation according to a specific organisational theory perspective (eg systems, contingency, administrative, action). The level of analysis is at the organisational level, and students are instructed in measurement, data collection and analysis of organisational attributes. This exercise forms a backdrop to discussions of key organisational issues relating to centralisation, complexity, uncertainty, and resource dependency etc.

HEAL9501
Computing Techniques for Health Services Management
Staff Contact: Ms Deborah Black
CP15 SS L2
Prerequisite: HEAL9011 or equivalent
Note: Not offered in 1997.

Introduction to, and practice of, transferable skills for the utilization of personal computers in the workplace. The nature of tasks performed in statistical computing. The nature of computing systems, databases and programming languages. Use of SPSS and MINITAB. Introduction to NAG, IMSL and other advanced computing packages. BASIC and FORTRAN programming for 'one off' applications and interfacing packages. Largely conducted at terminals.

HEAL9511
Special Topic in Health Administration or Planning
Staff Contact: To be advised
CP15 SS L2

An occasional elective dealing with some aspect of health administration or planning, selected according to current demand and availability of local and visiting lecturers.

HEAL9531
Fieldwork in Health Service Organisation
Staff Contact: To be advised
CP15 SS L2

Supervised placement in health service organisation. Emphasis on students acquiring knowledge of organisation and departmental functioning, daytoday problems faced by health service managers.

HEAL9611
Nursing Theory
Staff Contact: To be advised
CP15 SS L2

Analysis of extant nursing theories for the purpose of synthesising coherent statments of philosophy of nursing services.

HEAL9621
Nursing Administration
Staff Contact: To be advised
CP15 SS L2

The relationship and interdependence of the structural and control aspects of nursing management is explored. Topics include staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with a range of topics; practical application of skills.

HEAL9631
The Nurse Executive Role
Staff Contact: To be advised
CP15 SS L2

The interdependent and collaborative aspects of health executive roles with particular emphasis on the nurse executive role. Concepts examined include: responsibility, authority, accountability. Professional development aspects, such as networking and mentoring, are integrated throughout the subject.

HEAL9641
Nursing Research
Staff Contact: To be advised
CP15 SS L2
Prerequisites: HEAL9011, HEAL9371 or equivalents

Topics include: critical analysis of research studies, writing a research protocol, the nursing administrator's role in developing strategies for utilizing research in practice.

HEAL9651
Historical Trends in Nursing
Staff Contact: To be advised
CP15 SS L2

The view of 'history as progress' in nursing is examined to enable the student to understand the past as a guide to present and future action. Theoretical positions originating from different perspectives are studied in an attempt to

challenge the conventional broadbrush approach to nursing history. Topics include: the influence of the Women's Movement and changing ideologies of nursing; comparative analyses of trends overseas.

HEAL9661
Current Issues in Nursing
Staff Contact: Dr Anna Whelan
CP15 SS L2

Controversial issues involving the nursing profession are critically examined. Topics addressed include: minimal educational preparation, mandatory continuing education, nontraditional education, unionism vs professionalism, political action in the health arena, government involvement, clinical specialisation, cost effectiveness, consumer's rights, factors affecting nurses participation in the workforce, ethics in practice.

HEAL9671
Politics, Policies and Power in Nursing
Staff Contact: To be advised
CP15 SS L2

The concept of power is examined as it relates to the nursing profession's increasing involvement in health policymaking and politics. The impact of professional nursing organisations and representative nursing groups on government decisionmaking bodies in Australia is discussed. Strategies which promote the political acumen among nurses at various organisational levels are examined.

HEAL9701
Management of Work
Staff Contact: Dr Anna Whelan
CP15 S2 L2

Identifies the range of social, economic, political, industrial and technological factors which may influence the organisation of both work and workers. Analyses the interrelationships between the forms of work organisation and the experiences and responses of workers located in these settings. Develops knowledge and skills in implementing and critically evaluating techniques and methods which have been recommended for organising work and for managing responses of workers, including improving and assessing worker performance, designing work, introducing technology, and new management techniques such as Total Quality Management (TQM).

HEAL9711
Management of Organisations
Staff Contact: Dr Pieter Degeling
CP15 S1 L2

Examines current theories of organisation and management, and evaluates their applicability to management work in health care settings. Examines the relationship between theory and practice in managing organisations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in accomplishing organisational change and in constituting management control.

HEAL9731
Industrial Relations in the Health Services
Staff Contact: Dr Anna Whelan
CP15 SS L2
Prerequisite: HEAL9701 or equivalent

This subject is designed to extend the health service manager's knowledge of employer - employee relations in the health services workplace in Australia. The subject builds on theoretical frameworks introduced in Management of Work. It examines the framework of industrial relations in Australia, including development of the arbitral model, state intervention, labour law, trade unions, professional associations, and employer associations. It explores the development of personnel management in Australia including an assessment of current Human Resource Management, the diffusion of different management concepts in Australia including the 'new managerialism', and contemporary issues such as the flexibility thesis, quality improvement and enterprise bargaining.

HEAL9741
Management of Health Services
Staff Contact: Prof James Lawson (HK), Mr Jeffrey Braithwaite (External and Internal)
CP15 S1 L2

The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organisation; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, rolemodelling and valuecritical analysis in the health service context.

HEAL9743
Introduction to Casemix
Staff Contact: Prof George Palmer
CP15 S2 L2

Diagnosis related groups (DRGs) and other casemix systems including their history, principles of construction and recent modifications including the Australian National DRGs (AN-DRGs). Problems in the use and interpretation of DRG data: the varying clinical and resource homogeneity of individual DRGs and the presence of outliers. Effects of errors in the coded medical record abstract data on DRG assignment; limitations imposed by the disease and procedure classification systems currently used. Future developments in the design of casemix systems.

HEAL9744
Casemix Accounting and Funding
Staff Contact: Prof George Palmer
CP15 S2 L2

The conceptualisation of hospital products as the diagnosis, treatment and care of specific patient groups. Casemix costing and traditional hospital costing. Alternative methods of casemix costing including clinical costing systems and cost modelling. The Yale Cost Model. Application of casemix costing results from individual hospitals. Alternative methods and models of using casemix for hospital funding purposes. Budgeting for clinical departments.

HEAL9751
Introduction to Management and Policy for Public Health
Staff Contact: Prof James Lawson
CP10 S1 L2
Note: This is a core subject for Master of Public Health students.

Provides students with an understanding of the broad range of factors that can affect public health policy development and implementation and which can influence how public health services are organised and managed. The subject extends students understanding of different approaches to developing and implementing public health policy and to organising and managing a unit within a public health service.

HEAL9761
Mental Health Services Management
Staff Contact: Mr Tom Benjamin
CP15 SS L2

A multidisciplinary subject intended to apply competencies gained in organisation theory, sociology, finance, and economics subjects to the special requirements of the mental health field. The major assignment will emulate an external consultant's report of a mental health facility within its community context. Strategies for change will be discussed in the light of evidence from case histories and students' assignments.

HEAL9811
Sociology, Ethics and Health
Staff Contact: Dr Stephanie Short
CP15 S2 L2

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include racism and migrant health, colonization and Aboriginal health; gender and health; bioethics, medical research; medical dominance; the body in medical discourse; madness and psychiatry.

HEAL9821
Health and Society
Staff Contact: Dr Stephanie Short
CP15 SS L2
Prerequisite: HEAL9811 or equivalent
Notes: Not offered in 1997

This subject provides students with the opportunity to enhance their understanding of social research methodology and to learn about the social research process by undertaking a social research project.

HEAL9921
Staff Contact: Dependent on the subject chosen
CP15 SS

HEAL9931
Project
Staff Contact: Dependent on the subject chosen
CP30 S1 or S2 F

HEAL9941
Project
Staff Contact: Dependent on the subject chosen
CP15 F

HEAL9951
Research Project A
Staff Contact: Dependent on the subject chosen
CP15 F

HEAL9961
Research Project B
Staff Contact: Dependent on the subject chosen
CP15 S1 or S2

HEAL9971
Dissertation (MPH)
Staff Contact: Dependent on the subject chosen
CP45 S1 or S2 or F

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Damian Grace
CP15 S1 HPW2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 SS HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

Servicing Subjects

CMED9100
Independent Studies
Staff Contact: Dr Alan Stark
CP10 SS

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore specific community health problems within their own communities or areas.

CMED9500
Epidemiology for Public Health
Staff contact: Prof John Kaldor
CP15 S1,S2 L3
Note: This is a core subject for Master of Public Health students.

Provides students with an understanding of the role of epidemiology as the quantitative science underpinning much of public health practice. Students will learn to use the basic methodological tools of epidemiology, such as statistics to measure disease frequency, skills to critically review literature and interpret epidemiologic studies, and their application in a wide variety of research contexts. Skills for measuring frequency of disease and testing for evidence of association between risk factors and disease will build on statistics learned in Statistics for Public Health.

CMED9513
Applied Epidemiology
Staff Contact: A/Prof Robyn Richmond
CP10 S2 L2
Prerequisite: CMED9500 Epidemiology

This subject builds on the Session 1 Epidemiology subject, using practical examples of the application of epidemiology in field settings. Themes will include the development and validation of measures for epidemiological studies, the conduct of research in practice, evaluation methods and the application of study designs in the real world, ethics of research, and acute epidemiological investigation.

CMED9516
Introduction to Public Health
Staff contact: Prof Peter Baume
CP10 S1 L2
Note: This is a core subject for Master of Public Health students.

Introduces students to the discipline of public health, focusing on the history of public health, the major contributions of epidemiology to public health practice and thinking, the major public health problems still facing most countries, and the social factors which contribute to illness and inequality.

CMED9517
Biostatistics 2
Staff Contact: Dr Alan Stark, Dr Stephen Lord
CP10 S2 L2
Prerequisite: CMED9514 Biostatistics 1

Statistical design, analysis and reporting; a selection of topics from clinical trials and other controlled studies, nonexperimental studies, rates and proportions, multiway tables, analysis of covariance and repeated measures, multiple regression and other multivariate analysis, life tables and survival analysis. Students will analyse real data sets, including their own if desired, using SPSS software. Thorough individual instruction in the use of computers will be given in the laboratory.

CMED9518
Case Studies in Epidemiology
Staff Contact: A/Prof John Kaldor
CP10 S2 L2

Epidemiology has made a substantial contribution to public health policy and practice in a number of areas. The course will consider four areas of health (cancer, cardiovascular disease, hepatitis and screening for disease) and review the major epidemiological studies that have contributed to development of knowledge and in public health application in these areas. The emphasis of the course will be on substantive findings, and the role played by epidemiological methods.

CMED9519
Demography
Staff Contact: A/Prof Ian Burnley
CP10 S2 L2

Introduction to demography; sources and processing of data, principles and applications. Life tables, mortality, marriage and divorce, natality, reproductivity. Martial characteristics and family groups. Migration. Distribution by area, sex, age, race; educational and economic characteristics. Population estimates and projections. Computer techniques.

CMED9600
Disability
Staff Contact: Dr Hugh Dickson
CP10 S1 L2

Epidemiology of disabling physical and mental conditions; the nature of disability and handicap (including developmental disability); perceptions of handicap; disabled persons' consumer movement and organisation; sociology of disability; social inequality and disability; rehabilitation; community and specialist rehabilitation services; relevant legislation, government services, special needs of disabled persons health accommodation and the physical environment, transport, work, income support, legal rights and public policy.

CMED9602
Health and Illness Behaviour
Staff Contact: Mr Peter Trebilco
CP10 S1 L2

Self-care, personal health action and help-seeking behaviour; attitudes and beliefs about health and illness; media influences and sources of health advice; the media and public health; coping with illness, stress, anxiety, loss or bereavement; the sick role; expectations of health care; counselling techniques; doctor-patient communication; psychological, social and ethnic factors influencing health behaviour; health education and promotion; community mental health; rehabilitation; concepts and strategies.

CMED9603
Communications and Writing in Health
Staff Contact: Prof Peter Baume
CP10 S1 L2

Writing and preparation for the media; preparation of material for health education and promotion, including audiovisual material; preparation of scientific papers, reports and theses; practical skills in planning and writing articles: logical organisation, clear and concise scientific prose; presentation of data and overall layout.

CMED9604
Tobacco, Alcohol and Other Drug Issues
Staff Contact: A/Prof Robyn Richmond
CP10 S1 L2

Concepts of drug dependence, including pharmacological aspects; management of these problems in primary care;

rehabilitation programs, smoking cessation; weight control; social and psychological factors and their impact on the family; drug problems and their impact on the community; public health aspects; population indices and surveillance; control programs; legislation; law enforcement; medical and legal aspects of drug dependence.

CMED9605
Health in Developing Countries
Staff Contact: Dr John Hirshman
CP10 SS L2

Economic, demographic and epidemiological aspects; communicable diseases, for example, diarrhoea and parasitism, chronic diseases including mental health in the Third World context; maternal and child health; family planning; nutrition, and food and nutrition policy; breast feeding promotion; immunisation; water supply and environmental sanitation; organisation of health services; primary health care; health personnel training; health education; pharmaceutical problems; role of international and non-governmental agencies; self-reliance.

CMED9606
Women and Health
Staff Contact: Dr Sue Irvine
CP10 S1 L2

Current issues relevant to the health of women, both consumer and provider perspectives. Common health risks facing women. Special needs in health and health care for particular populations of women. Traditional role of women as health carers, and the impact this has on health and health services. Short lectures, group discussions and student presentations. Assessment is a combination of marks given in written tutorial papers, end of session essay and group facilitation and class participation.

CMED9607
Researching Womens Health
Staff Contact: Dr Sue Irvine
CP10 S2 L2

Examines the socio-cultural aspects of women's health. Emphasis will be on reading and critically examining recent social, behavioural science, public health and primary care literature. Case studies will be used to look at determinants of women's health, woman and health care systems, promoting women's health, and woman and disability.

CMED9608
Rural Health Studies 1 (General Practice)
Staff Contact: Prof Mark Harris
CP10 X S1
Notes: External course, 4 tele-conferences, one 2-day workshop mid-term.

Examine roles, needs, and particular health and welfare issues of rural general practitioner services; explore methods for professional development of rural GPs; study public health issues of particular relevance to rural general practice; study data collection and analysis to help identify rural health problems, their management and prevention; plan and evaluate the promotion of health, and prevention of disease through individual and community health education programs in rural communities.

CMED9609
Community Genetics
Staff Contact: Dr Lawrence Lai
CP10 S1 L2

Brief discussion of essentials of human genetics and new development; role of genetics in community health; individuals at risk; genetic disorders including congenital, chromosomal and single-gene defects; their causes and distribution in different populations; health services comprising genetic counselling, screening, carrier detection, pre-symptomatic diagnosis, prenatal diagnosis, and laboratory investigation, and their planning and funding; support groups as related to types of genetic disorder; basic training of genetics in medicine; education and prevention; social, moral and ethical issues involved in the provision of genetic services.

CMED9610
Community Nutrition and Food Policy Studies
Staff Contact: Ms Leah Bloomfield
CP10 SS L2

Introduction to nutrition and health; increasing interest in nutrition by population in general, epidemiological evidence of nutrition-related diseases and the increasing cost of treating these diseases, and common nutrition-related health disorders in the Australian community; various nutritional assessment techniques; nutrition information versus misinformation; location and utilisation of nutrition resources; recommendations about nutrition by instrumentalities such as the Health For All Taskforce and the Better Health Commission.

CMED9611
Health of the Elderly
Staff Contact: Dr Raja Salgado
CP10 S1 L2

Demography of ageing; epidemiology of health, illness and disability in an ageing population; 'aged persons' perspectives; gerontology - biological, sociological and psychological perspectives; problems and special needs of an ageing population; health maintenance; health policy for an ageing population; health services; institutional care; community and domiciliary services; non-government organisations; poverty; community attitudes; accommodation; income support; social and ethical issues.

CMED9612
Environmental Health
Staff Contact: Dr John Frith
CP10 S2 L2

To introduce the principles of epidemiology, particularly in reference to environmental risk factors of disease and in reference to such principles as incidence and prevalence, aetiology and risk factors, epidemics and endemics, and primary, secondary and tertiary prevention of disease. In particular, it deals with environment and disease, radiation, chemical, hazards, air and water pollution, biological hazards, urban environment, ecology, ecosystems and interdependence and how these factors affect health, public health issues related to sustainable development.

CMED9613
Health and Public Policy
Staff Contact: Prof Peter Baume
CP10 S2 L2

The subject deals with 'health' debate over time, elements of health policy, health outcomes and international comparisons. Health in the Federal System, systematic development of health outcomes, stakeholders, program cycle, work of a Minister for Health, discussion of means and ends, Cabinet Government and health policy, concepts and strategies.

CMED9614
Genetic Epidemiology
Staff Contact: Dr Alan Stark
CP10 S2 L2

Introduction to the study of the interaction of environmental and genetic determinants of diseases; 'simple' Mendelian, polygenic and multifactorial models of disease causation and corresponding patterns of distribution; estimation of genetic parameters; methods of discriminating between models, including recognition of genetic heterogeneity, linkage analysis, segregation analysis, path analysis, the design and interpretation of twin and family studies, 'cohort of genealogies' technique; calculation of risks; effects of genetic intervention; progress of research into diseases such as diabetes and schizophrenia; computing techniques.

CMED9615
Primary Health Care
Staff Contact: Prof Mark Harris, Dr Dimity Pond
CP10 S1 L2

The subject provides an overview of primary care in Australia and the application of the PHC approach to Australia and other developed countries. Topics to be covered include, primary care and PHC in Australia, primary medical care and family practice, primary nursing care and generalist community nursing, integration of Community Health Services, healthy cities, self help groups and self care, health promotion, surveillance/monitoring in primary care, advocacy/community development, aboriginal health, community participation.

CMED9618
Public Health Law and Ethics
Staff Contact: A/Prof Paul McNeill
CP10 S1 L2

Principles and theories of medical ethics are examined in relation to current ethical issues in medicine and community health. Topics include ethical issues in: artificial birthing techniques; resource allocation; termination of life sustaining treatment; drug and alcohol provision and treatment; human experimentation and epidemiological research; aboriginal health care research and delivery; and accountability of health professionals.

Reading is required in preparation each week. The subject is conducted by seminar in which invited speakers give a brief presentation and students contribute from their reading. Assessment is based on student presentation on 2 or 3 of the seminar topics and an end of session essay.

MEED9001
Independent Studies
Staff Contact: Ms Jan Ritchie
CP5

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore solutions to specific educational problems within their own institutions or disciplines.

MEED9010
Community Development
Staff Contact: Ms Jan Ritchie
CP10 S2 L2

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation, and the assessment of community health needs.

MEED9012
Health Promotion
Staff contact: Ms Jan Ritchie
CP10 S1, S2 L2

Explores the meaning of health promotion and its role in the field of public health, and provides a forum for discussion on preventive approaches in health care. Students study a variety of approaches to promoting health and consider the benefits and disadvantages of each of these within an integrated framework.

MEED9013
Influencing Health Beliefs and Health Behaviours
Staff Contact: Ms Jan Ritchie
CP10 S2 L2

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

MEED9014
Communication and Educational Skills for Community Health Workers
Staff Contact: Ms Jan Ritchie
CP10 S2 L2

Emphasis on the specific communication and education skills required by health professionals working in community settings. Application of small group teaching and experiential learning approaches including interactive experiences, simulations, role plays, problem-solving exercises and opportunistic teaching methods.

MEED9101
Learning & Teaching
Staff Contact: Dr Magnus Stiernborg
CP10 S1 L2

Focuses on the conditions which are necessary for learning and the responsibilities these imply for teaching. Stages of the process are outlined and the important factors in

learning are developed within this framework. Problem-based, involving participation in workshops organised around common problems in teaching and learning. Integrates with MEED9013.

MEED9102
Educational Processes In Small Groups
Staff Contact: Mr Alan Hodgkinson
CP10 S1 L2

How people operate as members and leaders of groups; conditions underlying effective group work in educational planning, teaching and learning, and the provision of health care; basic concepts of group structure. Stress on experiential learning, observation of group process, improving skills in facilitating group learning and designing appropriate learning activities.

MEED9103
Instructional Design
Staff Contact: Dr Pat Youngblood
CP10 S1 L2

Application of skills and knowledge gained in MEED9101 to the design of instruction for various learning environments in the health field. Students learn to analyse a teaching problem, identify and classify learning outcomes, write learning objectives, select appropriate instructional and assessment strategies, and evaluate the effectiveness of instruction. Classes are organised as a series of workshops addressing the steps in the design process, including analysis, design, development and evaluation.

MEED9104
Organisation And Management For Health Personnel Education
Staff Contact: Prof Arie Rotem, Mr Alan Hodgkinson
CP10 S1 L2

Students critically examine existing organisational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organisations and the effect of organisations on their individual performance. Description and analysis of participants' own organisations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

MEED9105
Educational Planning
Staff Contact: A/Prof Raja Bandaranayake, Dr Pat Youngblood
CP5 S2
Note: Subject runs over 7 weeks as 2 hour classes.

Builds on the competency based model in instructional development introduced in MEED9103 but looks at alternative approaches to curriculum planning; considers the factors leading to developments in curricula for the health professions, and the methods by which changes have been introduced. Emphasis on a number of institutional case studies from different health professions; the processes used in making decisions between curriculum options for new courses and in introducing changes into existing courses.

MEED9106
Teaching Skills
Staff Contact: Ms Leah Bloomfield
CP10 S1 L2

The practical aspects of teaching methods. Problems experienced by the candidates in their won situations. Certain theories and principles of learning as they apply to the various teaching methods studied. Emphasis is on microteaching (reinforcement, questioning, explaining).

MEED9107
Assessment Of Students
Staff Contact: A/Prof Raja Bandaranayake
CP10 S2 L2

The process, scope and purpose of educational evaluation. The place of student assessment within the curriculum and the concept of measurement and its requisites, leading to a review of the different types of assessment commonly used by participants to assess student learning in all its domains. The practical aspects of the designing, administration and scoring of such assessments, and attempts to identify ways of improving such procedures. The assessment of clinical performance on prescribed tasks, on tasks involving judgement, and in clinical practice involving priorities, management and responsibility. The utilization of test scores and other assessment data in educational decision-making.

MEED9108
Program Evaluation And Planned Change
Staff Contact: Prof Arie Rotem
CP10 S2 L2

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

MEED9110
Workshop In Culture, Subculture and Communication
Staff Contact: Dr Robert Pigott
CP10 S1 L2

Introduction to the complexities of communicating across cultural and subcultural barriers in a world now increasingly composed of multicultural societies; and to the emerging role of intercultural communication skills in promoting health, preventing and treating disease, and managing health systems. The course embraces theoretical learning and is designed to offer students an intellectual and intuitive feeling for the subject that will have immediate practical use.

MEED9111
Consultation Process
Staff Contact: Prof Arie Rotem
CP10 S2 L2
Recommended Prerequisite: MEED9104 or equivalent
Corerequisites: MEED9108, MEED9113, MEED9112
Note: An Academic Elective.

The subject is designed to introduce concepts and practical approaches used by consultants in the development of organisations, programs, teams and individuals. The subject will focus on the internal process of change as well as on 'third party' interventions.

MEED9112
Management Of Human Resources In Health
Staff Contact: Mr Alan Hodgkinson
CP10 S2 L2
Recommended Prerequisite: MEED9104 or equivalent
Corequisites: MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.

MEED9113
Evaluation Of Instructors
Staff Contact: Ms Leah Bloomfield
CP10 S2 L2

This seminar pertains to concepts, research and development in the evaluation of instructors. Emphasis on the methods by which evaluative feedback could be provided and used for the purpose of improvement of instruction. It is expected that candidates would acquire skills in the design and use of evaluation instruments which are effective in improving instruction.

MEED9115
Educational Selection
Staff Contact: Dr Catherine Berglund
CP05 S2 L1
Note: An Academic Elective.

Considerable interest is expressed by the health professions in the process of selecting students. Complaints are often directed to such shortcomings as the lack of willingness of graduates to work in rural areas, the inclination of students to seek 'spoon feeding', the inability of students to relate to patients, the poor science background of students etc. this elective examines the extent to which solutions to these problems can realistically be expected from improved selection.

MEED9120
Qualitative Research Methods In Health Promotion
Staff Contact: Ms Jan Ritchie
CP10 S1 L2
Prerequisites: MEED9012 Health Promotion or equivalent, CMED9127 Research in Education I or equivalent

This subject focuses on issues and methods in qualitative research in health promotion and public health. It is offered to those wishing to undertake their major projects using qualitative methods.

MEED9121
Large Group Teaching
Staff Contact: A/Prof Raja Bandaranayake
CP10 S2 L2
Note: An Academic Elective.

The process of explaining considered central to large group teaching; analysis of this process, dealing with the qualities and components of effective explaining. The types of lectures ranging from didactic to inductive, and the various ways in which lectures are structured, leading to an examination of the relationship between lecturing and alternatives to lectures.

MEED9122
Primary Health Care
Staff Contact: Ms Jan Ritchie
CP10 S1 L2

The concept of primary health care and its emergence as the priority health care approach in developing countries. Emphasis on the training implications of primary health care programs together with different definitions of the concept including the role of primary health care in social and economic development, and its relationship to existing health care systems.

MEED9123
Production of Audio-Visual Material
Staff Contact: Ms Leah Bloomfield
CP10 S1,S2 L2

The use of audio visual materials and equipment; production of software (transparencies, slides, film, videotape and audiotape); principles guiding the selection of teaching aids for self-paced learning, teaching in small groups and large group presentation. A major requirement for assessment is the selection and preparation of instructional media appropriate to a specific teaching situation in the participant's base institution.

MEED9124
Clinical Teaching
Staff Contact: Dr Peter Harris
CP05 S1, S2
Note: Subject runs over 7 weeks as 2 hour classes.

Drawing upon real life clinical practice and observing teaching sessions of their own, their peers and others, participants have the opportunity to explore the nature of clinical teaching and learning in selected programs, and to identify ways of improving teaching skills and maximising studentsí learning. Research in clinical teaching and its relation to both educational theory and to current practice.

MEED9125
Planning, Conducting and Evaluating Educational Workshops
Staff Contact: A/Prof Raja Bandaranayake
CP10 S1 L2

In an attempt to develop their skills in all aspects of conducting workshops, participants are guided to formulate a plan for workshop for their colleagues in an important educational area, with opportunity to practise various techniques for enhancing active participation, and subsequently to conduct the workshop, evaluate its process and outcomes, and report on it.

MEED9126
Self-Directed Learning and Self Instruction
Staff Contact: Ms Leah Bloomfield
CP10 S2 L2

Options which are available for the teacher to assist students to develop skills in self education. Requires students to undertake self directed study and to negotiate a learning contract with the instructor. Topics may include: adapting instruction to individual differences, principles and practices of self instruction, applying self directed learning in traditional courses, and contexts for informal learning such as continuing education, in-service training and distance education.

MEED9127
Research in Education for the Health Professions 1
Staff Contact: Dr Magnus Stiernborg
CP10 S1 L2

Enables participants to become aware of 'ways of knowing', in general, and of the scientific method in particular. Different methods of educational research examined in depth so that the method(s) most appropriate to given research problems can be selected. Participants develop skills in evaluating research papers exemplifying the different methods.

MEED9128
Research in Education for the Health Professions 2
Staff Contact: Dr Magnus Stiernborg
CP10 S2 L2
Prerequisite: MEED9127 or equivalent
Note: An Academic Elective

Raises awareness of current research interests in education for each of the health professions from which participants come and of the problems encountered in conducting an educational research project. Participants are expected to plan, conduct and report a pilot project in education.

MEED9129
Primary Health Care: Issues in Implementation
Staff Contact: Ms Jan Ritchie
CP10 S2 L2
Prerequisite: MEED9122 Introduction to Primary Health Care or evidence of substantial prior experience in primary health care work.

This subject guised participants through a detailed analysis of both the theory and the practice of implementing Primary Health Care programs. Problems and issues encountered in implementation are examined and practical solutions explored. The course is designed for health professionals who have had some prior exposure to the concepts and practice of Primary Health Care, and draws upon relevant case studies for the analysis.

MEED9302
Learning in Small Groups
Staff contact: Dr Peter Harris
CP10 S1, S2 or S3

The course covers the processes of learning in small groups, group formation and changing roles and relationships within groups, diagnosis and management of problems and conflict within the group, effectiveness in handling tasks and making effective decisions, team building, support, leadership of working groups, innovation by group, assessment of group performance. Assignments include study of the development of the group, and the emergence of effective leadership.

MEED9303
Clinical Practice as a Discipline
Staff contact: Dr Peter Harris
CP10 S1, S2 or S3

This course explores the nature of professional expertise within clinical practice as a skilled discipline within the streams of general and specialist medical practice and within nursing and the therapies. Subject matter includes the varieties of working knowledge (applied knowledge, strategic knowledge, intuitive knowledge, local, situational knowledge, predictive and decision making knowledge, people management knowledge and judgment), of skills in managing logical processes and skills in managing people and procedures. The course also analyses the profession's philosophy, the professional's tasks, roles and responsibilities, and the perspectives and expectations within the health system and community. Assignments are expected to contribute to the understanding and development of the discipline in each health profession.

MEED9304
Learning Clinical Reasoning
Staff contact: Mr Phillip Godwin
CP15 S1, S2 or S3

The medical stream covers teaching of the steps in the clinical process, inductive and deductive strategies, data collection and its flaws, the reliability of clinical evidence, intuition and clinical memory, investigation and sufficiency of evidence, strength of clinical and investigational evidence, interpretation and misinterpretation, logical processes in clinical inference and plausibility of diagnosis, and the utility of expert systems and computer-aided diagnosis. For the nursing stream the course diverges to cover the reasoning called upon within different clinical units. Assignments include the study of clinical reasoning in the candidate's setting.

MEED9306
Clinical Supervision
Staff contact: Dr Peter Harris
CP10 S1, S2 or S3

This course deals with the processes of teaching motor skills, the stages of moving from novice to expert, the development of judgment, varying aptitude, scaffolding of supervision of practice, and self assessment of habitual performance. The course also deals with the observation and monitoring of daily activities, of supervised practice, of the range of roles and relationships of mentors to their trainees, of effective methods of feedback, and of learning a range of skilled behaviours in instructing, supervising, guiding and counselling. Assignments include study of the development of a procedural skill and skilled performance within the candidate's setting.

MEED9307
Exploring Clinical Ethics
Staff contact: Dr Catherine Berglund
CP10 S1, S2 or S3

This course guides the learner through the major ethical principles affecting clinical choices using a large array of contemporary clinical issues. The course is based on posing questions and search for answers.

Ethicists differ in the way they search for answers. Not all believe that there is one truth to find. Many believe that the 'truth' depends on the context, or situation, or on the relative importance of opposing values. This course attempts to hear 'many voices' not only from ethicists and clinicians but from law, religion, administration and lay media. Ethicists themselves range across a spectrum from 'You should....' (duty based deontologists) to 'It depends....' (situationists). The subjects aims to bring out that range. Assignments utilise consultations to explore ethical principles and their implications in the clinical setting.

MEED9308
Learning Clinical Decision Making
Staff contact: Mr Phillip Godwin
CP10 S1, S2 or S3

The medical stream deals with quantitative and qualitative aspects of decision making, management options, ambiguity and sufficiency of evidence at the test-treatment threshold, identification of possible outcomes, calculation of probabilities and utilities for each outcome, structuring with decision analysis, elicitation of patients' preferences, configuration of trade-offs and sensitivity analysis, influences operating in the context and in the personal psychology of doctor and patient, defensibility of decisions, and judgment in making choices under uncertainty. The nursing stream diverges at many points to cover the particular decisions required of the clinical nurse. Assignments include the analysis of a number of decision processes in the candidate's setting.

MEED9309
Assessing Clinical Performance
Staff contact: Dr Peter Harris
CP10 S1, S2 or S3

This course covers the purposes, location, criteria, methods, timing, frequency, scoring methods and formats, and training of examiners to achieve consistency. The course includes development of assessments undertaken by self, peers, other health workers and patients. The course also addresses issues of judgment of others, and of innovation in developing accurate estimates of practical ability. Assignments include the study of performance assessment, and development of approaches to formative assessment.

MEED9311
Patient and Family Education
Staff contact: Ms Jan Ritchie
CP10 S1, S2 or S3

This course deals with understanding the health and illness beliefs of patients, their family and their culture, and the factors supporting continuation of particular health behaviours. The course studies coping strategies and mobilization of the patient's and family's adaptive resources in rehabilitation of social function, the methods and skills needed for persuasion to comply with a treatment regimen and to cease self-destructive behaviours. Assignments include evaluation of attempts to improve patient compliance and informed family support for the patient.

MEED9312
Research into Clinical Education
Staff contact: Dr Catherine Berglund
CP10 S1, S2 or S3

The module takes participants through many of the planning stages of research. The final project is to write a grant application for a research project in clinical education. This process involves the consideration of research questions, research paradigms, measures and interpretation. The social context of research is covered, as is the process of dissemination of research findings.

MEED9313
Planning Educational Programs
Staff contact: Mr Phillip Godwin
CP10 S1, S2 or S3

This course deals with the planning, implementation and evaluation of graduate and continuing educational programs, including educational workshops, beginning with identification and clarification of needs, helping adult learners with self-diagnosis of defects, designing instruction and choosing methods of presentation, linking new scientific ideas with the clinical working knowledge and strategies of practitioners, evaluating the effectiveness of programs, and undertaking research into continuing education. Assignments include the planning of an education program appropriate to the candidate's area.

MEED9314
The Ward (or Office) as a Social and Learning Environment
Staff contact: Dr Catherine Berglund
CP10 S1, S2 or S3

This course uses the clinical setting of the ward, or the office, or the clinic as the unit of study of the formal and informal communication and management processes, professional role definition and socialisation into sub-cultural belief patterns, sharing of decision making, expectations and stresses, coping strategies and stress management, analysis of social pathology, relation between task and maintenance functions and the resolution of conflict, staff job satisfaction and turnover, and effectiveness for learning. Assignments include a report on the candidate's working environment.

MEED9315
Clinical Teaching
Staff contact: Dr Peter Harris
CP15 S1, S2 or S3

The course includes the planning and conduct of clinical teaching programs, preparation of the learners including assessment of the learner's readiness, learning of manual skills on simulated patients, management of the learning environment, briefing before patient encounter, demonstration of skills, perceptual skills in data collection, debriefing and reflection on the clinical encounter, explication of the clinical experience, in terms of available theory, translation of professional knowledge into working knowledge, and forward planning of reading and further practice. The course also deals with the micro-skills of listening, questioning, probing and challenging, demonstrating, and involving the patient and other staff. Assignments include the study of the candidate's clinical teaching and the study and practice of clinical microskills.

MEED9316
Learning Consulting Skills
Staff contact: Dr Peter Harris
CP15 S1, S2 or S3

The medical stream deals with the identification and learning of consulting skills in communicating with patients, families and colleagues, in clarifying illness problems, in acquiring accurate information, interpreting evidence and diagnosing disease, in handling ambiguity and uncertainty, in referral to others and in negotiating trade-offs among management options. Differences between generalist and specialist tasks and contexts will be explored. Consulting

skills in the nursing stream parallel these, but with differing responsibilities in assessment and patient care. Assignments include study of communication and management skills in the candidate's setting.

MEED9317
Clinicians as Managers
Staff contact: Mr Phillip Godwin
CP10 S1, S2 or S3

This subject focuses on the role of clinicians in the management of health and education programs. It aims to encourage review of organisational and management issues which influence the performance of clinical units. The material includes identification of the functions of management, the typical challenges faced by clinicians as managers, their contribution to leadership and team development, their role in planning, evaluation and their management of change. The assignments in this subject will require a step by step review of the way activities and programs are managed to improve the effectiveness and efficiency of the organisational unit under study. Participants will be required to reflect on their performance as managers in tasks such as setting goals, organising, delegating, supervising and supporting staff development.

MEED9351
Independent Study
Staff contact: Dr Peter Harris
CP05 S1, S2 or S3

MEED9352
Independent Study
Staff contact: Dr Peter Harris
CP10 S1, S2 or S3

MEED9353
Independent Study
Staff contact: Dr Peter Harris
CP15 S1, S2 or S3

MEED9354
Independent Study
Staff contact: Dr Peter Harris
CP20 S1, S2 or S3

Candidates may contract to undertake an independent study on a particular field of interest or clinical educational research. The number of credit points may range from one to four, according to the size of the independent study.

School of Information, Library and Archive Studies

Kensington Campus

Head of School
Dr Helen Jarvis

Administrative Officer
Mr Ray Locke

The School of Information, Library and Archive Studies offers graduate programs leading to the awards of Doctor of Philosophy (PhD), Master of Archives Administration (MArchivAdmin) by research, Master of Information Studies (MInfStuds) by research or course work, (MIM-Archiv/Rec), the Master of Information Management-Librarianship (MIM-Lib), the Graduate Diploma in Information Management-Archives/Records (GradDipIM-Archiv/Rec) and the Graduate Diploma in Information Management-Librarianship (GradDipIM-Lib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

Graduate Study

Course Outlines

1990
Doctor of Philosophy

Doctor of Philosophy
PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

Master of Archives Administration

The conditions governing the award of the degree of Master of Archives Administration by research are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.

2985
Master of Archives Administration (by Research)

Master of Archives Administration
MArchivAdmin

In addition to the thesis which represents 75 percent of the requirements, each candidate must complete the following two subjects to be taken in one year.

		CP
Session 1		
LIBS0808	Archival Development Project Proposals	15
Session 2		
LIBS0806	Issues in Archival Development	15

Master of Information Studies

The conditions governing the award of the degree of Master of Information Studies by research and by formal course work are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive. Advanced study by formal course work is designed to provide education in broad areas of specialisation beyond the basic professional level. In addition to a general course of study for this degree, there is a course for those who wish to specialise in Information Services Management and a course for those who wish to specialise in Information Science. There may be occasional field excursions at times to be arranged.

2980
Master of Information Studies (by Research)

Master of Information Studies
MInfStuds

In addition to the thesis which represents 75 percent of the requirements, each candidate must complete the following two subjects to be taken in one year.

		CP
Session 1		
LIBS0807	Research Methods and Evaluation	15
Session 2		
LIBS0805	Issues in Information and Society	15

8920
Master of Information Studies (by Formal Course Work)

Master of Information Studies
MInfStuds

General Program

The general course of studies for the award of the degree of MInfStuds may be taken in one year of full-time study or a longer period of part-time study. Candidates must complete a minimum course work requirement of eight subjects equivalent to 120 credit points. Up to two subjects may be taken from graduate subjects offered by other schools or departments with approval of the Head of the School of Information, Library and Archive Studies and the Head of School in which the subjects are offered. Students electing to undertake LIBS0902 Project Report will normally take LIBS0807 Research Methods and Evaluation. Students in the specialist MInfStuds programs listed below, with the permission of the Head of School, may transfer to the General program at any time during their course of studies.

		CP
Session 1 or *Session 2*		
LIBS0805	Issues in Librarianship	15
LIBS0807	Research Methods and Evaluation	15
LIBS0811	Library and Information Services Management 1	15
LIBS0812	Library and Information Services Management 2	15
LIBS0815	Economics of Information Systems	10
LIBS0816	Information Processing Technology	10
LIBS0817	Information Retrieval Systems	15
LIBS0820	Diffusion and Dissemination of Information	10
LIBS0830	Bibliographic Control	15
LIBS0833	Seminar in the History of the Book	15
LIBS0838	Preservation Administration	15
LIBS0842	Evaluation and Performance Measurement in Information Agencies	15
LIBS0843	Special Topic in Library and Information Science	15
LIBS0844	Project Seminar	15
LIBS0845	Information Technology in Asia	15
LIBS0846	Information Sources and Retrieval	15
LIBS0847	Marketing Information Services and Products	15
LIBS0902	Project Report	15

8921
Master of Information Studies (by Formal Course Work) Full or Part-time

Master of Information Studies
MInfStuds

Information Services Management

		CP
Session 1		
COMM1015	Commerce Elective 1*	15
LIBS0811	Library and Information Services Management 1	15
Session 2		
LIBS0805	Issues in Information and Society	15
LIBS0812	Library and Information Services Management 2	15
Session 1 or Session 2		
Electives+		60

* This subject is undertaken within the Master of Commerce degree program equivalent to IROB5901 Organizational Behaviour.

+ Four elective subjects to the value of 60 credit points must be taken to complete degree requirements. These subjects are to be selected from graduate subjects offered by the School of Information, Library and Archive Studies. One subject may be taken from graduate subjects offered by another school or department with the approval from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subject is offered.

8922
Master of Information Studies (by Formal Course Work) Full or Part-time

Master of Information Studies
MInfStuds

Information Science

		CP
Session 1		
COMP9511	Human-Computer Interaction	15
LIBS0846	Information Sources and Retrieval	15
Session 2		
COMP9311	Data Base Systems	15
LIBS0817	Information Retrieval Systems	15
Session 1 or Session 2		
Electives+		60

+ Four elective subjects to the value of 60 credit points must be taken to complete degree requirements. These subjects are to be selected from graduate subjects offered by the School of Information, Library and Archive Studies

5602
Graduate Diploma in Information Management-Archives/Records (Full-time)

Graduate Diploma in Information Management-Archives/Records
GradDipIM-Archiv/Rec

Common Core		**CP**
Session 1		
ILAS0101	Information Technology: Access Systems, and Resources	10
ILAS0103	Communication and Information in Society	10
ILAS0104	Management for Information Professionals	10
Session 2		
ILAS0102	Information Systems: Analysis, Design and Management	10
Whole Year		
LAS0105	Information in Context	10

Archives Core		
Session 1		
ILAS0301	Record-Keeping Principles and Structures	10
ILAS0302	Archives/Records Control Principles	15
ILAS0303	Archives/Records Accessibility	10
Session 2		
ILAS0304	Archives/Records Disposal and Storage	15
Whole Year		
ILAS0305	Archives/Records Management Issues	20
ILAS0306	Field Experience	15

Electives+		
Session 2		
ILAS0307	Special Research Project	10
ILAS0308	Laboratory in Conservation of Research Materials	10
ILAS0309	Care and Management of Special Collections	10
ILAS0311	Oral History	10
ILAS0312	Advocacy, Public Programs and Outreach	10
ILAS0314	Managing Photographs	10
ILAS0318	Managing Audiovisual Materials	10
ILAS0319	Primary Source Research Processes and Analysis	10
ILAS0322	Archive History	10
ILAS0323	Sources For Context Analysis	10

+ Two elective subjects can be chosen in the second session of full-time study.

5602
Graduate Diploma in Information Management-Archives/Records (Part-time)

Graduate Diploma in Information Management-Archives/Records
GradDipIM-Archiv/Rec

Year 1		CP
Common Core		
Session 1		
ILAS0101	Information Technology: Access Systems, and Resources	10
ILAS0103	Communication and Information in Society	10
Whole Year		
ILAS0105	Information in Context	10
Archives Core		
Session 1		
ILAS0301	Record-Keeping Principles and Structures	10
ILAS0302	Archives/Records Control Principles	15
Session 2		
ILAS0304	Archives/Records Disposal and Storage	15
Whole Year		
ILAS0306	Field Experience*	15
Year 2		
Common Core		
Session 1		
ILAS0104	Management for Information Professionals	10
Session 2		
ILAS0102	Information Systems: Analysis, Design and Management	10
Archives Core		
Session 1		
ILAS0303	Archives/Records Accessibility	10
Whole Year		
ILAS0305	Archives/Records Management Issues	20
ILAS0306	Field Experience*	15
Electives+		
Session 2		
ILAS0307	Special Research Project	10
ILAS0308	Laboratory in Conservation of Research Materials	10
ILAS0309	Care and Management of Special Collections	10
ILAS0311	Oral History	10
ILAS0312	Advocacy, Public Programs and Outreach	10
ILAS0314	Managing Photographs	10
ILAS0318	Managing Audiovisual Materials	10
ILAS0319	Primary Source Research Processes and Analysis	10
LAS0322	Archive History	10
LAS0323	Sources For Context Analysis	10

+ Two elective subjects can be chosen in and after the third session of part-time study.

* Subject may be undertaken in Year 1 or Year 2

5603
Graduate Diploma in Information Management-Librarianship (Full or part-time)

Graduate Diploma in Information Management-Librarianship
GradDipIM-Lib

Common Core		CP
Session 1		
ILAS0101	Information Technology: Access Systems, and Resources	10
ILAS0103	Communication and Information in Society	10
ILAS0104	Management for Information Professionals	10
Session 2		
ILAS0102	Information Systems: Analysis, Design and Management	10
Whole Year		
LAS0105	Information in Context	10
Librarianship Core		
Session 1		
ILAS0200	Organisation of Knowledge	10
ILAS0201	Information Resources	10
ILAS0203	Organisational Context and Information Seeking Behaviour	10
Session 2		
ILAS0202	Information Access and Collection: Policies and Methods	10

Electives **

Management Strand
Session 2

ILAS0210	Human Resources Management and Staff Development in Libraries	10
ILAS0211	Information Networks Management	10
ILAS0212	Measurement and Evaluation of Library and Information Services	10
ILSA0213	Client-centred Service Design and Delivery	10

Environments Strand		CP
Session 2		
ILAS0220	Arts and Humanities Information Sources Services and Needs	10
ILAS0221	Asian Information Resources 1	10
ILAS0222	Community Information Sources Services and Needs	10
ILAS0223	Information Sources and Services in Education	10
ILAS0224	Government Information Sources Services and Needs	10
ILAS0225	Health and Life Sciences Information Sources Services and Needs	10
ILAS0226	Information Sources, Services and Needs in Industry, Business and Government	10
ILAS0227	Legal Information Sources, Services and Needs	10
ILAS0228	Science, Engineering and Technology Information Sources, Services and Needs	10
LAS0229	Social Sciences Information Sources, Services and Needs	10

General Strand		
Session 1		
ILAS0301*	Record-Keeping Principles and Structures	10
Session 2		
ILAS0230	Advanced Organisation of Knowledge	10
ILAS0231	Bibliographic Standards and Formats	10
ILAS0232	Computer Programming for Information Applications	10
ILAS0233	Computing Applications in the Information Environment	10
ILAS0234	Field experience	10
ILAS0235	Human Computer Interaction	10
ILAS0236	Index and Thesaurus Construction	10
ILAS0308*	Laboratory in Conservation of Research Materials	10
ILAS0309*	Care and Management of Special Collections	10
ILAS0311*	Oral History	10
ILAS0312*	Advocacy, Public Programs and Outreach	10
ILAS0314*	Managing Photographs	10
ILAS0318*	Managing Audiovisual Materials	10
ILAS0319*	Primary Source Research Processes and Analysis	10

* *In common with Archives/Records strand*

**Students are required to choose four electives, at least one from each of the strands.

8923
Master of Information Management-Archives/Records (by Formal Course Work) Full-time *

Master of Information Management-Archives/Records
MIM-Archiv/Rec

Master of Information Management-Archives/Records

- Articulates with the Graduate Graduate Diploma in Information Management-Archives/Records.

- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of archives and records.

Year 1		CP
As for GradDipIM-Archiv/Rec		

Year 2		
Summer Session		
ILAS0500	Professional Attachment	20
Session 1 or Session 2		
ILAS0310	Electronic Recordkeeping	10
ILAS0313	Management Issues for Small Archives	10
ILAS0315	Recordkeeping and Societal Accountability	10
ILAS0320	Archival Development in Asia and the Pacific	10
ILAS0321	Local Government and Community Archives	10

* *Students are required to choose electives to the value of 40 credit points in the third session of the full-time program or over the fifth and later sessions in the part-time program in Archives/Records. At least 10 credit points are to be chosen from the sequence of subjects listed above; 20 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for 10 of the required 40 credit points (with the permission of both Heads of School).*

8923
Master of Information Management-Archives/Records (by Formal Course Work) Part-time

Master of Information Management-Archives/Records
MIM-Archiv/Rec

Year 1
As for GradDipIM-Archiv/Rec

Year 2
As for GradDipIM-Archiv/Rec

Year 3
Part-time profile to be advised

8924
Master of Information Management-Librarianship (by Formal Course Work) Full or Part-time*

Master of Information Management-Librarianship
MIM-Lib

Master of Information Management-Librarianship

- Articulates with the Graduate Graduate Diploma in Information Management-Librarianship.

- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-tine study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of information in libraries and other information environments.

Year 1		**CP**
As for GradDipIMLib		
Year 2		
Summer Session		
ILAS0500	Professional Attachment	20
Session 1 or Session 2		
ILAS0400	Advanced Information Retrieval	10
ILAS0401	The Asian Information Environment	10
ILAS0403	Bibliometrics and Citation Analysis	10
ILAS0406	International Information and Telecommunication Standards	10
ILAS0407	Special Project	10
ILAS0408	Asian Information Resoures 2	10
ILAS0409	Handling Asian Information Materials	10

* Students are required to choose electives to the value of 40 credit points in the third session of the full-time program or over the third and fourth sessions in the part-time program. At least 10 credit points are to be chosen from the sequence of subjects listed above; 20 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for 10 of the required 40 credit points (with the permission of both Heads of School).

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide'

ILAS0101
Information Technology: Access Systems, and Resources
Staff Contact: Mr William Hood
CP10 S1 HPW2

Basic understanding and competence in the use and exploitation of Information Technology, including Telecommunications, in various information environments; exploration and use of new and established information access systems, locally and remotely; overview of the structure and organisation of information resources with special emphasis on access and use of printed and electronic resources in information, library and archive studies.

Within this subject students specialising in the study of Librarianship will proceed to:

Option L: Information Systems for Libraries, understanding and use of integrated library management systems, including the functional applications; acquisitions, cataloguing, OPAC, serials management, in-house multimedia systems, MIS, DSS; awareness and use of internal and external information systems of the parent organisation; awareness, use and integration of national and international information systems.

Students specialising in the study of Archives/Records will proceed to:

Option A: Information Systems for Archives and Records Management: Understanding and use of systems for bibliographic control/access to and the management of records and archives holdings and for the administration of facilities, staff, funds, services and programmes within repositories; awareness, use and integration of comprehensive library, archives and records systems; linkages to external information systems pertinent to the

parent organisation and to national and international bibliographic and exchange systems. comparison, selection and adaptation of commercial systems.

ILAS0102
Information Systems: Analysis, Design and Management
Staff Contact: Dr Connie Wilson
CP10 S2 HPW2

Theories, principles and practicalities of Information Retrieval Systems (IRS) and Database Management Systems (DBMS) including determination of application (functional and user) requirements, data elements and models, principles and methods of file organisation (content, structure, context), principal vocabularies and authority controls; principles and mechanisms for retrieval; search strategies, system documentation/metadata, evaluation, storage, security, integrity, longer term issues (disposal, continuing accessibility, preservation/migration, admissibility as evidence).

ILAS0103
Communication and Information in Society
Staff Contact: Ms Anne Pederson
CP10 S1 HPW2

Examination of processes by which information and knowledge are created, integrated, disseminated, organised, used, and preserved. Topics include nature of communication; role of recordkeeping; evolution of literacy; need for 'mediacy', overview of recording, processing, communication, duplication and storage technologies; major societal challenges, issues, and trends for ensuring continuing access to information in the face of escalating social and technological change (including public/private sector roles, ownership and access to information and information services; individual, institutional and societal accountability).

ILAS0104
Management for Information Professionals
Staff Contact: Dr Patricia Willard
CP10 S1 HPW2

Commonalities and differences among information professions and their contexts of practice; professional codes and standards; concepts and tools of management including: strategic planning; performance evaluation and quality assurance; financial planning and control; cost analysis; human resources management; communication, promotion and advocacy. Strategies for managing information agencies as systems

ILAS0105
Information in Context
Staff Contact: Dr Paul Wilson
CP10 F HPW1

A special programme of structured visits, films/videos, on-site observations, distinguished speakers, lecture and seminar presentations which provides enrichment to the content of core subjects ILAS0101-ILAS0104. Students will be actively involved in the planning, promotion, implementation and presentation of these activities, enabling them to gain knowledge and experience in using a variety of communication skills and presentation modes

ILAS0200
Organisation of Knowledge
Staff Contact: Dr Jack Nelson
CP10 S1 HPW2

Introduction to bibliography and bibliographic control; description for all types of materials and formats, including indication of their content, related specifically to Anglo American Cataloguing Rules AACR2(R), 1988; bibliographic standards; application of codes and formats, especially MARC (Machine Readable Cataloguing); indexing and classification systems, especially LCSH (Library of Congress Subject Headings) and DDC (Dewey Decimal Classification); physical forms of catalogues and indexes, especially OPACs; regional, national and international cooperation in bibliographic control, especially ABN (Australian Bibliographic Network), AARNet and INTERNET; place of cataloguing in library management; management of the cataloguing process in libraries.

ILAS0201
Information Resources
Staff Contact: Dr Helen Jarvis
CP10 S1 HPW2

Synchronisation of information resources with the needs of the end-user/client. Negotiation of both expressed and actual needs/wants; identification of possible sources, (in print, electronic or other format, available locally or remotely) to meet those needs/wants; navigation of the physical or electronic routes (including the Internet) to obtain access to these sources; evaluation and comparison as to their appropriateness for the particular request in hand and the relative cost-benefit of their acquisition. The mechanics and economics of production and distribution. The processes by which disparate sources are organised and interpreted to form information resources.

ILAS0202
Information Access and Collection : Policies and Methods
Staff Contact: Dr Helen Jarvis
CP10 S2 HPW2

Examination of processes of publication and distribution, print-based and electronic; library acquisition and access policies including collection development policies and resource sharing agreements; the virtual library; national approaches to collection and access including the concept of the Distributed National Collection; collection evaluation methods; interlibrary loan and reciprocal access policies; document delivery services; methods for costing and monitoring the impact of varying methods of access.

ILAS0203
Organisational Context and Information-Seeking Behaviour
Staff Contact: Dr Connie Wilson
CP10 S1 HPW2

Awareness of the role and functions of libraries and other types of information organisations; examination of aspects of information-seeking behaviour; human information processing; information flow among social and occupational groups and research on information needs and uses; interdisciplinary aspects of librarianship and information science.

ILAS0210
Human Resources Management and Staff Development in Libraries
Staff Contact: Dr Patricia Willard
CP10 S2 HPW2

Introduction to basic principles of human resources management; consideration of their application and adaptation in libraries; review of current strategies used in libraries and other environments for staff development including skills and knowledge enhancement programs and structural approaches such as worker empowerment strategies.

ILAS0211
Information Networks Management
Staff Contact: Dr Helen Jarvis
CP10 S2 HPW2

The development and characteristics of the major information networks impacting on Australia. Issues to be studied include: historical evolution; topology (both organisational and technical); standardisation (both national and international); governance and financial management; and prospects for future development.

ILAS0212
Measurement and Evaluation of Library and Information Services
Staff Contact: Dr Patricia Willard
CP10 S2 HPW2

Principles and practices in the evaluation of library and information services; determination and specification of service goals and objectives; development of performance evaluation strategies appropriate to desired outcomes including determination of performance indicators and targets; methods for costing and productivity measurement; performance related management strategies such as Total Quality Management and Continuous Improvement.

ILAS0213
Client-centred Service Design and Delivery
Staff Contact: Dr Patricia Willard
CP10 S2 HPW2

Analysis of client service preferences; Service design incorporating principles and practices drawn from communications and marketing as well as information theory and research; Development of effective feedback mechanisms for particular services; Techniques for publicizing and promoting library and information services. Attention will be given to communication and interpersonal skill enhancement.

ILAS0220
Arts and Humanities Information Sources Services and Needs
Staff Contact: Dr Jack Nelson
CP10 S2 HPW2

The structure of the literature, with special reference to major finding aids in the field, both in printed and electronic forms. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

ILAS0221
Asian Information Resources 1
Staff Contact: Dr Helen Jarvis
CP10 S2 HPW2

The major Asian databases and networks accessible from Australia will be studied, as well as significant print-based information sources. Students will have a structured introduction to the English language versions of these sources, wherever possible in an online environment. The range of sources will include Culture, Business, and Science and Technology. Students will be exposed to problematic areas such as handling non-roman scripts, lack of international standards, and uneven levels of development in various countries.

ILAS0222
Community Information Sources, Services and Needs
Staff Contact: Dr Patricia Willard
CP10 S2 HPW2

Consideration of community diversity and information needs of individuals and groups comprising any specific community; information dissemination agencies which serve the community including the public library; information sources used in addressing community needs.

ILAS0223
Information Sources and Services in Education
Staff Contact: Dr Jack Nelson
CP10 S2 HPW2

Information needs of teachers, researchers, students and administrators in schools, colleges and universities. Information sources and services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

ILAS0224
Government Information Sources, Services and Needs
Staff Contact: Dr Paul Wilson
CP10 S2 HPW2

Major categories of publications produced by Australian and overseas governments: parliamentary, executive and judicial. Particular attention paid to publications generated by the Commonwealth Government of Australia and various state governments, especially NSW. Structure and characteristics of government information sources. Role of libraries and librarians in the generation, distribution and preservation of government publications.

ILAS0225
Health and Life Sciences Information Sources, Services and Needs.
Staff Contact: Dr Connie Wilson
CP10 S2 HPW2

Information needs of health and life scientists. Role of health and life sciences libraries and librarians. Generation, flow and documentation of health and life sciences information. Structure and characteristics of health and life sciences information. Major health and life sciences databases.

ILAS0226
Information Sources, Services and Needs in
Industry, Business and Government
Staff Contact: To be advised
CP10 S2 HPW2

The nature and function of information services in public and private sector organisations and institutions. The study of information needs and the design of appropriate library and other information services. The role of special libraries and their relationship with other information agencies inside and outside the organisation. Outsourcing of library services and entrepreneurial opportunities.

ILAS0227
Legal Information Sources, Services and Needs
Staff Contact: Dr Connie Wilson
CP10 S2 HPW2

Information needs of legal practitioners and institutions. Structure and characteristics of legal information sources. Role of law libraries and librarians. Major legal information sources in print and electronic format.

ILAS0228
Science, Engineering and Technology Information
Sources, Services and Needs
Staff Contact: Dr Connie Wilson
CP10 S2 HPW2

Generation, flow and documentation of scientific, engineering and technical information. Structure and characteristics of the scientific and technical literature. Major scientific, engineering and technological databases. Information needs of scientists, engineers, and technologists. Role of scientific and technical libraries and librarians.

ILAS0229
Social Sciences Information Sources, Services and
Needs
Staff Contact: Dr Jack Nelson
CP10 S2 HPW2

Generation, structure and use of the literature of political science, economics, law, psychology, sociology, geography and education. Control of and access to published and unpublished literature using print and electronic sources and methods.

ILAS0230
Advanced Organisation of Knowledge
Staff Contact: Dr Jack Nelson
CP10 S2 HPW2

Extended coverage of descriptive cataloguing, classification and subject indexing, in particular to nonprint materials. Bibliographic databases, specifically ABN and INTERNET and their connection to library and non-library created indexes, bibliographies and catalogues.

ILAS0231
Bibliographic Standards and Formats
Staff Contact: Dr Jack Nelson
CP10 S2 HPW2

History, present state and future prospects for bibliographic standards (AACR; LCSH and DDC) and formats (MARC) in regional, national and international perspectives. The significance of standards for bibliographic data

creation, manipulation and transmission in library and environments.

ILAS0232
Computer Programming for Information Applications
Staff Contact: Mr William Hood
CP10 S2 HPW2

An introduction to the principles and practice of computer programming with an emphasis on programming examples associated with bibliographic systems, and bibliometric analysis. The language Pascal is used to demonstrate a variety of programming needs and tasks.

ILAS0233
Computing Applications in the Information
Environment
Staff Contact: Mr William Hood
CP10 S2 HPW2

Discusses the wide range and type of computing applications that are represented in the Information Environment including : desk top publishing, scanning and computer graphics, optical character recognition, personal bibliographic management, document imaging systems, networks and telecommunications.

ILAS0234
Field Experience
Staff Contact:: Dr Paul Wilson
CP10 S2 HPW2

Preparatory lectures and orientation followed by individual or small group (up to 3 persons) Field Work in a choice of established library and other information service contexts supervised by experienced librarians and other information service managers according to guide-lines prepared by SILAS staff.

ILAS0235
Human Computer Interaction
Staff Contact: Dr Connie Wilson
CP10 S2 HPW2

Survey of issues related to human computer communication. Role of the computer in society, psychological aspects of user behaviour, and applications of interactive computer systems considered for their significance to systems design and user training.

ILAS0236
Index and Thesaurus Construction
Staff Contact: Dr Connie Wilson
CP10 S2 HPW2

Indexing principles and practice. Nature and examples of indexing languages, eg. thesaurus. Thesaurus construction. Usefulness of vocabulary control. Advances in indexing methods, including computer-assisted and automatic indexing.

ILAS0301
Record-Keeping Principles and Structures
Staff Contact: Ms Ann Pederson
CP10 S1 HPW2

This cornerstone subject complements and builds upon appropriate concepts and tools introduced in common core subjects and focuses them on recordkeeping systems. It reviews and further articulates the nature and multiple roles/functions which archives/records perform in an

accountable and responsive society, explaining the evolution of key values, concepts, principles over time to the present; it provides a framework for understanding recordkeeping systems in their entireity, utilising the CADS(Control, Accessibility, Disposal, Storage) functional model developed by Australian Archives; it explains the basic elements and requirements for effective design, implementation, management and evaluation of records and archival programmes; traces the development of mainstream practices for the effective management of records and archives throughout their primary/ administrative and secondary/research 'life cycles' in both the office and repository domains; then concludes with the latest issues, trends, directions in development of current 'best practices' and standards for archives/records keeping systems and programmes in non-custodial and virtual environments and in the development of cooperative archival systems and alliances.

ILAS0302
Archives/Records Control Principles
Staff Contact: Dr Peter Orlovich
CP10 S1 HPW3

The nature of records, archives and historical manuscripts. Organic relationships of records, archives and manuscripts. The evolution of control of record-keeping, including registry and classified filing systems. The physical and intellectual control of archives. The evolution of administrative history as a key to the intellectual control of archives, and its relationship to palæography and diplomatic. Administrative analysis techniques for the control of archives. Instruments of constitutional and administrative change. Sources for documentation of administrative change. Case studies in the analysis and documentation of administrative context. Evolution of archival principles of provenance and original order. Evolution of the record group concept. Control of records and archives at the record and archive group level. Implications of administrative change for the control of records and archives. The series control concept. The evolution of provenance-based, thematic and subject-based finding aids and retrieval tools for archival materials at the repository level.

ILAS0303
Archives/Records Accessibility
Staff Contact: Ms Ann Pederson
CP10 S1 HPW2

This subject builds upon the foundation established in Archives/Records Control to describe the evolution of principles of access to records and of research uses of records and archives; description of key access points required for effective retrieval systems for archival materials; standards and requirements for national and international finding aids and linkages with external databases for exchange of archival data and materials (Information Resources Directory Systems(IRDS)); planning/administering custodial and non-custodial/remote access and reference services and facilities; identification of major trends and continuing problems and issues related to control, access and retrieval of archives and records in all media; instruction of clients in the use of systems.

ILAS0304
Archives/Records Disposal and Storage
Staff Contact: Ms Ann Pederson, Dr Paul Wilson
CP15 S2 HPW3

Content components would include elements and requirements for developing a effective framework for appraisal/disposal decision making; variations of strategies, criteria and processes for appraisal/disposal decision making in differing contexts; linkages between appraisal/disposal and storage/preservation; planning and developing preservation programs; designing appropriate storage facilities; equipment and housing considerations; disaster preparedness and response; and ends with identification of major and continuing problems and issues related to records disposal, storage and preservation.

ILAS0305
Archives/Records Management Issues
Staff Contact: Ms Ann Pederson
CP20 F HPW2

Parallels subjects ILAS0301 and ILAS0304 with seminar based readings and discussion of key issues/controversies challenging archivists and records managers in custodial, non-custodial and virtual environments, in dealing with the widening diversity of record media and in designing mechanisms to capture(retrospectively and concurrently) important information in non-documentary forms(e-mail, oral history, etc.)

ILAS0306
Field Experience
Staff Contact: Dr Paul Wilson
CP15 F HPW1.5

A structured program of lectures, laboratory exercises and on-site practical experience representing small group Field Work in a choice of established archival contexts supervised by experienced archivists according to guide-lines prepared cooperatively with SILAS staff.

ILAS0307
Special Research Project
Staff Contact: Dr Peter Orlovich
CP10 S2 HPW2

An individually arranged program which could include a special research paper on a major topic of interest producing a 7-9,000 word research based paper, an archival finding aid, a recordkeeping system or information/ documentation needs analysis; policy/procedures management manual or consultancy report, among other assessable products.

ILAS0308
Laboratory in Conservation of Research Materials
Staff Contact: Dr Paul Wilson
CP10 S2 HPW2

The aim of this subject is to introduce students to some of the testing methods and treatment options involved in the conservation of archival/library materials. Emphasis will be placed on understanding the physical characteristics and structure of paper-based documentary materials and how these impact upon treatment decisions. Students will learn simple repair techniques and also how to construct protective enclosures.

ILAS0309
Care and Management of Special Collections
Staff Contact: Dr Paul Wilson
CP10 S2 HPW2

This subject looks at some of the major categories of special collections found in research libraries and archives. Examples include rare books, photographs, film, sound, documentary art, ephemera, maps and plans, and electronic media. Relevant managerial considerations such as acquisition policy, intellectual control, and exhibition practice will be examined as will preservation requirements for different media.

ILAS0310
Electronic Recordkeeping
Staff Contact: To be advised
CP10 SS HPW2

Tools for the management of records keeping systems and information products(data archives) created using new and emerging technologies in public and private sectors, including design, implementation and operational aspects over the short, immediate and long term. Major types of systems and their products. Analysis of management considerations for operational systems and for archival holdings within the office and repository environments. Development or adaption of alliances, strategies and standards for effective management. The electronic 'life cycle' and key points for management control; Professional requirements and 'best practices' for electronic recordkeeping; existing and emerging technical and professional standards; Metadata system construction and management; Problems, issues and continuing concerns.

ILAS0311
Oral History
Staff Contact: Ms Ann Pederson
CP10 S2 HPW2

Strategies and programs to fill in the gaps in our written records is an area of growing interest and importance in archives. Because of the technological dependencies, expense and legal and social sensitivities of these programs, careful design and management is required. to ensure success. Specific topics will include: nature of oral history (aural documentation vs reminiscences), components for effective program design and management including documentary, legal and ethical considerations; psychological factors influencing the oral history process; interview techniques; transcription and indexing; storage and care of aural materials; providing effective access to and reference services for aural materials; types of use(private study, publication, broadcast, exhibition, film/video etc.) of aural materials; problems and issues.

ILAS0312
Advocacy, Public Programs and Outreach
Staff Contact: Ms Ann Pederson
CP10 S2 HPW2

This subject would examine the importance of effectively communicating promoting the usefulness of records and archives to a number of significant 'publics' and stakeholders as the key to developing and expanding a strong base of support within host organisations and in the wider client community. Specific topics would include: identification of significant management and client 'publics;' corporate image management and public relations;

planning successful events, programs and services for a wide ranging clientele; forging productive professional relationships and alliances(colleagues, hosts, clients, sponsors, other professions, non-users); sponsorship fund-raising and development.

ILAS0313
Management Issues for Small Archives
Staff Contact: To be advised
CP10 SS HPW2

Analysis of complex problems and issues facing managers of smaller archives in public and private sectors. Topics include: acquisition and collecting policies vs documentation plans/strategies; relationships with donors and other clients; new appraisal principles and practices; descriptive standards for archival materials; access regulations with regard to copyright, privacy/confidentiality, defamation; reprography and imaging options for access and preservation; public services and user education programs; resource management, allocation and development; strategic planning and programme assessment; effects of technological and societal change on long-term information sources and services.

ILAS0314
Managing Photographs
Staff Contact: Ms Ann Pederson
CP10 S2 HPW2

This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information; describes the major still image(film and print) visual sources, their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage and accessibility principles and practices; presents major research uses; highlights technological, legal and ethical issues and problems.

ILAS0315
Recordkeeping and Societal Accountability
Staff Contact: To be advised
CP10 S2 HPW2

Investigation of the nature of recordkeeping as the arsenal of law; evolution of the concept of record as evidence; explanation of tools, principles and practices of diplomatics in authenticating records as evidence; legal implications of custody vs ownership; major laws and legal processes with requirements affecting recordkeeping; the interface between law and ethics; the ethical dimension of major controversies and issues will be highlighted using legal and ethical case studies.

ILAS0318
Managing Audiovisual Materials
Staff Contact: Dr Paul Wilson
CP10 S2 HPW2

Discusses cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of audiovisual information as moving images and sound materials; describes the major moving image and sound sources, their technologies and formats and the requirements for their effective management within

research collections utilising appraisal, descriptive control, storage/preservation and accessibility principles and practices; discusses major research uses of moving images and sound materials; highlights technological, legal and ethical issues and problems.

ILAS0319
Primary Source Research Processes and Analysis
Staff Contact: To be advised
CP10 SS HPW2

Emphasis on understanding the cognitive processes in seeking and using information to support research; the development of the analytical skills and insights required to exploit a variety of primary sources; understanding of how users conduct the major types of research and the requirements they place on primary records and contemporaneous information sources(library and archival) and services; critical evaluation of client needs, information services and of research products.

ILAS0320
Archival Development in Asia and the Pacific
Staff Contact: Dr Peter Orlovich
CP10 SS HPW2

Archival development. The role of archives in national development. International archival cooperation and the International Council on Archives. Development of national, state and territorial archive services in Asia and the Pacific. Archival problems in developing nations.

ILAS0321
Local Government and Community Archives
Staff Contact: Dr Peter Orlovich
CP10 SS HPW2

Historical context of local authority archives. Local government record-keeping practices in Australia and New Zealand. Role of local government archive services. Planning, implementing, maintaining and promoting local government archive services. Basic standards. Local government archives legislation. Local authority and community organisation archives and community history.

ILAS0322
Archive History
Staff Contact: Dr Peter Orlovich
CP10 S2 HPW2

Archives administration and the auxiliary sciences of history. The laws of evidence and the doctrine of custody. Archives and 'scientific history' in the 19th century. The First World War and the opening of the archives. The socio-political origins of archival development. Overview of the origin and history of national, state and private archives in the 19th and 20th centuries. Archival training. The archives profession and archival associations.

ILAS0323
Sources for Context Analysis
Staff Contact: Dr Peter Orlovich
CP10 S2 HPW2

Administrative context, organisation and functions. Machinery of executive, legislative and judicial agencies. Sources for the analysis of administrative context, including statutes, statutory instruments, legal instruments and constitutions. Bibliographic and archival sources for the analysis of administrative context. Source analysis techniques.

ILAS0400
Advanced Information Retrieval
Staff Contact: Dr Connie Wilson and Mr William Hood
CP10 SS HPW2

Explores the availability, retrieval, transfer and repackaging of electronic information. Examines in-depth the theory and practice of information retrieval. Looks as various commercial Information Retrieval systems with the view of comparing the advanced features of major systems.

ILAS0401
The Asian Information Environment
Staff Contact: Dr Helen Jarvis
CP10 SS HPW2

Differing government and societal attitudes to freedom of information, and relative levels of literacy in different countries will be explored in a analysis of information services in four selected Asian countries (China, Japan, Indonesia and Cambodia), including patterns of research and publishing in both hardcopy and digital formats.

ILAS0403
Bibliometrics and Citation Analysis
Staff Contact: Dr Connie Wilson and Mr William Hood
CP10 SS HPW2

Survey of current theory, method and empirical studies in Bibliometrics (the application of mathematics and statistical methods to books and other media of communication) and Citation Analysis (analytical method or tool using reference sources of printed and electronic communication).

ILAS0406
International Information and Telecommunication Standards
Staff Contact: Dr Helen Jarvis
CP10 SS HPW2

Analysis of the international standards that are assuming increasing importance in operations in the information sector. Particular attention will be paid to tele-communications and networking standards (for instance X.500, X.400, Z39.50), and to formats for exchange of machine-readable data (especially MARC and the Common Communications Format).

ILAS0407
Special project
Staff Contact: Head of School
CP10 SS HPW2

In the third or later session of their course, students in the Master of Information Management may pursue a special project on an approved topic for which adequate and appropriate supervision can be arranged.

ILAS0408
Asian Information Resources 2
Staff Contact: Dr Helen Jarvis
CP10 SS HPW2
Prerequisite: ILAS0221

Students will specialise in the major vernacular information sources, from either Southeast Asia or Northeast Asia.

Relevant language competence is required in the Asian language whose resource is to be studied.

ILAS0409
Handling Asian Information Materials
Staff Contact: Dr Helen Jarvis
CP10 SS HPW2

The cycle of handling Asian materials will be discussed from the perspective of an Australian information agency. All aspects of technical processing from selection, through acquisition to cataloguing and classification will be covered. A common set of procedures and exercises will be developed with modifications to cope with country and language variations. Prerequisite for admission to this subject will be competence in the language of the materials to be handled. (Initially Chinese, Japanese and Indonesian, with a view to expanding this module to cater for Thai, Vietnamese and Cambodian).

ILAS0500
Professional Attachment
Staff Contact: To be advised
CP20 X1

Attachments for full-time work of 6 - 8 weeks' duration will be arranged in the summer vacation preceding third session in the MIM program full-time and the fifth session in the part-time MIM Archiv/Rec program. These attachments will be arranged in archives, libraries and other information management environments in accordance with the specialty and the specialised interest of the student.

LIBS0805
Issues in Information and Society
Staff Contact: Dr Patricia Willard
CP15 S2 HPW2

Contemporary issues in information management: information policy; social impacts of information technology; privacy, access, copyright, preservation, data integrity in electronic and paper-based information systems. The information professions. Roles and responsibilities of libraries and information services.

LIBS0806
Issues in Archival Development
Staff Contact: Dr Peter Orlovich
CP15 S2 HPW2

Role of archive agencies in the protection of cultural heritage. Archives and citizenship status. Census records. Alienation and repatriation of archives. Archives and movable cultural heritage legislation. Microreproduction and archival patrimony. Archival education and training. Role of the International Council on Archives in archival development.

LIBS0807
Research Methods and Evaluation
Staff Contact: Dr Patricia Willard
CP15 S1 HPW2

The nature of research in librarianship and information science; qualitative and qualitative methods; statistical analysis; preparation of research proposals; evaluation of research projects. State of the art of research in information studies and library and information services management.

LIBS0808
Archival Development Project Proposals
Staff Contact: Dr Peter Orlovich
CP15 S1 HPW2

Identification of project proposals for archival development.Planning, formulating, appraising and implementing archival development project proposals. Monitoring, controlling, evaluating and reporting on archival development projects. Archival development funding strategies.

LIBS0811
Library and Information Services Management 1
Staff Contact: Dr Patricia Willard
CP15 S1 HPW2

Library and information services in their social, technological and political environments; the system approach to organisations and problem analysis; strategic planning; financial management; costing and cost analysis; physical resources management; work analysis and design.

LIBS0812
Library and Information Services Management 2
Staff Contact: Dr Patricia Willard
CP15 S2 HPW2
Prerequisite: LIBS0811

Administrative structures; organisational change programs; staff management; staff development; developing and maintaining positive client-organisation relations. Siting and planning of library and information services. Developing and managing wide-area and local resource sharing networks.

LIBS0815
Economics of Information Systems
Staff Contact: To be advised
CP10 S1 HPW2

Information as a resource. Effects of information technology on work and the distribution of wealth. Copyright, patents, licences and other systems aimed at ensuring appropriability of economic benefits from information. Market research and the pricing and distribution of information products and services.

LIBS0816
Information Processing Technology
Staff Contact: Mr William Hood
CP10 S2 HPW2

Integrated Library Management Systems; Desk top publishing; Scanning and computer graphics; Optical Character Recognition; Networks and telecommunications; Personal bibliographic database management; hypertext; Graphical user interfaces; Spreadsheets and charting; advances in information processing technologies.

LIBS0817
Information Retrieval Systems
Staff Contact: Dr Connie Wilson
CP15 S1 HPW3

Automatic indexing; Automatic thesaurus construction and maintenance; Online searching and information retrieval; Database construction and database software evaluation; Advanced information retrieval techniques; systems

analyis, design and costing; advanced technologies for information storage and retrieval.

LIBS0820
Diffusion and Dissemination of Information
Staff Contact: To be advised
CP10 S1 HPW2

Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

LIBS0830
Bibliographic Control
Staff Contact: Dr Jack Nelson
CP15 S2 HPW2

Issues and problems in the area of bibliographic control. Topics include: online public access catalogues, developments in automated classification, bibliographic formats and standards, catalogue code revision and nontraditional subject indexing systems such as PRECIS and NEPHIS.

LIBS0833
Seminar in History of The Book
Staff Contact: To be advised
CP15 S2 HPW2

Examines the social impact of the invention and diffusion of printing through the modern period, the history of reading and book ownership, the publishing and printing industries and the development of bookrelated custodial institutions such as libraries of various kinds.

LIBS0838
Preservation Administration
Staff Contact: Dr Paul Wilson
CP15 S1 HPW2

Examination and analysis of longterm conservation and preservation problems and issues facing information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, information transfer, and deacidification and cooperative planning for interinstitutional preservation projects.

LIBS0842
Evaluation and Performance Measurement in Information Agencies
Staff Contact: Dr Patricia Willard
CP15 S1 HPW2

Political and administrative contexts. Design of various kinds of measures; their integration into the planning cycle and management information system and use in staff and organisational development. Implementation of evaluations. Analysis and interpretation of data.

LIBS0843
Special Topic in Library and Information Science
Staff Contact: Head of School
CP15 SS HPW2

An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of appropriate local or visiting lecturers.

LIBS0844
Project Seminar
Staff Contact: Head of School
CP15 SS HPW2

This provides a context for students to formulate problems for investigation as projects, to explore the background of these problems. to examine methodological issues to which they give rise and to prepare a formal proposal to guide subsequent study.

LIBS0845
Information Technology in Asia
Staff Contact: Dr Helen Jarvis
CP15 S2 HPW2

Examines different models employed in information technology education, innovation and social experimentation. Focuses on issues such as disparities in adoption rates; oral versus literate traditions and roman versus non-roman scripts, and other historical and cultural variables.

LIBS0846
Information Sources and Retrieval
Staff Contact: Dr. Connie Wilson
CP15 S1 HPW3

Explores the availability, retrieval and transfer of electronic information. Examines the theory of information storage and retrieval. Looks at repackaging of information and creation inhouse databases. (Recommended as background for LIBS0817).

LIBS847
Marketing Information Services and Products
Staff Contact: Dr Patricia Willard
CP15 SS HPW2

The relevance and applicability of marketing theory to library and information services. Product life cycle; product planning; promotion; pricing and distribution; marketing strategy and its relation to organisational strategy.

LIBS0902
Project Report
Staff Contact: Head of School
CP 15 S1 or S2 HPW2(equivalent)

Each student undertaking the Project Report in the Master of Information Studies (by Formal Course Work) is required to submit a report involving individual study and investigation.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Damian Grace
CP15 S1 HPW2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 SS HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

Servicing Subjects

COMM1015
Commerce Elective 1 (equivalent to IROB5901)
Staff Contact: Mr J Holt
S1 or S2 L3 CP20
Prerequisite: Nil
Note/s: Excluded PSYC7100.

This subject seeks to explain human behaviour within organisations. It draws predominantly from the behavioural science disciplines of psychology and social psychology. Its foci are the individual, the group, and the behavioural processes involved in organisation integration, change and development. Topics covered include personality, attitudes and values, motivation and learning, interpersonal behaviour, group dynamics, leadership and teamwork, decision-making, power and control.

COMP9511
Human-Computer Interaction
Staff Contact: Dr CN Quinn
CP15 S1 HPW3
Co-requisites: Knowledge of data base query languages
Note/s: Excluded 55.821G.

Introduces theories and models of user-system interaction. A scientific approach emphasizes the literature and methodological issues in HCI design, using a cognitive engineering framework. *Topics:* models of mind, interaction formalisms and tools, and theories of design. *Lab:* user interface design; group project.

COMP9311
Data Base Systems
Staff Contact: Prof J Hiller
CP15S1 or S2 HPW3
Assumed knowledge: Familiarity with storage structures
Note/s: Excluded 6.659G, 55.823G.

A first subject on data base management systems to be presented at a level appropriate for a graduate subject. The material to be covered will include a selection from: the relational, hierarchic/network, and inverted file data models; normalisation and the problems of redundancies; views and their updates; high level query languages; distributed systems; deductive data bases; object data bases; data definitions; application generators.

School of Social Work
Kensington Campus

Head of School
Professor Tony Vinson

Administrative Officer
Ms Natalie du Gard

Administrative Assistant
Mrs Christine Mangos

At the undergraduate level, the School of Social Work offers courses leading to the award of the degree of Bachelor of Social Work, and of the combined degrees of Bachelor of Social Work/Bachelor of Laws. At the graduate level the School offers courses leading to the award of the degrees of Doctor of Philosophy (PhD) and the Master of Social Work (MSW) by research. The School also offers three articulated Graduate Diplomas and Masters Courses in: Couple and Family Therapy; Equity and Social Administration and International Social Development.

For information on these graduate degrees and diplomas, see *Graduate Study* and *Conditions for the Award of Degrees* later in this handbook.

Undergraduate Study

Course Outlines

4030
Social Work Degree Course

Bachelor of Social Work
BSW

Professional social work is a worldwide occupation and discipline concerned with helping individuals, families, groups, organisations, communities, and societies to deal with social problems and to develop more satisfying and equitable social conditions generally.

The BSW degree course is designed to prepare students for the professional practice of social work. It is expected to be undertaken as a four-year full-time program. The Head of School may, however, permit a student who is unable to study full-time to take the course over a longer period not exceeding seven years.

The aim is to produce a social worker who has a general foundation for continuing professional learning, and can undertake independent professional practice at a basic level of competence, utilising relevant knowledge and skills in accordance with the profession's values.

This aim is achieved through developing the student's understanding of:

• normative and factual aspects of the various systems (political, economic, and social) in which people live.

This involves teaching materials which give insights into what values people hold, how they attain them, and competing views of what ought to be the situation;

- the nature and extent of social problems and social conditions for people at different stages of the life cycle and in various socio-economic, psycho-social, biological and geographic circumstances;

- policies and services, and various 'helping' occupations, specifically created and maintained to enhance the wellbeing of people within their society;

- the development of social work as an organised occupation: its history; its relationship to its society; its relationships to social welfare systems and to other 'helping' occupations; its composition and organisation; its various tasks and the knowledge and skills necessary to undertake them; and its new directions for development.

- In this first professional qualification, the student gains understanding of the main dimensions of contemporary and future social work practice at the various levels and in the various fields of social work intervention. Features of the course are a problemsolving approach in the first year, and a range of electives on selected aspects of social work in the final two years.

Field Education

An integral aspect of the course is organised learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects, a field instructor, usually in a social welfare agency, is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From halfway through Year 2, a total of 161 seven-hour days are taken up in this way. Thirty-four of these days are scheduled during academic recess periods. A student's three field education placements are in more than one type of practice setting. The settings vary and can include medical, psychiatric, community health, community, family and child welfare, services to disabled groups, services to the aged, services to migrants, income security, and corrective services. Non-government social welfare agencies and agencies at all levels of government are utilized. For some students, their third field education placement may be located outside the Sydney metropolitan area.

The widening range of social work tasks and roles means that a variety of people are suited for social work practice. However, all forms of professional social work require interpersonal skills, a disciplined mind, and adherence to the profession's community service ethic, and social work often involves working with people and organisations under stress and in situations where there is conflict.

Admission to the Course

Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they have completed at least a full-year Introductory Course in Sociology and Psychology at a level approved by the Faculty's Admissions Committee. These students may be permitted to undertake SOCW8194 Social Work Practice 1 – Bridging as a 4 hour per week *Session 1* subject in Year 2.

The following indicates the principles on which the School of Social Work accredits other qualifications against its program. These are endorsed by the Australian Association of Social Workers (AASW), the national professional body which accredits our course:

- for candidates holding a completed Australian Associate Diploma in a related field of study and admitted to a four year Social Work degree program, a minimum credit of 25% of that degree program;

- for candidates having completed two years of a three year Australian Social Welfare degree program, or holding a completed three year Australian Social Welfare degree, and admitted to a four year Social Work degree program for credit, credit will be granted at a minimum of 25%, and normally in the range of 25-50%, of that degree program;

- for candidates having completed one year of a three year Australian Social Welfare degree program and admitted to a four year Social Work degree program, a credit of up to 25% of that degree program;

- for candidates transferring between four years Australian Social Work degree programs, full equivalent credit for comparable subjects (given differences in course structures between universities, year-by-year equivalence is not guaranteed);

- the amount of credit for overseas qualifications will be given on a case by case basis.

Progression

Except with the permission of the Head of School, students may not proceed to the next year of the course until they have fulfilled all the requirements of the previous year.

General Education Requirement

General Education electives totalling 30 credit points must be taken from the General Education program. See the General Education Handbook for further details. Students may not take electives offered by any of the Schools in the Faculty of Professional Studies.

Honours

Students will be invited into the Honours program on the basis of the weighted average of the marks they have attained in the subjects in the first five sessions of the Social Work program.

The Honours program begins in Session 2 of the third year of the Social Work curriculum. It consists of two modules, Honours Strand A (SOCW 8396) and Honours Strand B (SOCW8496) and an Honours Thesis (SOCW8495). Each of the modules must be completed at a credit level or higher. Students in the program must maintain a high standard in all other graded subjects. Having met these criteria, students will take the Thesis, which will be a work of 10,000 – 12,000 words

Where the Thesis is awarded a grade of Credit or above, the student will graduate with the appropriate class of Honours.

The classes and divisions of Honours are:
Class 1; Class 2, Division 1; Class 2, Division 2

4030
Social Work Degree Course Full-time

Bachelor of Social Work
BSW

Year 1		CP
Session 1		
SOCI1131	Society and the Individual: Basic Concepts	15
15 Level 1 credit points approved as counting towards the BA degree		15
Session 2		
SOCC1531	Australian Media: Institutions and Representations	15
2 General Education Electives (56 hours total)		15
Full Year		
PSYC1002	Psychology 1	30
SOCW8193	Social Work Practice 1	30

Year 2		
Session 1		
2 General Education Electives (56 hrs total)		15
Session 2		
SOCW8232	Research Methods 1	10
SOCW8282	Social Work Practice – First Placement*	15
Full Year		
SOCW8203	Individual Differences	20
SOCW8255	Society Politics & Culture	25
SOCW8291	Social Work Practice 2	30

Year 3		
Session 1		
SOCW8331	Research Methods 2	15
SOCW8381	Social Work Practice – Second Placement**	30
Session 2		
SOCW8355	Social Policy 1	20
SOCW8356	Socio-Legal Practice	20
For students in the Honours program:		
SOCW8396	Honours Strand A	15
Full Year		
SOCW8303	Human Behaviour 2	20
SOCW8395	Social Work Practice 3	25

Year 4		
Session 1		
SOCW8443	Social Philosophy	15
SOCW8455	Social Policy 2	20
SOCW8492	Social Work Practice 4	30
For students in the Honours program		
SOCW8496	Honours Strand B	15
Session 2		
SOCW8481	Social Work Practice – Third Placement +	65
For students in the Honours program		
SOCW8495	Honours Thesis	25

* 3 week block in the midyear recess + 2 days a week (no recess) to end week 12, Session 2 (41 days).

** 4 week block in February + 3 days a week (no recess) for Session 1 (55 days.)

+ 12 week block, Session 2, week 1 to week 12, no recess, university based seminar series included (65 days)

As the revisions to the Bachelor of Social Work are phased in, cohorts of students who commenced prior to 1997 will undertake the following programs in 1997.

Students who commenced in 1994 and have proceeded through the program uninterrupted:

Year 4		CP
Session 1		
SOCW8441	Social Philosophy 2	15
SOCW8454	Social Welfare 3	20
SOCW8492	Social Work Practice 4	30
For students in the Honours Program		
SOCW8496	Honours Strand B	15
Session 2		
SOCW8481	Social Work Practice – 3rd Placement	65
For students in the Honours Program		
SOCW8495	Honours Thesis	25

Students who commenced in 1995 and have proceeded through the program uninterrupted:

Year 3		
Session 1		
SOCW8331	Research Methods 2	15
SOCW8381	Social Work Practice – 2nd Placement	30
Session 2		
SOCW8312	Social & Behavioural Science 2	10
SOCW8354	Social Welfare 2	20
For students in the Honours Program		
SOCW8396	Honours Strand A	15
Full Year		
SOCW8303	Human Behaviour 2	20
SOCW8395	Social Work Practice 3	25

Students who successfully completed Year 1 in 1996 will proceed through the Year 2 program as published in 1997.

4785
Combined Social Work/Law Course

Bachelor of Social Work/Bachelor of Laws
BSW LLB

This unique and challenging six year full-time course qualifies students for the professional practice of both social work and law. In the first four years, core social work and legal subjects are combined, while in the final two years students are able to choose from a wide range of specialised electives in both professional disciplines. The final Social Work field placement is undertaken in a legal setting.

Graduates will be equipped with the knowledge and skills to work in a variety of emerging areas which require an understanding of the law, social work theory and practice and a commitment to social justice. Such areas include consumer protection, tenancy obligations and entitlements, land rights, child custody and family property disputes, social security and welfare rights.

The main features of the Combined Social Work/Law course are as follows:

1. The course is a six-year full-time combined course leading to the award of the two degrees of Bachelor of Social Work (BSW) and Bachelor of Laws (LLB).

2. There are no general course prerequisites for the Social Work course but students must study Social Work subjects in a sequence approved by the Faculty of Professional Studies.

There are no general course prerequisites to courses offered by the Faculty of Law but students must study Law subjects in a sequence approved by the Faculty of Law.

3. The degree of Bachelor of Social Work is not awarded until the completion of the full six-year program, but any student who fails to complete the full program may apply for advanced standing in the Faculty of Professional Studies Social Work degree course. Alternatively a student may apply for advanced standing in the Faculty of Law Jurisprudence degree course.

The structure of the combined Social Work/Law course is set out below. For complete details of Law subjects students must consult the Faculty of Law handbook.

4. The total of credit points required in Law subjects is 405 (240 from compulsory subjects and 165 from elective subjects.)

General Education Requirement

General Education electives totalling 15 credit points must be taken from the General Education program. See the General Education Handbook for further details. Students may not take electives offered by any of the Schools in the Faculties of Professional Studies or Law.

Honours

Students will be invited into the Honours program on the basis of the weighted average of the marks they have attained in the subjects in the first five sessions of the Social Work program.

The Honours program begins in Session 2 of the fourth year of the Social Work/Law curriculum. It consists of two modules, Honours Strand A (SOCW 8396) and Honours Strand B (SOCW8496) and an Honours Thesis (SOCW8495). Each of the modules must be completed at a credit level or higher. Students in the program must maintain a high standard in all other graded Social Work subjects. Having met these criteria, students will take the Thesis, which will be a work of 10,000 – 12,000 words

Where the Thesis is awarded a grade of Credit or above, the student will graduate with the appropriate class of Honours.

The classes and divisions of Honours are:
Class 1; Class 2, Division 1; Class 2, Division 2

4785
Combined Social Work/Law Course Full-time

Bachelor of Social Work/Bachelor of Laws
BSW LLB

Social Work/Law

Year 1		CP
Session 1		
SOCI1131	Society and the Individual: Basic Concepts	15
SOCW8194	Social Work Practice 1 – Bridging	20
Session 2		
SOCC1531	Australian Media: Institutions and Representations	15
Full Year		
PSYC1002	Psychology 1	30
SOCW8255	Society Politics & Culture	25
LAWS1120	Legal System – Torts	30
LAWS7410	Legal Research and Writing 1	10
Year 2		
Session 1		
LAWS6210	Law, Lawyers and Society	15
LAWS2140	Public Law	7.5
1 Elective from the General Education Program		7.5
Session 2		
SOCW8232	Research Methods 1	10
SOCW8282	Social Work Practice – 1st Placement (41 days)**	15
Full Year		
SOCW8203	Individual Differences	20
SOCW8291	Social Work Practice 2	30
LAWS1420	Contracts	22.5
Year 3		
Session 1		
LAWS2160	Administrative Law	15
LAWS7420	Legal Research and Writing 2	5
Session 2		
SOCW8355	Social Policy 1	20
1 Elective from the General Education Program		7.5
Full Year		
SOCW8303	Human Behaviour 2	20
LAWS1610	Criminal Law	30
LAWS3010	Property and Equity	30
Year 4		
Session 1		
SOCW8381	Social Work Practice – 2nd Placement (55 days)	30
SOCW8455	Social Policy 2	20
Session 2		
For students in Honours program		
SOCW8396	Honours Strand A	15

		CP
Full Year		
LAWS1010	Litigation	30
SOCW8395	Social Work Practice 3	25
LAWS2150	Federal Constitutional Law	15
LAWS8320	Legal Theory or	15
LAWS8820	Law and Social Theory	15

Year 5
Session 1

SOCW8443	Social Philosophy	15
SOCW8492	Social Work Practice 4	30
LAWS4010	Business Associations 1	15
LAWS7430	Research Component +	

For students in Honours program

SOCW8496	Honours Strand B	15

Session 2

SOCW8481	Social Work Practice – Final Placement (54 days) ++**	65

For students in Honours Program

SOCW8495	Honours Thesis	25

Full Year
LAWS7210   Clinical/Legal Experience++
plus Law electives to the value of 45 credit points
or
LAWS7200   Clinical/Legal Experience (Intensive)
plus Law electives to the value of 30 credit points

Year 6
Full Year
Law Electives to the value of 105 credit points

** *The first two fieldwork placements commence with a 3 or 4 week block (5 days per week) and continue on either 2 or 3 days per week during session time. The final placement is a 54 day block.*

+ *A Research Component is taken either after or concurrently with Legal Research and Writing 2.*

++ *These subjects are taken concurrently. The Social Work placement is served at Kingsford Legal Centre.*

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

SOCW8193
Social Work Practice 1
Staff Contacts: Ms Christine Gibson, Ms Jan Breckenridge
CP30 F L1 T3

This subject introduces a number of core themes, practice skills and contemporary issues in social work. Four current practice contexts are used to exemplify the range of knowledge needed for effective social work practice, and to develop an understanding of the diversity of professional interventions.

SOCW8194
Social Work Practice 1 - Bridging
Staff Contacts: Ms Christine Gibson, Ms Jan Breckenridge
CP20 S1 L1 T3

Introduces a number of core themes, practice skills and contemporary issues in social work. Current practice contexts are used to exemplify the range of knowledge needed for effective social work practice, and to develop an understanding of the diversity of professional interventions. Taken by students with advanced entry or who are enrolled in the SW/Law Degree.

SOCW8203
Individual Differences (formerly Human Behaviour 1)
Staff Contact: Dr Carmen Moran
CP20 F S1 L2 T1, S2 L1 T1

The subject takes a biopsychosocial perspective on individual differences in the private and social world. Major theories of human behaviour and development are presented and evaluated for the information they provide on individual differences that influence thoughts, feelings and behaviours. Topics include development across the lifespan, personality, the self, attitudes, persuasion, aggression, stress, affiliation, prosocial behaviour, and behaviour in groups.

SOCW8232
Research Methods 1
Staff Contact: To be advised
CP10 S2 L1 T1

General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive statistics, hypothesis testing using one or more samples. Introduces multiple comparison procedures.

SOCW8255
Society Politics and Culture
Staff Contact: Dr Michael Wearing
CP25 F S1 L2 T2, S2 L1 T1

Explores the nature of society and the interplay of structures and culture especially in the Australian context. Further develops the study of social and political theories related to social work. Considers major contested areas to enable students to identify crucial factors in distribution of resources, status and power in the historical and contemporary contexts in Australia and globally. Provides a basis for the study of social policy and the context of practice.

SOCW8291
Social Work Practice 2
Staff Contact: Sandra Regan
CP30 F S1 L1 T2, S2 L1 T3

There are three components to the subject:

(i) workshops to develop skills in basic communication in a range of social work contexts, and basic social work interviewing skills focussing on the beginning and ending stages;

(ii) conceptual frameworks for understanding social work practice and multidimensional assessment in social work practice;

(iii) various models of community work are located and analysed in the contemporary social policy and economic context; selected skills in neighbourhood work, local research, communication, campaigning and meeting procedure are pursued; community work is critiqued within wider welfare practice, in particular issues of power and powerlessness that affect marginalised communities.

SOCW8303
Human Behaviour 2: Physical and Psychological Health
Staff Contact: Dr Elizabeth Fernandez
CP20 F L2 T1

This subject sustains the biopsychosocial perspective adopted in SOCW8203 Individual Differences and further explores its utility in illuminating variations in physical and mental health, people's experiences of illness and outcomes of care they receive. Contributions from medicine, psychology, sociology and social work are used to examine a range of topics: conceptualisations of the body, interaction of body and mind, coping and adaptation, social patterning of health and illness (based on age, sex, class and culture), specific illness conditions, disability, and a range of medico-social issues. Psychological perspectives including psychodynamic, cognitive, behaviourist and humanist approaches, and sociological paradigms drawn from structuralist and interactionist perspectives provide the theoretical frameworks for analysis of these diverse areas of human behaviour.

SOCW8312
Social and Behavioural Science 2
Staff Contact: Dr Ted Trainer
CP10 S2 L1 T1

Deals with Sociological theories and evidence bearing on a number of issues of special relevance for thinking about contemporary society and social work, such as the economy, media, religion, prisons, sustainability and the limits to growth, organisations, inequality, community, education, the state, social change, Post Modernism, power and ideology.

SOCW8331
Research Methods 2
Staff Contact: Dr Michael Wearing
CP15 S1 L1 T2

Various forms of experimental, qualitative and survey research designs. Forms of data collection and the development of measuring devices. Validity and reliability concepts. Correlation analysis and prediction problems. Introduces multivariate analysis. Part of class-time is allocated to working on group assessment projects.

SOCW8354
Social Welfare 2
Staff Contact: Dr Eileen Baldry
CP20 S2 L1 T2

Builds on the historical, ideological, political and economic background to the welfare state and social policy covered in Social Welfare 1. Policy analysis framework introduced in Social Welfare 1, together with perspectives from various policy theorists and analysts, are applied in the detailed discussion and analyses of major policies in policy domains such as health, housing, urban and regional, finance, transport and criminal justice. Comparative policy studies are used in various of these critical analyses.

SOCW8355
Social Policy 1
Staff Contact: Dr Eileen Baldry
CP20 S2 L1 T2

Builds on the historical, ideological, political and economic background to understanding social arrangements covered in Society Politics & Culture. Policy analysis frameworks are introduced along with perspectives from various policy theorists and analysts. These are applied in the detailed discussion and analyses of major policies in policy domains such as health, housing, urban and regional, finance, transport and criminal justice. Comparative policy studies are used in various of these critical analyses.

SOCW8356
Socio-Legal Practice in Social Work Settings
Staff Contact: Ms Christine Gibson
CP20 S2 L1 T1

This subject explores the legal, professional and ethical opportunities and constraints of social work practice. It includes a consideration of the tensions and dilemmas of socio-legal practice through an examination of social work interventions in selected settings. Attention is paid to legal systems, legal concepts, lawmaking processes, sources of legal assistance and interactions between social workers and lawyers.

SOCW8395
Social Work Practice 3
Staff Contact: Dr Sandy Regan
CP25 F S1 T4, S2 T2

Session 1 provides specialised knowledge needed for social work intervention at the personal level. The two separate but clearly related components are (i) direct practice with individual cases, and (ii) use of the group as a vehicle for change. In both components, the phases of the change process (beginning, middle, end) are addressed, with major emphasis being placed on experiential learning and skills development in addition to theoretical/conceptual understanding. In Session 2,

students select an option from a range of elective modules each of which focusses on a selected aspect or method of social work practice (e.g., practice in a functional social welfare field like health, legal settings, child and family welfare; in relation to particular population groups such as children, migrants; or specific methods of practice such as family therapy, community work).

SOCW8396
Honours Strand A
Staff contact: Prof Allan Borowski
CP15 S2 T2

Critical examination of examples of current research in social policy, social work and conjoint fields of scholarship. Advanced consideration is given to the philosophical, theoretical, methodological and practical components of scholarly endeavour. In addition to seminar presentations by researchers, there are instructional sessions which focus on the conceptual, theoretical, and procedural issues arising from the research reviews and research methodology.

SOCW8441
Social Philosophy 2
Staff Contact: Dr Damian Grace
CP15 S1 L1 T1

Introduces political philosophy with particular attention to questions of freedom, equality, authority, needs, rights and justice in liberal democracies.

SOCW8443
Social Philosophy
Staff Contact: Dr Damian Grace
CP15 S1 L1 T2

Introduces students to the basics of moral philosophy in the first part of the subject and builds upon this in dealing with political philosophy in the second part. Begins with moral theory and moral reasoning and these topics introduce students to some of the central thinkers and the doctrines which have shaped modern understandings of ethics. The ethics of Aristotle, Hume, Kant and Mill are complemented by the work of modern philosophers such as Anscombe, MacIntyre and Baier. Political philosophy begins with a discussion of Hobbes and contrasts his theory with that of Aristotle. Then follow discussions of power, authority, legitimacy, rights and justice in a liberal democracy. Modern philosophers treated include Rawls, Nosick and Finnis.

SOCW8454
Social Welfare 3
Staff Contact: Dr Eileen Baldry
CP20 S1 L2 T1.5

Building on Social Welfare 1 and 2, this subject introduces students to the social policy processes of formulation, implementation and evaluation. It also covers another, more detailed policy analysis framework than that presented in Social Welfare 1. These processes and elements of the policy analysis framework are utilized to closely examine some select policy domains (e.g., social security, employment) as well as the impact of several policies on the patterns of welfare experienced by people within major population groupings (e.g., immigrants, the aged).

SOCW8455
Social Policy 2
Staff Contact: Dr Eileen Baldry
CP20 S1 L2 T1.5

Building on Society Politics and Culture and Social Policy 1, this subject introduces students to the social policy processes of formulation, implementation and evaluation. It also covers other more detailed policy analysis frameworks than those presented in Social Policy 1. Processes and elements of the policy analysis framework are utilized to closely examine some social policy domains (e.g., social security, education, employment) as well as the impact of several policies on the patterns of welfare experienced by people within major population groupings (e.g., immigrants, the aged).

SOCW8492
Social Work Practice 4
Staff Contact: Dr Diane Barnes
CP30 S1 T4

Students undertake a 2 hour per week segment on social administration in which they are given an introductory overview of management and skills which will inform and guide their participation in subsequent employment whether or not they become administrators. It considers the values, knowledge and skills involved in the design, management, and evaluation of the human service organisations.

In the remaining two hours per week students undertake one additional practice elective to complement that taken in SOCW8395.

SOCW8495
Honours Thesis
Staff Contact: Prof Tony Vinson
CP25 S2 Individual supervision + 6 hours seminars
Prerequisites: Honours Strand A and Honours Strand B

Minimum high credit average in all graded subjects in the BSW program.

Students work individually on their thesis on a topic acceptable to the Subject Co-ordinator, attend two 'work-in-progress' workshops and consult with appointed supervisors. The completion of this subject is the submission of an acceptable honours thesis of 10,000 – 12,000 words at the end of the final year. Students who complete the thesis with a grade of credit or above will graduate with the appropriate classification of honours.

SOCW8496
Honours Strand B
Staff contact: Dr Carmen Moran
CP15 S1 T2

In addition to workshops on thesis writing, theoretical and methodological issues, the main emphasis in this subject is upon students' development and presentation of work related to their theses.

Field Education

Each student undertakes three placements in the BSW Degree Course. These placements are designed to develop knowledge and skills in different social work methods and to enable students to gain a critical understanding of the values and principles of social work at different levels of intervention. The aim is to provide experience in a range of settings and assist in the integration of theory and development of appropriate professional behaviours.

Each placement involves a student being assigned to a field teacher in a social welfare agency for a particular period of time. During this time the student will undertake work considered appropriate by the agency and university. The university provides expectations and guidelines which are the basis for planning and evaluation of performance.

SOCW8282
Social Work Practice – First Placement
Staff Contact: Ms Jan Breckenridge
CP15 S2

First placement is located in a wide range of settings. Basic skills and responsibilities of practice and a beginning understanding of working in a welfare organisation are emphasised. This placement occurs in Session II of year 2. Commences in the mid year break with a three week block, then two days per week in Session II and is undertaken concurrently with classroom work (41 days July-October).

SOCW8381
Social Work Practice – Second Placement
Staff Contact: Ms Lesley Hughes
CP30 S1

The focus in this placement will depend on what students have learned in First placement and what they intend to do in Third placement. The placement may be used to develop new areas of knowledge and skill in direct service such as case work and/or group work or, indirect service such as research, community work, and policy/planning. This placement occurs in Session I of year 3. It commences with a four week block during the long vacation and continues for three days per week in Session I and is undertaken concurrently with classroom work (55 days, February-June).

SOCW8481
Social Work Practice – Third Placement
Staff Contact: Dr Elizabeth Fernandez; for Social Work/ Law Ms Christine Gibson
CP65 S2

Third placement is available in a variety of settings. Placements which are relevant to students' Social Work Practice Electives, and which help prepare them for their future career are offered.

Students are encouraged to undertake placements in regional cities and rural areas of NSW.

This is a 65 day full time placement for Social Work students and a 54 day placement for Social Work/Law students. It commences in week 1 of Session II of year 4 (Year 5 for Law students) and ends in week 13 of that Session. The placement includes a university based seminar series.

Servicing Subjects

LAWS1010
Litigation
Staff Contact: Dr Jill Hunter
CP30 F HPW4

Introduces students to issues and problems in three areas:

Civil pre-trial procedure: focuses on selected topics largely in the context of Supreme Court - actions parties to an action; pleadings; discovery and exchange of information. Supreme Court Rules are examined to determine the extent to which they facilitate just, accurate and speedy resolution of disputes. Problems of delay and cost are also addressed with particular reference to case-flow management techniques and alternative dispute resolution.

Criminal pre-trial procedure: the law and related issues associated with arrest, warrants, police searches, interrogation and the formulation of pleadings. Comparisons are drawn between the civil and criminal pre-trial processes.

Evidence: a basic understanding of the legal and philosophical principles related to the presentation of evidence in court. A comprehensive examination of the rules of evidence, including those designed to protect the accused at trial; the rule against hearsay evidence; the use of expert evidence; the treatment of unreliable evidence; proof and probability theory and questioning of witnesses in court.

The effect of pretrial procedures on the final outcome at trial highlighted.

LAWS1120
Legal System Torts
Staff Contact: Mr Angus Corbett, Ms Prue Vines
CP22.5 F HPW4

The legal significance of the arrival of the British in Australia; the principal institutions of the legal system, particularly the courts, the legislature, and the executive arms of government; the judiciary; the legal profession; their history, roles, interrelationships, operation and techniques; general constitutional principles and institutions; the notion and consequences of federalism; Bill of Rights proposals; precedent and statutory interpretation, practice and theory; sources of Australian law, including the past and present status of Aboriginal customary law; origins of the common law; classifications within the common law; jurisdiction of Australian courts.

A number of torts, both intentional and unintentional, relating to economic interests as well as personal injury. The primary focus of the course is a thorough and comprehensive introduction to the tort of negligence. There is a detailed discussion of specific issues such as recovery for personal injury, for nervous shock, for pure economic loss as well as affirmative duties of care. In addition there is an introduction to the law relating to limitation periods, vicarious liability, defences to the tort of negligence and the law relating to the assessment of damages. The approach to teaching this material is via extensive discussion of a relatively limited number of leading cases. Students are thus able to build up an understanding of this body of law through their own analysis of case law and statute law.

A second strand of this course is to introduce students to the wide ranging debates about the appropriate role and function of tort law. This requires developing a working knowledge of a feminist and economic analysis of tort law and of the various corrective justice theories of tort. In developing this working knowledge students will be exposed to secondary materials which build upon and refer to the cases and statues which are included in the course.

LAWS1420
Contracts
Staff Contact: Mr Denis Harley
CP22.5 F HPW S1 2, S2 4
Note: Taken concurrently with LAWS2140 as a composite subject.

This course examines the nature of contractual obligations and how parties make and break contracts. Topics include: how contracts are formed and the necessary elements of a validly constituted contract; express and implied terms of a contract and how such terms are imported into the contract; how courts interpret the terms of a contract; the consequences where a contract is induced by mis-representation, mistake or unconscionability; exemption clauses; estoppel and contract; contracts which are illegal under statute or contrary to public policy; remedies for breach of contract and the damages payable for such breach.

Students are encouraged to examine the role of contract law from an historical and contemporary standpoint.

LAWS1610
Criminal Law
Staff Contact: A/Prof David Brown
CP30 F HPW4

The principles of criminal law and criminal liability. Aims to: promote and refine research and social policy analysis skills; develop a rigorous analytic and socially oriented approach to the study of criminal law; investigate the constitution of concepts like crime, criminal and criminal law; question traditional approaches which assume a unified set of general principles; suggest an approach to criminal law as a number of diverse fields of regulation; acknowledge the importance of forms of regulation outside the criminal law; examine empirical material on the actual operation of the N.S.W. criminal process such as court statistics and a court observation exercise; examine the substantive rules developed in selected criminal offence areas; stress the importance and relevance of criminal law in an understanding of law, even (and especially) for those who do not intend to practise in the area. Topics include: the phenomenon of crime, the criminal process, criminal responsibility, homicide offences, public order offences, drug offences, offences against the person, offences of dishonest acquisition, general defences, complicity, conspiracy, sentencing and penal practices.

LAWS2140
Public Law
Staff Contact: Mr Robert Shelly
CP7.5 S1 HPW2
Note: Taken concurrently with LAWS1420 as a composite subject.

This course introduces the students to the concept of 'public law', its methods of reasoning, history and fundamental principles. It deals with the fundamental principles of

constitutional and administrative law, with the ethical precepts underlying our constitutional system; with the essential features of our system of government, and with the increasing role of public international law. The course also introduces students to comparative law, especially the public law assumptions of the Civil Law system. Topics include the concept of public law; theories and history of constitutionalism; comparative methods of enforcing constitutional precepts; Australia's constitutional development; the separation of powers, responsible government and constitutional conventions; and the republicanism debate.

LAWS2150
Federal Constitutional Law
Staff Contact: Prof George Winterton, Mr Keven Booker
CP15 S1 or S2 HPW4

Federal constitutional law, stressing the legislative and judicial powers of the Commonwealth and the judicial interpretation by the High Court of the extent of those powers, in particular: trade and commerce, external affairs, corporations, appropriation, grants and taxation powers, family law and industrial law powers, inconsistency of Commonwealth and State laws, freedom of interstate trade and commerce, excise and implied limitations on Commonwealth and State powers. Techniques and approaches adopted by the High Court in interpreting the Australian Constitution, and occasionally, federal executive power.

Further study of constitutional law may be undertaken in LAWS2100 The High Court of Australia.

LAWS2160
Administrative Law
Staff Contact: Ms Melinda Jones
CP15 S1 or S2 HPW4

This course considers the law concerning the accountability and control of government officials. Topics covered include: the regulation of delegated legislation; the problem of corruption; the duty to give reasons for administration decisions; freedom of information, the Ombudsman, the Administrative Appeals Tribunal; and judicial review of administrative action [the principles of legality and procedural fairness].

LAWS3010
Property and Equity
Staff Contact: A/Prof Chris Rossiter
CP30 F HPW4

The basic principles of the law of property, transcending the traditional boundaries of real and personal property. For reasons of time and convenience, most topics are those usually considered in the context of 'real property'.

Enquiry into the meaning of the concepts of property and the purposes that are or ought to be fulfilled by the law of property. Some of the traditional concepts and classifications adopted by the common law in the content of the study of fixtures. Topics: possession as a proprietary interest in land and goods; some basic concepts such as seisin and title; the fragmentation of proprietary interests, including the doctrines of tenure and estates; an introduction to future interests; the development of legal and equitable interests, including a comparative treatment of their nature, extent and sphere of enforceability and an

introduction to trusts; legal and equitable remedies; the statutory regulation of proprietary interests in land, including an examination of the Torrens and deeds registration systems; co-ownership; an introduction to security interests; the acquisition of proprietary interests; the alienability of interests including trusts for sale; commercial transactions involving leasehold estates in land and bailment of goods.

LAWS4010
Business Associations 1
Staff Contact: Mr Angus Corbett
CP15 S1 or S2 HPW 4
Note: Students are advised to complete LAWS3010 Property and Equity before undertaking Business Associations 1.

An introduction to a number of important legal and theoretical aspects of the operation of business companies. In addition, there is a brief overview of partnership law.

The company law component of the subject falls into two parts. The first deals with the process and incidents of incorporation. The topics dealt with in this part include the derivation of the modern company; an introduction to the regulatory structures for companies and the securities industry in Australia; the formation of the company; the privileged position of the private company; an introduction to the corporate constitution, organs and capital; promoters' duties; preincorporation contracts; the separate personality of the corporation (and its exceptions); corporate liability in crime.

The balance of the subject is concerned with the structure and governance of the company. It examines the corporate organs (the board of directors and the general meeting) and the division of corporate powers between them; the duties and liabilities of directors and other officers; the remedies available to shareholders for the enforcement of directors' duties and protection against oppression or overreaching by controllers.

While much of this company law doctrine is equally applicable to the large company as to the small enterprise, the subject stresses the problems, processes and transactions typically encountered by small incorporated business.

LAWS6210
Law, Lawyers and Society
Staff Contact: Dr Stan Ross
CP15 S1 or S2 HPW4

1. The lawyer/client relationship, including who exercises control and the lawyers' duties to accept work, to keep client confidences, to act competently and to avoid conflicts of interest; the social implications of lawyers' professional behaviour. 2. The adversary system of litigation and the lawyers' role therein, both generally and specifically as defence counsel and as prosecutor in criminal cases. 3. The structure of the profession and methods of regulation including discussion of the concept of professionalism, control of admission, discipline generally and conducting court specifically; selection and control of the judiciary. 4. Issues relating to the delivery of legal services, including specialisation in lawyers' practice, the structure and availability of legal aid, the regulation of lawyers' fees, the extent of the lawyers' monopoly and the role of non-lawyers in delivering legal services.

LAWS7200
Clinical Legal Experience (Intensive)
Staff Contact: To be advised
CP15 S1 S2 HPW16

Clinical legal education takes students out of the classroom and places them in a law practice. This is to enable students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculty's clinic, Kingsford Legal Centre, two full days a week. The clinic is a community legal centre which provides a free legal service to the local community. Students manage clients' files under the supervision of experienced solicitors. This involves the interviewing and the counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

In addition to two days' attendance, students are asked to attend evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of students' experiences, and for instruction in legal procedure and skills. There are regular opportunities to attend Court.

As well as clients' files the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School of Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions but not over the summer vacation. A student who has enrolled in and who has passed or failed LAWS7210 Clinical Legal Experience may not enrol in this subject without the approval of the Associate Dean. It is suggested that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

LAWS7210
Clinical Legal Experience
Staff Contact: To be advised
CP15 S1 S2 HPW8

Clinical legal education takes students out of the classroom and places them in a law practice. This is both to enable students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculty's clinic, the Kingsford Legal Centre, one full day a week. The clinic is a community legal centre which provides a free legal service to the local community. Students work on clients' files under the supervision of experienced solicitors. This involves the interviewing and counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

Students are also required to attend a number of evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of the students' experiences, and for instruction in legal procedure and skills. There are also regular opportunities to attend court.

As well as clients' files, the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School of Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions and over the summer vacation. A student who has enrolled in and who has passed or failed LAWS7200 Clinical Legal Experience (Intensive) may not enrol in this subject without the approval of the Associate Dean. It is recommended that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

LAWS7410
Legal Research and Writing 1
Staff Contact: Ms Irene Nemes
CP10 S1 HPW2

The literature, both legal and non-legal, relevant to the law in Australia. The contents of a law library, how it works and is ordered and how lawyers go about using it to find the law. Practice in handling the principal legal materials in the law library, notably law reports, collections of statutes, bibliographies, periodical indexes, digests and material on law reform. An introduction to case analysis and statutes. Principles of legal writing, including plain English, citation practice, word processing and logical argument. An introduction to the use of computerized legal research methods. The methods and objectives of legal and empirical research.

LAWS7420
Legal Research and Writing 2
Staff Contact: Ms Irene Nemes
CP5 S2 HPW2

A revision of legal research skills acquired in LAWS7410 Legal Research and Writing 1, particularly the use of Australian digests, law reform materials, loose-leaf services and legal encyclopaedias. Practice in finding and updating the law on a topic. Foreign Legal systems and International law. Further instruction on the use of computers for retrieval of legal materials.

LAWS7430
Research Component
Staff Contact: Mr Ian Cameron
Note/s: Taken after or concurrently with LAWS7420.

This subject must be taken either concurrently with or after LAWS7420 Legal Research and Writing 2, though students are advised where possible to complete Legal Research and Writing 2 first so that they have a command of the relevant research techniques. Students must select one from amongst the subjects for which they are enrolled in which a piece of assessable work (a research essay or moot) will be allocated for Research Component, and must submit a Research Component Form to the Administrative Assistant (Undergraduate) by the end of Week 4 in the Session in which they elect to undertake Research Component. This form must identify the subject in which the work for Research Component will be undertaken, and must be signed by the teacher in the subject. Students must attach to the completed research essay or moot submission a written research report, outlining the research methods

adopted in preparation for the essay or moot. The piece of assessable work chosen for allocation to Research Component must be worth no less than 30% of the total mark (in the case of a three-credit point subject, or 15% of the total mark in the case of a six-credit point subject). The assessment of Research Component will be made on the basis of the research report, in addition to the separate assessment of the essay or moot for the purpose of the subject selected. All subjects offered in the Law School are *prima facie* available to Research Component students for this purpose. Where for compelling reason no provision for a suitable essay or moot is or can be made in a program of assessment of a particular subject, the teacher of that subject may ask the student to select another subject. Research Component may also be satisfied by taking one or more of the Research Thesis electives (LAWS6510, LAWS6520, LAWS6530). There is no formal teaching in LAWS7430 Research Component and no credit points are awarded for it.

LAWS8320
Legal Theory
Staff Contact: A/Prof Martin Krygier
CP15 S1 or S2 HPW4

Introduction to philosophical questions which underline the practical workings of the law. The course concentrates on questions to do with legal reasoning, particularly the reasoning of judges, and of moral reasoning; and the interrelationships between law and morals and law and politics.

LAWS8820
Law and Social Theory
Staff Contact: A/Prof Martin Krygier
CP15 S1 or S2 HPW4

Examination of sociological assumptions about law, about society, and about the relationships between law, legal institutions and social ordering. Topics include: The role and functions of law within modern society, the extent to which law embodies implicit social theories and the nature of these theories, and the implications of social research on our understanding of the place of law in society.

LAWS8320 and LAWS8820 form part of the compulsory core of the LLB and BJuris degree courses with respect to students who entered the Faculty in 1981 or later. Students are required to take one of these two subjects to fulfil compulsory requirements and are permitted to take the other as an elective.

PSYC1002
Psychology 1
Staff Contact: Dr A Adams
CP30 F HPW5
Note/s: A high proficiency in English is necessary to pass this subject. Excluded GENS4620, GENS5050.

Introduces the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.

Credit is given for participating in various School-approved research studies for up to six hours during the year. An alternative is available.

SOCI1131
Society and the Individual: Basic Concepts
Staff Contact: Clive Kessler, Mira Crouch
CP15 S1 HPW3

The study of social conditions which shape people's lives and outlook. This includes the analysis of our own immediate social environment as well as the broad field of global forces which impinge on us. Issues covered include culture, social change, power, inequality, work, consumerism and global communications, while the relevance to them of some classical sociological concepts is examined.

SOCC1531
Australian Media: Institutions & Representations
Staff Contact: Gay Hawkins
CP15 S2 HPW3

Investigates the role of the media in everyday life and in the construction of us as subjects of Australian society. It focusses exclusively on visual media (television, cinema and advertising)and their distinctive technologies, industrial forms and textualities. By drawing on the work of key social theorists such as Benjamin, de Certeau, Barthes, Foucault and Anderson, questions about viewing practices, the production of meaning, policy discourse and the politics of representation will be explored.

Graduate Study

Course Outlines

1980
Doctor of Philosophy

Doctor of Philosophy
PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

In addition to a thesis, each candidate may be required to complete one or two one session subjects, usually a research subject and/or a social theory subject. This would normally be in the first year of registration.

2970
Master of Social Work (by Research)

MSW

In addition to a thesis, each candidate may be required to complete one or two one session subjects, usually a social theory subject and/or a research methods subject, normally in the first year of registration.

Graduate Diploma and Masters Courses

The School offers articulated Graduate Diploma and Masters courses in three specialist content areas: Couple and Family Therapy; International Social Development; and Equity and Social Administration.

The Graduate Diplomas in Couple and Family Therapy and Equity and Social Administration are each offered on a two year part-time basis. International Social Development may be offered full or part-time, but part time places are strictly limited. Extension to a Masters qualification involves an additional year of a part-time (or one session of full-time) enrolment during which a project is written.

5551
Graduate Diploma in Couple and Family Therapy

GradDipC/FamTherapy

Two year course/part-time only.

Jointly offered and taught by School of Social Work and Relationships Australia(NSW).

Fees: Total $8,200 for the course

The purpose of this Graduate Diploma is to prepare counselling professionals for practice in couple and family therapy by providing them with the relevant specialist theoretical and professional knowledge and intensive clinical training.

Admission is strictly limited and competitive, and the selection process uses interviews as well as the information in written applications. Applications close at the end of October. Admission requirements include the successful completion of an undergraduate degree and relevant professional experience in councelling.

This program articulates with the Master of Couple and Family Therapy, and the Master of Social Work (Couple and Family Therapy).

Year 1		CP
Session 1		
SOCW7821	Professional Development Issues	10
SOCW7822	Social Theory and the Family	10
Session 2		
SOCW7823	Clinical Practice I	30
Full Year		
SOCW7820	Theory of Couple and Family Therapy	24
Year 2		
Session 1		
SOCW7824	Clinical Practice II	30
Session 2		
SOCW7825	Special Issues in Couple and Family Therapy	16

Note: students admitted to the course with Advanced Standing may be required to undertake the following subjects:

Session 1 or 2		
SOCW7826	Theory of Couple and Family Therapy (Abridged) (in place of SOCW7820)	12
SOCW7827	Clinical Practice (Abridged) (in place of SOCW7823 and SOCW7824)	16

5555
Graduate Diploma in International Social Development

GradDipIntSocDev

One year full-time.

Two years part-time, but places are strictly limited
Two 14 week sessions per year. Ten hours per week on 2 afternoons per week.

Admission Requirements

Holders of Bachelors degrees will be eligible to enrol in the Graduate Diploma in International Social Development. Work experience and other qualifications may suffice for eligibility to enrol.

Admission will be competitive and based on qualifications and experience.

The purpose of this graduate diploma course is to prepare local and overseas candidates for work in the broad area of international aid. It is also relevant for work with immigrant and refugee populations in Australia. By the end of the diploma program candidates will:

have developed a knowledge base and analytical framework to critically assess the context in which international aid is delivered;

have considered a range of social theories which promote alternative perspectives on values and motivation for working in the international field;

have substantive knowledge and a range of skills related to planning, delivery and evaluation of international aid.

Year 1		**CP**
Session 1		
SOCW7810	Issues in International Social Development	18
SOCW7812	Politics of International Aid	18
SOCW7790	Community Development	12
SOCW7796	Community Education Strategies	12
Session 2		
SOCW7811	Social Development Policy & Planning	18
SOCW7813	Program Design & Evaluation in Social Development	18
SOCW7791	Preparation for International Practice	12
SOCW7795	Management of Human and Financial Resources	12

5554
Graduate Diploma in Equity and Social Administration

GradDipEqSocAdmin

Two year course/part time only.
Two 14 week sessions per year. Classes one afternoon each week.

Admission Requirements

Holders of Bachelors degrees will be eligible to enrol in the Graduate Diploma in Equity and Social Administration.

Work experience and other qualifications may suffice for eligibility to enrol in the Graduate Diploma of Equity and Social Administration.

Admission will be competitive and based on qualifications and experience.

The objective of the Graduate Diploma is to equip access and equity program and human resource management professionals with the theoretical, professional and practical knowledge necessary for the effective development and management of equity (such as equal employment opportunity, access and equity, affirmative action) policies and related programs, in the government, non-government and private sectors.

Year 1		**CP**
Full Year		
SOCW7830	Contemporary Social Theory	24
SOCW7831	Issues in Ethics and Equity	24
Year 2		
*Session 1 or Session 2**		
SOCW7833	Organisational Management and Equity	12
SOCW7834	Equality and Diversity in Theory and Practice	12
Full Year		
SOCW7832	Social Policy and Equity Administration	24

Students should check in the particular year in which they take the subject whether it is offered in S1 or S2.

8930
Master of Social Work (by Formal Coursework)

Part-time

It is possible for qualified social workers to progress from any of the above-listed graduate diplomas to a Master of Social Work (by Formal Coursework). This course is designed to enable social workers to give leadership in professional social work practice in the specialist area of their study. The course structure will take one of the following three forms, leading respectively to Master of Social Work (Couple and Family Therapy), Master of Social Work (International Social Development) or Master of Social Work (Equity and Social Administration). The Master of Social Work (Couple and Family Therapy) is a fee-paying course.

Admission requirements

Candidates must hold a Bachelor of Social Work Degree and have at least one year's professional practice experience. A candidate shall also have completed the coursework for one of the three graduate diplomas offered by the School at an acceptable level; exemptions will then be given for subjects in the 1st and 2nd years of the Masters program.

Master of Social Work (Couple and Family Therapy)

MSW(C/FamTherapy)

Fee: $10,500 for the 3-year part-time course.

Year 1		CP
Session 1		
SOCW7821	Professional Development Issues	10
SOCW7822	Social Theory and the Family	10
Session 2		
SOCW7823	Clinical Practice 1	30
Full Year		
SOCW7820	Theory of Couple and Family Therapy	24
Year 2		
Session 1		
SOCW7824	Clinical Practice II	30
Session 2		
SOCW7825	Special Issues in Couple and Family Therapy	16
Full Year		
SOCW7828	Research Issues and Methodologies	30
Year 3		
Session 1		
SOCW7840	Social Work Project (Couple and Family Therapy)	30

Note: Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

SOCW7826	Theory of Couple and Family Therapy (Abridged) (in place of SOCW7820)	12
SOCW7827	Clinical Practice (Abridged) (in place of SOCW7823 and SOCW7824)	16

Master of Social Work (International Social Development)

MSW(IntSocDev)

Year 1		CP
Session 1		
SOCW7810	Issues in International Social Development	18
SOCW7812	The Politics of International Aid	18
SOCW7790	Community Development	12
SOCW7796	Community Education Strategies	12
Session 2		
SOCW7811	Social Development, Policy and Planning	18
SOCW7813	Program Design & Evaluation in Social Development	18
SOCW7791	Preparation for International Practice	12
SOCW7795	Management of Human & Financial Resources	12

Year 2		CP
Session 1		
SOCW7814	Research Methods	18
SOCW7816	Project (International Social Development)	30
	Elective	12

Master of Social Work (Equity and Social Administration)

MSW(EqSocAdmin)

Year 1		CP
Full Year		
SOCW7830	Contemporary Social Theory	24
SOCW7831	Issues in Ethics and Equity	24
Year 2		
Session 1 or Session 2*		
SOCW7833	Organisational Management and Equity	12
SOCW7834	Equality and Diversity in Theory and Practice	12
Full Year		
SOCW7832	Social Policy and Equity Administration	24
Year 3		
Session 1		
SOCW7836	Research Methods	12
Session 2		
SOCW7838	Project (Equity & Social Administration)	12
Full Year		
SOCW7835	Research Issues in Equity & Social Administration	24

*Students should check in the particular year in which they take the subject whether it is offered in S1 or S2.

8394
Master of Couple and Family Therapy

(MC/FamTherapy)

2.5 year course, part-time only.

Jointly offered and taught by the School of Social Work and Relationships Australia (NSW).

Fees: Total $10,500 for the course.

This program prepares counselling professionals for practice in couple and family therapy and extends research skills and the conceptual understanding of research. Intensive clinical training is an integral part of the program, which is offered jointly by the School of Social Work, and the clinical training organisation, Relationships Australia (NSW).

The program articulates with the Graduate Diploma in Couple and Family Therapy. Credit for subjects completed

as part of the Graduate Diploma may be transferred to the Masters program, leading then to the award of the Masters degree only. Where credit is given for all subjects in the Graduate Diploma program, the additional Masters subjects consist of an additional one year part-time study.

Admission is strictly limited and competitive, and the selection process uses interviews as well as the information in written applications. Applications close at the end of October. Admission requirements include the successful completion of an undergraduate degree and relevant professional experience in counselling.

Year 1		CP
Session 1		
SOCW7821	Professional Development Issues	10
SOCW7822	Social Theory and the Family	10
Session 2		
SOCW7823	Clinical Practice 1	30
Full Year		
SOCW7820	Theory of Couple and Family Therapy	24
Year 2		
Session 1		
SOCW7824	Clinical Practice II	30
Session 2		
SOCW7825	Special Issues in Couple and Family Therapy	16
Full Year		
SOCW7828	Research Issues and Methodologies	30
Year 3		
Session 1		
SOCW7829	Couple and Family Therapy Project	30

Note: Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

SOCW7826	Theory of Couple and Family Therapy (Abridged) (in place of SOCW7820)	12
SOCW7827	Clinical Practice (Abridged) (in place of SOCW7823 and SOCW7824)	16

8936
Master of International Social Development

MIntSocDev

One and a half years full-time.

Three years part-time, but places are strictly limited.
Two 14 week sessions per year. Ten hours per week in Session 1 and S2.

Session 3: min 5 CCH/week and individual project.

The overall goal of this master program is to offer a graduate qualification in social development policy and planning with an international focus. By the end of the degree program candidates will be able to demonstrate research skills required to complete a graduate level project relevant to international aid, migration or refugee resettlement.

Admission requirements

Holders of Bachelors degrees will be eligible to enrol in the Master of International Social Development. Work experience and other qualifications may suffice for eligibility to enrol.

Admission will be competitive and based on qualifications and experience.

Year 1		CP
Session 1		
SOCW7810	Issues in International Social Development	18
SOCW7812	The Politics of International Aid	18
SOCW7790	Community Development	12
SOCW7796	Community Education Strategies	12
Session 2		
SOCW7811	Social Development, Policy and Planning	18
SOCW7813	Program Design & Evaluation in Social Development	18
SOCW7791	Preparation for International Practice	12
SOCW7795	Management of Human & Financial Resources	12
Year 2		
Session 1		
SOCW7814	Research Methods	18
SOCW7815	Project	30
	Elective	12

8937
Master of Equity and Social Administration
MEqSocAdmin

Three year course/part time only

2 x 14 week sessions/yr.

The objective of the Master is to equip access and equity program and human resource management professionals with the theoretical, professional and practical knowledge necessary for the effective development and management of equity (such as equal employment opportunity, access and equity, affirmative action) policies and related programs, in the government, non-government and private sectors.

Admission requirements

Holders of Bachelors degrees will be eligible to enrol in the Master of Equity and Social Administration. Work experience and other qualifications may suffice for eligibility.

Admission will be competitive and based on qualifications and experience.

Year 1		CP
Full Year		
SOCW7830	Contemporary Social Theory	24
SOCW7831	Issues in Ethics and Equity	24

Year 2		CP
Session 1 or Session 2*		
SOCW7833	Organisational Management and Equity	12
SOCW7834	Equality and Diversity in Theory and Practice	12
Full Year		
SOCW7832	Social Policy and Equity Administration	24

Year 3		CP
Session 1		
SOCW7836	Research Methods	12
Session 2		
SOCW7837	Project	24
Full Year		
SOCW7835	Research Issues in Equity and Social Administration	24

*Students should check in the particular year in which they take the subject whether it is offered in S1 or S2.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

SOCW7790
Community Development
Staff Contact: Prof Tony Vinson
CP12 S1 HPW2

This subject begins with a review of the history, background and applications of community development programs in Third World situations. Students then examine a range of case examples which introduce relevant strategies and approaches to local level and organisational change. Alternative models of social and economic planning, administration and service delivery are considered. Particular emphasis is accorded to participative and decision making processes, and to skills in assessment, consultation and planning.

SOCW7791
Preparation For International Practice
Staff Contact: Dr Barbara Ferguson, Dr Diane Barnes
CP12 S2 HPW2

This subject prepares students to function within their own professions in international contexts. It promotes examination of values and motives for engaging in international work in the light of theories of social justice. Students are introduced to the ethnographic method as well as a range of other skills for effective interpersonal communication, community participation and research in crosscultural situations.

SOCW7795
Management of Human and Financial Resources
Staff Contact: Dr Barbara Ferguson
CP12 S1 HPW2

Covers two broad areas. First, the management of human resources, provides an overview of the problems and opportunities which arise in managing people, with special reference to working within international aid organisations. Topics include staff recruitment, selection, development and evaluation. The second area, the management of financial resources seeks to introduce students to some of the conceptual and technical skills required to deal with financial and resource control problems. Topics include preparation and interpretation of budgets and financial reports.

SOCW7796
Community Education Strategies
Staff Contact: Dr Sandy Regan
CP12 S1 HPW2

This subject covers a range of community education strategies drawing on case studies of innovative models in Third World communities. Students consider appropriate objectives, methods, communication skills and assessment for adult learners taking into account adaptations required in different sociocultural contexts. In addition to examining the rationale, nature and scope of distance education, students are introduced to skills for developing curricula and written packages, and to the appropriate use of available technologies.

SOCW7810
Issues in International Social Development
Staff Contact: Dr Barbara Ferguson
CP18 S1 HPW3

Introduces students to conceptual, structural and pragmatic issues in social development as process and goal. Offers a knowledge base and analytical framework for working with a global perspective in Australia or overseas. Controversies in development theory are examined as well as the complexities of the geopolitical, cultural and economic contexts in which international aid is delivered. Global problems addressed in relation to a range of social theories include: poverty, population growth and movement, gender inequity, multi-national corporations, international loans and Third World debt, environmental degradation, war, refugees, indigenous peoples and human rights. A problem analysis exercise is designed to enhance understanding of the inter-relationship of issues.

SOCW7811
Social Development, Policy & Planning
Staff Contact: Dr Eileen Baldry
CP18 S2 HPW3

Provides a framework for understanding social development looking at the aims of social development in international, regional, national and local settings. Social development affords a different perspective from orthodox economic models. Introduces policy models and the skills

of policy development and analysis needed to plan and implement social development. The social impact of the global policies of world powers is also examined. Students undertake a major policy analysis exercise and link the skills of policy development and analysis with the skills of community development, advocacy, program planning, administration and evaluation needed to maintain social development.

SOCW7812
The Politics of International Aid
Staff Contact: Dr Barbara Ferguson
CP18 S2 HPW3

An introduction to the international aid agencies, their respective structures, roles and relationships with one another. Also provides an introduction to the impact of international economics and international politics on matters relating to international aid. It then examines the workings of government and non-government aid agencies at the national and international level. This information is related to case studies which demonstrate skills to negotiate within the international aid systems, secure funding, lobby and advocate to redefine development assistance.

SOCW7813
Program Design and Evaluation in Social Development
Staff Contact: Prof Allan Borowski
CP18 S2 HPW3

Reviews the values, knowledge and skills required to design and evaluate social development programs in the international/cross-cultural contexts. Major topics include co-operation in change, methods of needs assessment, defining outcome objectives, theories of decision making, models of scheduling and implementation, theory and practice of evaluation including development of criteria, data collection and analysis, the ethics and uses of evaluation. Students engage in a program planning and evaluation exercise to apply theory covered in the subject.

SOCW7814
Research Methods
Staff Contact: Michael Wearing
CP18 S1 HPW3

Designed to enhance basic and intermediate skills in research work at a postgraduate level. Develops critical and analytical skills in the reading and summation of literature for a piece of research. Various styles of research methods used in research projects are covered. Both qualitative and quantitative analysis and the use of micro and mainframe computers as they assist in the completion of a project report will be introduced.

SOCW7815
Project
Staff Contact: Dr Barbara Ferguson
CP30 S1,S2,S3 HPW24

Students undertake a study project with the guidance of a project supervisor. The project requires library and/or empirical research designed to integrate and apply elements of the coursework to the student's particular field of social development work. The project should be an original but limited investigation of approximately 10,000 words.

SOCW7816
Project (International Social Development)
Staff Contact: Dr Barbara Ferguson
CP30 S1, S2 or S3 HPW12

The project (International Social Development) requires library and/or empirical research designed to integrate and apply elements of the coursework to the student's particular field of social development work. Candidates for the degree, Master of Social Work, are expected to choose a project relevant to the practice of the profession under the supervision of a Social Worker and which will be examined by a Social Worker. The project should be an original but limited investigation of approximately 10,000 words.

Elective for Master of International Social Development and Master of Social Work (International Social Development)
Staff Contact: Dr Barbara Ferguson
CP12 S1 HPW3

The elective subject will be chosen in consultation with the program coordinator. Candidates for the Master of Social Work in International Social Development will be required to select an elective from postgraduate subjects offered within the School. Candidates for the Master of International Social Development, in the first instance, will be expected to select an elective from relevant postgraduate subjects offered within the School, from Faculty electives, or from subjects offered in other Schools in the Faculty. In exceptional cases students with undergraduate degrees in areas other than social work may be permitted to choose an appropriate postgraduate subject from another School or Department within the University relevant to their professional background.

SOCW7820
Theory of Couple and Family Therapy
Staff Contact: Ms Carmel Flaskas
CP24 F HPW2

Introduces students to methods of working with couples and families as these approaches have evolved over time. Critically explores the origins of couple and family work in systemic therapy from perspectives of structural therapy and strategic approaches. Later approaches based on Michael White's ideas, and the narrative emphasis in therapy also reviewed. A framework for understanding human problems will be presented, including the theory behind clinical assessment and therapy. Special emphasis will be placed on the recent relationship focussed developments of the Milan approach, and this will provide students with the theoretical basis for intervention in their clinical practice subjects.

SOCW7821
Professional Development Issues
Staff Contact: Ms Carmel Flaskas
CP10 S1 HPW2

Explores the use of the self of the therapist in the process of therapy. Emphasis is given to the dimensions of culture, gender and sexuality, and professional ethics and therapeutic boundaries are considered. The use of supervision, consultation and ongoing professional development is addressed, and the interface of the organisational context of counselling and therapy services is explored.

SOCW7822
Social Theory and the Family
Staff Contact: Ms Carmel Flaskas
CP10 S1 HPW2

Examines a a range of contemporary social theories, and links them to understandings of family relationships and political debates surrounding the family. The impact of ethnicity, class, gender and sexuality on the form of family relationships will be considered. Power relations with respect to these dimensions will be explored, with a view to linking the wider social context with patterns of interpersonal family relationships and the experience of family relationships.

SOCW7823
Clinical Practice I
Staff Contact: Ms Carmel Flaskas and Dr Jac Brown
CP30 S2 HPW5

Applies the theory of couple and family therapy to clinical practice. In the development of clinical skills, there is a special emphasis on the recent developments of the Milan approach. Role play practice, live clinical demonstrations and video presentations of clinical work will be used in the teaching. Students will work in small groups with a clinical supervisor who will direct the development of their clinical skills.

SOCW7824
Clinical Practice II
Staff Contact: Ms Carmen Flaskas and Dr Jac Brown
CP30 S1 HPW5

Extends the clinical training to supervised work with clients. Therapy will be with the client population of Relationships Australia (NSW). Students will work in small groups and function as a team to facilitate their theoretical and clinical understanding. The development of clinical skills will be directed by the clinical supervisor in the group.

SOCW7825
Special Issues in Couple and Family Therapy
Staff Contact: Ms Carmel Flaskas
CP16 S2 HPW3
Pre-requisites SOCW7820, 7823 & 7824

Presents current thought in complex areas of couple and family work. Emphasises current controversies in the knowledge and practice of systemic therapy, in ethics and values, and in the application of systemic therapy to specific problems and client populations.

SOCW7826
Theory of Couple and Family Therapy (Abridged)
Staff Contact: Ms Carmel Flaskas
CP12 S2 HPW2

This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and therefore have a solid understanding of some of the major theory concepts in systemic therapy. Students will review and consolidate their previous learning, undertake a critical study of the theory and practice concepts of the Milan approach, and explore selected contemporary developments in systemic theory and practice.

SOCW7827
Clinical Practice (Abridged)
Staff Contact: Ms Carmel Flaskas
CP18 S1 or S2 HPW3

This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and/or who have had substantial clinical training in Milan therapy through formal supervision of their work with couples and families. The course will consolidate and extend students' clinical training through a structured experience of direct supervision, develop practice skills, and ensure exposure to a variety of therapy situations. The emphasis of supervision will be on the relationship-focused developments in Milan therapy.

SOCW7828
Research Issues and Methodologies
Staff Contact: Dr Carmen Moran and Dr Michael Wearing
CP30 S3 HPW2.5

An overview of the research process, and its application to knowledge-building, theory testing and evaluation in the field of couple and family therapy. There is an emphasis on quantitative and qualitative methods, and the issue of values and the political context of research activity will be explored. Examples of research in the area of therapy will be reviewed, and the special issues in research in the field of therapy outlined. Students will work on developing a research proposal which may then form the basis of their project subject. In the case of students enrolled in the Master of Social Work, this work will focus on the social work context of couple and family therapy.

SOCW7829
Couple and Family Therapy Project
Staff Contact: Ms Carmel Flaskas
CP30 S1 or S2 HPW5 (equivalent)

Each student enrolled in the Master of Couple and Family Therapy must undertake a project and submit a 10,000 word piece of work. Individual supervision is provided, the topic area must be approved by the Supervisor, and it is marked by internal examiners. The topic must be directly relevant to the field of couple and family therapy, and should take account of the relevant literature. The project could be an abridged version of an empirical study, a piece of theory research, or a sustained discussion of a specific practice issue.

SOCW7830
Contemporary Social Theory
Staff Contact: Dr Michael Wearing
CP24 S3 HPW2

Examines a range of social theories and links these to contemporary debates on equity, equality, specificity, 'political correctness' and social diversity. Focusses on the way in which theory responds to these contemporary debates; theoretical approaches under review will include class analysis, gender analysis, discourse analysis, theories of race, post-structural theory, critical theory, feminist theory, and theories of democracy and citizenship. Dimensions of difference to gender; Aboriginality; class; ethnicity; sexuality; age; disability and geographical location. Students will be required to undertake an extensive reading program and written analyses of selected readings.

SOCW7831
Issues in Ethics and Equity
Staff Contact: Dr Damian Grace
CP24 S3 HPW2

An introduction to the moral foundations of equity and an exploration of equity issues in a range of institutional settings. The first session will deal with moral theory and moral reasoning. It will introduce some of the main themes in contemporary ethical thinking and some of the most significant work done by contemporary philosophers. Important issues to be discussed in the first session include personal ethics, cultural relativism in ethics and paternalism and the enforcement of morals. The second session will build on the work of the first with a detailed conceptual treatment of equity, fairness, equality and justice. The theories treated will include classical political philosophy, such as Aristotle's, and contemporary feminist work. Justice will be discussed in relation to social distributions, bublic administration and the legal system. Research ethics and policy implications will be examined through case studies in areas such as free speech and anti-vilification strategies; affirmative action; loyalty and whistle-blowing.

SOCW7832
Social Policy and Equity Administration
Staff Contact: Dr Eileen Baldry
CP24 S1 or S2 PW2

Social Policy relevant to access and equity, equal opportunity, affirmative action and social justice will be described and analysed. Particular attention will be paid to target groups in the development of social policy. Current social policy and administration debates relevant to equity principles and practice will be examined. Political and legal issues, influences and involvements in the policy approaches. Fields of concern may include social welfare, health, education, employment, community services and community development. Students will be required to undertake an extensive reading program and written analyses of selected policies.

SOCW7833
Organisational Management and Equity
Staff Contact: Dr Christine Gibson
CP12 S1 or S2 HPW3

One of the central issues for people involved in equity management is the organisational context of changes. This subject will link organisational theory, communication strategies and strategies for social change and will examine equity issues which arise in relation to program and policy design and evaluation. It will build analytic skills and skills in policy implementation. The subject develops students' understanding of the different meanings of compliance in management of equity policy and will provide a context for developing and implementing programs which are effective both in terms of the substantive and specific equity goals.

SOCW7834
Equality And Diversity In Practice
Staff Contact: Ms Helen Meekosha
CP12 S1 or S2 HPW2

Practitioners operate in environments of unequal power. These apply in respect of gender, class, race, ethnicity and age relations, as well as disability and sexuality. Concepts useful for understanding and intervening in unequal situations such as equality, diversity, difference, equity, gender and citizenship will be examined. Applications of these concepts to contemporary social movements will be pursued. Examples will be selected from change strategies led by and involving indigenous peoples, people with disabilities, gays and lesbians, aged people, women and youth. Practices relevant to these movements will be examined in some detail.

SOCW7835
Research Issues in Equity and Social Administration
Staff Contact: Dr Michael Wearing
CP24 S3 HPW1.5

Examines specific issues of research relevant to social administration and equity. Particular attention will be given to qualitative and quantitative analyses. Some of the special difficulties of research in equity and social amdinistration will be explored and examples of contemporary research in the fields will be examined and critically reviewed. The course will focus on how to evaluate other research, how to plan research and will examine issues in relation to students' own masters' projects.

SOCW7836
Research Methods
Staff Contact: Dr Michael Wearing
CP12 S1or S2 HPW2

This subject is designed to enhance basic and intermediate skills in research work at a postgraduate level with a specific focus on thesis writing, research methodology and analysis and presentation of the data. The subject develops critical and analytical skills in the reading and summation of the literature for a piece of research. Both qualitative and quantitative analysis are covered in the subject as they relate to writing up a piece of work. The subject also covers various styles of research methods used in research projects. It is envisaged that micro and mainframe computers will be used to assist the analysis and presentation of data and the writing up of the project.

SOCW7837
Project
Staff Contact: Dr Eileen Baldry
CP24 S2 HPW8

Students undertake a study project with the guidance of a project supervisor. The project requires library and/or empirical research designed to integrate and apply elements of the coursework to the student's chosen topic. The project should be an original but limited investigation of approximately 10,000 words.

SOCW7838
Project (Equity and Social Administration)
Staff Contact: Dr Eileen Baldry
CP12 S1or S2 HPW10

Each student enrolled in the Master of Social Work (Equity and Social Administration) must undertake a project and submit an original but limited 10,000 word piece of work. Individual supervision by a social worker is provided, the topic area must be approved by the Supervisor and it is marked by two examiners. The topic must be relevant to the social work context of equity and should take account of the relevant literature.

SOCW7840
Project (Couple and Family Therapy)
Staff Contact: Ms Carmel Flaskas
CP30 S1or S2 HPW5(equivalent)

Each student enrolled in the Master of Social Work (Couple and Family Therapy) must undertake a project and submit a 10,000 word piece of work. Individual supervision by a social worker is provided, the topic area must be approved by the Supervisor, and it is marked by internal examiners. The topic must be directly relevant to the social work context of couple and family therapy, and should take account of the relevant literature. The project could be an abridged version of an empirical study, a piece of theory research, or a sustained discussion of a specific pract6ice issue.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Damian Grace
CP15 S1 HWP2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 S2 HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

School of Sport and Leisure Studies
St George Campus

Head of School
Associate Professor James Sockler

Administrative Officer
Mr William H Baker

The School of Sport & Leisure Studies offers degree courses in Sports Science and Leisure Studies at the undergraduate level and a Master of Sports Science, and a PhD program at the graduate level.

Undergraduate Study

Course Outlines

424140
Bachelor of Leisure Studies Course

Bachelor of Leisure Studies
BLeSt

The School offers a course leading to the award of the degree of Bachelor of Leisure Studies. Students enrolled in Leisure Studies undertake specialist subjects in areas such as outdoor recreation, leisure theory, leisure for specific populations and leisure management. The course supports these specialised areas with a broad experience in human and community studies appropriate for people to enter the Leisure industry.

Schedule of Subjects

Year 1		CP
Session 1		
SLST1149	Motor Skill Learning	12.5
SLST3200	Human Anatomy and Physiology	12.5
SLST3211	Computers in Sports Science	10.0
SLST3234	Social Issues in Sport and Exercise	12.5
SLST4217	Leisure in Society	15.0
SLST7721	Practicum 1	
Session 2		
SLST1141	Communication Skills	10.0
SLST1147	Exercise Physiology 1	12.5
SLST1151	Skill Acquisition	12.5
SLST3305	Understanding Personal Health	10.0
SLST4228	Leisure in Australia	15.0
SLST6322	Studies in Specific Populations	10.0
SLST7721	Practicum 1	

Year 2

Session 1		CP
SLST2140	Leisure and the Arts	15.0
SLST3267	Statistics for Sports Science	10.0
SLST4239	Recreation Leadership	15.0
SLST6411	Outdoor Recreation	15.0
SLST6531	Sport for Recreation	15.0
	General Education Elective	7.5
SLST7742	Practicum 2	

Session 2		
SLST2210	Facility Planning and Use	15.0
SLST3278	Lab Fitness Assessment Procedures	10.0
SLST3300	Administration Studies	10.0
SLST4133	SocialPsychology of Leisure	15.0
SLST4251	Recreation/Sport Promotion and Marketing	15.0
	General Education Elective	7.5
SLST7742	Practicum 2	

Year 3

Session 1		
SLST3363	Current Issues in Sports and Recreation	12.5
SLST4155	Administration and Management Studies	15.0
SLST6344	Servicing Specific Populations 2 (Aging)	15.0
SLST7651	Professional Ethics and Social Responsibility	15.0
	Elective	10.0
	General Education Elective	7.5
SLST7763	Practicum 3	

Session 2		
SLST3155	Recreational Policy and Planning	10.0
SLST4166	Applied Business Studies in Recreation	15.0
SLST4240	Programming for Leisure	17.0
	Elective	10.0
	General Education Elective	7.5
SLST7763	Practicum 3	

Total Credit Points: 417.0

Elective Subjects

Elective subjects selected must carry a minimum of ten credit points.

Session 1		
SLST1148	Exercise Physiology 2	12.5
SLST1150	Exercise Programs and Prescription 1	10.0
SLST2132	Introduction to Coaching	10.0
SLST3222	Concepts in Bioscience	12.5
SLST3256	Nutrition for Health	10.0
SLST6422	Outdoor Recreation 2	15.0
SLST9897	Independent Staudy	10.0

Other subjects may be considered with the permission of the Head of School.

Session 2		CP
SLST1145	Functional Anatomy	12.5
SLST2129	Exercise Programs and Prescription 2	10.0
SLST3245	Psychology of Sport and Exercise	12.5
SLST3289	Biomechanics Theory and Practice (Prerequisite SLST3222)	10.0
SLST3312	Advanced Exercise Physiology (Prequisite SLST1148)	12.5
SLST3351	Training the Elite Athlete	15.0
SLST9897	Independent Staudy	10.0

Other subjects may be considered with the permission of the Head of School.

424121
Bachelor of Sports Science Course (Exercise Science)

424122
Bachelor of Sports Science Course (Sports Coaching)

Bachelor of Sports Science
BSpSc

The School offers a course leading to the award of Bachelor of Sports Science with major studies in Exercise Science and Sports Coaching. Students study a common core of subjects in the first year of the course. In the second and third years of the course students progressively undertake subjects relevant to their major area of specialisation.

Schedule of Subjects

Year 1		CP
Session 1		
SLST1149	Motor Skill Learning	12.5
SLST3200	Human Anatomy and Physiology	12.5
SLST3211	Computers in Sports Science	10
SLST3222	Concepts in Bioscience	12.5
SLST3234	Social Issues in Sport and Exercise	12.5
Session 2		
SLST0805	Practicum 1 (Exercise Science)	*
SLST0808	Practicum 1 (Sports Coaching)	*
SLST1141	Communication Skills	10
SLST1145	Functional Anatomy	12.5
SLST1147	Exercise Physiology 1	12.5
SLST1151	Skill Acquisition	12.5
SLST3245	Psychology of Sport and Exercise	12.5
SLST3305	Understanding Personal Health	10

* 80 hours of field experience

Year 2		CP
Session 1		
SLST1146	Kinesiology	10
SLST1148	Exercise Physiology 2	12.5
SLST1150	Exercise Programs and	
	Prescription 1	10
SLST2132	Introduction to Coaching	10
	(Sports Coaching)	
	OR	
SLST3256	Nutrition for Health	10
	(Exercise Science)	
SLST3267	Statistics for Sports Science	10
General Education Elective		7.5
Session 2		
SLST0806	Practicum 2 (Exercise Science)	*
	OR	
SLST0809	Practicum 2 (Sports Coaching)	*
SLST2129	Exercise Programs and Prescription 2	10
SLST3278	Laboratory Fitness Assessment	
	Procedures	10
SLST3289	BiomechanicsTheory and Practice	10
SLST3300	Administration Studies	10
SLST3312	Advanced Exercise Physiology	12.5
	(Exercise Science)	
	OR	
SLST2133	Coaching Methodology	12.5
	(Sports Coaching)	
General Education Elective		7.5

* 80 hours of field experience

Year 3		
Session 1		
SLST3184	Sports Management	12.5
	(Sports Coaching)	
	OR	
SLST3324	Advanced Laboratory Assessment	
	Procedures	12.5
	(Exercise Science)	
SLST3336	Exercise Programs and Prescription	
	for Specific Populations	10
SLST3363	Current Issues in Sports and	
	Recreation	12.5
SLST7651	Professional Ethics and Social	
	Responsibility	15
Elective		10
General Education Elective		7.5
Session 2		
SLST0807	Practicum 3 (Exercise Science)	*
	OR	
SLST0810	Practicum 3 (Sports Coaching)	*
SLST2128	Exercise and Sports Injuries	10
SLST3351	Training the Elite Athlete	15
SLST3375	Assessment Program Design and	
	Implementation	15
	(Exercise Science)	
	OR	
SLST3387	Sport Skills Assessment	15
	(Sports Coaching)	
Elective		10
General Education Elective		7.5

* 80 hours of field experience

Elective Subjects

Elective subjects selected must carry a minimum of ten credit points.

		CP
Session 1		
SLST2132	Introduction to Coaching	
	(Exercise Science)	10
SLST3184	Sports Management	
	(Exercise Science)	12.5
SLST3256	Nutrition for Health (Sports Coaching)	10
Session 1 (cont)		
SLST3324	Advanced Lab Assess Procedures	
	(Sports Coaching)	12.5
SLST3348	Stress and Performance	10
SLST3410	Application in Biomechanics	10
SLST3421	Electromyographic Analysis of	
	Movement	10
Session 2		
SLST3312	Advanced Exercise Physiology	
	(Sports Coaching)	12.5
SLST3375	Assessment Program Design and	
	Implementation (Sports Coaching)	15
SLST3443	Nutrition in Sport and Exercise	10
SLST3465	Sport Psychophysiology	10
SLST3476	Corporate Health Management	10
SLST9897	Independent Study	10

Not all electives will be offered each session.

Students may choose elective subjects from other undergraduate degree courses, with the approval of the Head of School.

BSpSc (Honours)

Students who complete the BSpSc Pass Degree with a superior academic record (normally with grades of credit or better in all subjects) may make written application to the Head of the School of Sport & Leisure Studies to be admitted to the Honours Program (4th year).

In the Honours year, students complete a research-based subject, the subject Professional Ethics, and a Thesis. Students may be required to undertake additional course work to support their thesis topic.

Year 4 (Honours)		CP
Session 1		
PROF0001	Professional Ethics	15
SLST3487	Research Procedures and Design	
	in Sports Science	15
SLST3498	Thesis	45
Session 2		
SLST3498	Thesis	45

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Bachelor of Sports Science (Exercise Science)

Bachelor of Sports Science (Sports Coaching)

Bachelor of Leisure Studies

SLST1141
Communication Skills
Staff Contact: Mr John Schell
CP10 S2 HPW3

The subject is designed to provide an overview of several contemporary modes of effective communication including both interpersonal and intrapersonal aspects. It has a strong practical emphasis. Students are introduced to aspects of communication theory and are given wide practical experience in a range of communication modes.

SLST1145
Functional Anatomy
Staff Contact: Mr Paul Batman
CP12.5 S2 HPW4
Prerequisite: SLST3200

This subject is designed to provide the students with an in depth knowledge of the structure and function of the major systems of the human body and their role in exercise. Students are introduced to the cells, tissues and systems of the human body, examining structure and function with respect to effective and efficient movement.

SLST1146
Kinesiology
Staff Contact: Mr Paul Batman
CP10 S1 HPW3
Prerequisite: SLST1145

This subject is designed to introduce the student to the principles, concepts and applications of applied anatomy and biomechanics in relation to exercise prescription and the analysis of sports skills. Students are involved in the application of biomechanical principles of muscular contraction with respect to exercise prescription, including postural deviations and potentially dangerous movements.

SLST1147
Exercise Physiology 1
Staff Contact: Mr John Schell
CP12.5 S2 HPW4
Prerequisite: SLST3200

This subject introduces students to basic physiological functions involved in the performance of work and exercise. Students study the role of the neuromuscular system and cardiorespiratory system in the performance of work and exercise. Emphasis is placed on the importance of the body's energy systems in optimal human performance.

SLST1148
Exercise Physiology 2
Staff Contact: Mr John Schell
CP12.5 S1 HPW4
Prerequisite: SLST1147

This subject is designed to extend knowledge gained in the prerequisite course and to examine the effects of important physiological responses, environmental elements and induced substances on physical performance. Students study the effects of environmental conditions, prescribed drugs and common ergogenic substances on exercise performance.

SLST1149
Motor Skill Learning
Staff Contact: Mr Connell Byrne
CP12.5 S1 HPW4

This subject is designed to give students an adequate foundation in the ways in which motor skills are developed, improved and effectively taught. It focuses on the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

SLST1150
Exercise Programs and Prescription 1
Staff Contact: Mr Paul Batman
CP10 S1 HPW3

This subject is designed to introduce the student to the underlying concepts of exercise programming and prescription. Principles of aerobic fitness and flexibility development are applied to appropriate exercise programming. Students study the general principles of exercise prescription and programming as they relate to aerobic fitness performance and flexibility. Students are involved in the performance of a wide variety of activities and exercise programs designed to enhance aerobic fitness.

SLST1151
Skill Acquisition
Staff Contact: Mr Connell Byrne
CP12.5 S2 HPW4
Prerequisite: SLST1149

This subject is designed to enable students to understand the ways in which people learn to perform sporting skills efficiently and strategies for teaching such skills. Students develop the ability to demonstrate skills, analyse performance and provide remediation. Competence in planning coaching sessions and use of coaching aids is developed.

SLST2128
Exercise and Sports Injuries
Staff Contact: A/Prof James Sockler
CP10 S2 HPW3
Prerequisite: SLST1146

This subject aims to develop students' knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury. Students are introduced to various types of injuries arising from activity and the correct management techniques involved. Students also study principles of injury prevention.

SLST2129
Exercise Programs and Prescription 2
Staff Contact: Dr Tim Olds
CP10 S2 HPW3

This subject aims to extend the students' knowledge of exercise programming and prescriptions. Specifically the subject focuses on resistance training regimes designed to enhance good health, activities of daily living and sports performance. Students will study the physiological basis for the expression of strength and physiological basis for the expression of strength and physiological responses to resistance training programs.

SLST2132
Introduction to Coaching
Staff Contact: Mr Connell Byrne
CP10 S1 HPW3
Prerequisite: SLST1151

This subject is designed to allow students to integrate the theories, concepts, and principles of coaching in a number of modes and situations. Practical experiences develop an understanding of the coach's role. Tactical drill patterns and team play strategies are major activities undertaken.

SLST2133
Coaching Methodology
Staff Contact: Mr Connell Byrne
CP12.5 S2 HPW4
Prerequisite: SLST2132

The subject is designed to allow students to develop specialised coaching techniques and strategies in their particular sport. The material complements the National Coaching Accreditation Scheme Program. Development of individual and group practices; analysis and remediation techniques are treated in some detail.

SLST2140
Leisure and the Arts
Staff Contact: Ms Pauline Sky
CP15 S1 HPW4

This subject examines the social need for the arts, including performance, fine and craft art forms. Reasons for the popularity of attending performances and displays of art, as well as participating in the production of art works are examined.

SLST2210
Facility Planning and Use
Staff Contact: Ms Pauline Sky
CP15 S2 HPW4

This subject examines how different recreational and/or sports programs impact on facility design, construction, and scheduling. A wide variety of facilities, including swimming pools, stadia, museums, and recreational centres will be considered.

SLST3155
Recreational Policy and Planning
Staff Contact: Ms Pauline Sky
CP10 S2 HPW3

This subject examines issues and procedures necessary for successful development of recreational and sports programs. Preparation of planning and policy documents, along with their implementation are discussed.

SLST3184
Sports Management
Staff Contact: Mr Stephen Treloar
CP12.5 S1 HPW3
Prerequisite: SLST3300

This unit is designed to provide knowledge and understanding of the principles and practical skills required by the successful sports coaching administrator. Constitutions, bylaws and club administration are reviewed. Tournament and competition scheduling skills are developed.

SLST3200
Human Anatomy & Physiology
Staff Contact: Mr Paul Batman
CP12.5 S1 HPW4

Topics to be addressed in this subject include an introduction to the various tissues, organs and systems of the human body. Students will study cell and tissue biology, followed by a study of the body systems, including musculoskeletal, neuroendocrine, cardiorespiratory, reproductive and renal systems. Consideration of both anatomical and physiological aspects of these systems will be incorporated into the subject through lecture and tutorial experiences.

SLST3211
Computers in Sports Science
Staff Contact: A/Prof James Sockler
CP10 S1 HPW3

This subject is to give an overview of the use of the computer as an information processing tool within the administration of sport and coaching. Word processing, spread sheets, data base, graphics will be applied to sports specific administrative processes.

SLST3222
Concepts in Bioscience
Staff Contact: Ms Liz Lowe
CP12.5 S1 HPW4

This subject aims to develop an understanding of the basic concepts in chemistry, physics and mathematics as they relate to sports science. It is an integrated subject designed to provide a foundation in science in preparation for specific studies in exercise science. Topics covered include

biological chemistry, metabolic processes, biophysics, introductory biochemistry, physical laws of motion, mathematical calculations and interpretation of data.

SLST3234
Social Issues in Sport & Exercise
Staff Contact: Dr Bruce Wilson
CP12.5 S1 HPW3

This subject is designed to provide students with an appreciation of the role of Sport and Recreation in Society and an understanding of the social norms and forces that influence behaviour related to sport and recreation. The subject examines sport as a social institution and a social process. These concepts are addressed in the context of current issues of education, communication, professionalism and politics.

SLST3245
Psychology of Sport and Exercise
Staff Contact: Dr Bruce Wilson
CP12.5 S2 HPW3

This subject analyses the competitive exercise and sports process. Students study how personality and situational variables affect motivation, anxiety and aggression in sport and exercise. It focuses on the psychological skills needed by leaders, coaches and athletes for successful and enjoyable sport and exercise participation. Subject content is considered in terms of the sporting and exercise environment, coaching techniques and performance.

SLST3256
Nutrition for Health
Staff Contact: Ms Barbara Eden
CP10 S1 HPW3

This subject is designed as an introduction into the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.

SLST3267
Statistics for Sports Science
Staff Contact: Dr Tim Olds
CP10 S1 HPW3

This subject is an introduction to applied descriptive and inferential statistics. Areas covered include the logico-mathematical rationale for statistical procedures, measures of central tendency and variability, characteristics of the normal distribution, transformed scores, effect sizes and confidence limits, students' t-tests, oneway ANOVA (factorial and repeated measures), the Pearson product-moment correlation coefficient and linear regression, and basic nonparametric statistics. The emphasis will be on exercise science-specific applications, such as understanding the use of statistics in scholarly journals and in reporting the results of tests of physical ability.

SLST3278
Laboratory Fitness Assessment Procedures
Staff Contact: Mr John Schell
CP10 S2 HPW3

In this subject students explore the concept of physical fitness and are introduced to the component of physical fitness. Students attain the knowledge and skills associated with conducting a broad range of assessment procedures designed to measure individual status in health and performance related fitness components. Testing procedures appropriate for the assessment of groups of individuals will be emphasised.

SLST3289
Biomechanics Theory and Practice
Staff Contact: Ms Liz Lowe
CP10 S2 HPW3
Prerequisite: SLST3222

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement. Students study the effects of various forms of motion and types of forces on human movement, with respect to exercise and sports performance. Topics covered include linear and angular kinematics and kinetics, fluid dynamics and mechanical efficiency.

SLST3300
Administration Studies
Staff Contact: Mr Stephen Treloar
CP10 S2 HPW3

The subject will develop a general understanding of the theory and practice of Administration. It will explore various theories useful in explaining administrative functioning; relationships between task achievement, structure, workforce and leaders; decision making and communications. Legal implications for sports and fitness agencies, promotion and sponsorships will be discussed. Appropriate financial and accounting procedures necessary for sound business practice will be investigated.

SLST3305
Understanding Personal Health
Staff Contact: Ms Barbara Eden
CP10 S2 HPW3

This subject is designed to assist the student to gain an improved understanding of personal health. The topic examines the social, emotional, intellectual, physical and spiritual aspects of the individual, and how these different dimensions interact with one another in healthrelated issues. Health is discussed in holistic terms by studying the many factors involved in the regulation of a healthy lifestyle. Particular issues include the healthrelated topics of fitness, nutrition, leisure, stress management and the causes and prevention of disease and illness.

SLST3312
Advanced Exercise Physiology
Staff Contact: Mr John Schell
CP12.5 S2 HPW4
Prerequisite: SLST1148

The subject is designed to examine, in depth, selected topics in exercise physiology which are pertinent to the area of exercise science. Students study topics related to electrocardiography, anaerobic threshold, prolonged exercise involvement and other selected topics in Exercise

Physiology. Also, students are required to study a specific topic of interest in Exercise Physiology and present their findings in class.

SLST3324
Advanced Laboratory Assessment Procedures
Staff Contact: Mr John Schell
CP12.5 S1 HPW3
Prerequisite: SLST3278

In this subject students gain knowledge and skills associated with more complex procedures for the assessment of physical fitness and human performance. Students learn to calibrate and operate sophisticated scientific equipment associated with the detailed assessment of elite athletic performance. Assessment procedures include graded exercise testing for the determination of maximal oxygen consumption and anaerobic threshold, and tests of anaerobic power and capacity.

SLST3336
Exercise Programs & Prescription for Specific Populations
Staff Contact: Ms Liz Lowe
CP10 S1 HPW3
Prerequisites: SLST1150 and SLST2129

This subject is designed to extend the students' knowledge of exercise programming and prescription. Specifically the subject focuses on designing training programs for specific populations. The subject covers physiology specific to each population group and the implications this has on exercise performance and programming. Areas covered include ageing, pregnancy, asthma, cardiovascular disease, obesity and diabetes.

SLST3348
Stress and Performance
Staff Contact: Dr Bruce Wilson
CP10 S1 HPW3

This subject is designed to help sports performers meet the cognitive and affective demands of situational stressors during competition. The concept of anxiety, stress responses, temporal patterning, the role of individual differences, selfregulation, and theoretical models of stress will be investigated. Students will develop techniques which focus on coping strategies specific to performance needs.

SLST3351
Training the Elite Athlete
Staff Contact: Dr Lydia Ievleva
CP15 S2 HPW4
Prerequisite: SLST3245

This subject is designed to introduce the student to performance enhancement techniques for the elite athlete. It combines both the physiological and psychological components in program design. Specifically, the focus will be on the physiological basis of overload, overtraining, recovery, reversibility, detraining and periodization. The psychological component will review coaching strategies, such as coach athlete relationships, goal setting strategies and advanced diagnostic techniques.

SLST3363
Current Issues in Sports & Recreation
Staff Contact: A/Prof James Sockler
CP12.5 S1 HPW3

The aim of this subject is to address and discuss current issues of interest to Exercise Technicians and Sports Coaches. In particular it will provide opportunities to discuss subjects that are in a state of change and/or development. Examples of current issues are; accreditation certification and registration of professional providers; sport and the law; legal liability and the Fitness Industry; sponsorship; commercialisation of sport; the media; lifestyle management; women in sport.

SLST3375
Assessment Program Design & Implementation
Staff Contact: Dr Tim Olds
CP15 S2 HPW4
Prerequisite: SLST3324

This subject is designed to give students experience in the planning, organisation and administration of a variety of fitness assessment programs. Students will gain experience in working as a team in the planning and administering of fitness assessment programs for specific community and sporting groups. They are responsible for the analysis of data and the writing of the assessment reports.

SLST3387
Sport Skills Assessment
Staff Contact: Mr Connell Byrne
CP15 S2 HPW4
Prerequisite: SLST2132

The subject will investigate appropriate methods of assessing specific sports skills. It will review fitness, motor performance and psychological parameters and assess their relevance to effective performance. The appropriateness of assessment as a talent identification tool will be addressed.

SLST3410
Application in Biomechanics
Staff Contact: Ms Liz Lowe
CP10 S1 HPW3
Prerequisite: SLST3289

This subject aims to extend the students' knowledge of both qualitative and quantitative biomechanics. Emphasis will be placed on identifying and describing the instrumentation commonly used in Biomechanics, as well as identifying strategies that can be employed to interpret the data collected. It is expected that students will complete a number of laboratory exercises/projects over the duration of the subject. Course will focus on sports specific and ergonomic applications of Biomechanics.

SLST3421
Electromyographic Analysis of Movement
Staff Contact: Mr Paul Batman
CP10 S1 HPW3
Prerequisite: SLST1146

This subject aims to extend the students' knowledge of applied anatomy and movement analysis. Specifically, students focus on EMG apparatus, detection and recording techniques, as well as the decomposition of the EMG signal as applied to muscle movements in exercise and sports.

Emphasis is placed on EMG detection and interpretation to movements of the upper limb, lower limb and trunk in exercise and sport.

SLST3443
Nutrition in Sport & Exercise
Staff Contact: Ms Barbara Eden
CP10 S2 HPW3
Prerequisite: SLST3256

This subject is designed to present the latest in knowledge on all aspects of diet, to improve understanding of sound nutrition with specific reference to health and fitness activities. Students are introduced to a range of issues related to optimising the nutritional value of a variety of foods. Also students study in detail, various dietary regimens related to weight control, athlete training and sports competition.

SLST3465
Sport Psychophysiology
Staff Contact: Dr Bruce Wilson
CP10 S2 HPW3
Prerequisites: SLST3245 and SLST1148

This subject is designed to integrate knowledge from related psychological and physiological research associated with sport and exercise. A multilevel approach to cognitive and affective responses and their relationship to somatic parameters will be explored.

SLST3476
Corporate Health Management
Staff Contact: Mr John Schell
CP10 S2 HPW3
Prerequisites: SLST3305 and SLST3324

In this subject students become aware of the nature of corporate health management programs conducted in Australia. Students study, in depth, the content of corporate health management programs, together with the organisation and implementation of such programs.

SLST4133
Social Psychology of Leisure
Staff Contact: Ms Pauline Sky
CP15 S2 HPW3

This subject is designed to give an understanding of the actions of human individuals in relation to the social environments in which they develop and act. The study of the importance and impact of leisure, recreation and sport on the social life of the individual throughout the life span is stressed.

SLST4155
Administration and Management Studies
Staff Contact: Mr Stephen Treloar
CP15 S1 HPW3
Prerequisite: SLST1142

This subject extends the students' knowledge of administration in government and non-government settings. Administrative reform, accountability and efficiency are analysed, with emphasis on facilities management, corporate cost containment, budgeting and financial management. Administration and the law receives special attention.

SLST4166
Applied Business Studies in Recreation
Staff Contact: Mr Stepehn Treloar
CP15 S2 HPW4
Prerequisite: SLST4155

This subject introduces the student to standard business practices and provides knowledge of the details associated with some of these practices. Students learn features of business organisations, goods and services, financial and banking procedures, office systems and documentation in applicable recreation settings. The computerization of selected business systems is studied.

SLST4217
Leisure in Society
Staff Contact: Ms Pauline Sky
CP15 S1 HPW4

Provides a focused perspective on the history of recreation in society, the changing patterns of work and leisure, and the way in which social meanings of leisure and recreation influence lifestyle patterns. Analyses the impact of technologies on time use patterns. An introduction to the background issues and methods of analysis basic to developing a personal philosophy of leisure.

SLST4228
Leisure in Australia
Staff Contact: Ms Pauline Sky
CP15 S2 HPW4
Prerequisite: SLST4217

Examines Australian leisure patterns, for example, those inherited through British colonisation, and those attributed to cultural socialisation. National research studies into the recreation participation patterns of Australians gives insight into leisure time and resources demand, and are analysed to distinguish real from assumed demand. The role and forms of leisure in Australian lifestyle are explored.

SLST4239
Recreation Leadership
Staff Contact: Ms Pauline Sky
CP15 S1 HPW4

Aims to equip students with the necessary conceptual foundation and practical skills to lead recreation participants, and to supervise recreation staff. Reviews various styles of leadership appropriate to the range of recreation settings, and discusses methods and materials for recreation instruction. Explores theories of leadership and how they apply in practice.

SLST4240
Programming for Leisure
Staff Contact: Ms Pauline Sky
CP17 S2 HPW4
Prerequisite: SLST4228

Examines strategies for facilitating leisure opportunities through the systematic design and implementation of needs-responsive recreation programming. Professional methods of client needs assessment, leisure service delivery, and program evaluation are explored with the emphasis on planning for positive leisure experience.

SLST4251
Recreation/Sport Promotion and Marketing
Staff Contact: Ms Pauline Sky
CP15 S2 HPW4

Discusses marketing functions, appropriate market orientation for recreation promotion, and the relevance of marketing concepts to the success of leisure programs and services. Reviews types of revenue producing marketing activities and methods for identifying and targeting constituent publics in the leisure field. Defining the 'product', pricing strategies, and methods of promotion are covered.

SLST6322
Studies in Specific Populations
Staff Contact: Ms Pauline Sky
CP10 S2 HPW3

Overview of specific populations within Australian society and their need for leisure services. Emphasis is on populations distinguished by gender, race, ethnicity, locality (urban/ rural), disability, age, and socioeconomic status. Examines current issues and predicted future trends related to associations, institutions, and community services that represent or cater for specific populations.

SLST6411
Outdoor Recreation 1
Staff Contact: Mr John Nolan
CP15 S1 HPW4

This subject is designed to introduce the student to basic concepts and contemporary movements in outdoor recreation and the application of these to popular outdoor recreational pursuits. Students explore and participate in basic outdoor recreational and leisure activities. Outdoor recreational concepts, the organisation and planning of activities, and future directions in outdoor recreation are examined.

SLST6531
Sport for Recreation
Staff Contact: Mr John Nolan
CP15 S1 HPW4

This leisure experience is designed to provide participants with knowledge of and experience in a selected number of individual and team type sports. It develops personal abilities and skills to enable participants to coach the sport at an elementary, recreational level. Sports will be selected from the range of individual and team games currently played in the community.

SLST7651
Professional Ethics and Social Responsibility
Staff Contact: Ms Pauline Sky
CP15 S1 HPW4

An examination of leisure focused on professional ethics and social responsibility, with specific reference to Australian society. Social and political dimensions of leisure policy are discussed in terms of alternative values perspectives. Professional accountability; quality of life impacts of modern technologies; values, ethics and social responsibilities confronting the leisure industry will form the basis of discussion topics.

SLST9897
Independent Study
Staff Contact: Mr John Schell
CP10 S2 HPW3

This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in practical studies. Students study in depth a particular aspect of sports science or leisure and present their work in the form of a major essay or practical project. Students must submit a proposal for approval by the Head of School prior to session commencement.

Practicum

SLST0805
Practicum 1 (Exercise Science)
Staff Contact: Mr Paul Batman

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organisations. The 80 hour requirement consists of two 40 hour work experience modules.

SLST0806
Practicum 2 (Exercise Science)
Staff Contact: Mr Paul Batman
Prerequisite: SLST0805

Practicum 2 consists of 80 hours duration requiring students to participate in a wide range of activities associated with fitness evaluation, exercise prescription and exercise leadership at an approved agency.

SLST0807
Practicum 3 (Exercise Science)
Staff Contact: Mr Paul Batman
Prerequisite: SLST0806

Practicum 3 consists of 80 hours of satisfactory work in an approved agency, of which 60 hours must be of a practical nature. It involves a wide range of practical work associated with organising and leading Sports Science activities in an agency setting.

SLST0808
Practicum 1 (Sports Coaching)
Staff Contact: Mr Connell Byrne

This 80 hour subject aims to extend the students' practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level One NCAS (National Coaching Accreditation Scheme) accreditation for their particular sport.

SLST0809
Practicum 2 (Sports Coaching)
Staff Contact: Mr Connell Byrne
Prerequisite: SLST0808 including a current NCAS Level 1 Coaching Accreditation in the chosen sport.

This 80 hour subject aims to extend the students' practical knowledge and experience in the sport they have chosen to study. Activities are campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours are conducted on campus with the remaining 60 hours being in the field with a supervising coach.

SLST0810
Practicum 3 (Sports Coaching)
Staff Contact: Mr Connell Byrne
Prerequisite: SLST0809

This 80 hour subject aims to extend the students' practical knowledge and experience in the sport they have chosen to study. The subject specifically focuses on the students undertaking independent coaching in an approved sports coaching setting. Alternative practical activities may be approved for some students. Students must complete a NCAS Level 2 Accreditation or its equivalent in their chosen sport to satisfy requirements for Practicum 3.

SLST7721
Practicum 1 (Leisure Studies)
Staff Contact: Ms Pauline Sky
S2
Note/s: No credit points 80 hours per year.

This practicum of 80 hours requires student participation in a wide range of activities associated with community recreation servicing. Practicum 1 requirements are divided into two parts. The first session of 20 hours is to allow the student to become familiar with agency operations. The second session may involve working as a staff member or, in some cases being responsible for a particular program or series of work related activities, under the general supervision of a centre staff member.

SLST7742
Practicum 2 (Leisure Studies)
Staff Contact: Ms Pauline Sky
F
Note/s: No credit points 80 hours per year.

Second year practicum requires the student to undertake an 80 hour commitment to one agency in order to engage in a continuous experience of work in the field of leisure services. The practicum requirements may be met through regular involvement with an agency over an extended period of time or by a concentrated period of activity. For example, in a camp setting, vacation play centre or a shortrun agency program.

SLST7763
Practicum 3 (Leisure Studies)
Staff Contact: Ms Pauline Sky
F
Note/s: No credit points 80 hours per year.

This final practicum of 80 hours, requires students to participate in programs associated with the delivery of leisure services to a special population or special project. This placement provides students with the opportunity to practice and develop research skills in the field, and to gain organisational and administrative experience through involvement in a specific project. Students are required to demonstrate positive professional leadership and make a significant contribution to the specific project.

Honours

SLST3487
Research Procedures and Design in Sports Science
Staff Contact: A/Prof James Sockler
CP15 S1 HPW3

This subject is designed to give students an insight into research through an examination of the qualitative and quantitative techniques used in the research process and to philosophical considerations underlying research. Students will apply principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of the enrolled students, enabling them to apply empirical and inferential research techniques appropriate to their research interests and needs.

Students become familiar with computer based statistical packages and their use.

SLST3498
Thesis
Staff Contact: A/Prof James Sockler
CP90

The honours student will be required to submit a thesis involving an original investigation of a topic relevant to the area of Sports Science and approved by the Head of School. A Supervisor, appointed from the full-time academic members of the School of Sport and Leisure Studies, will advise and monitor student progress.

Graduate Study

Course Outlines

The School of Sport and Leisure Studies offers courses leading to the award of Doctor of Philosophy (PhD), Master of Sports Science, and Master of Sports Science (with Honours).

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

1930
Doctor of Philosophy

Doctor of Philosophy
PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

9340
Master of Sports Science

Master of Sports Science
MSpSc

The course is structured in three strands:

(1) A sequence of two subjects in research methodology.

(2) Elective specialisation: student selects four (4) subjects from the Human Performance area, with particular emphasis on Exercise Physiology, Motor Control/Sports Psychology and Sports Administration.

(3) A major project which provides the student with an opportunity to pursue an area of interest within the discipline.

To qualify for the degree, candidates must complete the required research subject core, the major project and a selection of four (4) subjects from the Human Performance strand.

Subject to the discretion of the Head of School, a candidate may choose up to two (2) electives from subjects offered by other schools in the Faculty or other faculties within The University of New South Wales, or another recognised institution.

A candidate for the Masters Degree must have been awarded an appropriate degree of Bachelor from The University of New South Wales or a qualification, or

qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

The course is offered on a full and part time basis. Full-time students complete the degree in a minimum of two sessions, part-time students in a minimum of four sessions.

Core Strand Research Methods

Students are required to complete both subjects.

		CP
SLST9000	Research Methods and Design	15
SLST9010	Application of Research to Sport and Exercise Science	15

Human Performance Strand

Students will select four (4) subjects in this strand or undertake other subjects conditional on the approval of the Head of School.

Subject		
SLST9100	Sports Administration Theory and Practice	15
SLST9110	Current Issues in Sports Administration	15
SLST9200	Advanced Topics in Exercise Physiology	15
SLST9210	Scientific Principles of Human Performance	15
SLST9220	Exercise Testing and Fitness Evaluation	15
SLST9240	Anthropometry	15
SLST9250	Nutrition for Peak Performance	15
SLST9300	Motor Learning and Performance	15
SLST9310	Motor Control and Behaviour	15
SLST9350	Psychological Enhancement for Sport	15
SLST9360	Applied Sport Psychology	15

Major Project

SLST9400	Major Project	30

Students must complete a major project. The project must be in a specific area of the discipline. Prior to commencing, students are required to have their topic approved by a committee consisting of the Head of School, the Postgraduate Course Coordinator and the Project Supervisor.

Alternative Subjects Master of Sports Science

Subject to the approval of the Head, School of Sport and Leisure Studies, and the Head of the appropriate School,

students in the Master of Sports Science may enrol in subjects offered outside the School of Sport and Leisure Studies. It is expected that these subjects will complement the specific discipline area the student wishes to follow. Students will be allowed to select no more than two subjects outside the School of Sport and Leisure Studies. A list of such subjects, which is not exhaustive or exclusive, includes:

Subject		CP
School of Information Systems		
INFS5988	Business Information Systems	20
INFS5992	Data Management	20
School of Industrial Relations and Organisational Behaviour		
IROB5701	Australian Industrial Relations	20
IROB5702	Industrial Relations in the Global Economy	20
IROB5901	Organisational Behaviour	20
IROB5903	Organisational Change and Development	20
IROB5906	Human Resource Management in Context	20
IROB5907	Human Resource Management Processes	20
School of Economics		
ECON5103	Business Economics	20
ECOH5352	The Modern Business Corporation	20
ECOH5357	Comparative Economic History	20
ECOH5355	Aspects of Australian Economic History	20

2998
Master of Sports Science (Hons)

Master of Sports Science (Hons)
MSpSc (Hons)

A candidate for the award of the degree Master of Sports Science (Hons) must have been awarded an appropriate degree of Bachelor (Hons) from The University of New South Wales or a qualification, or qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

Students will be required to complete, at credit level or better, two (2) subjects in the Human Performance strand and complete a thesis (SLST9450) embodying the results of an original investigation.

Students may also be required to undertake further specific research subjects appropriate to their thesis.

Students with a creditable academic record leading to the award of the MSpSc pass degree may be invited to transfer to enrol in the MSpSc(Hons) degree course. Permission to transfer requires the approval of the Head of School and the Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours level before completing requirements for the award of the pass degree shall have completed at credit level or better the two core research subjects and two subjects in the Human Performance strand.

Students transferring to the honours degree will be required to complete two additional subjects at credit level or better in the Human Peformance strand and a thesis.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

SLST9000
Research Methods and Design
Staff Contact: A/Prof James Sockler
C15 S1 HPW2

Introduction to a range of quantitative and qualitative techniques used in research and to philosophical considerations underlying research. Presuppositions of research: Principles, assumptions and problems with specific research techniques, such as statistics, participant observation, interviewing etc. Purpose of this subject is to enable students to read academic literature in an informed manner.

SLST9010
Application of Research to Sport and Exercise Science
Staff Contact: A/Prof James Sockler
CP15 S2 HPW2

The application of principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of students enrolled in the subject and will include research designs which enable students to apply empirical and inferential research techniques appropriate to their research interests and needs.

SLST9100
Sports Administration – Theory and Practice
Staff Contact: Mr Stephen Treloar
CP15 S1 HPW2

This subject examines selected theories of administration and management and their application in a sporting context. Organisations, bureaucracies, contingency and open system theories: motivation, leadership, supervision

and staff development; negotiation procedures, conflict resolutions, organisational change, communication, decision making and evaluation are considered.

SLST9110
Current Issues in Sport Administration
Staff Contact: Mr Stephen Treloar
CP15 S2 HPW2

This subject addresses current issues in sport and their relevance to sports administrators. Particular attention will be given to sport and the law; sponsorship, promotion and marketing; professionalism; international sport; women in sport; children in sport; violence in sport and sport safety. Other topics relevant at the time are included.

SLST9200
Advanced Topics in Exercise Physiology
Staff Contact: A/Prof James Sockler
CP15 S2 HPW2

The subject is designed to examine advanced and current topics of exercise physiology related to acute and chronic exercise. Topics include: Cardiac and peripheral (including morphological and enzymological) adaptations to various modes of training; skeletal muscle fibre recruitment; metabolic pathways and substrate utilisation during various work situations; and haematology.

SLST9210
Scientific Principles of Human Performance
Staff Contact: Mr Paul Batman
CP15 S2 HPW2

Designed to extend the students' knowledge in assessment and programming for exercise prescriptions and sports performance. Focuses on time and motion analysis of exercise programs and sports activities, advanced movement analysis techniques, theories and methods of aerobic and anaerobic conditioning, designing resistance training programs for exercise prescription and sports conditioning and exercise prescription for special populations.

SLST9220
Exercise Testing and Fitness Evaluation
Staff Contact: Mr John Schell
CP15 S1 HPW2

Students are involved in critically evaluating specific popular exercise testing procedures, developing specific purpose graded exercise testing protocols and examining recent developments in exercise testing, including sport specific assessment programs. Students are also introduced to electrocardiogram use at rest and during exercise. Students are required to present a seminar paper on an approved subject related topic.

SLST9240
Anthropometry
Staff Contact: Dr Tim Olds
CP15 HPW3

This course will teach the measurement techniques, analytic procedures, and theory required for skilled anthropometry in sports science, nutrition and related areas. The protocol endorsed by the Australian Sports Commission and the International Society for the advancement of Kinanthropometry (ISAK) will form the basis for the practical course work. Successful students will receive ISAK accreditation at Level 2. Theory components include somatotyping, allometry, densitometry, multicompartment models, and applications of anthropometry in the areas of health, ergonomics, body image and sports performance.

SLST9250
Nutrition for Peak Performance
Staff Contact: Ms Barbara Eden
CP15 S2 HPW2

This subject provides an examination of the theoretical and practical aspects of nutrition as a basis for peak performance. The use of epidemiological studies and the analysis of nutrition research exemplifies these aspects. This subject also provides the student with skills to assist in the provision of nutrition information and the guidance and successful changes in nutrition behaviour. Each student is required to research topics dealing with current issues and trends in nutrition for peak performance.

SLST9300
Motor Learning and Performance
Staff Contact: Mr Connell Byrne
CP15 S1 HPW2

A theoretical and practical subject which aims to introduce and increase the students' understanding of the variables of learning and performance that influence motor skill acquisition and performance. Teaches students to improve their research and reporting skills and understand the intricacies of experimental research.

SLST9310
Motor Control and Behaviour
Staff Contact: Mr Connell Byrne
CP15 S2 HPW2

Students conduct an exploration of current research and theories in the motor control of skill domain. The level of analysis involves a depth of understanding of present theories/research; use of technical equipment; and the application of these to the field setting.

SLST9350
Psychological Enhancement for Sport
Staff Contact: Dr Bruce Wilson
CP15 S1 HPW2

This subject involves the study of psychological theories and concepts and their relationship to human behaviour in sport. Sport viewed in the context of participant and the coach. Particular emphasis is placed on motivational variables, emotional states, personality, psychology and competition, coach/athlete interaction and enhancement strategies.

SLST9360
Applied Sport Psychology
Staff Contact: Dr Bruce Wilson
CP15 S2 HPW2

This subject involves the development of specific enhancement techniques in the manipulation of performance. Topics covered include application of methods for the mental preparation of elite and sub-elite athletes. This is achieved through seminar and practical sessions.

SLST9400
Major Project
Staff Contact: A/Prof James Sockler
CP30

The subject offers students an opportunity to study in depth a particular aspect of sport or exercise science. They are required to plan and design a study which leads to a major essay or practical project on a significant topic. Students would be expected to demonstrate responsibility and confidence in a basically selfdirected approach to scholarship.

SLST9450
Thesis
Staff Contact: A/Prof James Sockler
CP90

The student will be required to submit a thesis embodying the results of an original investigation on a topic relevant to the area of Sports Science and approved by the Head of School. Such work to be carried out under the direction of a supervisor appointed from the full-time academic members of the School of Sport and Leisure Studies.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Damian Grace
CP15 S1 HPW2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilise the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 SS HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

Servicing Subjects

School of Information Systems

INFS5988
Business Information Systems
Staff Contact: School Office
CP20 S1 HPW3

This course aims to provide an introduction to the use and management of Information Systems in business. The course will assist students to develop their knowledge and understanding of the role of Information Systems in business organisations, and components and disciplines which comprise Information Systems. This course will also assist students to develop their capabilities to critically apply the disciplines of Information Systems and to use application software in support of typical management tasks. Application software will include word processing, spreadsheets and personal databases.

INFS5992
Data Management
Staff Contact: School Office
CP20 S1 HPW3

A review of data management principles including both simple and complex file designs, and the concept of database management systems. Alternative database management system architectures, including network hierarchical and relational approaches. Database query systems, including relational algebra. Case studies and assignments embodying these principles.

School of Economics

ECON5103
Business Economics
Staff Contact: Dr J Lodewijks
CP20 S1 or S2 HPW3

An introduction to economic analysis and policy. Using a case study approach, students will examine government and business reports, magazine and newspaper articles, and monographs/journals dealing with contemporary economic issues. Reports or articles will be analyzed using simple micro and macroeconomic tools and reasoning. The aim of the subject is to improve the economic literacy of students.

Department of Economic History

ECOH5352
The Modern Business Corporation
Staff Contact: Dr B Dyster
CP20 HPW3
Note/s: Not offered in 1997.

The origin, history and attributes of the modern business corporation in industrial economies including Australia; growth of the large firm in its external economic, political, social and institutional environment; impact of the modern corporation on the structure of the economy; the changing internal organisation of the corporation and the growth of modern management; the history of the multinational enterprise and an evaluation of home and hostcountry impacts; business policy in the context of government

regulation and trade unions; the economic and social implications of the modern corporation.

ECOH5355
Aspects of Australian Economic History
Staff Contact: Dr B Dyster
CP20 HPW3
Note/s: Not offered in 1997.

The choice of Botany Bay, the search for a staple, the pastoral economy effects of the gold rushes, the long boom. Economic collapse of the 1890s and readjustment. Changing structure of the Australian economy in the 20th century; population change and labour supply; capital accumulation; growth of manufacturing; rural problems; external economic relationships; institutional developments; tariffs, banking, State enterprises, wage determination, FederalState finances; the Great Depression and its aftermath; war economy; postwar developments.

ECOH5357
Comparative Economic History
Contact: B Dyster
CP20 HPW3
Note/s: Not offered in 1997.

Major issues in comparative Economic History. Case studies will be drawn from the economic history of some or all of the following areas: Australia, New Zealand, Southern Africa, South America, Asia and Europe. These will be analysed in a historical and theoretical framework with regard to the different roles played by industrialisation, political structures, capital flows, ideology and external forces in the evolution of these economies.

Industrial Relations and Organisational Behaviour

IROB5701
Australian Industrial Relations
Staff Contact: A/Prof B Dabscheck
CP20 S1 L3

Concepts and issues in Australian industrial relations at the macro or systems level, with overseas comparisons where appropriate. Labour movements and the evolution of employee-employer relations in the context of industrialisation and change; origins and operations of industrial tribunals at the national and state levels; their instrumentalities; nature of industrial conflict and procedures for conflict resolution such as arbitration and bargaining; national wage policy.

IROB5702
Industrial Relations in the Global Economy
Staff Contact: Mr I Hampson
CP20 S2 L3
Prerequisite: IROB5701

The course focusses on the 'global shifts' in economics and industry that are driving transformations in many national IR systems. As such the course shares many of the objectives of Comparative IR, namely to foster an appreciation of the merits of Comparing IR systems, and the uses of comparative method. Since one of the major uses of comparative arguments is in the sphere of industrial relations policy, the course also aims to review debates about the links between IR systems on the one hand, and national competitiveness and social protection on the other.

IROB5901
Organisational Behaviour
Staff Contact: Mr J Holt
CP20 SS L3
Note/s: Excluded IROB5906, PSYC7100.

This subject seeks to explain human behaviour within organisations. It draws predominantly from the behavioural science disciplines of psychology and social psychology. Its foci are the individual, the group, and the behavioural processes involved in organisation integration, change and development. Topics covered include personality, attitudes and values, motivation and learning, interpersonal behaviour, group dynamics, leadership and teamwork, decisionmaking, power and control.

IROB5903
Organisational Change and Development
Staff Contact: Dr A Bordow
CP20 S1 L3
Prerequisite: IROB5901 or IROB5701

The theory and practice of change in organisations with special attention to applied behavioural science methods for achieving sustained improvement in performance at the individual, group and system levels. Methods and topics examined include: diagnostic approaches, organisational culture and change, action research, organisational learning, strategic planning for change, organisational transitions, structural redesign, teambuilding and skills of change agent intervention.

IROB5906
Human Resource Management in Context
Staff Contact: Ms L Taksa
SS L3
Note/s: Excluded IROB5901.

Theories of organisational behaviour and management will be examined in order to locate Human Resource Management in historical, conceptual and practical contexts. Changing factors that shape the organisation of work, worker and managerial responses and action will be considered with specific focus on their relationship to power, conflict, control, motivation, group interaction and culture. The role of Human Resource Management in the implementation of organisational change will be included.

IROB5907
Human Resource Management Processes
Staff Contact: Dr R Kramar
SS L3
Prerequisites: IROB5906 or IROB5701 or IROB5901 or equivalent

Theoretical foundations of Human Resource Management; power and authority of HRM function. Examination of policies and strategies developed by employers to organise and reward their employees. Values underlying such policies; controversies surrounding their development and implementation; the way in which organisational dynamics influence their operation. The interface between HRM policies and the regulatory, social and organisational contexts; the operation of HRM policies in different business sectors and countries.

School of Teacher Education
St George Campus

Head of School
Dr Barry Newman

Administrative Officer
Mr Stephen Scorse

Executive Assistant
Jennifer Curtinsmith

The School of Teacher Education offers undergraduate and graduate courses in Primary and Secondary Education and in Computing for educational purposes. Undergraduate programs comprise a Bachelor of Teaching and Bachelor of Education program.

Postgraduate programs comprise a Doctor of Philosophy, a Master of Education in Teaching undertaken either by research or coursework, Graduate Diploma in Educational Studies (Computer Education), a Graduate Diploma in Education (Secondary) and a Graduate Certificate of Education (Computer Education). The latter is subject to University Council approval.

The School services BABEd and BScBEd courses jointly with other schools of the University fulfilling predominantly the education and teaching components.

Undergraduate Study

Course Outlines

7210
Associate Diploma of Applied Science (Business Computing)

AssocDipAppSc

This course ceased intake of commencing students in 1996. Reference can be made to the 1996 Faculty of Professional Studies Handbook for information regarding this course.

Primary Teacher Education Courses

Primary Teacher Education Courses

Subject to University Council approval the School of Teacher Education shall offer in 1997 a new Bachelor of Education-course 4103 and Bachelor of Education (Honours)-course 4104 as pre-service training for intending primary school teachers. Both courses are designed to prepare teachers to work with children in a variety of educational settings but primarily to teach grades

Kindergarten to Year 6 (K-6) and provide qualifications for working in the primary teaching profession. The courses are taken on a full-time basis over four years. If approved these courses shall replace the former Bachelor of Teaching-course 4101 and the Bachelor of Teaching-course 4101 shall cease intake of commencing students from 1997.

The new Bachelor of Education (Honours) course is similar to the new Bachelor of Education course, the main differences being that in the honours course there are some research subjects to be studied, a thesis to be written and some subjects common to both courses are studied at greater depth – and assessed more extensively. The honours course is designed to produce graduates who will be educational leaders and to provide them with research skills that will later enable them to enrol in post-graduate research degrees in the field of education. Requirements for entry into the Honours course will be higher than those for entry into the Pass course.

Students admitted to the pass degree may apply to transfer to the Honours course from second year onwards on the basis of a Credit grade average (or better). Students undertaking the Honours course may elect to transfer to the pass degree at any time.

In exceptional circumstances, candidates enrolled in either the Pass or the Honours course may apply and receive approval from the Head of School to receive the award Bachelor of Teaching (BTeach) after successful completion of the equivalent of the first three years of the BEd program, as specified by the Head of School, by obtaining 385 credit points, including 30 credit points in General Education subjects. The BTeach is only available at Pass level.

4101
Bachelor of Teaching (Primary) Course

Bachelor of Teaching
BTeach

Subject to University Council approval of proposed new courses 4103 and 4104, this course shall cease intake of commencing students from 1997. An entry remains in this handbook as current students in stages 2 and 3 of the course complete their study towards the award of Bachelor of Teaching.

Since teaching is a practical activity, the course begins with, and builds upon, practical experience with children as the basis for learning the principles and theory of the profession.

The course seeks to provide students with opportunities to acquire the knowledge, skills and attitudes required for effective performance as teachers in Primary Education. This implies that students will develop:

* an understanding of children and of forces within society which influence education and in particular Primary Education;
* specific content knowledge as may be needed to form the basis of the subject matter of school instruction;

* the capacity to make informed decisions in planning for teaching;
* the capacity to implement these plans with sensitivity and to evaluate their performance and that of their pupils;
* the ability to initiate, sustain and evaluate their own professional growth; and
* a general and strategic understanding of the major fields and traditions of learning beyond their professional discipline as provided by the General Education program of the University.

The Bachelor of Teaching (Primary) degree course is planned to emphasise vocational and professional issues. It is considered that a broad introduction to the range of experiences encountered in schools is appropriate early in the course to provide an overview of the requirements of the teaching role. The provision of core and elective studies is also a feature of the course.

Field Experience

Field experience is integrated with relevant subjects studied during the academic session. It includes field visits, practical activities on campus such as microteaching and a block practicum.

The practicum provides students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginner teachers.

Specific periods of practice teaching provide opportunities for the students to:

* broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
* demonstrate effective teaching and management skills;
* develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and
* develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

In the practicum students are systematically exposed to a carefully graded set of tasks that require increasingly demanding levels of performance. In all tasks, theory and practice are closely linked.

Special Course Requirements

The following are requirements associated with admission into and graduation from, this course:

Course Prerequisites

Students must satisfy the following course prerequisites for admission:

English	2UG	50-100
	2U Contemporary	50-100
	2U	50-100
	3U	1-50

Employment Prerequisites

In order to obtain employment with the NSW Department of School Education, students must either enter the course having satisfactorily completed two units of English and two units of Mathematics at the NSW Higher School Certificate or must at least obtain these (or equivalent) before graduating.

Credit Point Requirements

The credit points allocated for successful completion of each subject over the three years of this course are shown in the schedule of subjects.

Successful completion of the Bachelor of Teaching requires the attainment of a total of 315 points.

Standard course subject~7.5 credit points
Practice Teaching~15 credit points
General Education~7.5 credit points

1st year~12 x subjects @ 7.5 points each + Practicum @ 15 points = 105 points

2nd year~10 x subjects @ 7.5 points each + Practicum @ 15 points + 2 x General Education @ 7.5 points = 105 credit points

3rd year~10 x subjects @ 7.5 points each + Practicum @ 15 points + 2 x General Education @ 7.5 points = 105 credit points

Schedule of Subjects

The course requires full-time attendance over three years. Each of the three years of study is broken into two sessions. Each subject is presented as a one session unit of study with the exception of Practicum which in each year is identified as a whole year subject.

Year 1		CP	HPW
Session 1			
Education Studies:			
TEED7110	Developmental Psychology 1: The Life Span	7.5	2
TEED7111	Psychology of Teaching and Learning	7.5	2
Teaching and Curriculum Studies:			
TEED7130	Teaching 1: Introduction Skills	7.5	2
Key Learning Areas:			
TEED7150	English 1	7.5	3
TEED7151	Mathematics 1	7.5	3
TEED7152	Science and Technology 1	7.5	3
Field Experience:			
TEED7160	Practicum 1*	15	-

* This subject is registered as a Session 3 (S3) or whole year subject.

Session 2			
Education Studies:			
TEED7112	Developmental Psychology 2: Children 5-12	7.5	2
Teaching and Curriculum Studies:			
TEED7131	Teaching 2: Advanced Skills	7.5	2
TEED7132	Technology in Education	7.5	2

Year 2 (cont)		CP	HPW
Key Learning Areas:			
TEED7153	Human Society and Environment 1	7.5	3
TEED7154	Personal Development Health and Physical Education 1*	7.5	3
TEED7155	Creative and Practical Arts 1	7.5	3

Year 2			
Session 1			
Education Studies:			
TEED7211	Schools and Society	7.5	2
TEED7230	English as a Second Language	7.5	2
Key Learning Areas:			
TEED7253	Human Society & Environment 2	7.5	3
TEED7254	Personal Development Health and Physical Education 2	7.5	
TEED7255	Creative and Practical Arts 2	7.5	3
Field Experience:			
TEED7260	Practicum 2*	15	-
General Education Session 1:			
xxxx xxxx	General Education**	7.5	2
Session 2			
Education Studies:			
TEED7210	Developmental Psychology 3: Children with Special Needs	7.5	2
Key Learning Areas:			
TEED7250	English 2	7.5	3
TEED7251	Mathematics 2	7.5	3
TEED7252	Science and Technology 2	7.5	3

Teaching and Curriculum Studies Electives:
Students must elect one subject from those in group A. Not all subjects may be available in any given session. Students are also required to undertake Teaching and Curriculum electives in year 3 and may choose their year 3 group A electives from these year 2 offerings.

Group A electives:		7.5	2
Teaching & Curriculum for the:			
TEED7231	Child with Disabilities		
TEED7232	Gifted and Talented Child		
TEED7233	Aboriginal Child		
TEED7234	Child in the Western Metropolitan Region		
TEED7235	Child with English as a Second Language		
TEED7236	Child in a Rural Area		
General Education Session 2:			
Gxxx xxxx	General Education**	7.5	2

Year 3			
Session 1			
Teaching and Curriculum Studies:			
TEED7330	Teaching 3: Programming and Evaluation	7.5	2
Key Learning Areas:			
TEED7350	English 3	7.5	3
TEED7351	Mathematics 3	7.5	3
TEED7352	Science and Technology 3	7.5	3
Field Experience			
TEED7360	Practicum 3*	15	-
General Education Session 1:			
Gxxx xxxx	General Education**	7.5	2

Year 3 (Cont)		CP	HPW
Session 2			
Education Studies			
TEED7310	Philosophy of Education Key Learning Areas	7.5	2
TEED7353	Human Society and Environment 3	7.5	3
TEED7354	Health and Physical Education 3	7.5	3
TEED7355	Creative and Practical Arts 3	7.5	3

Teaching and Curriculum Studies Electives:
Students in their third year must elect one subject each session from Groups A and B below. One must come from A however the other may come from group A or B. Not all subjects may be available in any given session

Group A Electives		7.5	2
Teaching & Curriculum for the:			
TEED7231	Child with Disabilities		
TEED7232	Gifted and Talented Child		
TEED7233	Aboriginal Child		
TEED7234	Child in the Western Metropolitan Region		
TEED7235	Child with English as a Second Language		
TEED7236	Child in a Rural Area		

Group B Electives		7.5	2
Teaching and Curriculum in:			
TEED7331	English		
TEED7332	Mathematics		
TEED7333	Science and Technology		
TEED7334	Human Society and Environment		
TEED7335	Personal Development, Health and Physical Education		
TEED7336	Creative and Practical Arts		

General Education Session 2:

Gxxx xxxx	General Education**	7.5	2

*This subject is registered as a Session 3 (S3) or whole year subject.

**The University implemented new General Education arrangements in 1996. Students in non exempt courses must undertake 30 credit points of study in General Education over the duration of the course. In the B Teach this will normally be over years 2 and 3 with one General Education subject (7.5 credit points) being undertaken each session . Information regarding General Education subjects shall be made available at or prior to the commencement of each session.

4102
Bachelor of Education (Primary) Course

Bachelor of Education
BEd

The Bachelor of Education (Primary) is offered to students who wish to upgrade their Bachelor of Teaching (UNSW) or equivelant qualification to this award. This course builds directly onto the BTeach or equivalent qualification and the professional experience gained before or during the BEd. A range of choice is offered across and within all strands except General Education. This choice permits students to pursue special interests begun in the first three years, to strengthen subject-content knowledge, and study emerging issues in research and practice.

Honours

Eligible students may undertake studies in this course leading to the award of Bachelor of Education with Honours. The degree with honours is a research award which includes instruction in research methodology and statistical analysis and requires students to conduct an original piece of research. Its main objective is to prepare students for research in higher degrees.

Entry is normally by invitation based on the achievement level in the Bachelor of Teaching or equivalent study.

The degree may be awarded with Honours at Class I level or Class II, Division 1, or Class II, Division 2 levels. Students seeking the award of the degree at Honours level must have completed the degree of Bachelor of Teaching with Merit, or its equivalent, and have attained a grade level of at least Credit in the following Bachelor of Education (Primary) subjects:
TEED8117, TEED8118, TEED8119, TEED8120, TEED8122 and TEED8123.

They must also have satisfied attendance requirements in TEED8121.

Structure of the Program

The course is normally undertaken part-time over two years or full time over one year. In 1997 the course shall only be available to commencing students as a one year full time course. It is designed to be accessible to qualified teachers working within the profession. Students are required to undertake eight subjects two of which are compulsory and satisfy the University's General Education requirements. The remaining six are chosen from the three strands of Education Studies; Teaching and Curriculum Studies and Key Learning Areas. Subject availability is dependent on a sufficient number of students electing the subject and lecturer availability.

Programs of Study

Students are required to enrol under the appropriate program of study code.

Program Code (POS) 1000: Students studying towards the award at pass level

Program Code (POS) 2000: Students studying towards the award with honours

Credit Point Requirements

The credit points allocated for successful completion of each subject of this course are shown in the schedule of subjects. Eligibility for the award of the Bachelor of Education (Primary) at Pass level requires prior attainment of the Bachelor of Teaching (UNSW), or an equivalent qualification, and successful completion of eight subjects within the Bachelor of Education (Primary) course.

Honours level requires the successful completion of 7 subjects in addition to subject TEED8120 and TEED8121.

POS Code 1000 – Pass level: ~8 x subjects @ 15 points each =~120 points

POS Code 2000 – Honours level: ~7 x subjects @ 15 points + TEED8120 @ 45 points + attendance in TEED8121 = ~150 points

Schedule of Subjects

The following schedule is provided as a guide only. Subject availability and the session in which they are available is dependant on a sufficient number of students electing a subject and lecturer availability.

Education Studies:

		CP	HPW
TEED8110	Recent Research in Primary Education	15	2
TEED8111	Educational Psychology	15	2
TEED8112	Developmental Psychology 4	15	2
TEED8113	Contemporary Developments in Primary Education	15	2
TEED8114	Sociology of Education	15	2
TEED8117	Education Research Methods A#**	15	2
TEED8118	Education Research Methods B#**	15	2
TEED8119	Thesis Design and Preparation#	15	2
TEED8120	Honours Thesis	45	n/a
TEED8121	Thesis Seminar#*	n/a	n/a
TEED8122	Trends in Research on Children	15	2
TEED8123	Trends in Research in Classrooms#**	15	2

Teaching and Curriculum Studies:

TEED8130	Models of Curriculum Development	15	2
TEED8131	Field-based Project	15	2
TEED8132	Current Approaches in English as a Second English	15	2
TEED8133	Current Approaches in Education of Gifted and Talented Children	15	2
TEED8134	Current Approaches in Education of Children with Disabilities	15	2
TEED8135	Current Approaches in Aboriginal Education	15	2

Key Learning Areas:

TEED8150	English 4A	15	2
TEED8151	English 4B	15	2
TEED8152	Mathematics 4A	15	2
TEED8153	Mathematics 4B	15	
TEED8154	Science and Technology 4A	15	2
TEED8155	Science and Technology 4B	15	2
TEED8156	Human Society and Environment 4A	15	2
TEED8157	Human Society and Environment 4B	15	2
TEED8158	Personal Development – Health and Physical Education 4A	15	2
TEED8159	Personal Development – Health and Physical Education 4B	15	2
TEED8160	Creative and Practical Arts 4 – Music	15	2
TEED8161	Creative and Practical Arts 4 – Art	15	2
TEED8162	Creative and Practical Arts 4 – Design	15	2
TEED8163	Creative and Practical Arts 4 – Drama	15	2

General Education:

It is compulsory that students undertake these subject.

		CP	HPW
TEED8171	Contemporary Issues in Education and Social Responsibilities	15	2
TEED8172	Professional Ethics for Teachers	15	2

#Subjects so marked are available to students who are undertaking approved study towards the award of Bachelor of Education (Primary) with honours.

*This subject carries an attendance requirement only and does not have a credit point value.

** Students in Years 2 and 3 of the Bachelor of Teaching course may enrol in these subjects subject to the permission of the Head of the School.

4103
Bachelor of Education Course

Bachelor of Education
BEd

The Bachelor of Education is a new course and shall be offered for the first time in 1997 subject to the approval of University Council. The course provides students with opportunities to acquire the knowledge, skills, attitudes and values required for effective performance as primary teachers in the following areas:

* using and developing professional knowledge and values;

* communicating, interacting and working with students and others;

* planning and managing the teaching and learning process;

* monitoring and assessing student progress and learning outcomes; and

* reflecting, evaluating and planning for continual improvement.

Additionally, the course will encourage students to:

* examine the purposes and consequences of their tertiary education and experience; and

* accept the need for professional and ethical action in their society

The Bachelor of Education course begins with an early introduction to the practice of teaching and seeks to extend skill and understanding by relating theory and practice and by the study of relevant subject content. Subjects are informed by recent research and students have early opportunities to view and to be involved in teaching situations *in situ*. Students are required to satisfy basic competency tests and develop familiarity with appropriate modern technology throughout their study of the Key Learning Areas of the primary school curriculum. A thematic approach for teaching in these areas will be introduced later in the course and a number of electives will be offered in the final two years of the course.

Field Experience

Field experience is integrated with relevant subjects studied during the academic session for each of the four years, some elements forming a part of these subjects. It includes field visits of a few hours or single days, practical activities on campus such as microteaching and a number of block practicums. The fourth year contains an extended block practice, students being regarded as provisionally qualified teachers.

The practicums provide students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginner teachers.

Practice teaching provides opportunities for students to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;

- demonstrate effective teaching and management skills;

- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and

- develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

General Education Requirements

In order to satisfy the General Education requirements of the University students are required to study General Education subjects offered from outside of the Faculty, to the total value of 30 credit points and two subjects offered within the course: *TEED9305 Policy and Practice* and *TEED9408 Professional Ethics*.

Course Prerequisites

Students must satisfy the following course prerequisites for admission:

English	2U General	60-100
	2U Contemporary	70-100
	2U	55-100
	3U	1-50
Mathematics	2U Mathematics in Society	70-100
	2U	60-100
	3U	1- 50
	4U	1-100

Credit Point Requirements and Conditions Governing the Award

Candidates for the award of the BEd degree are required to:

1. Obtain 499 credit points in subjects as specified in the course schedule, including 30 credit points in General Education subjects.

2. Undertake elective subjects from categories as specified from time to time by the Head of School.

3. Complete the course in no less than four and no more than eight years.

Bachelor of Teaching

In exceptional circumstances, candidates enrolled in the Pass course may apply and receive approval from the Head of School to receive the award *Bachelor of Teaching* (BTeach) after successful completion of the equivalent of the first three years of the BEd program, as specified by the Head of School, by obtaining 385 credit points, including 30 credit points in General Education subjects. The BTeach is only available at Pass level. The BTeach must be completed in no less than three and no more than six years.

Schedule of Subjects-BEd

The course requires full-time attendance over four years. Each of the four years of study is divided into two sessions. Some subjects are presented as a one session unit of study; others are presented as a whole year (conducted over two sessions) unit of study.

Year 1		CP	HPW	Wks
Full Year Subjects				
Core Subjects				
TEED9100	Teaching and			
	Learning 1	16	2	24
TEED9110	English 1	16	2	24
TEED9120	Mathematics 1	16	2	24
Session 1 Subjects				
Core Subjects				
TEED9101	Developmental			
	Psychology 1: Childhood			
	in Context	8	2	14
TEED9130	Personal Development,			
	Health and Physical			
	Education 1	8	2	14
TEED9140	Creative Arts 1			
	(Drama/Dance)	8	2	14
TEED9170	Competencies	8	2	14
Field Days				
Field Days *		n/a	2	8
Session 2 Subjects				
Core Subjects				
TEED9102	Contemporary and			
	Educational Philosophy	8	2	11
TEED9150	Human Society and			
	Its Environment 1	8	2	11
TEED9160	Science and			
	Technology 1	8	2	11
TEED9171	Educational Multimedia	8	2	11
TEED9190	Practice Teaching –			
	First year	16	n/a	3
Field Days				
Field Days*		n/a	2	5
Year 2				
Full Year Subjects				
Core Subjects				
TEED9210	English 2	16	2	23
TEED9220	Mathematics 2	16	2	23
TEED9230	Personal Development,			
	Health and Physical			
	Education 2	16	2	23
TEED9250	Human Society and			
	Its Environment 2	16	2	23
TEED9260	Science and			
	Technology 2	16	2	23
Practice Teaching				
TEED9290	Practice Teaching –			
	Second year	16	n/a	5

	CP	HPW	Wks

Session 1 Subjects
Core Subjects

TEED9203	English as a Second Language	8	2	12
TEED9242	Creative Arts 2 (Music)	8	2	12

Field Days

Field Days *		n/a	2	5

Session 2 Subjects
Core Subjects

TEED9200	Teaching and Learning 2: School Discipline and Classroom Management	8	2	11
' TEED9243	Creative Arts 3 (Art and Design)	8	2	11

Field Days

Field Days *		n/a	2	5

Year 3
Session 1 Subjects
Core Subjects

TEED9300	Developmental Psychology 2: Students with Special Needs	9	3	10
TEED9305	Policy and Practice	9	3	10
TEED9315	Thematic Approach to Teaching	9	3	10

Practice Teaching

TEED9390	Practice Teaching – Third year	18	n/a	4

Group A Electives
One subject only from GROUP A

electives listed below	9	3	10

The following subjects do not belong to a Key Learning Area:

TEED9591	Practicum: English as a Second Language
TEED9592	Practicum: Independent Schools
TEED9593	Practicum: The Child in a Rural Area
TEED9594	Practicum: The Child in Disadvantaged Schools

Group B Electives
One subject only from GROUP B

electives listed below	9	3	10

Key Learning Area: Creative Arts:

TEED9640	Creative Arts 4 (Drama)
TEED9641	Creative Arts 4 (Dance)
TEED9642	Creative Arts 4 (Music)
TEED9643	Creative Arts 4 (Art/Design)

Field Days

Field Days*		n/a	2	5

Session 2 Subjects
Core Subjects

TEED9301	Developmental Psychology 3: Children 5-12 Years	9	2	14
TEED9306	Sociology of Education	9	2	14
TEED9307	Australian Studies	9	2	14

Goup C Electives # +
Two subjects only from **Group C**

electives listed below	9	2	14
	9	2	14

Group C Electives
The following subjects do not belong to a Key Learning Area

TEED9280***	Research on Children and Classrooms
TEED9380***	Educational Research Methods A
TEED9381***	Educational Research Methods B
TEED9700	Curriculum and Teaching for Students with Special Needs
TEED9701	Education and Society
TEED9702	Using Computers in the Teaching of Special Needs Students
TEED9703	Development and Education
TEED9704	Current Issues in Multicultural Education
TEED9705	Current Educational Approaches to Students with Special Needs
TEED9706	Communication and the Media
TEED9707	Current Approaches in Gifted and Talented Education
TEED9708	Current Approaches in Aboriginal Education
TEED9709	Early Childhood Education

Key Learning Area: English

TEED9710	"Getting it Right"
TEED9711	Helping Students in Need of Literacy Support K-6

Key Learning Area: Mathematics

TEED9720	Catering for Individual Differences in Primary Mathematics
TEED9721	Problem Solving and Investigations in Primary Mathematics

Key learning Area: Personal Development, Health and Physical Education

TEED9730	Personal Development, Health and Physical Education

Key learning Area: Creative Arts

TEED9740	Creative Arts in the Curriculum (Drama)
TEED9741	Creative Arts in the Curriculum (Dance)
TEED9742	Creative Arts in the Curriculum (Music)
TEED9743	Creative Arts in the Curriculum (Art/Design)

Key Learning Area: Human Society and Its Environment

TEED9750	Human Society and Its Environment: Global Issues
TEED9751	Human Society and Its Environment: Asian Studies
TEED9752	German Language K-6
TEED9753	Second Language Teaching (LOTE) K-6

Key learning Area: Science and Technology

TEED9760	Geology and the Environment
TEED9761	Designing and making (Gizmos and Whirligigs)
TEED9762	Out-of-Class Experiences in Science and Technology
TEED9763	Recent Developments in Science and Technology Curricula
TEED9764	The Natural Australian Environment
TEED9765	Computer Applications in Science and Technology

General Education

	CP	HPW	Wks
One or two General Education subjects totalling:	15	4	14

Field Days

Field Days *	n/a	2	5

***Subject so marked are compulsory subjects within the Bachelor of Education Honours-course 4104 and elective only within the Bachelor of Education – course 4103.*

Year 4
Session 1 Subjects
Core Subjects

TEED9400	Teaching and Learning 3: Programming and Evaluation	9	2	14
TEED9408	Professional Ethics	9	2	14

Group C Electives

Two subjects only from GROUP C electives (each:)	9	2	14

Group D Electives

One subject only from GROUP D electives	9	3	10

Key Learning Area: Personal Development, Health and Physical Education :

TEED9830	Personal Development, Health and Physical Education: Personal Development
TEED9831	Personal Development, Health and Physical Education: Health
TEED9832	Personal Development, Health and Physical Education: Physical Education

General Education

One or two General Education subjects totalling:	15	4	14

Field Days

Field Days *	n/a	2	8

Session 2 Subjects
Practice Teaching/Practicum

TEED9490	Extended Practice Teaching – Fourth Year	60	n/a	10
TEED9495	Practicum Seminar	n/a	n/a	1
TEED9496	Extended Practicum Review	n/a	n/a	3

* These field days do not make up a subject but form part of other subjects offered during the session in which they occur.

The availablity of Group A, B, C or D electives will depend upon student demand and lecturer availability.

+ Students are not permitted to choose any more than two electives from the same Key Learning Area for the course.

4104
Bachelor of Education (Honours)Course

Bachelor of Education (Honours)
BEd (Hons)

- The Bachelor of Education (Honours) is a new course and shall be offered for the first time in 1997 subject to University Council approval. The Bachelor of Education (honours) course will provide students with opportunities to acquire the knowledge skills, attitudes and values required for effective performance as primary teachers in the following areas:

- using and developing professional knowledge and values;

- communicating, interacting and working with students and others;

- planning and managing the teaching and learning process;

- monitoring and assessing student progress and learning outcomes; and

- reflecting, evaluating and planning for continual improvement.

Additionally, the course will encourage students to:

- examine the purposes and consequences of their tertiary education and experience; and

- accept the need for professional and ethical action in their society; and

will enable students to:

- recognise the value of educational research; and

- acquire knowledge and skills for the conduct of educational research.

The Bachelor of Education (honours) course begins with an early introduction to the practice of teaching and seeks to extend skill and understanding by relating theory and practice and by the study of relevant subject content. Subjects are informed by recent research and students have early opportunities to view and to be involved in teaching situations *in situ*. Students are required to satisfy basic competency tests and develop familiarity with appropriate modern technology throughout their study of the Key Learning Areas of the primary school curriculum. A thematic approach for teaching in these areas is introduced in the third year when students are also offered a number of electives. Students are introduced to educational research in the second year and in the final year develop their own research thesis and participate in seminars where their research is discussed. Though many subjects studied throughout the course are the same as though for the pass course, certain subjects are studied at greater depth and assessed more extensively.

Field Experience
Field experience is integrated with relevant subjects studied during the academic session for each of the four years, some elements forming a part of these subjects. It includes field visits of a few hours or single days, practical activities on campus such as microteaching and a number of block practicums. The fourth year contains an extended block practice, students being regarded as provisionally qualified teachers.

The practicums provide students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginner teachers.

Practice teaching provides opportunities for students to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;

- demonstrate effective teaching and management skills;

- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and

- develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

General Education Requirements

In order to satisfy the General Education requirements of the University students are required to study General Education subjects offered from outside of the Faculty, to the total value of 30 credit points and two subjects offered within the course: *TEED9305 Policy and Practice* and *TEED9408 Professional Ethics*.

Course Prerequisites

Students must satisfy the following course prerequisites for admission:

English	2U General	60-100
	2U Contemporary	70-100
	2U	55-100
	3U	1-50
Mathematics	2U Mathematics in Practice	80-100
	2U Mathematics in Society	70-100
	2U	50-100
	3U	1- 50
	4U	1-100

Credit Point Requirements and Conditions Governing the Award

Candidates for the award of the BEd (honours) degree are required to:

1.Obtain 548 credit points in subjects as specified in the course schedule, including 30 credit points in General Education subjects.
2.Undertake elective subjects from categories as specified from time to time by the Head of School.
3.Complete the course in no less than four and no more than eight years.
4.Attempt assessment, in subjects nominated by the Head of School, alternative to those required of students undertaking the Pass course.
5.Achieve a Credit grade average or better.
6.Pass each practicum subject at their first attempt.

Bachelor of Teaching
In exceptional circumstances, candidates enrolled in the Honours course may apply and receive approval from the Head of School to receive the award *Bachelor of Teaching* (BTeach) after successful completion of the equivalent of the first three years of the BEd (honours) program, as specified by the Head of School, by obtaining 385 credit points, including 30 credit points in General Education subjects. The BTeach is only available at Pass level. The BTeach must be completed in no less than three and no more than six years.

Schedule of Subjects-BEd (Honours)

The course requires full-time attendance over four years. Each of the four years of study is divided into two sessions. Some subjects are presented as a one session unit of study; others are presented as a whole year (conducted over two sessions) unit of study.

		CP	HPW	Wks
Whole Year Subjects				
Core Subjects				
TEED9100	Teaching and Learning 1	16	2	24
TEED9110	English 1	16	2	24
TEED9120	Mathematics 1	16	2	24
Session 1 Subjects				
Core Subjects				
TEED9101	Developmental Psychology 1: Childhood in Context	8	2	14
TEED9130	Personal Development, Health and Physical Education 1	8	2	14
TEED9140	Creative Arts 1 (Drama/Dance)	8	2	14
TEED9170	Competencies	8	2	14
General Eduction				
One General Education subject		7.5	2	14
Field Days				
Field Days *		n/a	2	8
Session 2 Subjects				
Core Subjects				
TEED9102	Contemporary and Educational Philosophy	8	2	11
TEED9150	Human Society and Its Environment 1	8	2	11
TEED9160	Science and Technology1	8	2	11
TEED9171	Educational Multimedia	8	2	11
Practice Teaching				
TEED9190	Practice Teaching – First year	16	n/a	3
Field Days				
Field Days*		n/a	2	5
Year 2				
Full Year Subjects				
Core Subjects				
TEED9210	English 2	16	2	23
TEED9220	Mathematics 2	16	2	23
TEED9230	Personal Development, Health and Physical Education 2	16	2	23
TEED9250	Human Society and Its Environment 2	16	2	23
TEED9260	Science and Technology 2	16	2	23
Practice Teaching				
TEED9290	Practice Teaching – Second year	16	n/a	5
Session 1 Subjects				
Core Subjects				
TEED9203	English as a Second Language	8	2	12
TEED9242	Creative Arts 2 (Music)	8	2	12
General Education				
One General Education subject		7.5	2	14
Field Days				
Field Days *		n/a	2	5

		CP	HPW	Wks
Session 2 Subjects				
Core Subjects				
TEED9200	Teaching and Learning 2: School Discipline and Classroom Management	8	2	11
TEED9243	Creative Arts 3 (Art and Design)	8	2	11
TEED9280**	Research on Children and Classrooms	8	2	11
Field Days				
Field Days *		n/a	2	5
Year 3				
Session 1 Subjects				
Core Subjects				
TEED9304	Developmental Psychology 2: Students with Special Needs	9	3	10
TEED9305	Policy and Practice	9	3	10
TEED9315	Thematic Approach to Teaching	9	3	10
TEED9380**	Educational Research Methods A	9	3	10
Practice Teaching				
TEED9390	Practice Teaching – Third year	18	n/a	4
Group Elective A #				
One subject only from **GROUP A** electives		9	3	10

Group A Electives :

TEED9591	Practicum: English as a Second Language
TEED9592	Practicum: Independent Schools
TEED9593	Practicum: The Child in a Rural Area
TEED9594	Practicum: The Child in Disadvantaged Schools

Group Elective B #		CP	HPW	Wks
One subject only from **GROUP B** electives		9	3	10

Group B Electives:

TEED9640	Creative Arts (Drama)
TEED9641	Creative Arts (Dance)
TEED9642	Creative Arts (Music)
TEED9643	Creative Arts (Art/Design)
TEED9830	Personal Development, Health and Physical Education: Personal Development
TEED9831	Personal Development, Health and Physical Education: Health
TEED9832	Personal Development, Health and Physical Education: Physical Education

Field Days		CP	HPW	Wks
Field Days *		n/a	2	5
Session 2 Subjects				
Core Subjects				
TEED9300	Developmental Psychology 3: Children 5-12 Years	9	2	14
TEED9306	Sociology of Education	9	2	14
TEED9307	Australian Studies	9	2	14
TEED9381**	Educational Research Methods B	9	2	14
TEED9382**	Thesis Design and Preparation	9	n/a	n/a

		CP	HPW	Wks
General Education				
One or two General Education subjects totalling:		15	4	14
GROUP C Electives #				
One subject from Group C electives		9	2	14

Group C Electives:

TEED9700	Curriculum and Teaching for Students with Special Needs
TEED9701	Education and Society
TEED9702	Using Computers in the Teaching of Special Needs Students
TEED9703	Development and Education
TEED9704	Current Issues in Multicultural Education
TEED9705	Current Educational Approaches to Students with Special Needs
TEED9706	Communication and the Media
TEED9707	Current Approaches in Gifted and Talented Education
TEED9708	Current Approaches in Aboriginal Education
TEED9709	Early Childhood Education
TEED9710	"Getting it Right"
TEED9711	Helping Students in Need of Literacy Support K-6
TEED9720	Catering for Individual Differences in Primary Mathematics
TEED9721	Problem Solving and Investigations in Primary Mathematics
TEED9730	Personal Development, Health and Physical Education
TEED9740	Creative Arts in the Curriculum (Drama)
TEED9741	Creative Arts in the Curriculum (Dance)
TEED9742	Creative Arts in the Curriculum (Music)
TEED9743	Creative Arts in the Curriculum (Art/Design)
TEED9750	Human Society and Its Environment: Global Issues
TEED9751	Human Society and Its Environment: Asian Studies
TEED9752	German Language K-6
TEED9753	Second Language Teaching (LOTE) K-6
TEED9760	Geology and the Environment
TEED9761	Designing and Making (Gizmos and Whirligigs)
TEED9762	Out-of-Class Experiences in Science and Technology
TEED9763	Recent Developments in Science and Technology Curricula
TEED9764	The Natural Australian Environment
TEED9765	Computer Applications in Science and Technology

Field Days		CP	HPW	Wks
Field Days *		n/a	2	5
Year 4				
Full Year Subjects				
Core Subjects				
TEED9480**	Thesis Seminar	10	1	18
TEED9481**	Honours Thesis	40	n/a	n/a
Session 1 Subjects				
Core Subjects				
TEED9400	Teaching and Learning 3: Programming and Evaluation	9	2	14
TEED9408	Professional Ethics	9	2	14

	CP	HPW	Wks
Field Days			
Field Days *	n/a	2	8

Session 2
Extended Practice Teaching

		CP	HPW	Wks
TEED9490	Extended Practice Teaching – Fourth Year	60	n/a	10
TEED9495	Practicum Seminar	n/a	n/a	1
TEED9496	Extended Practicum Review	n/a	n/a	3

* These field days do not make up a subject but form part of other subjects offered during the session in which they occur.

** Subjects so marked are compulsory subjects within the Bachelor of Education (Honours)-course 4104

The availabliity of Group A, B or C electives will depend upon student demand and staff availability.

Recommended Computing Equipment and Software School Statement

It is recommended that all students in the School of Teacher Education purchase a computer and appropriate software. All assignments in all subjects should be word-processed, where appropriate, and this is much more easily done when students have a computer at home. Access to the computer labs on campus is available to all students of the School, but machines may not be available at peak times because of the high demand. Students who do not have their own printer are welcome to use the printers in the computer labs, provided that their hardware and software are compatible with that available in the labs.

Minimum recommendations for Teacher Education students:

Hardware:
- Apple Macintosh LC-class computer (or Apple PowerBook laptop).

Software:
- System 7.1 or later (supplied with computer)
- ClarisWorks or Microsoft Works

- Anti-viral program such as Symantec
- Anti-Virus for Macintosh, or Disinfectant.

Minimum recommendations for Computing students:

Hardware:
- Apple Macintosh LC-class computer, or IBM – compatible with i486 CPU, or laptop equivalent of either.

Software:
- System (usually supplied with computer)
- Word processor (Microsoft Word)
- Spreadsheet (Microsoft Excel)
- Database (such as Filemaker Pro or Access)
- Anti-Viral program (SAM, Disinfectant, or MacAfee)
- HyperCard (Macintosh only)

Programming languages: BASIC and Pascal (seek advice from School staff for current brand recommendations).

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Bachelor of Teaching (Primary)

TEED 7110
Developmental Psychology 1: The Life Span
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW2

An introduction to the principles and methodology of developmental psychology will be provided by the study of human development across the life span. Particular focus on early childhood language and cognition and on the techniques of child study will prepare for a detailed examination of the primary school child in Developmental Psychology 2.

TEED7111
Psychology of Teaching and Learning
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW2

This subject introduces students to the ways in which school aged children learn and to the ways in which teachers' behaviour can contribute to this process.

Students will have opportunities to work with individuals and small groups of children to observe their learning patterns and to plan teaching and learning activities for them. Students will gain insights into the ways children at different ages think and feel about different subjects and the influences which peers, teachers, educational resources and the school and community context have upon the child's subsequent learning.

TEED7112
Development Psychology 2: Children 5 to 12 years
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW2

The development of children aged five to twelve years will be studied. Attention will be given to physical, cognitive, social, moral and spiritual development. An historical perspective on child development and developmental problems associated with family breakdown and child abuse will be considered. Emphasis will be given to the further use of child study techniques and to the relationship of development to primary school education.

TEED7130
Teaching 1: Basic Skill
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW2

This subject introduces students to the basic principles of teaching in primary classrooms. Students will have an opportunity to plan, to teach and to evaluate their teaching in a carefully controlled classroom setting. This subject also serves as a preparation for the students' first block practice

teaching experience. Students will focus on teacher behaviours which have been shown through extensive research on teaching to contribute positively to student learning.

TEED7131
Teaching 2: Advanced Skills
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW2
Prerequisite: TEED7130

This subject aims to provide opportunities for students to further develop the teaching skills introduced in Teaching 1: Basic Skills, but with a specific focus on classroom relations and management strategies. Positive discipline practices will be explored as a function of teacher leadership that fosters maximum self control in students. Disruptive behaviour will be studied as a phenomenon occurring in the group as well as by the individual. Some essential protocols of effective conflict resolution will be included.

TEED7132
Technology in Education
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW2

This subject will focus on the use of computers and other technology as classroom tools. Students will be introduced to a variety of resources and issues that affect the implementation of technology in the teaching/learning environment.

TEED7150
English 1
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW3

This subject is designed to enable students to read and evaluate a wide range of children's books suitable for use within a K-6 context. It aims to provide a basis in theory and practice, from which to consider the role of literature in the primary curriculum. Students will learn how to encourage children to read both extensively and intensively. A number of theoretical perspectives from which selected books can be studied will be presented, with a focus on strategies for classroom practice. The development of students' own analytical and teaching skills will be emphasised, in order to enrich children's learning through literature.

TEED7151
Mathematics 1
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW3

This subject introduces the student to the K-6 Mathematics curriculum. An overview of the syllabus is provided. The role of the teacher as an active classroom researcher and reflective practitioner focussing on how children learn Mathematics is emphasised. In particular, this subject concentrates on how the child develops an understanding of Mathematical concepts. Appropriate early experiences in problem solving are explored. The skills and understanding required to teach the curriculum strand, Space, are given specific attention. Students must pass a basic mathematics skills test for a pass to be awarded in this subject.

TEED7152
Science and Technology 1
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW3

The subject aims to introduce students to K-6 Science/Technology teaching and basic Computer skills. Emphasis will be placed on the processes of Investigating, Designing and Making, the Cognitive Development of K-6 children and appropriate lesson types for Primary Science and Technology classes. Subject content will include lesson planning, Science processes skills, Science and Technology lesson types, pupil-centred teaching and the needs of special groups using Living Things, Information and Service as topics. Students will engage in Science Microteaching in schools. Computer skills will be Word Processing and Database with emphasis on their use in writing Science and Technology assignments.

TEED7153
Human Society and Environment 1
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW3

This subjects aims to familiarise students with expectations associated with the teaching of 'Human Society and Environment at the primary level. Students will explore: the rationale underlying the Human Society and Environment Syllabus and related curriculum documents; recent initiatives and developments in the field of primary Social Studies including key content areas and perspectives; and teaching / learning strategies for effective teaching of Human Society and Environment. Expanding students' knowledge and understanding of Australia's parliamentary system to assist students to critically examine the benefits of democratic society will be given particular attention.

Subject to approval, content may vary.

TEED7154
Personal Development Health and Physical Education 1
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW3

This subject aims to introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Sports and Games, Fitness and Lifestyle, and Safety. The emphasis will be placed upon developing the appropriate skills, knowledge and teaching strategies necessary to teach these selected content strands within the primary school. Motor development of the primary school child and developing the skills of observing and analysing movement will be given particular attention.

TEED7155
Creative and Practical Arts 1
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW3

There are two strands in this subject. The first strand is common to all students, the second is elected.

Strand 1. The Arts and Human Development
The subject introduces students to the value of the arts to human development and helps to clarify the nature of artistic skills. The development of artistic capacities is studied in relation to specific media, to actions and to

symbol systems utilised in various art forms. Educational aims and objectives in the creative and practical arts are also be examined as part of the investigation of the nature of artistic skills.

Strand 2. Choose one of the following:

(i) Art and Design
The subject introduces students to visual arts education through the development of knowledge and skills in art making, criticism and art history. Practical studio activities focus upon two dimensional studies in drawing and design and students develop their language in the study of visual art forms. Practical activities in art making, criticism and history study are linked to the K-6 Creative and Practical Arts Syllabus.

or

(ii) Music
This subject introduces students to teaching music in the primary school (K-6). The subject is practically-based in making music, using a range of simple music making instruments and it is intended to build skills and assist students to become more confident in teaching music to primary aged children. The music component of the Creative and Practical Arts syllabus is introduced and students explore the nature and aims of music education and ways to achieve the aims in practice.

or

(iii) Drama and Play
This subject introduces students to the fundamental processes of Drama Education through group work and practical applications. Concepts of child development and experiential learning process are explored within a K-6 developmental perspective. There is an introduction to, and investigation of, the drama component of the Primary, Creative and Practical Arts syllabus.

TEED7160
Practicum 1
Staff Contact: Ms Debbie Scott
CP15 S3 20 days min

The aim of the Practicum is to integrate relevant subjects studied during the academic year with their application during the Practicum in schools or other educational settings. The field experience is graduated in regard to its difficulty so that students can begin with exercises they can manage and progress to more difficult teaching procedures in a systematic way. One day a week is to be designated for field experiences throughout the three years. This day can be used for a range of field experiences relevant to subject knowledge. It can also be used to strengthen skill competences as required. In third year the students are attached one day a week to the classes in which they are to do the practicum.

TEED7210
Developmental Psychology 3 – Children with Special Needs
Staff Contact: Dr Loretta Giorcelli
CP7.5 S2 HPW2

This course extends student's knowledge of psychology and pedagogy of students with special teaching and learning needs in the regular classroom. An exploration of the nature of the problems inhibiting learning and academic progress provides a theoretical and practical framework for the selection of teaching strategies for the students.

Issues covered include: understanding individual differences, the scope of exceptionally, current integration/inclusion practices, current perspectives to the education of students with disabilities, learning difficulties and behaviour disorders. The impact of the child with disability on the family, the role of the interdisciplinary team and Special Education technology are also covered.

TEED7211
Schools and Society
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW2

The subject introduces the student to the field of sociology with an emphasis upon the major concepts and theories relevant to education and schooling in contemporary society. The subject is designed so that students develop skill in critically analysing the place of education in society and the part they play as active social participants whether as students, teachers, administrators or concerned citizens in the process of education. Students are expected to demonstrate their competence in the subject in both written and oral form.

TEED7230
English as a Second Language
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW2

This subject introduces students to current theory, research and practice in second language learning and teaching. Participants examine current thinking in communicative and functional approaches to second language learning to understand their application to classroom practice. In particular, students develop skills in preparing student profiles by observing children in the classroom and identifying the range of strategies second language learners use to learn oral and spoken English across the curriculum.

TEED7231
Curriculum and Teaching for the Student with Disabilities, Learning Difficulties and Behaviour Problems
Staff Contact: Dr Loretta Giorcelli
CP7.5 SS HPW2
Prerequisite: TEED7210

Students acquire appropriate and specific teaching and curriculum skills which can be applied regardless of a pupil's or a group of pupils' learning deficits and strengths. Instruction on the use of appropriate assessment procedures and developing individualised educational and or management programs give emphasis to the complex and interrelated nature of children's learning problems. Students develop an ecological perspective of professional roles and responsibilities which teachers must assume in order to best serve children with special needs in the regular classroom.

Topics focus on the modification of instructional modalities and conditions; effective strategies for instruction, teaching basic thinking skills, developments in Computer Technology and their implications for the student with special needs. Students have opportunity to work with a child(ren) with special needs in a school setting and are

expected to assess the learning problem, develop an appropriate individual program and provide ongoing evaluations as part of the monitoring process.

TEED7232
Teaching and Curriculum for the Gifted and Talented Child
Staff Contact: Ms Debbie Scott
CP7.5 SS HPW2

The aim is to assist young teachers to identify gifted and talented children and differentiate the curriculum to respond more appropriately to their academic and social needs. The subject introduces students to the concepts of giftedness and talent, and the subjective and objective procedures by which children of high intellectual potential can be recognised in the primary classroom. Students examine and practise ways of enriching and differentiating the curriculum to cater for gifted students in the regular classroom and in special programs. The effects of special groupings on the social and emotional development of gifted students are carefully examined

TEED7233
Teaching and Curriculum for the Aboriginal Child
Staff Contact: Ms Debbie Scott
CP7.5 SS HPW2

This subject is designed to develop student skills and knowledge in planning, teaching and evaluating a relevant curriculum, for Aboriginal children. Students are introduced to the Aboriginal Education Policy and develop strategies for effective implementation of this policy. The subject traces the major approaches to educational provision for Aborigines and Torres Strait Islanders through study of the period of initial contact, missionary activity in education, protective segregation, Assimilation and Multiculturalism. Examination of Contemporary approaches to education of Aboriginal people includes study of Aboriginal and Islander initiatives and innovations.

TEED7234
Teaching and Curriculum for the Child in the Western Metropolitan Region
Staff Contact: Ms Debbie Scott
CP7.5 SS HPW2

Students examine significant characteristics of communities in the western and south western regions of Sydney and strategies for identifying and meeting the educational needs of the children and the community in school settings. A particular focus is on positive responses made by schools, for example, by building onto community strengths and by working through shared goals. The subject prepares students for a practicum in these 'difficult to staff' regions through examining the impact on schools of cultural diversity and major social changes and through exploring some effective teaching strategies.

TEED7235
Teaching and Curriculum for the Child with English as a Second Language
Staff Contact: Ms Debbie Scott
CP7.5 SS HPW2

The subject introduces students to a variety of forms for structuring ESL programs in schools and to examine ways of programming to accommodate the range of organisational options using second language teaching and learning principles. Students gather information from schools, research data from case studies, and examine school policy documents to identify the range of options for organising ESL in schools. Students learn to apply principles of second language learning to selected topics from the Key Learning Areas as a basis for planning, implementing and evaluating units of work to meet the varying levels of English language development of second language learners.

TEED7236
Teaching and Curriculum for the Child in a Rural Area
Staff Contact: Ms Debbie Scott
CP7.5 SS HPW2

The aim of this subject is to prepare students for some of the common and distinguishing features of teaching in rural schools. The characteristics of rural schools and their communities are considered along with strategies for identifying and meeting the needs of children in such settings. Special attention is paid to case studies of schools and the government policies associated with the betterment of education in both contexts. The subject prepares students for a practicum in these 'difficult to staff' regions.

TEED7250
English 2
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW3
Prerequisites: TEED7150, TEED7160

This course seeks to provide a theoretical basis and practical experiences through which opportunities for developing young children's early literacy may be implemented within a K-2 classroom context. Particular emphasis will be placed on students becoming familiar with a range of observational strategies for literacy to determine what children can do and are attempting to do. These observations form the basis of planning and implementing programs of literacy instruction that are literature-based and supportive of individual literacy needs, including remediation.

TEED7251
Mathematics 2
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW3
Prerequisites: TEED7151, TEED7160

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, the subject concentrates on how children develop the concepts associated with numeration and the skills and understanding necessary for computational manipulation. The calculator as a useful aid to learning is explored. The importance of problem solving in Mathematics is reinforced.

TEED7252
Science and Technology 2
Staff Contact: Ms Debbie Scott
CP7.5 S2 HPW3
Prerequisites: TEED7132, TEED7152, TEED7160

This subject introduces students to the advanced process skills, guided discovery lessons and the transition to Formal Operations. Program sequences and integrated units are treated. Students teach guided discovery micro-lessons in

schools. Content emphasis is on the Physical Sciences and Technological aspects with special attention to Natural phenomena, Products and Services. Students will develop their own program sequences and integrated units of work. Computer emphasis will be on Database, Spreadsheets (applied to Unit flowsheets), Simulation Adventure Games and Control Systems (with 'Control LegoLogo).

TEED7253
Human Society and Environment 2
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW3
Prerequisites: TEED7153, TEED7160

This subject aims to provide students with expectations associated with the teaching of Human Society and Environment at the primary level in relation to Aboriginal Studies and perspectives. It focuses on empowering students to understand and teach Aboriginal Studies effectively. Students are assisted to: recognise the importance of teaching Aboriginal Studies; gain knowledge on the history and initiatives of Aboriginal people; learn some appropriate teaching skills and strategies for teaching Aboriginal Studies; Aboriginal perspectives and Aboriginal Children in full consultation with local Aboriginal communities; and evaluate, devise and utilise appropriate Aboriginal Studies teaching resources.

Subject to approval, content may vary.

TEED7254
Personal Development - Health and Physical Education 2
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW3
Prerequisite: TEED7160

This subject aims to expand the concepts developed in Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Gymnastics, Fitness and Lifestyle, and Health Decisions. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

TEED7255
Creative and Practical Arts 2
Staff Contact: Ms Debbie Scott
CP7.5 S1 HPW3
Prerequisite: TEED7160

Choose one:

(i) Art and Design Education
The subject aims to assist students to further develop their individual skills in art and design education and assist in their understanding of suitable art and design education activities for children at the primary school level. Studio activities focus on colour and design. Curriculum planning focuses upon a thematic approach that includes art making, art criticism and art history. Teaching methods suitable to the development of practical and critical skills are covered through class activities and field trips to schools.

or

(ii) Music in the Classroom
This subject aims to give students further opportunities to refine their own personal music skills and develop successful music programs for K-6 pupils. The subject is designed to explore the nature and aims of music education and to develop an understanding of musical concepts through a variety of practical skills and musical instruments.

or

(iii) Foundation Principles of Drama Education
The practice of drama is related to current theories of learning. Conceptual frameworks, language development and dramatic forms are explored. Practical activities focus on small group dynamics, and the media of drama. Students develop skills in the development of narrative form, improvizational techniques; with social studies and literature being examined and interpreted through a variety of dramatic/performance modes of representation.

TEED7260
Practicum 2
Staff Contact: Ms Debbie Scott
CP15 S3 20 days min
Prerequisite: TEED7160

See Practicum 1

TEED7310
Philosophy of Education
CP7.5 S2 HPW2

Philosophy of Education involves critical examination of the processes of education. This subject allows students to focus on philosophical issues arising, in seminal instances, from in-school experiences (as a pupil and/or during practicum in previous sessions). At times schooling, as a social practice, gives rise to dilemmas for the practitioner which require consultation, discussion and reflection. This subject focuses on fundamental questions related to pedagogy, the curriculum and the social context of schooling. It is grounded in the pursuit of wisdom and enlightened practice based upon philosophical reflection, debate, and the reading of some of the relevant literature on the topic. Besides the use of writing, a signifying practice, in and out of class, students collaborate in the preparation of seminars. Some of the areas and themes include: ethics, epistemology, politics, aesthetics, religion, social harmony, and security.

TEED7330
Teaching 3 - Programming and Evaluation
Staff Contact: Mr Bill Buckley
CP7.5 S1 HPW2

This subject assists students to gain a practical knowledge of factors involved in curriculum programming and evaluation. They are required to apply various evaluation theories and measurement techniques relevant to the educational context. The subject is linked to the third year practicum. It requires students to plan, implement and evaluate units of work spanning a sequence of lessons for children in their practicum class within particular Key Learning Areas.

TEED7331
Teaching and Curriculum in English
Staff Contact: Mr Bill Buckley
CP7.5 SS HPW2
Prerequisite: TEED7250

This course provides an introduction to the theoretical basis and practical experiences for observational assessment of individual children's reading and writing development within

a K-6 context. Particular emphasis is placed on literacy assessment procedures that include the identification of problems in reading, writing and spelling and strategies to help children overcome these difficulties.

TEED7332
Curriculum and Teaching in Mathematics
Staff Contact: Mr Bill Buckley
CP7.5 SS HPW2
Prerequisite: TEED7251

This subject is designed for the student who has a special interest in the teaching and learning of Mathematics in the primary school. In particular, current research into exemplary classroom practice is investigated. Various strategies for the enhancement of the teaching of Mathematics in primary schools are considered in terms of the student, teacher and general school community.

TEED7333
Teaching and Curriculum in Science and Technology
Staff Contact: Mr Bill Buckley
CP7.5 SS HPW2
Prerequisite: TEED7252

This subject is designed for the student who has a special interest in the use of the computer as a teaching/learning resource. In particular, the role of the computer in developing problem-solving skills is investigated. Recent developments in educational software and their application to the teaching/learning process are studied.

TEED7334
Teaching and Curriculum in Human Society and Environment
Staff Contact: Mr Bill Buckley
CP7.5 SS HPW2

This optional subject aims to familiarise students with school-based approaches for curriculum and teaching in Human Society and Environment at the primary level. It focuses on expanding students' knowledge and understanding of the implementation of school-based curriculum. Students will identify recent initiatives in schools that meet the demands of new directions in this key learning area. Students will accept responsibility for teaching all or part of a unit within the school-based curriculum, undertake a self-evaluation of their teaching and analyse the components of school-devised curriculum.

TEED7335
Teaching and Curriculum in Personal Development, Health and Physical Education
Staff Contact: Mr Bill Buckley
CP7.5 SS HPW2

This subject aims to provide students with the opportunity to work with children who have poor coordination. The emphasis is placed upon a movement analysis of the children's movement patterns and the development of an individualised program aimed at providing the child with efficient basic skills. Skills include body awareness, transfer of weight and landing which are incorporated into walking, running, skipping, throwing, catching and striking.

TEED7336
Teaching and Curriculum in Creative and Practical Arts
Staff Contact: Mr Bill Buckley
CP7.5 SS HPW2

Choose one:

(i) Art and Design Education
This subject is intended to provide students with curriculum planning activities and practical studio experiences that will be of assistance to them in planning art and design education curriculum for specific age groups (K-6). Students are introduced to the scope and sequence of a variety of art and design programs that are especially designed to encourage creative responding and they are expected to plan a unit of work in art or design education for a specific student population.

or

(ii) Music
The subject provides students with an introduction to music teaching for the age K-6. It is a very practical subject designed to improve and build skills in music making as well as preparing students to teach music effectively in the classroom. The subject is designed to explore the nature and aims of music education and to develop understanding through a variety of practical activities.

or

(iii) Drama and Play
This subject introduces students to the fundamental processes of Drama Education through the acquisition of knowledge and skills in the development of drama, based upon applied methods, with group work a feature of the course approach.

TEED7350
English 3
Staff Contact: Mr Bill Buckley
CP7.5 S1 HPW3

The subject is designed to enable students to plan and evaluate for literacy within a 3-6 Primary classroom. It aims to provide a theoretical base and practice from which to consider children's developing literacy needs. Particular emphasis is placed on the various genres and purpose of text that children in the primary school are likely to encounter during reading and writing experiences. Emphasis is made on how teachers are able to provide demonstration of reading and writing processes so that information, organisation and associated conventions of particular genres are taught. Evaluation and monitoring of children's progress is stressed as the source of teacher planning for programs of literacy instruction.

TEED7351
Mathematics 3
Staff Contact: Mr Bill Buckley
CP7.5 S1 HPW3
Prerequisites: TEED7251, TEED7260

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics, is emphasised. In particular, this subject explores the curriculum strand Measurement, incorporating extensive use of the environment. The various techniques for evaluation, assessment and

programming are examined. The central nature of problem solving in Mathematics is reinforced. Current issues in Mathematics education are considered.

TEED7352
Science and Technology 3
Staff Contact: Mr Bill Buckley
CP7.5 S1 HPW3
Prerequisites: TEED7132, TEED7260

The subject aims to introduce students to scientific and technological aspects of natural and built environments which can be learned by K-6 pupils. Content centres about ecological considerations of the earth and its surroundings in space, the natural and the built environment. Natural resources, products and services and the means of production are considered from a standpoint of ecologically sustainable utilisation of resources. Pollution, waste disposal and controversial issues such as 'greenhouse effect' and ozone depletion are considered. Media resources with respect to some aspect of the natural/built environment are examined through the use of electronic control systems, information processing and electronic communication. The Interactive teaching approach is explored. Excursions are a source for some of the information. Computer simulations and computer mail are utilised.

TEED7353
Human Society and Environment 3
Staff Contact: Mr Bill Buckley
CP7.5 S2 HPW3
Prerequisites: TEED7253, TEED7260

This subject aims to familiarise students with expectations associated with teaching about our rapidly changing Australian and global society at the primary level. It focuses on developing students' skills in program planning, unit writing and evaluation in the area of Human Society and Environment. Students are taught the skills of curriculum planning and integration unit development incorporating Australian history, global education and environmental education.

Subject to approval. Content may vary.

TEED7354
Personal Development, Health and Physical Education 3
Staff Contact: Mr Bill Buckley
CP7.5 S2 HPW3
Prerequisite: TEED7260

This subject aims to review and consolidate the concepts developed by Personal Development, Health and Physical Education and through the study of the selected content strands of Dance, Interpersonal Relationships and Growth and Development. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

TEED7355
Creative and Practical Arts 3
Staff Contact: Mr Bill Buckley
CP7.5 S2 HPW3
Prerequisites: TEED7255, TEED7260

Choose one:

(i) Art and Design Education
This subject continues to extend students' abilities in art and design education. Whole school planning in art and

design education (K-6) are studied and practical experience are provided in three-dimensional studies. Teaching methods appropriate to the development of practical and critical skills in art and design education teaching are covered through classroom activities and field trips to schools.

or

(ii) Music Across the School
This subject aims to continue the curriculum development and practical music making activities from the previous two subjects in Music. The subject reviews suitable music activities for K-6 children and students plan a basic music program for K-6 that could be implemented in a school. Musical skills and teaching methods continue to be identified and practised so that students are more able to initiate an effective music program.

or

(iii) The Dramatic Curriculum
Students develop an understanding of how the aesthetic art experience can be integrated into classroom learning. Teaching skills of students are developed through a range of dramatic methodologies to include the application of specific forms such as Readers Theatre, Documentary narrative structures, Playbuilding and other forms. Programming, course development and evaluation procedures are basic elements in the Dramatic Curriculum.

TEED7360
Practicum 3
Staff Contact: Mr Bill Buckley
CP15 S3 20 days min
Prerequisite: TEED7260

See Practicum 1.

Bachelor of Education (Primary)

TEED8110
Recent Research in Primary Education
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This 'shelf' subject aims to familiarise students with recent research in a particular aspect of primary education and to subject the literature in an area to critical scrutiny, students trace the theoretical roots of the research and indicate ways in which the research has affected practice or might have the potential to change the way things are done in the classroom. Irrespective of the particular area of research in primary education dealt with through this subject there is consideration of the rationale for the research and of the design features of selected studies. The descriptive, normative and pragmatic dimensions of the research are subjected to analysis and critical scrutiny. Particular attention is given to the implications of the research for the development of strategies to improve the delivery of education.

TEED8111
Educational Psychology
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject focuses on recent developments in educational psychology as they inform decision making in education. Themes studied include learning, memory, classroom management, motivation and instruction within a framework of providing for individual differences in the setting of a primary school class.

TEED8112
Developmental Psychology 4
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject extends students' knowledge of human development, particularly middle childhood, in relation to school education. In building on the earlier study of this subject, attention is given to cognitive and affective development and the relationship of the two, to process change as it affects school learning in subjects such as English, Mathematics and Social Studies, and to influences on the individual which are mediated by societal and family change. Practical exercises extend research skills of observation and interpretation.

TEED8113
Contemporary Developments in Primary Education
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This 'shelf' subject aims to familiarise students with contemporary developments in a particular aspect of primary education, to trace the evolution of the development, to indicate some of the positive and negative aspects of the developments and examine problems and issues which have arisen, or might arise, as a result of the developments. Irrespective of the particular area of contemporary developments dealt with through this subject there is consideration of the political, economic, social or educational basis for the developments. The nature and scope of the developments are studied as are the implications for the education system and the teachers and children within it.

TEED8114
Sociology of Education
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject extends the student's understanding of the sociology of education with a focus on educational concerns of particular relevance to Australian society. It provides an in depth examination of such topics as sexism in the classroom, the effects of societal racism upon schools, students and teachers and the relationship between policies of the state and regimentation in the school. Students are expected to identify critical education issues, develop relevant research skills and write a professionally complete report. In addition, students are expected to demonstrate their subject competence through a class presentation.

TEED8117
Education Research Methods A
Staff Contact: Prof Michael Dunkin
CP15 S1 or S2 HPW2R

Survey techniques in education research, including paper-and-pencil instruments, structured interviews, and system-based observation; major types of research design in quantitative research in education. Statistical methods treated include parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of differences, and elementary analysis of variance. The use of at least one major statistical package, such as SPSS.

TEED8118
Education Research Methods B
Staff Contact: Prof Michael Dunkin
CP15 S1 or S2 HPW2

Action research, ethnographic research and case study methods. Topics treated in depth include: conceptual analysis; participant observation; interviewing; the use of written and non-written sources; grounded theory; triangulation; and strategies for collaborative research. The use of computers with qualitative data.

TEED8119
Thesis Design and Preparation
Staff Contact: Prof Michael Dunkin
CP15 S1 or S2 HPW2

This subject is intended to assist students to develop their thesis proposals and make significant progress in locating, reading and synthesising literature on their thesis topics. It is mainly an individualised subject in which students are guided by their supervisors.

TEED8120
Honours Thesis
Staff Contact: Prof Michael Dunkin
CP45

The student is required to submit a thesis embodying the results of an investigation on a topic relevant to Education and approved by the Head of School. Such work will be carried out under the direction of a supervisor appointed from full-time members of academic staff of the School of Teacher Education.

TEED8121
Thesis Seminar
Staff Contact: Prof Michael Dunkin

This is an informal, non-assessable subject intended to promote colleagiality among honours students engaged in their thesis research. The subject is also intended to assist students in maintaining breadth of knowledge of, and interest in, educational research. Students meet with supervisors and the Coordinator of the Honours program once a month.

TEED8122
Trends in Research on Children
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

Examines recent research on the development of children in relation to school education. Topics to be covered may

include the following: the development of children's knowledge; family and societal change and their effects on schooling; self regulation and learning; affective processes and school motivation and social cognition and schooling. Critical review of recent research and integration of knowledge within theoretical frameworks are required.

TEED8123
Trends in Research in Classrooms
Staff Contact: Prof Michael Dunkin
CP15 S1 or S2 HPW2

The study of recent important trends in research on teaching. Topics considered include: observational research in classrooms; student characteristics and classroom behaviour; classroom behaviour and student achievement; and teacher and student cognitions. Emphasis in teaching methods is placed on workshop activity with protocol materials such as lesson transcripts and the examination of research literature.

TEED8130
Models of Curriculum Development
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject examines curriculum design processes at the level of the classroom, the whole school and the cluster of school models and theories of curriculum development, planning and evaluation strategies and factors which facilitate and inhibit the curriculum's effectiveness are studied. Practical work requiring implementation and evaluation in educational settings is required.

TEED8131
Field Based Project
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject offers students the opportunity to extend knowledge and skills gained in earlier courses. Students undertake action research in planning, monitoring and evaluating a school or field based project. The project may be curriculum based or involve aspects of school organisation and administration, welfare and management topics, staff development and in-service or action research in the field of teaching/learning. Students select a topic in a field of education related to their interests and professional involvement. The subject provides an opportunity for students to integrate their project with their overall professional development. It also provides students with opportunities to use advanced skills in project planning, construction and analysis.

TEED8132
Current Approaches in English as a Second Language
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject deals with the teaching and learning of English as a second language across the six Key Learning Areas. The emphasis of the subject is to review and critique research on second language acquisition and learning, explore the potential of a functional approach to language to ESL teaching and learning, consider the range of differences in the spoken and written English language proficiency of the learner, and bring this knowledge together to make informed decisions about teaching

English as a second language. Participants investigate the social, psychological and cultural context of learning English as a second language in primary schools, examine assumptions about first and second language learning and literacy and apply principles of second language learning to classroom practice.

TEED8133
Current Approaches in Education for Gifted and Talented Children
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

The aim is to assist teachers to identify contexts which facilitate or impede the full development of high intellectual potential in children. The subject critically examines the theories of giftedness and talent which currently influence Australian schools and education systems. Current research on the cognitive and affective development of gifted and talented children is examined for its applicability to the development of programs and curricula for gifted students, both in the regular classroom and in special settings, such as, withdrawal programs, opportunity classes, interest clubs and mentor programs.

TEED8134
Current Approaches in Education for Students with Disabilities, Learning Difficulty or Behaviour Disorder
Staff Contact: Dr Loretta Giorcelli
CP15 S1 or S2 HPW2

This subject promotes understanding and develops critical appreciation of the main educational, cultural, legal, administrative and social issues relating to students with disabilities, learning difficulties or behaviour disorders as they affect parents, teachers, therapists and other professionals in educational settings. It develops insights into the nature and diversity of Special Eduction and the psychological, physical and sociological factors which affect teaching and learning in an ever changing technological environment.

Generic components include an examination of the range of factors which influence development, learning characteristics and performance, the identification and assessment of Special Education needs and the individualisation of educational programs. Specialised components include the education of children with high educational support needs, the education of students with emotional and behavioural difficulties, curriculum developments for students with learning difficulties and critical issues that relate to students with special needs in regular school settings.

All components are treated in the context of prevailing Special Education policies. State, national and international procedures, policies and practices will provide a comparative perspective.

TEED8150
English 4A
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject provides students with opportunities to review current research findings and publications on children's television decoding skills and viewing habits. As well, it deals with the processes of how the medium of television constructs realities. Included in this treatment are cultural

constructs realities. Included in this treatment are cultural practices and values, how audiences develop meanings and the agents and techniques which are employed.

TEED8151
English 4B
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This course seeks to provide a theoretical basis and practical experiences for developing observational assessments of individual children's reading and writing development within a K-6 Primary context. Particular emphasis is placed on literacy assessment procedures that include the functions of writing and spelling which have been shown to affect and be affected by children's ability to read. Assessment procedures will include those that monitor handwriting, writing, spelling, silent and oral reading. From these observations, planned programs of literacy instruction can be designed to suit learners needs in the next step of their development.

TEED8152
Mathematics 4A
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject is designed to take students beyond the detail of the K-6 Mathematics syllabus. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, methods, strategies and resources which enhance the teaching and learning of Mathematics and support the principles and philosophy of the K-6 syllabus are carefully considered. Diagnostic remediation and extension work in the classroom are also covered.

TEED8153
Mathematics 4B
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject focuses on research in Mathematics education and its application in the classroom. Particular attention is paid to relating, theoretical considerations of the literature to classroom practice.

TEED8154
Science and Technology 4A
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

The subject aims to introduce students to new developments in Science and Technology K-6 Syllabus. Students construct a substantial teaching unit and appropriate resources for Science and Technology K-6 teaching, formulate and communicate their teaching philosophy and teaching strategies and carry out a review of some aspect of their School's Science and Technology K-6 Policy or Program.

TEED8155
Science and Technology 4B
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject focuses on recent developments in computer education and their application in the classroom. In this subject, students critically investigate areas of the literature in computer education. Students are required to pursue areas of computer implementation at depth. Such areas might include Logo, Special education, courseware development and computers in educational administration.

TEED8156
Human Society and Environment 4A
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This optional subject aims to familiarise students with new directions in the key learning area of Human Society and Environment. It focuses on expanding students' knowledge of current research findings in Social Education so that they will be better able to implement current innovations in the classroom context. Students critically analyse the Social Education research literature, departmental documents, school-devised policy documents and newly developed curriculum resources. Students gain a greater knowledge and understanding of new teaching strategies and subject matter in the key learning area of Human Society and Environment. Current innovations are examined in the classroom context.

TEED8157
Human Society and Environment 4B
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject aims to familiarise students with expectations associated with teaching about contemporary issues. It focuses on expanding students' knowledge and understanding of current issues of interest in Australian and global society. Students study the causes and consequences of current concerns and critically evaluate proposed solutions to social problems.

Significant issues are explored utilising historical, current and future perspectives. Teaching principles and skills are applied to develop teaching resources.

TEED8158
Personal Development, Health and Physical Education 4A
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject aims to provide the student with an opportunity to examine the implementation process of planning, programming, teaching and evaluating in selected content strands of Personal Development, Health and Physical Education in the primary school. The focus of the subject involves specialisation in two or three content strands; Fitness and Lifestyle (Fitness Programming and Evaluation), Games and Sport ('Aussie Sports') Growth and Development.

TEED8159
Personal Development Health and Physical Education 4B
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject aims to involve students in the examination, evaluation and development of health promotion in the primary school. In this subject, students critically examine current policies and programs in NSW for the promotion of health in schools within the context of the Personal Development, Health and Physical Education Syllabus. Students identify specific health needs of children in a

design a program based on these needs and the availability of local resources.

TEED8160
Creative and Practical Arts 4: Music
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject has been designed for the practising classroom teacher. It promotes strategies and ideas for teaching music in their classroom. It is based on practical activities, and provides the opportunity to learn, or have further study of, classroom instruments. It assists with programming and designing successful music programs from K-6 and in integrating music with other curriculum areas. It examines the different approaches to Music Education with particular attention to the Orff and Kodaly approaches.

TEED8161
Creative and Practical Arts 4: Art
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

The subject introduces contemporary issues affecting visual arts education from both a national and international perspective. Issues such as discipline-based art education, art programs for the gifted and talented and art and technology are assessed within the context of developing school policies, the syllabus and educational initiatives in various school systems. A program of practical studies in art is designed to assist students to better understand the importance of sequenced art activities that specify activities in art making, art criticism and art history study.

TEED8162
Creative and Practical Arts 4: Design
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

The subject is intended to review the development of design education nationally and internationally and to clarify the scope and opportunities for the development of design education in the primary school. Design technologies ranging from simple technical processes to the more sophisticated high technology processes, including computer technology are studied and practical workshops in a selected range of technologies assist students to better understand the process of design. Students are required to study the significance of design to culture and there are opportunities to investigate case studies of design technology in different cultural groups that may be introduced into the syllabus.

TEED8163
Creative and Practical Arts 4: Drama
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

Students are involved in the creative development of a theatre performance project for schools, with levels appropriate to the K-6 child. The work is an original, group devised performance text relating to aspects of the Primary Curriculum. The K-6 Performance Unit is part of a developmental program which requires a high degree of commitment, with students required to demonstrate the skills of writer, director, performer, designer, production manager, with some technical expertise in sound an advantage. The course involves attendance at the work of current Theatre in Education companies in the K-6 field. Students are expected to participate in all aspects of the Performance Unit.

TEED8171
Contemporary Issues in Education and Social Responsibility
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

This subject examines the prevailing winds of change in educational policy and practice, and attempts to assist the responsibility of the teaching profession in responding to contemporary national and global challenges.

Particular attention is paid to aspects of the intellectual, legal, economic cultural and vocational contexts of contemporary schooling, and the role of teachers in shaping policies to meet the future needs of the nation and its children.

Subject to University approval this subject will fulfil requirements of students by the course with regards to General Education.

TEED8172
Professional Ethics for Teachers
Staff Contact: Ms Rosemary Caldwell
CP15 S1 or S2 HPW2

The responsibilities of teachers in relation to the expectations of pupils, parents, government and employers is examined against a background of ethical theory.

Particular attention is given to the notions of individual and collective professional responsibility, and the resolution of ethical conflict in schools, professional societies and the broader community. Students are required to devise and defend a code of professional ethics.

Subject to University approval this subject will fulfil requirements of students by the course with regards to General Education.

TEED9100
Teaching and Learning 1
Staff Contact: Ms Claire Wille (9385 9894)
CP16 S3 HPW2

This subject introduces students to the ways in which school aged children learn and the ways in which the behaviour of teachers can enhance children's learning. Students will have opportunities to work with individuals and small groups of children, to observe their learning patterns and to plan teaching and learning activities for them. The students will focus on teaching behaviours which have been shown through extensive research on teaching to contribute positively to student learning. Students will have an opportunity to review their own teaching using video replay techniques and to evaluate and replan their own lessons. This subject serves as a preparation for the students' first experience of practice teaching. Students will be involved in microteaching during the year. These sessions will involve students from local schools and will take place on the university campus.

TEED9101
Developmental Psychology 1: Childhoold in Context
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S1 HPW2

This subject will study childhood in the context of the life span with particular attention to early childhood and adolescence. Special focus will be given to early childhood language development, cognition and symbolic mastery. The inter-relationships of teacher adult development and child stages of change will be examined. The research skills of data gathering and interpretation will be developed by practical activities involving observation and interview. Implications for education will be considered throughout

TEED9102
Contemporary and Educational Philosophy
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S2 HPW2

Contemporary and Educational Philosophy involves critical examination of the processes of education. The subject allows students to focus on philosophical issues arising, in seminal instances, from in-school experiences (as pupils and/or as gained during field experience). At times, schooling as a social practice, gives rise to dilemmas for the practitioner which require consultation and negotiation. This subject focuses on fundamental questions related to pedagogy, the curriculum and the social context of schooling. It is grounded in the pursuit of wisdom and enlightened practice based upon philosophical reflection, debate, and the reading of some of the relevant literature on the topic. Beside writing up material, a significant practice in and out of the class, students will collaborate in the preparation of seminars. Some of the areas and themes include: ethics, epistemology, politics, aesthetics, religion, social harmony, and security. The dilemmas and demands associated with changing educational relationships, structures and perspectives are also considered.

TEED9110
English 1
Staff Contact: Ms Claire Wille (9385 9894)
CP16 S3 HPW2

This subject introduces students to the English K-6 Syllabus and the ways in which we use language to make meaning in different contexts. The subject will draw on children's mastery of spoken language as they learn to use written language. Emphasis will be on English both as a means of learning in all KLAs as well as an area of learning in its own right. The Knowledge, Understandings, Skills, Values and Attitudinal objectives will be highlighted in relation to the strands of Talking and Listening, Reading, and Writing and how these are used as a vehicle to explore how children develop their literacy and learning. An overview of the English K-6 syllabus, support documents, guide and relevant national publications will be provided.

Emphasis will be on the current theories of oral and written language processes and the development applicable to children. Ways of monitoring children's growth, achievements and development in language and literacy will be explored in relation to these current theories and the levels and outcomes provided by the English K-6 Syllabus. Ongoing assessment and monitoring of children's development in literacy and learning will be explored particularly in relation to children with learning difficulties in

literacy and the range of early and later intervention strategies teachers can choose to support these children.

TEED9120
Mathematics 1
Staff Contact: Ms Claire Wille (9385 9894)
CP16 S3 HPW2

This subject introduces the students to the K-6 mathematics curriculum. An overview of the syllabus, support documents and relevant national publications is provided. The strands of Number and Change and Data are used as the vehicle to explore how children learn mathematics. There is a major focus on the development of number sense using concrete aids, including the calculator, as learning tools. The role of language in learning mathematics and the relevance of mathematics in the real world are emphasized. Diagnosis and remediation will be explored particularly in relation to children with learning difficulties in mathematics. Strategies for supporting gifted and talented students will also be examined.

TEED9130
Personal Development. Health and Physical Education
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S1 HPW2

This subject will introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Games and Sports Skills, Fitness and Lifestyle, and Safe Living, which are outlined in the draft K-6 Syllabus. The emphasis will be placed upon developing the appropriate skills, knowledge and teaching strategies necessary to teach these selected content strands within the primary school. Motor development of the K-6 child and developing the skills of observing and analysing movement will be given particular attention.

TEED9140
Creative Arts 1 (Drama/Dance)
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S1 HPW2

This subject introduces students to the fundamental processes of Drama and Dance Education through group work and practical applications. Concepts of child development and experiential learning process will be explored within a K-6 developmental drama perspective. There will be an introduction to the drama and dance components of the proposed K-6 Creative Arts syllabus. This subject will concentrate more on Drama than Dance. The dance component has a practical base and focuses on students' own body and kinaesthetic awareness, leading to a basic understanding of Laban's concepts of movement analysis. In the process, students will also be made aware of the significance for children of performing, making and appreciating dance. The dance component accounts for approximately one third of this subject. There will be opportunity for drama and dance involvement in School visit days.

TEED9150
Human Society and Its Environment
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S2 HPW2

This subject aims to familiarise students with expectations associated with the teaching of "Human Society and Its Environment" at the primary level. Students will: explore the rationale underlying the

Human Society and Its Environment source documents; identify key content areas and perspectives; and be introduced to effective teaching and learning strategies. The importance of key concepts, process and methods will be studied in the context of sample content drawn from current societal challenges, local studies, historical studies and global studies.

TEED9160
Science and Technology 1
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S2 HPW2

The subject introduces the student to the K-6 Science and Technology syllabus so that students can plan and teach effective child-centered Science and Technology lessons in the first years of schooling with reference to the cognitive development of children at this stage. Science and technology lessons will be taught as part of the field experience program. Emphasis will be placed on the living world and the natural environment through development of the process skills, inquiry, investigating, designing and making. The subject will proceed with considerable integration with the other Key Learning Areas.

TEED9170
Competencies
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S1 HPW2

The subject is designed to ensure that all students display appropriate knowledge and skills in literacy, numeracy, computer literacy and First Aid. Students are required to demonstrate levels of attainment in these designated competency areas. In addition to mandatory requirements, students will have the opportunity to undertake optional modules success in which will be formally acknowledged.

TEED9171
Educational Multimedia
Staff Contact: Ms Claire Wille (9385 9894)
CP8 S2 HPW2
Prerequisite: TEED9170 Competencies

Recent developments in hardware and software associated with educational applications in the classroom are addressed. The subject includes presentation software, use of educational software,

database applications, Telecommunications including Internet, scanning, the use of over head projectors, photocopiers and related educational technology. The subject builds on the computer competencies covered in the Competencies subject.

TEED9190
Practice Teaching: First Year
Staff Contact: Ms Claire Wille (9385 9894)
CP16 S2 HPWn/a

The focus of practice teaching in first year will be on introducing student teachers to children as they develop and learn in a school context, to the subjects the children will be learning, and to the role of the school and of the teacher in the education of children. The practice teaching period at the end of the first year will provide an opportunity to consolidate previous experiences over a three week period in one school. Student teachers will be assigned to the school rather than to particular classes. Half the students' time will be spent working in a particular class and the other half of their time will be spent observing and helping in other classes and with activities throughout the school. Student teachers will work with individuals, small groups and the whole class. They will be expected to teach one lesson per week in each Key Learning Area.

TEED9200
Teaching and Learning 2: School Discipline and Classroom Management
Staff Contact: Ms Debbie Scott (93859927)
CP8 S2 HPW2
Prerequisite: TEED9100 Teaching and Learning 1

This subject aims to provide opportunities for students to further develop their teaching competence with a specific focus on classroom relations and management strategies. A systems analysis will be undertaken so that the student understands the context within which they have to maintain a positive and productive classroom. Positive discipline practices will be explored as a function of teacher leadership that fosters maximum self control in students. Disruptive behaviour will be studied as a phenomenon occurring in the group as well as associated with the individual. Some essential protocols of effective conflict resolution will be included.

TEED9203
English as a Second Language
Staff Contact: Ms Debbie Scott (9385 9927)
CP8 S1 HPW2
Prerequisite: TEED9110 English 1

This subject is designed to give practical and theoretical underpinnings for the second year practicum. As such it introduces students to current theory, research and practice in second language acquisition as it applies to children learning English as a second language in primary schools. The particular language, learning and cultural needs of bilingual learners will be examined within a wider exploration of classroom contexts for language use. A range of appropriate activities will be developed and teaching strategies linked to children's' language use across the curriculum in mainstream settings. Computer aided language learning will also be incorporated into the subject.

TEED9210
English 2
Staff Contact: Ms Debbie Scott (9385 9927)
CP16 S3 HPW2
Prerequisite: TEED9110 English 1

This subject develops the students' understanding of the K-6 English curriculum and how it contributes to learning in

all Key Learning Areas. Teaching strategies that support learning across the curriculum whilst developing and using oral and written language will be explored. Assessment of children's literacy development using a wide range of alternatives will be explored and methods for recording and reporting children's development will be examined. A variety of programming approaches to English and some ways this may be integrated into other Key Learning Areas will be investigated. Computer technology will be examined as one of the tools for developing proficiency with oral and written language. Environmental, gender, and multicultural perspectives will be explored, especially in relation to children's literature.

TEED9220
Mathematics 2
Staff Contact: Ms Debbie Scott (9385 9927)
CP16 S3 HPW2
Prerequisite: TEED9120 Mathematics 1

This subject develops the students' understanding of the K-6 mathematics syllabus. The content strands of Space and Measurement are used to explore the development of mathematical processes. Computer technology will be examined as one of the tools for developing spatial awareness, investigative learning and problem solving. The development of these processes will be supported by using teaching strategies such as cooperative learning. Assessment of student understanding using a wide range of alternatives will be explored and methods for recording and reporting student progress will be examined. A variety of programming approaches to mathematics will be investigated and the incorporation of environmental and gender perspectives will be considered.

TEED9230
Personal Development: Health and Physical Education 2
Staff Contact: Ms Debbie Scott (9385 9927)
CP16 S3 HPW2

This subject aims to expand the concepts developed in Personal Development, Health and Physical Education 1 through the study of the selected and interrelated syllabus content strands of Gymnastics,

Dance, Fitness and Lifestyle, Health Decisions, Growth and Development and Interpersonal Relationships. There will be an emphasis upon the theoretical basis and practical experiences necessary for the planning, teaching and evaluating this Key Learning Area in the primary school. Practical experience in teaching these content strands will be an important component of this subject and will be extended with K-6 children within the Field Experiences associated with PD, H, & PE 2. The integrated computer technology component will consist of exploring specialist PD Health and PE software related to the content studied in this subject.

TEED9242
Creative Arts 2 (Music)
Staff Contact: Ms Debbie Scott (9385 9927)
CP8 S1 HPW2

This introduces students to the teaching of music in the primary school. The subject is practically-based in making music, using a range of simple music making instruments and is intended to build skills and assist students to become more confident in teaching music to primary aged children.

The music component of the proposed Creative Arts syllabus will be introduced and students will explore the nature and aims of music education and ways to achieve those aims in practice. There will also be an emphasis in this subject on skills related to the teaching and learning strand and the use of technology and media in the teaching of aspects of music.

TEED9243
Creative Arts 3 (Art and Design)
Staff Contact: Ms Debbie Scott (9385 9927)
CP8 S2 HPW2

This subject is intended to provide students with curriculum planning activities and practical studio experiences that will be of assistance to them in planning art and design education curriculum for specific age groups (K-6). Students are introduced to the scope and sequence of a variety of art and design programs that are especially designed to encourage creative responding and they are expected to plan a unit of work in art or design education for a specific population. There will also be an emphasis in this subject on skills related to the teaching and learning strand and the use of technology and media in the teaching of aspects of art and design. Use of computer technology, particularly with regard to computer generated artwork will be an important component of this subject.

TEED9250
Human Society and its Environment 2
Staff Contact: Ms Debbie Scott (9385 9927)
CP16 S3 HPW2
Prerequisite: TEED9150 Human Society and Its Environment 1

This subject is designed to introduce students to the study of Citizenship Education in both historical and contemporary contexts. The subject further develops professional skills and competencies in curriculum planning, integrated unit writing and evaluation. Key concepts, processes and methods will be studied in the context of sample content drawn from priority Social Studies areas and will include Parliamentary Education and Multicultural Education. Present, past and future perspectives will be explored in relation to each sample content area. The subject will culminate in an overview of one aspect of a national priority Social Studies area – empowering students to understand and teach Aboriginal Studies effectively. Students are assisted to: recognise the importance of teaching Aboriginal Studies; gain knowledge on the teaching of Aboriginal Studies, Aboriginal perspectives and Aboriginal children in full consultation with local Aboriginal communities; and evaluate, devise and utilise appropriate Aboriginal Studies teaching resources. Appropriate use of computer technology will be explored in the integrated computer component, particularly the effective use of databases in record keeping and the investigation and evaluation of specialist Human Society software packages.

TEED9260
Science and Technology 2
Staff Contact: Ms Debbie Scott (9385 9927)
CP16 S3 HPW2
Prerequisite: TEED9160

In this subject students will develop sequences of Science and Technology lessons into overall unit plans. This work

will be integrated with other Key Learning Areas and lessons will be taught as part of the field experience program. The content will cover the physical and technological world as well as interactions with the environment. Natural resources, products and services and the means of production are considered from a standpoint of ecologically sustainable utilisation of resources. Pollution, waste disposal and controversial issues such as the Greenhouse Effect and ozone depletion are considered. The role of technology in environmental monitoring and control of devices is explored.

TEED9280**
Research on Children and Classrooms
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

Research and theory on the development and learning of children and research in classrooms will be studied. Topics will be determined by emerging emphases in research and theory and may include aspects of the following: paradigms for research; observation as a research method; childhood cognition (e.g., intelligence, social awareness); teacher characteristics and classroom processes (e.g., teacher expectancy effects); pupil characteristics and classroom processes (e.g., gender differences in classrooms); school and classroom contexts and classroom processes (e.g., socioeconomic status and classroom processes); constructivism (e.g., in literacy and numeracy); a transactional theory of teaching; teacher expertise; motivation; character development.

TEED9290
Practice Teaching – Second Year
Staff Contact: Ms Debbie Scott (9385 9927)
CP16 S3 HPWn/a
Prerequisite: TEED9190 Practice Teaching – First Year

The focus of practice teaching in second year will be on teaching the Key Learning Areas, with emphasis on language and technology across the curriculum. There will be two weeks of practice teaching in session one and three weeks in session two. Both will take place in the same school and with the same class. This is designed to give the student teacher the opportunity to see aspects of the development of students and of classroom practices throughout a year. The practice teaching will be closely related to the full year Key Learning Area subjects taught in second year and will build on the understandings and skills acquired in the first year.

TEED9300
Developmental Psychology 2: Students with Special Needs
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisite: TEED9101 Develomental Pyschology 1: Childhood in Context

This subject develops insights into the nature and diversity of Special Education and the psychological, physical and sociological factors which affect teaching and learning in an ever changing technological environment. Generic components include knowing the child and the range of factors which influence development, learning characteristics and performance, identifying and assessing special educational needs and meeting individual needs. Specialised components may include the education of children with severe, profound and multiple disabilities, the education of pupils with emotional and behavioural difficulties and curriculum development for pupils with moderate learning difficulties and pupils with special needs in the regular school. All components are treated in the context of the prevailing educational policies and the available specialized personnel, resources and service units within the NSW Department of School Education. State, national and international procedures, policies and practices will provide a comparative perspective.

TEED9301
Developmental Psychology: Children 5 to 12 Years
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S2 HPW2
Prerequisite: TEED9101 Developmental Pyschology 1: Childhood in Context

The development and learning of children aged five to twelve years will be studied in detail. Attention will be given to physical, cognitive, social and moral development. An historical perspective on child development will be provided. Developmental implications of poverty, child abuse and of changes in the structure and function of families, will be considered. Emphasis will be given to the use of child study techniques and to the relationship of development to primary school education.

TEED9305
Policy and Practice
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3

This subject provides an introduction to trends in current major educational policies and practices. The legal rights and responsibilities of teachers, students, the community, and the Department will also be considered. Issues such as: student welfare, duty of care, racism, homophobia, and child protection will be dealt with in the context of the school environment, along with perspectives such as gender equity, environmental education, and multiculturalism. It is envisaged that many of the classes in this subject will be conducted by guest lecturers with expertise in the various content areas.

TEED9306
Sociology of Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S2 HPW2

This subject analyses the social and cultural aspects of education. Students critically analyse the institution of education with emphasis on the effects of gender, ethnicity and social class upon schooling, credentialism and retention rates. Several theoretical orientations are used and evaluation of relevant social issues allows students to compare ideological interpretations of education. This subject is assessed on written and oral work that illustrate the theory and practice of education. Students will be asked to observe a playground during a lunchtime in order to identify how gender, ethnicity and social class affect social groupings and random play. They will analyse the location of the school and its socioeconomic status as well as the social patterns that are evident as children seek out peers with whom to play and alienate marginalised individuals. This information will be analysed in a major assignment as well as in classroom tutorials.

TEED9307
Australian Studies
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S2 HPW2

This subject provides students with a basic understanding of the society within which they live and work. It will focus on some of the major issues and trends in present day Australian society and explore their historical antecedents. Four case studies of key periods in Australian history will be covered in depth. In these case studies attention will be paid to the social, cultural, political, and economic, features of the period. The subject will be taught by a team of lecturers and will draw from several areas including art, music, dance, and sport.

TEED9315
Thematic Approach to Teaching
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisites: TEED9210 English 2, TEED9220 Mathematics 2, TEED9250 Human Society and Its Environment 2, TEED9260 Science and Technology 2, TEED9230 Personal Development, Health and Physical Education 2, TEED9140 Creative Arts 1 (Drama/Dance), TEED9242 Creative Arts 2 (Music), TEED9133 Creative Arts 3 (Art and Design)

This subject will explore the underpinning principles and practical aspects involved in taking a thematic approach to teaching in the K-6 classroom. It is designed to help students draw together the elements of each Key Learning Area which relate to any given theme with the view to planning a unit of work around this theme. Much of the subject will be presented via thematic units each of which will focus on a different age group and thematic base. These thematic stimuli might include children's literature, social issues, or have a particular Key Learning Area focus and will include the use of computer and other technology where possible. Issues such as "natural" rather than "forced" integration and supplementing non related areas throughout the theme will be highlighted as crucial factors contributing to an effective thematic approach..

TEED9380**
Educational Research Methods A
Staff Contact: Associate Professor Alan Watson (9385 9949)
CP 9 S1,S2 HPW3

Survey techniques in education research, including paper-and-pencil instruments, structured interviews, and system-based observation; major types of research design in quantitative research in education. Statistical methods treated include parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of differences, and elementary analysis of variance. The use of at least one major statistical package, such as SPSS.

TEED9381**
Educational Research Methods B
Staff Contact: Associate Professor Alan Watson (9385 9949)
CP 9 S1,S2 HPW2

Action research, ethnographic research and case study methods. Topics treated in depth include: conceptual analysis; participant observation; interviewing; the use of written and non-written sources; grounded theory; triangulation; and strategies for collaborative research. The use of computers with qualitative data.

TEED9382**
Thesis Design and Preparation
Staff Contact: Associate Professor Alan Watson (385 9949)
CP 9 S2 HPWn/a

This subject is intended to assist students to develop their thesis proposals and to make significant progress in locating, reading and synthesising literature on their thesis topics. It is mainly an individualised subject in which students receive guidance with respect to their forthcoming thesis. Issues covered include selection of a topic, literature search, academic writing, documentation, evaluation, publication.

TEED9390
Practice Teaching: Third Year
Staff Contact: Ms Judy Anderson (9385 9889)
CP18 S1 HPWn/a
Prerequisite: TEED9290 Practice Teaching – Second Year

The focus of practice teaching in third year will be on the special contexts within which children learn as well as to the special needs of some children in schools. To achieve this students will undertake a four week block of practice teaching at the end of their first semester. The subjects studied prior to this will provide the students with the background to work in a range of different settings where they will teach and observe the patterns of operation of schools within their communities.

TEED9400
Teaching and Learning 3: Programming and Evaluation
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP9 S1 HPW2
Prerequisite: TEED9200 Teaching and Learning 2: School Discipline and Classroom Management

This subject assists students to gain a practical knowledge of factors involved in curriculum development, programming, evaluation and reporting. Models and theories of curriculum development, planning and evaluation strategies and factors which facilitate and inhibit the curriculum's effectiveness will be studied. Students are required to apply various evaluation theories and measurement techniques relevant to the educational context. The subject is linked to the fourth year extended practicum. It requires students to plan, implement and evaluate units of work spanning a sequence of lessons for children in their extended practicum class within particular Key Learning Areas or educational settings.

TEED9408
Professional Ethics
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP9 S1 HPW2

The responsibilities of teachers in relation to the expectations of pupils, parents, government and employers are examined against a background of ethical theory. The dilemmas and demands associated with changing educational relationships, structures and perspectives are considered.

Particular attention is given to the notions of individual and collective professional responsibility, and the resolution of ethical conflict in schools, professional societies, educational unions and the broader community. Students are required to devise and defend a code of professional ethics.

TEED9480**
Thesis Seminar
Staff Contact: Associate Professor Alan Watson (9385 9949)
CP 10 S3 HPW1
Prerequisite: TEED9382 Thesis Design and Preparation
Corequisite: TEED9481 Honours Thesis

This is a subject intended to promote collegiality among students engaged in their thesis research, to provide them with an opportunity to have their research, as it develops, assessed by their peers and their supervisers and to assist students to maintain breadth of knowledge of and, interest in, educational research in general. Students meet with each other and their supervisers on a regular basis.

TEED9481**
Honours Thesis
Staff Contact: Associate Professor Alan Watson (9385 9949)
CP40 S3 HPWn/a
Prerequisite: TEED9382 Thesis Design and Preparation
Corequisite: TEED9480 Thesis Seminar

The student is required to submit a thesis embodying the results of an investigation

on a topic relevant to education and approved by the Head of School. Such work will be carried out under the direction of a superviser appointed from full-time members of academic staff.

TEED9490
Extended Practice Teaching: Fourth Year
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP60 S2 HPWn/a
Prerequisite: TEED9390 Practice Teaching – Third year
Co-requisites: TEED9495 Practicum Seminar, TEED Extended Practicum Review

The first semester will orient students to their role as professionals who face a career long task of learning to be a teacher. They will prepare for a full term of teaching which will be undertaken during the third school term of the year. After this students will be involved in a period of professional discussion and reflection. The extended practice teaching assumes that the student teacher is conditionally certificated and will require only minimal supervision. The teacher will be able to leave the class with the student teacher to: plan in the school; to visit other schools; or to visit the university for professional development activities. It is understood that if the teacher is absent for any other reason, e.g. illness or district meetings, a casual must be employed even though the student may be teaching for most of the time. Students in the extended practice teaching will be teaching for only half the time they are in the school. For the remaining time they will be engaged in activities such as working with the RFF teacher, the ESL teacher, the teacher librarian, and the STLD where appropriate. They may also be involved in action research projects which have been negotiated with the school and the university.

TEED9495
Practicum Seminar
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP N/A S2 HPWn/a
Co-requisite: TEED9490 Extended Practice Teaching – Fourth Year

The aim of the Practicum Seminar is to provide support for the student during the extended practice teaching period. Students will reflect on the day-to-day experiences which affect themselves and their pupils. This reflection and discussion will develop greater understanding of: K-6 children; effective teaching skills and strategies; planning and organising for teaching; evaluation and assessment; the school curriculum and the NSW Department of School Education. Students will present personal case studies and discuss assigned topics. School and "System" personnel will be invited to participate so that the students receive a broader understanding of issues which goes beyond mere personal experience. The seminar will provide a valuable support network for all students. The subject is non-assessable.

TEED9496
Extended Practicum Review
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP N/A S2 HPWn/a
Co-requisite: TEED9490 Extended Practice Teaching – Fourth Year

Upon the conclusion of the extended teaching practice experience, students will be debriefed and given an opportunity to share their experiences. Students will be able to identify those characteristics of extended teaching periods such as greater class responsibility and greater class contact hours per day not apparent in their shorter less demanding block teaching practica. Opportunities will be provided for students to reflect on their own professional development and to devise long term strategies for successful participation in the teaching profession. The subject is non-assessable.

TEED9591
Practicum: English as a Second Language
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisite: TEED9203 English as a Second Language

This subject will examine the needs of particular groups of students from language backgrounds other than English and relate these to the various ways in which schools support their ESL learners' development. Students will plan, implement and evaluate their own unit of work for a specific primary school child. A strong focus will be on the literacy development of children and the ways in which teachers plan and program to meet needs. The role of the ESL teacher will be explored and curriculum and policy documents that relate to multicultural education and the teaching of English as a second language will be examined.

TEED9592
Practicum: Independent Schools
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3

This subject aims to introduce students to a large variety of alternative independent schools which exist apart from the NSW state school system. The course will have both a theoretical and practical component. The practical

component will include school visits to a wide variety of independent, denominational, non-denominational, religious and progressive schools. The theoretical aspects will explore in depth the historical, philosophical and sociological perspectives of these independent school systems

TEED9593
Practicum: The Child In A Rural Area
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3

The aim of this subject is to prepare students for some of the common and distinguishing features of teaching in rural schools and isolated settings. The characteristics of rural schools and their communities are considered along with strategies for identifying and meeting the needs of children in such settings. Special attention is paid to case studies of schools and the government policies associated with the betterment of education in both contexts. The subject prepares students for practicum in these "difficult to staff" regions. The practicum will be undertaken in a small isolated school, a school in a country town, a distance education centre, and on an isolated property attached to a distance education centre.

TEED9594
Practicum: The Child In Disadvantaged Schools
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3

This subject introduces students to educational responses to socio-economic disadvantage in schools. Throughout the subject students examine the cycle of poverty and educational disadvantage and the effects of socio-economic disadvantage on learning outcomes. In particular, students examine responses which aim to break the poverty – disadvantage cycle. Specific approaches developed through the Disadvantaged Schools Component will be analysed. Case studies will be used to help students identify and analyse schools' responses to poverty, multiculturalism, remoteness and social disadvantage. By interacting with case studies, students will develop knowledge and skills which will equip them to provide effective educational experiences for students in contexts where aspects of disadvantage diminish children's life chances.

TEED9640
Creative Arts 4 (Drama)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisite: TEED9140 Creative Arts 1 (Drama/Dance)

This subject furthers students' understanding of the fundamental processes of Drama Education through the acquisition of knowledge and skills in the development of Drama, based upon applied methods, with group work a feature of the approach adopted.

TEED9641
Creative Arts 4 (Dance)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisite: TEED9140 Creative Arts 1 (Drama/Dance)

This subject provides students with an introduction to teaching dance in K-6 schools. It has a practical base and involves students in performing, making and appreciating

dance, as well as looking at strategies for implementing each of these aspects of dance within the proposed K-6 curriculum. Students build on their own practical movement skills, while exploring the concepts of Laban analysis touched on in Creative Arts 1 (Drama/Dance), through the making and appreciating of short dance pieces.

TEED9642
Creative Arts 4 (Music)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisite: TEED9242 Creative Arts 2 (Music)

This subject provides students with an introduction to music teaching for K-6 cchildren. It is a very practical subject designed to improve and build skills in music making as well as to prepare students to teach music effectively in the classroom. The subject content will include music making of all different types but just as importantly strategies for encouraging children to make and appreciate all forms of music. There will be opportunity to involve students in direct work in music with children during school visit days.

TEED9643
Creative Arts 4 (Art/Design)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1 HPW3
Prerequisite: TEED9243 Creative Arts 3 (Art/Design)

This subject introduces the students to visual arts education through the development of knowledge and skills in art making, criticism and art history. Practical studio activities focus upon two dimensional studies in drawing and design and students develop their language in the study of visual art forms. Practical activities in art making, criticism and history study are linked to the proposed K-6 Creative Arts Syllabus.

TEED9700
Curriculum and Teaching for the Student with Disabilities, Learning Difficulties or Behaviour Problems
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9101 Developmental psychology 2: Students with Special Needs

This subject will assist students in acquiring appropriate and specific teaching and curriculum skills which can be applied regardless of a student's learning difficulties. Instructions on the use of appropriate assessment procedures and the development of individualised educational and/or management programs will give emphasis to the complex and inter-related nature of students with learning problems. Students will develop an ecological perspective of professional roles and responsibilities which teachers must assume in order to best serve students with special needs in the regular classroom. The subject will focus on the modification of instructional modalities and conditions, effective strategies for instruction, and strategies for the management of student behaviour. Students will have the opportunity to work with a child or children with special needs in a school setting and will be expected to assess the learning problem, develop an appropriate individual program and provide ongoing implementation and evaluation of a teaching program.

TEED9701
Education and Society
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S2 HPW2

This subject examines sociological and ethical issues in current educational institutions with reference to unequal servicing of students. Students will study in depth selected focus issues that link theory with practice. Selected topics include pressure groups in schools, educational inequalities, human capital theory, homosexuality and school culture, and funding of education. Some topics will be negotiated with the class in order to cater to the interests of the group. Critical review of recent research within a theoretical framework will be integrated with strategies for implementing social changes, as appropriate, within a classroom.

TEED9702
Using Computers in the Teaching of Special Needs Students
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This elective covers the different facets of the use of computers in teaching students with special needs. In this role the computer technology, both hardware and software, can be applied effectively on an individual and group basis to productively support such students in an integrated setting.

TEED9703
Development and Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject extends students' knowledge of human development, particularly middle childhood, in relation to school education. In building on the earlier study of this subject, attention is given to

cognitive and affective development and the relationship of the two, to process change as it affects school learning in subjects such as English, Mathematics and Human Society and Environment, and to influences on the individual which are mediated by societal and family change. Practical exercises extend research skills of observation and interpretation.

TEED9704
Current Issues in Multicultural Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject examines current approaches to teaching and learning from the perspective of the ESL learner in the mainstream classroom. Students will explore a problematic area that has evolved out of classroom observation and reflection on practice teaching. Understandings of this will then be developed through examination of related research, sharing of personal experience and knowledge related to course reading and participants' topics of interest. Participants will be required to assume a critical perspective in order to evaluate the effectiveness of current pedagogy in meeting the needs of students from language backgrounds other than English.

TEED9705
The Student With Disabilities, Learning Difficulties and Behaviour ProbleMs
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9300 Developmental Psychology 2: Students with Special Needs

This course extends students' knowledge of psychology and pedagogy of students with special teaching and learning needs in the regular classroom. An exploration of the nature of the problems inhibiting learning and academic progress provides a theoretical and practical framework for the selection of teaching strategies for the students. Issues covered include: understanding individual differences, the scope of exceptionality, current integration/inclusion practices, current perspectives to the education of students with disabilities, learning difficulties and behaviour disorders. The impact of the child with disability on the family, the role of the interdisciplinary team and special education technology are also covered. Practical components may be implemented in a school setting.

TEED9706
Communication and the Media
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

This subject will deal in detail with information and communications focusing on the people and organizations who produce, use, consume or are affected by information and communications technology. The subject will be developed from an historical perspective to show how communication technology has influenced all our lives from the development of telegraph and radio to the Internet. School communications projects will be considered.

TEED9707
Current Approaches in Gifted and Talented Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject will assist students to identify Gifted and Talented children and to differentiate the curriculum in order to respond more appropriately to their academic and social needs. The subject introduces students to the concepts of "giftedness" and "talent", and the subjective and objective procedures by which children of high intellectual potential can be recognised in the primary classroom. Students examine and practise ways of enriching and differentiating the curriculum to cater for gifted children in the mainstream classroom and in special programs The effects of special groupings on the social and emotional development of gifted children are carefully examined.

TEED9708
Current Approaches in Aboriginal Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject will develop students' skills and knowledge in planning, teaching and evaluating a relevant curriculum for Aboriginal children. Students will consider the Aboriginal Education Policy and develop strategies for effective implementation of this policy. The subject traces the major approaches to educational provision for Aboriginal and Torres Strait Islander people through study of the period of

initial contact, missionary activity in education, protective segregation, assimilation and multiculturalism. Examination of contemporary approaches to education of Aboriginal people includes study of Aboriginal and Islander initiatives and innovations.

TEED9709
Early Childhood Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject will consider the importance and nature of appropriate early childhood experiences, environments and curricula for the young child's academic, social and attitudinal development. Practical implications of innovations such as the Early Learning Profiles will be examined.

TEED9710
"Getting it Right"
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject will predominantly emphasise outstanding and exemplary teaching practices for English K-6 strands and across learning in all Key Learning Areas. Its activities range from students experiencing outstanding classrooms and analysing to understanding how and what teachers need to do in order to put such exemplary practices in action. Throughout this subject, students will be visiting several outstanding classrooms, experiencing a range of these classrooms in operation and analysing the management, organisational and programming decisions these teachers have made and implemented. Students will be involved in creating content that builds from these visits, extending and supplementing, for their own future classrooms, their teaching and organisational resources and ideas, including their strategies for monitoring, assessing and programming.

TEED9711
Helping Students in need of Literacy Support K-6
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

This subject aims to provide students with further ways of monitoring, assessing and analysing children's literacy needs so that teachers' decisions about programming can be relevant and highly supportive of children's specific learning needs. Areas for literacy support will include the English K-6 strands of Talking and Listening, Reading, Writing, spelling, grammar, physical and psychological blocks to literacy learning, alternative classroom management strategies that support children's literacy learning and teaching strategies that assist all, or specific, children's needs. Emphasis will be placed on consistent support and management of children's literacy needs within the context of a whole classroom. Programming, grouping and devising strategies that enhance these learners' self esteem will be explored.

TEED9720
Catering for Individual Differences in Primary Mathematics
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisites: TEED9120 Mathematics 1, TEED9220 Mathematics 2

Strategies for catering for a diverse range of individual differences within a primary mathematics classroom will be explored and implemented in this subject. Featuring an extensive practical component, students will develop and trial a program based on the special needs of an individual child. This individual program might focus on a gifted and talented child or a student with learning difficulties. A range of appropriate diagnosis and remediation strategies (in the planning phase) and assessment strategies (in the implementation phase) will be discussed in an effort maximise the effectiveness of individualised instruction.

TEED9721
Problem Solving and Investigations in Primary Mathematics
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisites: TEED9120 Mathematics 1, TEED9220 Mathematics 2

This subject will examine the implications of teaching "for", "about" and "through" problem solving. Problem solving strategies as well as metacognitive strategies will be discussed in detail. Teaching strategies which will enhance the development of problem solving competence in primary students will be explored and the use of problems to stimulate mathematical thinking will be investigated. Emphasis will be placed on the vital role which the teacher plays in this process. Appropriate assessment strategies will be employed to analyse student work samples.

TEED9730
Personal Development, Health and Physical Education
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisites: TEED9130 Personal Development, Health & Physical Education 1, TEED9230 Personal Development, Health & Physical Education 2

This subject aims to provide students with the opportunity to work with children who have poor coordination. The emphasis is placed upon a movement analysis of the children's movement patterns and the development of an individualised program aimed at providing the child with efficient basic skills. Skills include body awareness, transfer of weight and landing, which are incorporated into walking, running, skipping, throwing, catching and striking.

TEED9740
Creative Arts in the Curriculum (Drama)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9140 Creative Arts 1 (Drama/Dance)

This subject aims to further develop students' understanding of how the aesthetic art experience can be integrated into classroom learning. Teaching skills of students are developed through a range of dramatic methodologies that will include the application of specific forms such as Readers theatre, documentary narrative

structures, Playbuilding and other forms. Programming, course development and evaluation procedures are basic elements in the Drama Curriculum.

TEED9741
Creative Arts in the Curriculum (Dance)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9140 Creative Arts 1 (Drama/Dance)

This subject is intended to continue the curriculum development and practical dance making activities from the previous subjects in dance. It focuses on researching and devising dance activities suitable for K-6 children, and on developing a basic creative movement/dance program for the K-6 syllabus that could be implemented in schools. Students are encouraged to continue building on their personal skills in movement/dance in each of the areas of performing, creating and appreciating.

TEED9742
Creative Arts in the Curriculum (Music)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9242 Creative Arts 2 (Music)

This subject aims to continue the curriculum development and practical music making activities from the previous subjects in music. The subject reviews suitable music activities for K-6 children and students plan a basic music program for K-6 that could be implemented in a school. The students' personal musical skills and teaching methods continue to be identified and practised so that students are more able to initiate an effective music program. The specific methodologies of Orff Kodaly, Dalcroze and Comprehensive Musicianship are discussed and experienced in a practical way.

TEED9743
Creative Arts in the Curriculum (Art/Design)
Staff Contact: MsJudy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9133 Creative Arts 3 (Art/Design)

This subject continues to extend students' abilities in art and design education. Whole school planning in art and design education (K-6) are provided in three dimensional studies. Teaching methods appropriate to the development of practical and critical skills in art and design education teaching are covered through classroom activities and field trips to schools.

TEED9750
Human Society and Its Environment: Global Issues
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9250 Human Society and Its Environment 2

This subject aims to expand student teachers' understanding of Global issues that affect our quality of life today and into the 21st century. It will examine these issues asthey have arisen in the past and present and will consider future options for personal action. These issues will also be examined in terms of their place in the school curriculum (K-6). Students will have opportunites to work in innovative schools where these issues are being explored.

TEED9751
Human Society and Its Environment: Asian Studies
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,2 HPW2
Prerequisite: TEED9250 Human Society and Its Environment 2

This subject aims to expand student teachers' understanding of Asian culture. An in depth study of one Asian culture will be undertaken. Methods of teaching children from kindergarten to year 6 about other cultures will be examined through involvement with schools who are working in this area.

This subject will deal with global issues during the last 1 000 years and will introduce students to ways of teaching these to their students. This subject will deal with Asian studies, introducing student teachers to life in different Asian cultures and to ways of introducing these cultures to students K-6.

TEED9752
German Language K-6
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2

The aim of this subject is to teach German to students who have little or no prior knowledge of the language. Through exposure to communicative, interactive teaching methods, students will be

brought to an acceptable level of competence in the four macro-skills (listening, speaking, reading and writing) over a range of topics suitable for teaching in primary schools. Television programs and cassette recordings of native speakers will be essential teaching aids in this subject.

TEED9753
Second Language Teaching (LOTE) K-6
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9752 German Language K-6 (or equivalent)

This subject addresses current theories of second language acquisition (SLA), examines research underpinning such theories, and aims to familiarise students with strategies and resources suited to communicative, interactive teaching of foreign languages in primary school classrooms, This subject is open to students who have studied *German Language* K6 as well as to those who have suitable prior knowledge of German (e.g. 2 unit or 3 unit HSC) or demonstrable competence in another language. Microteaching and practicum experiences *in the target language* will consolidate what is learnt in this subject.

TEED9760
Geology and the Environment
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

Minerals and mining are a major part of Australia's economic life and geological resources are not far removed from the school environment This subject is designed to provide the skills to enable teachers to make the maximum use of their local geology and environment generally for teaching K-6 children.

TEED9761
Designing and Making (Gizmos and Whirligigs)
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

Designing and making is a key area of the K-6 Science and Technology syllabus. This subject concentrates on Design and Making and the underlying scientific concepts. Students will be encouraged to design and develop models and devices in a problem solving situation. This subject will be integrated with the field experience program to develop practical problem solving skills with children.

TEED9762
Out-of-Class Experiences in Science and Technology
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

This subject will concentrate on maximizing the use of existing out of school science and technology resources such as field study centres, museums and camping experiences. The subject will be integrated with the field experience program using material prepared in class to trial with children in local schools.

TEED9763
Recent Developments in Science and Technology Curricula
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

The subject will examine recent curriculum developments and controversies in Science and Technology education in schools. Consideration will also be given to contemporary approaches to teaching, learning and the classroom milieu.

TEED9764
The Natural Australian Environment
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

The interactions between animals and plants in a specifically Australian context are covered in this subject. Special consideration will be given to the impact of people upon this ancient environment. This subject will be integrated with the field experience program through local excursions. Emphasis will be given to environmental education both in the natural and man-made contexts with the impact of resource demands investigated. Details of environmental education policy statements will be included in developing teaching units.

TEED9765
Computer Applications in Science and Technology
Staff Contact: Ms Judy Anderson (9385 9889)
CP9 S1,S2 HPW2
Prerequisite: TEED9260 Science and Technology 2

The subject examines the applications of computers to the various facets of teaching science and technology from a problem solving and information searching perspective.

TEED9830
Personal Development, Health and Physical Education: Personal Development
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP9 S1 HPW3
Prerequisite: TEED9130 Personal Development, Health and Physical Education 1, TEED9230 Personal Development, Health and Physical Education 2

This subject examines how selected content strands contribute to and are integrated to develop knowledge and understanding in programming a selected area of the draft Personal Development, Health and Physical Education K-6 Syllabus. In addition, students will be required to complete a CPR module. In the area of Personal Development the focus will be on the implementation of 'Sensitive Issues'.

TEED9831
Personal Development, Health and Physical Education: Health
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP9 S1 HPW3
Prerequisites: TEED9130 Personal Development, Health and Physical Education 1, TEED9230 Personal Development, Health and Physical Education 2

This subject examines how selected content strands contribute to and are integrated to develop knowledge and understanding in programming a selected area of the draft Personal Development, Health and Physical Education K-6 Syllabus. In addition, students will be required to complete a CPR module. In the area of Health Education the focus will be on strategies and programs for Health Promoting Schools.

TEED9832
Personal Development, Health and Physical Education: Physical Education
Staff Contact: Ms Rosemary Caldwell (9385 9925)
CP9 S1 HPW3
Prerequisites: TEED9130 Personal Development, Health and Physical Education 1, TEED9230 Personal Development, Health and Physical Education 2

This subject examines how selected content strands contribute to and are integrated to develop knowledge and understanding in programming a selected area of the draft Personal Development, Health and Physical Education K-6 Syllabus. In addition, students will be required to complete a CPR module. In the area of Physical Education, the focus will be on extending students' understanding of the ways in which motor skills are developed, improved and effectively taught.

Graduate Study

Course Outlines

1940
Doctor of Philosophy

PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject. Intending students should contact the School of Teacher Education to discuss their research proposal. Subject to approval students may undertake their thesis on a part-time or full time basis. The conditions for the award of the Doctor of Philosophy degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

Students must enrol in the appropriate full or part-time subject.

		CP
TEDG0001	Research Thesis Full-time	120
TEDG0002	Research Thesis Part-time	60

2995
Master of Education in Teaching (by Research)

MEdTeach

The MEdTeach (by Research) Program

This is a research degree requiring an original contribution to knowledge in an approved subject. The conditions for the award of the Master of Education in Teaching (by Research) degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

The degree is awarded with the grade of Honours Class 1 or Class 2. Students must enrol in the appropriate research thesis subject:

TEDG0001	Research Thesis Full-time	120
TEDG0002	Research Thesis Part-time	60

In addition to a thesis, each candidate is required to complete two one-session subjects, usually TEDG1204 Research Methods in Education A (15 Credit points) and TEDG1205 Research Methods in Education B (15 credit points). Information regarding these subjects appears latter in this handbook under the Master of Education in Teaching (by Formal Course Work). These subjects are normally undertaken in the first year of registration.

5560
Graduate Diploma in Education (Secondary)

DipEd

This course is designed to give professional training to graduate students in secondary school level teacher education. The course is undertaken on a full-time basis over one year. It is available to graduates of The University of New South Wales or other approved universities where their study meets entry prerequisites.

Teaching Methods

The course requires students to study in each of two single method subjects or in one double method subject. Students must meet entry prerequisites to be eligible for admission and to undertake their preferred teaching method/s. Prospective students should contact the School of Teacher Education to ascertain the availability and entry prerequisites for their preferred teaching method/s.

Single Method Subjects

Only certain single method subject combinations are permissible and not all method subjects may be available in any given year. The availability of language methods other than English will be subject to the number of students and lecturer availability.

Single Method Subjects

Method		Year Offered	Total No of Hrs
TEDG6123	Drama	1997	68
TEDG6124	English	1997	68
		1998	
TEDG6125	English as a Second		
	Language	1997	68
		1998	
TEDG6126	Chinese	1997	68
		1998	
TEDG6127	French	1997	68
		1998	
TEDG6128	Japanese Method	1997	68
		1998	
TEDG6129	Spanish	1997	68
		1998	
TEDG6130	German	1997	68
		1998	
TEDG6131	Indonesian	1997	68
		1998	
TEDG6133	History	1997	68
		1998	

Single Method Combinations

Most single method combinations are available but the following combinations would normally be recommended:

Drama Method and English Method

Drama Method and History Method

English Method and History Method

A language method and another language method or ESL method

English Method and English as a Second Language Method

Computer Studies Method and Mathematics Method (note Mathematics is a double method subject).

Language Maintenance Subjects

For each LOTE (Language Other Than English) method undertaken students must undertake a corresponding Language Maintenance subject.

Language Maintenance Subjects

Method		Total No of Hrs
TEDG6150	Language Maintenance Chinese	36
TEDG6151	Language Maintenance French	36
TEDG6152	Language Maintenance Japanese	36
TEDG6153	Language Maintenance Spanish	36
TEDG6154	Language Maintenance German	36
TEDG6155	Language Maintenance Indonesian	36

Double Method Subjects

Method		Year Offered	Total No of Hrs
TEDG6136	Mathematics	1997	136
TEDG6137	Physical Education	1997	136
TEDG6138	Science	1997	204

Other Subjects

The following subjects must be undertaken regardless of the teaching method subjects studied.

Other Subjects		Total No of Hrs
TEDG6139	Special Education	28
TEDG6140	Adolescent Learning and Development	48
TEDG6141	Educational Elective A	16
TEDG6143	Educational Elective C	16
TEDG6144	Professional Issues and Responsibilities	56
TEDG6145	Teaching Experience Preparing for Teaching	8
	Microteaching	18
	Teaching Practice	220

Programs of Study

Students are required to enrol under a specific program of study determined by the method subjects being undertaken within the course:

Program Code 1000:

Students undertaking one double method or two single methods

Program Code 2000:

Students undertaking two single methods, one of which is a LOTE method (Language Other Than English) requiring the undertaking of one corresponding *Language Maintenance* subject.

Program Code 3000:

Students undertaking two single methods, both of which are LOTE methods requiring the undertaking of two corresponding *Language Maintenance* subjects.

Field Experience

There are three strands to the subject Teaching Experience in which field experience is undertaken: Preparing for Teaching, Microteaching, and Teaching Practice. Students are required to satisfy requirements in both Preparing for Teaching and Microteaching before being allowed to participate in the 7 week block teaching component of Teaching Practice.

Special Rules Regarding Re-enrolment

Candidates who fail in either two single method subjects, one double method subject or in the subject Teaching Experience will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.

Credit Point Requirements

The credit points allocated for successful completion of each subject over the year of this course are shown in the schedule of subjects.

Credit point requirements for ligibility for the award of the Graduate Diploma in Education for each program of study is as follows:

Program of Study code (POS) 1000 = 145.0 credit points
Program of Study code (POS) 2000 = 155.0 credit points
Program of Study code (POS) 3000 = 165.0 credit points

Schedule of Subjects

		CP	HPW	Wks
Session 1				
TEDGxxxx	Method Subject(s)#	40	-	14
TEDG6139	Special Education	10	2	14
TEDG6140	Adolescent Learning and Development	15	3	14
TEDG6144	Professional Issues and Responsibilities	20	2	14
Language Maintenance:				
TEDG61xx	Language Maintenance#*	10	2	14
TEDG61xx	Language Maintenance#**	10	2	14
Session 2				
TEDGxxxx	Method Subject/s#	-	-	4
TEDG6141	Educational Elective A	5	4	4
TEDG6143	Educational Elective C	5	4	4
TEDG6145	Teaching Experience*** Preparing for Teaching Microteaching Teaching Practice***	50	-	-

		CP	HPW	Wks
Language Maintenance:				
TEDG61xx	Language Maintenance#* -	2	4	
TEDG61xx	Language Maintenance#**	2	4	

#Subjects so marked are whole year – session 3 subjects (S3). Students undertake these subjects in both session 1 and session 2. In session 1: Students are required to undertake either:
- 2 single method subjects each of 4 hours study per week for 14 weeks;
or
- 1 double method subject of 8 hours per week, except in the case of Science Method which requires 12 hours per week.

In session 2 students are required to undertake either:
- 2 single method subjects each of 4 hours study per week for 4 weeks, or
- 1 double method subject of 8 hours per week for 4 weeks, except in the case of Science Method which requires 12 hours per week.

* students undertaking one LOTE method subject enrol under program of study code 2000 and are required to undertake a corresponding Language Maintenance subject.

** students undertaking two LOTE method subjects enrol under program of study code 3000 and are required to undertake two corresponding Language Maintenance subjects.

*** TEDG6145 Teaching Experience: In addition to Preparing for Teaching and Microteaching activities, Teaching Practice requires 5 single days and a 7 week block involving work in a Secondary Teaching School. Students work in their appointed School during normal hours for that school.

5610
Graduate Diploma in Educational Studies (Computer Education)

GradDipEdStuds

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing. The course is offered as part-time study over two years (four academic sessions) and is also designed to be accessible to teachers working in the profession.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of the computer in teaching/learning situations;

- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;

- evaluate the educational worth of available software;

- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;

- develop understandings and competencies in the principles of structured computer programming;

- develop computer awareness in their students;

- develop those skills and attitudes which enable them to provide leadership in the development of computing policy in their educational setting.

Subjects studied in the first year of the course allow the issues associated with computer education to be explored and provide opportunities to cover curriculum implications of the use of computers in education.

In the second year of the course students choose from available elective subjects providing them with an opportunities to pursue their particular areas of interest or need.

Structure of the Program

In year 1 students undertake four compulsory subjects which are specific to the Graduate Diploma in Education (Computer Education) course. Two subjects are undertaken in both session 1 and session 2.

In year 2 students choose from the elective subjects available. Students must undertake subjects to the value of 60 credit points. Normally two subjects would be undertaken in each of session 1 and session 2.

Relationship of the Graduate Diploma in Education Studies with the Master of Education in Teaching (by Formal Course Work)

Students who successfully complete the Graduate Diploma of Educational Studies (GDES) are invited to apply for admission to the Master of Education in Teaching (MEd Teach) offered by the School. On admission into the MEd Teach students can apply for Advanced Standing in recognition of the four subjects completed in year two of the GDES.

Students who successfully complete the first year of the GDES may apply for admission to the MEd Teach without completing the GDES.

Intending students wishing to enter a qualifying masters program, not having the necessary prerequisites to enter the MEd Teach, may undertake a qualifying program consisting of all first year subjects offered within the GDES.

Credit Point Requirements

The credit points allocated for successful completion of each subject are shown in the schedule of subjects.

Successful completion of the Graduate Diploma in Educational Studies requires the attainment of a total of 120 credit points.

Year 1: 4 x subjects @15 points each =~60 points

Year 2: 4 x elective subjects @ 15 points each =~60 points

Schedule of Subjects

Year 1
The subjects listed under year 1 are compulsory and specific to the Graduate Diploma in Educational Studies course.

		CP	HPW
Session 1			
TEDG5800	Computers and Education 1: Curriculum and Courseware	15	2
TEDG5802	Information Processing 1: Computers and Communication	15	3

		CP	HPW
Session 2			
TEDG5801	Computers and Education 2: Computers and Problem Solving	15	3
TEDG5803	Information Processing 2: Spreadsheets and Data bases	15	3

Year 2
Session 1
Two only of:

TEDG1104	Issues in Computer Education*	15	2
TEDG1105	Teaching Programming and Problem Solving*	15	2
TEDG1112	Using Computers with Gifted and Talented Students*	15	2
TEDG1114	Programming Applications*	15	2

Session 2
Two only of:

TEDG1106	Computer-based Resource Design and Production*	15	2
TEDG1107	Managing with Computers in Schools*	15	2
TEDG1108	Teaching Curriculum Courses in Computing*	15	
TEDG1113	Computer Control Technology in Education*	15	2

These subjects are also offered by the School of Teacher Education within the Master of Education in Teaching (by Course work). Subject descriptions appear under the MEdTeach.

7310
Graduate Certificate of Education (Computer Education)

GradCertEdStud

The availability of this course is subject to University Council approval.

The course is available to qualified teachers, and aims to provide them with general skills, knowledge and attitudes helping in teaching effectively with computers and about computers. The course is offered as part-time study over one year (two academic sessions) and is also designed to be accessible to teachers working in the profession.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of computers in teaching/learning situations;

- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;

- evaluate the educational worth of available software;

- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;

Structure of the Program

Students undertake four compulsory subjects over the two academic sessions of a year. Two subjects are undertaken in each of session 1 and session 2.

Students who successfully complete the Graduate Certificate in Educational Studies (Computer Education) (GCES) are invited to apply for admission to the Graduate Diploma in Educational Studies (Computer Education) (GDES) or the Master of Education in Teaching (MEdTeach) offered by the School. On admission into the GDES students may apply for Advanced Standing in recognition of the four subjects completed in the GCES.

Credit Point Requirements

The credit points allocated for successful completion of each subject are shown in the schedule of subjects.

Successful completion of the Graduate Certificate in Educational Studies requires the attainment of a total of 60 credit points.

Each of the four subjects is worth 15 credit points.

Schedule of Subjects

The subjects listed are compulsory.

Year 1		CP	HPW
Session 1			
TEDG5800	Computers and Education 1: Curriculum and Courseware	15	2
TEDG5802	Information Processing 1: Computers and Communication	15	3
Session 2			
TEDG5801	Computers and Education 2: Computers and Problem Solving	15	3
TEDG5803	Information Processing 2: Spreadsheets and Data bases	15	3

The two hour subject will be scheduled as a one hour lecture and a one hour tutorial while the 3 hpw subjects will be scheduled as one hour lectures and two hour computer laboratory sessions.

8965
Master of Education in Teaching (by Formal Course Work)

MEdTeach

The course is designed for educationists who wish to study education at an advanced level in order to develop further their professional competence as teachers, with particular emphasis upon teaching studies, including the use of computers in education. The course is normally conducted part-time over two years (4 sessions) and is designed to be accessible to teachers working within the profession.

Credit Point Requirement and Structure of the Program

Eligibility for the award of the MEdTeach requires the attainment of a total of 120 points. The credit points allocated for successful completion of each subject offered within the MEd Teach are shown in the schedule of subjects which follows. A normal enrolment pattern requires students to undertake two subjects in each of the two sessions per year over two years. The availability of subjects in any given session is dependent on student numbers and lecturer availability.

Students are required to complete a major study consisting of a minimum of 60 credit points in subjects under *Studies in Teaching*. At the discretion of the Head of School, students may choose subjects to the value of 60 credit points from those offered by other Schools in the Faculty, or by other faculties within the University of New South Wales. Alternatively students may receive credit for a maximum of 60 credit points for subjects of comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales, or another recognised institution.

The conditions for the award of the Master of Education in Teaching (by Formal Course Work) degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

Recognition of Studies Completed in Other Courses

- Students who have satisfied enrolment requirements for the MEdTeach may be credited with a maximum of 60 credit points for studies successfully completed outside the MEdTeach course.

- Students who have satisfied enrolment requirements for the MEd Teach course may be credited with a maximum of 60 credit points advanced standing for study successfully completed towards an approved Graduate Diploma.

- Students who have satisfied enrolment requirements for the MEd Teach course may be credited with a maximum of 30 credit points advanced standing for study successfully completed towards a Graduate Certificate.

- Students may apply for credit towards the MEdTeach for study undertaken in Graduate Diploma and Graduate Certificate course only after successful completion of the Diploma or Certificate. Students intending to apply for credit towards the MEdTeach for study completed in a Graduate Diploma or Graduate Certificate course are strongly advised to complete the latter before seeking enrolment in the MEdTeach course.

Schedule of Subjects

		CP	HPW
Studies in Teaching:			
TEDG1101	Computers in Education	15	2
TEDG1102	Computers and Teaching	15	2
TEDG1103	Computers and the Learning Process	15	2
TEDG1104	Issues in Computer Education	15	2
TEDG1105	Teaching Programming and Problem Solving	15	2
TEDG1106	Computer-based Resource Design and Production	15	2
TEDG1107	Managing with Computers in Schools	15	2
TEDG1108	Teaching Curriculum Courses in Computing	15	2
TEDG1112	Using Computers with Gifted and Talented Students	15	2
TEDG1113	Computer Control Technology in Education	15	2
TEDG1114	Programming Applications	15	2
TEDG1120	Cognitive Aspects of Database Design		
TEDG1123	Computer Programming in Education	15	2
TEDG1124	Design and Technology A – The Design Process in Education	15	2
TEDG1125	Design and Technology B – Educational Technology Contexts	15	2
TEDG1126	Multimedia Technologies	15	2
TEDG1127	New Technologies and the Computing Curriculum	15	2
TEDG1141	Issues in Teaching and Learning Languages other than English A	15	2
TEDG1161	Issues in Personal Development, Health and Physical Education A	15	2
TEDG1181	Issues in Teaching Mathematics 1	15	2
TEDG1191	Issues in Teaching Human Society and Its Environment A	15	2
Studies in Education:			
TEDG1201	Research of Teaching	15	2
TEDG1202	Teacher Education and Professional Development	15	2
TEDG1204	Research Methods in Education A	15	2
TEDG1205	Research Methods in Education B	15	2
TEDG1210	Educational Applications of Women's Studies	15	2
TEDG1213	Human Development and Education	15	2
Project:			
TEDG1301	Project *	15	n/a

* A Project may be approved in any of the Studies in Teaching and Studies in Education listed above and may be taken in either session 1 or session 2.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Graduate Diploma in Education

TEDG6119
Dance Method
Staff Contact: Ms Rosemary Kearney
CP20 S3 (S1 HPW4 for 14 weeks, S2 HPW3 for 4 weeks)
Note: Not offered in 1997.

This subject consolidates the work commenced in Dance Pedagogy One and Two by applying the knowledge gained about the teaching/learning process, the dance syllabus and student behaviour to the specifics of teaching and learning dance. The subject will consider several models for teaching various styles, dance composition and movement improvisation. Various issues concerned with physical and mental health - and Safe dance generally - will be studied. The subject will investigate current Department of School Education and NSW State EEP policies and the consequences of these policies on a subject which is seen by some to have an implicit gender bias. The subject will also consider current copyright laws and the legal aspects of ownership of audio, video, print and kinesthetic material.

TEDG6123
Drama Method
Staff Contact: Ms Rosemary Kearney
CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7-12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures. The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: eg. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

TEDG6124
English Method
Staff Contact: Ms Rosemary Kearney
CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The junior syllabus emphasises the value of student-centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. In this subject students participate in the same kind of learning activities they will be using with secondary pupils, activities such as working in small groups to prepare resources they can use in teaching.

TEDG6125
English as a Second Language Method
Staff Contact: Ms Rosemary Kearney
CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

In this subject, the student is acquainted with various aspects of language and language theory. The strand introduces the student to various teaching skills and strategies, different lesson types and the fundamentals of planning units or work. Attention is given to principles for the evaluation of teaching materials and possible strategies for their use. Students are made familiar with principles and procedures associated with student assessment and classroom management.

TEDG6126
Chinese Method
TEDG6127
French Method
TEDG6129
Spanish Method
TEDG6130
German Method
TEDG6131
Indonesian Method
Staff Contact: Ms Rosemary Kearney
CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

These language method subjects involve the study of a variety of methodological approaches to the teaching of these subjects in secondary schools. Some attention is also given to the historical development of these methods and to linguistics as a discipline. Current syllabuses and means for implementing them are discussed. Issues such as motivational problems, assessment procedures and management issues are also considered. Practical sessions involving different audio-visual approaches are provided.

TEDG6133
History Method
Staff Contact: Ms Rosemary Kearney
CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

A workshop approach using group work is adopted in History Method classes. Students thus play an active part in interpreting the junior and senior History syllabuses, in understanding the scope and content of those syllabuses, and in methods of evaluation.

The practical orientation of the course aims to show students how to develop child-centred inquiry based learning techniques and how to encourage the development of important skills in knowledge,

communication and empathy through creative and imaginative activities.

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes. Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

TEDG6150
Language Maintenance Chinese
TEDG6151
Language Maintenance French
TEDG6152
Language Maintenance Japanese
TEDG6153
Language Maintenance Spanish
TEDG6154
Language Maintenance German
TEDG6155
Language Maintenance Indonesian
CP10 S3 (for each LOTE method taken S1 HPW2 for 14 weeks S2 HPW2 for 4 weeks)

As part of their teacher preparation students undertake study and practice in the language they are learning to teach in the corresponding Language Maintenance subject. Some work in language maintenance may involve computer assisted instruction. Language maintenance classes are usually run on the Kensington campus.

LOTE Method students do at least two hours of language maintenance for each of their LOTE methods for the weeks during which Method classes are held.

TEDG6136
Mathematics Method (Double)
Staff Contact: Ms Rosemary Kearney
CP40 S3 (S1 HPW8 for 14 weeks S2 HPW6 for 4 weeks)

This subject introduces students to current instructional methods for secondary mathematics classrooms. Practical strategies for motivating students are investigated and students are encouraged to reflect on the learning of mathematics from the learner's perspective. New South Wales syllabuses and how they are implemented in the classroom are studied. Various lesson types and teaching resources are considered. Important issues such as assessment, problem solving, gender and mathematics, and the use of technology in the learning of mathematics are explored.

Subject content may vary pending University approval.

TEDG6137
Physical Education Method (Double)
Staff Contact: Ms Rosemary Kearney
CP40 S3 (S1 HPW8 for 14 weeks S2 HPW6 for 4 weeks)

This method utilises a practical workshop approach to the programming of Physical Education lessons and units of study. Such an approach takes into consideration the differing ability levels and stages of secondary school pupil development. Planning elective units for years 11-12 takes into consideration such factors as pupil needs, interests and experiences, together with school and community resources.

Students are encouraged to develop within pupils an appreciation of the aesthetics of movement, a wide variety of movement skills and an awareness of the health benefits of regular lifelong physical activity. Teamwork, cooperation and communication are stressed as important elements for enjoyable and successful participation in physical activity.

Students develop skills related to the evaluation of movement and skilled performance and the selection of appropriate remedial activities. They develop a variety of teaching techniques and instructional procedures including those appropriate to outdoor settings. Students learn the importance of being aware of the safety procedures associated with activities such as gymnastics, track and field and various games. A range of resource material and a number of aids are examined to evaluate their appropriateness and effectiveness for the teaching of physical education.

TEDG6138
Science Method (Double)
Staff Contact: Ms Rosemary Kearney
CP40 S3 (S1 HPW12 for 14 weeks S2 HPW9 for 4 weeks)

Students are encouraged to examine the learning of scientific ideas from a student's point of view and to re-examine their own understanding of science within its sociological, philosophical and technological framework.

The subject is designed to build confidence in the use of a wide variety of teaching techniques, procedures and aids. A range of resource material developed in recent curriculum projects in secondary science both in Australia and overseas is introduced. Current syllabuses and means by which they can be implemented are discussed.

In addition to assisting students to develop skills in planning lessons, units of work and programs, presenting demonstrations, managing science classrooms, using school science equipment and developing audio-visual aids, students learn in workshop sessions how to teach aspects of various topics in biology, chemistry, geology, physics and integrated programs at both junior and senior levels. A number of issues, including pupil preconceptions in science, individualisation, mastery learning, primary science teaching, inquiry approaches, assessment and evaluation, pupil differences, the use of microcomputers, safety, and legal considerations for the science teacher, are dealt with in both workshop and lecture sessions.

TEDG6139
Special Education
Staff Contact: Ms Rosemary Kearney
CP10 S1 HPW2
Corequisite: Two single Method subjects or one double Method subject

Consideration is given to the education of students with disabilities, learning difficulties and learning disorders. Strategies and criteria for identifying students' needs are examined. Various curricular adaptations and support strategies will be explored. Appropriate teaching strategies including those that incorporate Special Education technology are also discussed.

TEDG6140
Adolescent Learning and Development
Staff Contact: Ms Rosemary Kearney
CP15 S1 HPW3
Corequisite: Two single Method subjects or one double Method subject

This subject aims to develop students' appreciation of the nature of adolescence and the sociological and psychological factors which influence their growth and development through adolescence and learning within it. Attention will be paid to moral, social and intellectual development and the roles of culture and language in fashioning behaviour in our multicultural society. Topics such as learning, memory, personality, motivation and metacognition are considered, as are matters such as attitudes towards work and leisure, peer groups and family influences. The implications of what the adolescent brings to the classroom for planning, teaching and evaluation are emphasised as are the effects of different sorts of school and class climate upon adolescents.

Subject content may vary pending University approval.

TEDG6141
Educational Elective A
Staff Contact: Ms Rosemary Kearney
CP5 S2 HPW4 for 4 weeks
Prerequisite: TEDG6140,TEDG6144
Corequisite: TEDG6143 Two single or one double Method Subject(s)

For this subject one elective is chosen from a group which may involve: examining recent research in learning and teaching in particular subject areas; understanding the relevance of education for appreciating social trends and problems; examining historical and philosophical issues related to particular subject areas; examining the problems of and strategies for teaching students from a non-English speaking background in the different subject areas.

The electives offered depend upon staff availability and student demand.

TEDG6143
Educational Elective C
Staff Contact: Ms Rosemary Kearney
CP5 S2 HPW4 for 4 weeks
Prerequisite: TEDG6140, TEDG6144
Corequisite: TEDG6141, Two single or one double Method Subject(s)

For this subject one elective is chosen from a group which may involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; preparation of excursions suitable for school students; acquisition of computer literacy.

The electives offered depend upon staff availability and student demand.

TEDG6144
Professional Issues and Responsibilities
Staff Contact: Ms Rosemary Kearney
CP20 S1 HPW4
Corequisites: Two single or one double method subject(s)

Consideration is given to the many contexts in which secondary education takes place in Australia and especially New South Wales. An examination is made of some of the political, economic, historical, social, legal, and ethical factors that may influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variable that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction are examined.

The nature of current education policies and policy documents and their rationale, history, likely development and likely future effects upon society within New South Wales are examined. Areas to be looked at include student welfare, personal development, anti-discrimination and human rights, sexual assault upon children, AIDS education, foreign language education, the role of key learning areas, English language across the curriculum, environmental education, girls' education, multicultural education, Aboriginal education, gifted and talented children and their development, children with intellectual, physical, emotional, or sensory disabilities and their development, school councils and school management directives such as school attendance policy.

TEDG6145
Teaching Experience
Staff Contact: Ms Rosemary Kearney
CP50 S2
Prerequisite: TEDG6140, TEDG6144
Corequisite: Two single or one double Method subject(s)

Three strands: Preparing for Teaching, Microteaching and School Experience

Preparing for Teaching
S2 HPW4 for two weeks
Practical problems concerned with children's' motivation, the professional and pastoral role of the teacher and discipline in the classroom provide the initial focus. The way teachers deal with such problems reflects attitudes towards such issues as child-centred vs subject centred teaching, freedom vs authority, creativity vs intelligence and co-operation vs competition. Thinking about such issues may modify some of the attitudes derived from students' previous experience of schools and teachers. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice.

Microteaching:
S2 HPW9 for two weeks
Microteaching involves instruction in a number of teaching techniques and strategies by observation of teaching models and participation in the teaching of small groups of students for short periods of time, using video-recording, playback and analysis to assist in evaluation and remediation. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice (see below).

Teaching Practice:
Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with

roles adopted by school personnel and begin to teach segments of lessons and complete lessons initially prepared by their supervising teachers. Over this period students also prepare units of work for teaching during the seven week block to follow.

Throughout the seven week block students are required to teach a number of classes on a full time basis, working in close association with their supervising teachers.

Graduate Diploma of Educational Studies (Computer Education)

TEDG5800
Computers and Education 1: Curriculum and Courseware
Staff Contact: Mrs Kaye Placing
CP15 S1 HPW 2
Prerequisites: Nil

This subject covers issues associated with the use of computers in education. Topics include: NSW Department of School Education policy statements and associated school curriculum: the impact of information technology on society and education; models for using computers in education; educational software and courseware. In the K-6 area there is specialised software in the different KLAs, while in the secondary school there have been new curriculum innovations in Design and Technology 7-10 and the Computing Studies area, apart from the use of computers across the curriculum. The role of the computer as a tool, tutor and tutee are developed through the discussion and use of various software packages.

This is a proposed new subject. Its availability is dependant on the University approving its offering.

TEDG5801)
Computers and Education 2: Computers and Problem Solving
CP15 S2 HPW 3
Staff Contact: Mrs Kaye Placing
Prerequisites: Nil

This subject concentrates on the crucial area of the use of the computer in problem solving contexts. Various examples of problem solving software and their specific application will be addressed. An introduction to Logo will be provided as a computer programming and problem solving environment. Secondly a alternative approach to problem solving using closed data bases on specific subject areas contain information which can be intelligently accessed to help in the problem solving process.

This is a proposed new subject. Its availability is dependant on the University approving its offering..

TEDG5802
Information Processing 1: Computers and Communication
CP15 S1 HPW 3
Staff Contact: Mrs Kaye Placing
Prerequisites: Nil

This subject is designed to give an overview of the use of the computer as an information tool in educational settings.

Emphasis will be placed on the use of word processors, graphics and telecommunications packages in teaching and learning as well as for personal productivity of teachers. Students will be introduced to the various technical aspects of computers and computer systems. The use of Keylink, Nexus and Internet will be explored.

This is a proposed new subject. Its availability is dependant on the University approving its offering.

TEDG5803
Information Processing 2: Spreadsheets and Data bases
Staff Contact: Mrs Kaye Placing
CP15 S2 HPW3

This subject builds on certain concepts covered in Information Processing 1 and provides a detailed examination of the use, application, and integration of spreadsheets and databases in educational settings. Although spreadsheets are not readily applicable to every KLA, applications include personal finance, budgets, survey analysis, data analysis for social science and geography, marketing and sales scenarios as well as educational administration. Initially spreadsheets are introduced through the use of templates to investigate problem situations. Then students are required to design and construct their own spreadsheets. Spreadsheets graphics are used to present some of the spreadsheet situations.

Data base are introduced initially thorough simple problem solving using established data bases including CD ROMs, Students are then encouraged the design and develop their own data bases based on their own special curriculum interests.

This is a proposed new subject. Its availability is dependant on the University approving its offering.

Master of Education in Teaching

Studies in Teaching

TEDG1101
Computers in Education
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

The basic skills in, and knowledge of, the use of computers in schools. Basic concepts of hardware and software as well as applications of word processors, databases, spreadsheets and graphics for improving teachers' personal productivity. Introductory details of computer hardware, software and system design and development.

TEDG1102
Computers and Teaching
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

The classroom application of word processors, data bases, spread sheets, graphics, telecommunications and LOGO. Various educational theories and perspective's are presented to provide models for the use of computers in the classroom.

TEDG1103
Computers and the Learning Process
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

Various learning environments are covered, eg., individualised learning, inquiry learning, group projects, cooperative learning, problem solving. Specific applications include adventure games, simulations, tutorials. Software evaluation.

TEDG1104
Issues in Computer Education
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

This subject addresses issues such as social implications, technology and computers, current trends in technology education, managing computers in schools, school computer policy, curriculum directions, computers across the curriculum, role of programming in computer education, computers and problem solving, equity and gender issues, copyright, ergonomics.

TEDG1105
Teaching Programming and Problem Solving
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

This subject involve issues related to teaching computer programming and problem solving. The treatment assumes some limited knowledge of computer programming (see TEED1102) and concentrates on developing programming skills for problem solving suitable for secondary computing studies.

TEDG1106
Computer-based Resource Design and Production
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

Students develop computer based learning materials using such vehicles as animated videos, multimedia, HyperCard, Authoring Tools, etc. It is expected that students undertaking this subject will formally evaluate any materials produced.

TEDG1107
Managing with Computers in Schools
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

Computers in educational administration; administrative use of computers by the individual teacher, the department and the school central administration. General purpose software, such as wordprocessors, spreadsheets, and databases are used, as well as specific purpose school administration packages.

TEDG1108
Teaching Curriculum Courses in Computing
Staff Contact: Dr Arthur Anderson
CP15 S1 or S2 HPW2

This subject develops the content and teaching methods for the junior and senior high school computing syllabuses.

TEDG1112
Using Computers with Gifted and Talented Students
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

This subject covers the use of computers with talented children . The range of various different problem solving and applications software which can be used to extend and broaden the horizons of the talented child will be considered. Strategies for using the software with individuals and small groups will be developed. Some hardware peripherals which can extend the use of computers will be included.

Students will be required to investigate the use of some specific computer application area. Areas can include multimedia, creative writing, computer art, music and MIDI (Musical Instrument Digital Interface), investigating as well as designing and making using technology, computer programming and problem solving, computers in mathematics, computer control, computer simulation, environmental monitoring.

This is a proposed new subject. Its availability is dependent on the University approving its offering.

TEDG1113
Computer Control Technology in Education
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

This subject covers the background and educational aspects of teaching computer control technology in schools. Lego Logo will be used with further work being done on sensors, actuators, control theory and control programs. The subject considers both the development of students background in this new area and the educational setting. This subject develops the programming associated with the computer control, the interfacing of the computer to the real world via sensors and actuators and the designing and making of computer controlled devices to illustrate the principles involved in computer control.

This is a proposed new subject. Its availability is dependent on the University approving its offering.

TEDG1114
Programming Applications
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2
Prerequisite TEDG1105

This subject is designed to build on the concepts of structured programming principles developed in the subject Teaching and Programming and Problem Solving. Students will program educational applications in Hypercard using Hypertalk language.

TEDG1120
Cognitive Aspects of Database Design
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW 2

The design of relational databases is a complex problem-solving task requiring prior domain knowledge, understanding of the software design process (including some aspects of screen design principles), appreciation of DBMS capabilities and an understanding of the task requirements specified. As students studying Computing Studies in NSW schools are required to undertake the design of relational databases, teachers must be proficient

in this area and appreciate the cognitive processes required. This subject addresses the literature concerning database design and the literature that relates to the learning and teaching of databases and other similar cognitive tools. Content and skills will be covered only to a level necessary for a cohort to study pedagogical issues.

TEDG1123
Computer Programming in Education
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW 2

This subject covers structured programming principles as required for teaching and applying computer programming concepts in the primary and secondary school curricula specifically as they relate to Computer Studies, Mathematics and Science and Technology subjects. The subject is recommended for students undertaking other postgraduate subjects such as TEDG1114 and TEDG1105.

TEDG1124
Design and Technology A – The Design Process in Education.
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW 2

This subject covers the theoretical and practical implications of the design process as part of the Design and Technology Curriculum. Aspects of the complexity and dimension of the design process are addressed leading to the formulation of a variety of design paradigms.

TEDG1125
Design and Technology B – Educational Technology Contexts
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW 2

This subject concentrates on the content, methodology and educational implications of the ten context areas covered in the Design and Technology Syllabus. Students will examine the rationale behind the syllabus structure and will develop their own rational for school based. Design and Curriculum programs. This will give students the opportunity for schools to research and review different approaches in a variety of contexts. Students will evaluate different software packages relevant to the Design and Technology syllabus.

TEDG1126
Multimedia Technologies
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW 2

A theoretical and practical subject which aims to increase the student's understanding of, and skills in, the new technologies as covered in the Computer Studies Syllabus. The new technologies to be covered are graphics, presentation software, desktop publishing and multimedia.

TEDG1127
New Technologies and the Computing Curriculum
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW 2

The Computing Studies syllabus caters for new developments in technology by allowing for two option topics to be detailed annually in Board of Studies publication 'Prescribed Texts, Topics, Projects and Works'.

This subject addresses content described in the Board document, together with pertinent research results and theoretical discussions about learning theories, pedagogies and teaching methodologies that have been found to be effective for related areas of study. Technological developments in the areas of other topics from the syllabus may also be covered within the scope of this subject.

TEDG1141
Issues in Teaching and Learning Languages Other Than English A
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

The study of languages other than English in schools has recently been established as a Key Learning Area of the secondary curriculum. A general introduction to the historical evolution of current approaches to teaching and learning second languages K-12 is addressed. Australian and overseas research on the teaching of languages with emphasis on emerging areas of interest in research such as distance education, and the use of technology in language learning.

TEDG1161
Issues in Personal Development, Health and Physical Education A
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

Current issues concerned with the development of the whole person and the improvement of quality of life for all. The integrated approach to the areas of personal development, health education, and physical education, one of the Key Learning Areas in the NSW curriculum; the role each plays in supporting learning about health-enhancing behaviours.

TEDG1181
Issues in Teaching Mathematics 1
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

The nature of mathematics and contemporary issues in mathematics education. Theories of how children learn mathematics with reference to issues such as teaching strategies, curriculum development, mathematical literacy, problem solving and technology. The contributions of affective factors.

TEDG1191
Issues in Teaching Human Society and Environment A
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

Aims to familiarise students with the new directions addressed in the Key Learning Area of Human Society and Environment K-12. The focus is on expanding students' knowledge of the new syllabus in light of current research findings in social education. Critical analysis of the Human Society and Environment Syllabus, the social education research literature and newly developed curriculum resources and teaching strategies.

Studies in Education

TEDG1201
Research on Teaching
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

Research on teachers, teaching and instruction, including subject matter, task demands, instructional format, grouping arrangements, pacing, classroom behaviour and interaction. Paradigms for conceptualising classroom research. Designing classroom research; epistemological issues; the nature and interpretation of evidence concerning theoretical ideas about teaching. Examples of research on teaching. Generalisations about the effects of teachers, teaching and instruction.

TEDG1204
Research Methods in Education A
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

Theory and application of the following in school and classroom contexts: survey techniques, including questionnaires, rating scales, psychological inventories and tests, structured interviews and system based observation; major types of research design in quantitative research, including correlational and quasi-experimental research. Parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of difference and elementary analysis of variance. Data entry and the use of at least one major statistical package, such as SPSSx.

TEDG1205
Research Methods in Education B
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

Theory and application of the following in school and classroom contexts: the historical method; philosophical inquiry; ethnographic research; action research; case study methods; conceptual analysis; participant observation; grounded theory; interviewing; use of written and non-written sources; and triangulation. A 'hands on' approach features in this subject, which provides students with a critical appreciation of the methods as well as some experience in using them. The use of computers with qualitative data.

TEDG1210
Educational Applications of Women's Studies
Staff Contact: A/Prof A Watson
CP15 S1 or S2 HPW2

This subject deals with leading feminist theorists and implications of their writing for career teachers. Whilst teacher educators are the focus, the importance of feminist literature, including novels, is highlighted as an influence on the construction of social identity. The development of an alternative, yet practical, method pf interpersonal communication through the exploration of ways in which school students construct engendered identities. The use of feminist theory as a basis for constructing an egalitarian school and empowered teachers. Issues in higher education and history are also evaluated as they affect educators and educational administrators.

TEDG1213
Research Methods in Education B
C15 S1 or S2 HPW2

This interdisciplinary study examines the pattern of human development across the life span with particular emphasis on the school years and on adult development of teachers in relation to education. Emphasis is given to the Australian literature by orgasmic, societal and family influences. Implications for education are considered throughout.

Project

TEDG1301
Project
Staff Contact: A.Prof A Watson
C15 SS

Projects may be approved in any of the Studies in Teaching and Studies in Education within this course.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Damian Grace
CP15 S1 HPW2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories, moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: To be advised
CP15 SS HPW2

This subject introduces students to the nature of, and methods for conducting naturalistic inquiry. Topics include the naturalistic research approach, naturalistic research questions, the naturalistic research process, qualitative data collection and analysis methods, qualitative program evaluation.

Professional Development Centre
Kensington Campus

Director
Associate Professor Peggy Nightingale

Postgraduate Program Coordinator
Mr Greg Ryan

Administrative Officer
Ms Josephine Hargroves

Administrative Assistant
Debbie Owen

The Professional Development Centre was established in 1989 to contribute to the University's staff development and institutional research initiatives. Whilst serving the development needs of all university staff on a multitude of fronts and through a range of methods, it also exists within the Faculty of Professional Studies in order to function as a centre for scholarship and research in professional development and higher education. Through the Faculty it offers programs of graduate study in teaching and learning in higher education explicitly designed to contribute to the professional development of teaching staff by virtue of being based within the rigorous study of their actual practice as teachers. Enrolment in these programs is restricted to teachers currently employed in institutions of higher education; however students in other programs may be entitled to study particular subjects offered by the Centre. The Centre currently offers an articulated project-based coursework program leading to either a Graduate Certificate (GradCertHEd), Graduate Diploma (GradDipHEd) or a Masters Degree (MHEd) in Higher Education.

Graduate Study

Course Outlines

8911
Master of Higher Education Course

Master of Higher Education
MHEd

The conditions for the award of the Master of Higher Education degree are set out under the Conditions for the Award of Degrees later in this handbook. The degree course is designed for university teachers who wish to increase their understanding of student learning in higher education and to improve their own teaching through development of their professional expertise.

The degree is studied by taking subjects to the value of one hundred and twenty credit points. Each subject has a workload of 210 postgraduate assessable hours to be completed in one session. Within each subject candidates undertake projects within the context of teaching their own discipline. The first subject, PDCS1001 Introduction to the Study of University Teaching, is a prerequisite for all subsequent subjects. The second subject is to be chosen from either PDCS1002, PDCS1003, PDCS2001 or PDCS2003. Students may then complete the Masters degree course by studying four more subjects and completing a 30 credit point project, or studying six more subjects.

Applicants must be in full or part-time academic employment in Higher Education in a teaching capacity; thus, their qualifications, skills and/or experience must be appropriate for teaching in an Australian university.

Subject to the discretion of the Director of the Centre, students may choose up to two of their electives from the following UNSW programs: Master of Education, Master of Education in Teaching, Master of Health Personnel Education, Master of Educational Administration. Alternatively, students may choose up to two of their electives from appropriate subjects at Masters level offered by other schools, faculties or universities.

Students may enter the program with advanced standing or may receive credit for subjects of a comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales, or another recognised institution.

7300
Graduate Certificate in Higher Education Course

Graduate Certificate in Higher Education
GradCertHEd

5561
Graduate Diploma in Higher Education Course

Graduate Diploma in Higher Education
GradDipHEd

A special feature of the Master in Higher Education program is that students may choose different levels of entry. Students can either enrol directly in the Masters of Higher Education (Program 8911) or enrol in either a Graduate Certificate in Higher Education (Program 7300) which is completed by studying the first two subjects in the Masters degree program, or in a Graduate Diploma in Higher Education (Program 5561) which is completed by studying the two Certificate subjects plus two additional subjects. The three programs are fully articulated and thus students who are successful at one level may upgrade to the next.

Prerequiste Subject		**CP**
PDCS1001	Introduction to the Study of University Teaching	15

Elective Subjects		
PDCS1002	Communication and Knowledge	15
PDCS1003	Facilitating Student Learning	15
PDCS2001	Designing and Developing Curricula	15
PDCS2002	Assessment and Feedback	15
PDCS2003	The Context of Teaching and Learning	15
PDCS2004	Varieties of Teaching and Learning Process	15
PDCS2005	Information Technology for Teaching and Learning	15
PDCS2006	Researching Educational Practice	15
PDCS2007	Professional Expertise	15
PDCS3001	Project	30

Notes: Students should consult the Professional Development Centre for information regarding subject availability in any particular year. Schedule of subjects offered may vary from indications below.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Master of Higher Education Degree Course
Graduate Diploma in Higher Education
Graduate Certificate in Higher Education

PDCS1001
Introduction to the Study of University Teaching
Staff Contact: Mr Greg Ryan
CP15 S1 or S2

The principles and practice of regular classroom teaching in higher education, through the study of current views of how students learn; assessing student learning; lecturing; small group teaching; preparation and use of teaching materials; monitoring progress in the development of teaching competency. Available in class mode and by independent study.

PDCS1002
Communication and Knowledge
Staff Contact: A/Prof Peggy Nightingale
CP15 S2
Prerequisite: PDCS1001 or equivalent

An introduction to some of the relationships between learning and the communication between teachers and students. How the teachers' choice of language, media and structuring and presentation of information may help or hinder student learning. How encouraging students to produce spoken and written language can help them learn content. Consideration of the different ways disciplines are presented in journals and texts, and how to help students develop the style required by the subject area. To be studied through a practicum project supported by independent reading and participation in workshops. Available in class mode and by independent study.

PDCS1003
Facilitating Student Learning
Staff Contact: Mr Greg Ryan
CP15 S1
Prerequisite: PDCS1001 or equivalent

Focus on what is known about how students learn; critical analysis of yourself as both a learner and a teacher; factors which influence teaching and learning; approaches to teaching, particularly those which help students to become self-directed learners; the role of the teacher-as-facilitator. Topics covered may include: research on student learning, concept learning, deep, surface and instrumental approaches, adult learning, the influence of teaching and assessment on learning strategies, motivations for learning, what students learn, students' understanding of subject matter and subject-related skills, application to different subject matter. Role of the emotions in learning;

forms of ethical development. Available in class mode and by independent study.

PDCS2001
Designing and Developing Curricula
Staff Contact: Ms Susan Toohey, Ms Anita Devos
CP15 S1
Prerequisite: PDCS1001 or equivalent

An introduction to the processes and issues involved in designing subjects and courses in higher education. Topics include - different philosophical approaches to learning and how these are reflected in curricula; influential curriculum models; different approaches to defining course and subject goals and objectives; methods of structuring and sequencing course material; relationships between goals,. teaching methods and assessment. Systems for reviewing existing curricula are also examined as well as the political and institutional issues surrounding curriculum development and review. Available in class mode and by independent study.

PDCS2002
Assessment and Feedback
Staff Contact: Ms Susan Toohey
CP15 S2
Prerequisite: 30 credit points at 1000 level

Includes the effect of assessment on learning, formative and summative assessment, methods of assessment, constructing appropriate tools for assessment, issues in continuous assessment, self and peer assessment, ways of giving feedback, assessment in the departmental context and ethical issues in assessment. Available in class mode and by independent study.

PDCS2003
The Context of Teaching and Learning
Staff Contact: Ms Anita Devos
CP15 S2
Prerequisite: PDCS1001 or equivalent

Includes such topics as background to the Australian system of higher education, purpose and nature of universities, social change and higher education, the management and organisation of universities, student expectations and characteristics, current issues of public policy including access and equity, characteristics of staff, nature of academic work, relation between education and government, the use of performance indicators and the implications for teaching and learning. Available in class mode only.

PDCS2004
Varieties of Teaching and Learning Process
Staff Contact: Mr Greg Ryan
CP15 S2
Prerequisite: 30 credit points at 1000 level

A study of both the traditional and some alternative ways of organising the teaching learning process, within typical university settings. This may include: organisational and institutional factors influencing teaching and learning effectiveness; the nature, history, and role of lectures, tutorials, seminars, laboratory/studio/field experiences, approaches such as open learning, independent study,

projects, problem-based learning, case methods, peer learning, group and collaborative learning, mastery learning, cooperative learning with business/industry; research into relative strengths and weaknesses of these methods, and disciplinary differences in applicability of different approaches. Consideration is also given to the process of educational change at a departmental level. Available in class mode and by independent study.

PDCS2005
Information Technology for Teaching and Learning
Staff Contact: Mr Chris Hughes, Mr Lindsay Hewson
CP15 S1
Prerequisite: 30 credit points at 1000 level

Introduction to the use of computers to support teaching and learning in higher education, with particular emphasis on: computer-assisted learning, computer mediated communications and the World Wide Web. The subject emphasises the importance of evaluating the use of information technology against a theoretical framework that values the educational process and is informed by appropriate research. The focus will be on the uses of information technology in the student's discipline, school and own teaching practice, and wherever possible, appropriate uses of information technology will be implemented and evaluated within the subject. Students taking this course will be expected to be already familiar with the use of a personal computer for word processing and to have access to email and the World Wide Web. Students having difficulty meeting these technical requirements should contact the above mentioned staff. Available by independent study mode only.

PDCS2006
Researching Educational Practice
Staff Contact: Mr Doug Magin
CP15 S1
Prerequisite: 30 credit points at 1000 level

Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish to research their own educational practices either alone or with colleagues. There is a balance between theory and practice and the content includes: conceptualising small scale research, the self-critical educational community, co-operative inquiry, action research and evaluation, research and professional development, the interpretive and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes and self-appraisal. Available by independent study only.

PDCS2007
Professional Expertise
Staff Contact: Mr Greg Ryan
CP15 SS
Prerequisite: 30 credit points at 1000 level

Surveys current perspectives on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasising the place of experience in professional training programs. Close study of the formation of expertise among those who teach others (including trainers, facilitators, coaches and developers) applying principles to other professional areas of interest. Critique of design/implementation of approaches to continuing, in-service and on-the-job training as well as preparatory training for the professions. Available in class mode only.

PDCS3001
Masters Project
Staff Contact: Mr Greg Ryan
CP30 S1 or S2
Pre or Corequisite: At least 30 credit points at 1000 level and 30 at 2000 level

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Involves students in an investigation of teaching and student learning within their own discipline or professional area. Work load: 420 postgraduate assessable hours.

Conditions for the Award of Degrees

First Degrees

Rules, regulations and conditions for the award of *first degrees* are set out in the appropriate **Faculty Handbooks.**

For the full list of undergraduate courses and degrees offered see Table of Courses by Faculty (Undergraduate Study) in the *Calendar.*

The following is the list of *higher degrees, graduate diplomas and graduate certificates* of the University, together with the publication in which the conditions for the award appear.

Higher Degrees

For details of graduate degrees by research and course work, arranged in faculty order, see *UNSW Courses (by faculty)* in the *Calendar.*

Title	Abbreviation	Calendar/Handbook
Higher Degrees		
Doctor of Science	DSc	Calendar
Doctor of Letters	DLitt	Calendar
Doctor of Laws	LLD	Calendar
Doctor of Education	EdD	Professional Studies
Doctor of Juridicial Science	SJD	Law
Doctor of Medicine	MD	Medicine
Doctor of Philosophy	PhD	Calendar and all handbooks
Master of Applied Science	MAppSc	Applied Science
Master of Architecture	MArch	Built Environment
Master of Archives Administration	MArchivAdmin	Professional Studies
Master of Art	MArt	College of Fine Arts
Master of Art Administration	MArtAdmin	College of Fine Arts
Master of Art Education	MArtEd	College of Fine Arts
Master of Art Educatio (Honours)	MArtEd(Hons)	College of Fine Arts
Master of Arts	MA	Arts and Social Sciences University College
Master of Arts (Honours)	MA(Hons)	Arts and Social Sciences
Master of Art Theory	MArtTh	College of Fine Arts
Master of Biomedical Engineering	MBiomedE	Engineering
Master of Building	MBuild	Built Environment
Master of the Built Environment	MBEnv	Built Environment

Title	Abbreviation	Calendar/Handbook
Master of the Built Environment (Building Conservation)	MBEnv	Built Environment
Master of Business Administration	MBA	AGSM
Master of Business Administration (Executive)	MBA(Exec)	AGSM
Master of Business and Technology	MBT	Engineering
Master of Chemistry	MChem	Science*
Master of Clinical Education	MClinEd	Medicine
Master of Commerce (Honours)	MCom(Hons)	Commerce and Economics
Master of Commerce	MCom	Commerce and Economics
Master of Community Health	MCH	Medicine
Master of Community Paediatrics	MCommPaed	Medicine
Master of Computational Science	MComputationalSc	Science
Master of Computer Science	MCompSc	Engineering
Master of Construction Management	MConstMgt	Built Environment
Master of Couple and Family Therapy	MCFT	Professional Studies
Master of Defence Studies	MDefStud	University College
Master of Design(Honours)	MDes(Hons)	College of Fine Arts
Master of Education	MEd	Professional Studies
Master of Education in Creative Arts	MEdCA	Professional Studies
Master of Education in Teaching	MEdTeach	Professional Studies
Master of Educational Administration	MEdAdmin	Professional Studies
Master of Engineering	ME	Applied Science Engineering University College
Master of Engineering *without supervision*	ME	Applied Science Engineering
Master of Engineering Science	MEngSc	Engineering Applied Science University College
Master of Environmental Engineering Science	MEnvEngSc	Engineering
Master of Environmental Studies	MEnvStudies	Applied Science
Master of Equity & Social Administration	MEqSocAdmin	Professional Studies
Master of Fine Arts	MFA	College of Fine Arts
Master of Health Administration	MHA	Professional Studies
Master of Health Personnel Education	MHPEd	Medicine
Master of Health Planning	MHP	Professional Studies
Master of Higher Education	MHEd	Professional Studies
Master of Industrial Design	MID	Built Environment
Master of Information Management	MIM	Professional Studies
Master of Information Science	MInfSc	Engineering
Master of International Social Development	MIntSocDev	Professional Studies
Master of Medicine	MMed	Medicine
Master of Landscape Architecture	MLArch	Built Environment
Master of Landscape Planning	MLP	Built Environment
Master of Laws	LLM	Law
Master of Laws and Management	MLM	AGSM Law
Master of Librarianship	MLib	Professional Studies
Master of Management Economics	MMgtEc	University College
Master of Mathematics	MMath	Science*
Master of Medicine	MMed	Medicine
Master of Mining Management	MMinMgmt	Applied Science
Master of Music	MMus	Arts and Social Sciences
Master of Music (Honours)	MMus(Hons)	Arts and Social Sciences
Master of Music Education (Honours)	MMusEd(Hons)	Arts and Social Sciences
Master of Optometry	MOptom	Science*
Master of Policy Studies	MPS	Arts and Social Sciences
Master of Project Management	MProjMgt	Built Environment

Title	Abbreviation	Calendar/Handbook
Master of Public Health	MPH	Medicine
		Professional Studies
Master of Psychological Medicine	MPM	Medicine
Master of Psychology (Applied)	MPsychol	Science†
Master of Psychology (Clinical)	MPsychol	Science†
Master of Real Estate	MRE	Built Environment
Master of Real Property	MRProp	Built Environment
Master of Safety Science	MSafetySc	Applied Science
Master of Science	MSc	Applied Science
		Built Environment
		Engineering
		Medicine
		Science*†
		University College
Master of Science *without supervision*	MSc	Applied Science
		Built Environment
		Engineering
Master of Science (Industrial Design)	MSc(IndDes)	Built Environment
Master of Social Work	MSW	Professional Studies
Master of Sports Science	MSpSc	Professional Studies
Master of Sports Medicine	MSpMed	Medicine
Master of Statistics	MStats	Science*
Master of Surgery	MS	Medicine
Master of Taxation	MTax	ATAX
Master of Technology Management	MTM	Applied Science
		Commerce and Economics
		Engineering
Master of Town Planning	MTP	Built Environment
Master of Urban Development and Design	MUDD	Built Environment

Graduate Diplomas

Graduate Diploma	GradDip	AGSM
		Applied Science
		Architecture
		Arts and Social Sciences
		Commerce and Economics
		Engineering
		Medicine
		Professional Studies
		Science*†
Advanced Taxation	GradDipAdvTax	Board of Studies in Taxation
Arts	GradDipArts	Arts and Social Sciences
Couple and Family Therapy	GradDipC/F Therapy	Professional Studies
Clinical Education	GradDipClinEd	Medicine
Community Paediatrics	GradDipCommPaed	Medicine
Equity and Social Administration	GradDipEq&SocAdmin	Professional Studies
Higher Education	GradDipHEd	Professional Studies
Health Personnel Education	GradDipHPEd	Medicine
Information Management - Archives/Records	GradDipIM-Archiv/Rec	Professional Studies
Information Management - Librarianship	GradDipIM-Lib	Professional Studies
Industrial Management	GradDipIndMgt	Engineering
International Social Development	GradDipIntSocDev	Professional Studies
Music	GradDipMus	Arts and Social Sciences
Paediatrics	GradDipPaed	Medicine
Pharmaceutical Sciences	GradDipPharmSc	Medicine
Sports Medicine	GradDipSpMed	Medicine
Taxation Studies	GradDipTaxStud	Board of Studies in Taxation
Education	DipEd	Professional Studies
Food and Drug Analysis	DipFDA	Science*

Title	Abbreviation	Calendar/Handbook

Graduate Certificates

Arts	GradCertArts	Arts and Social Sciences
Commerce	GradCertCom	Commerce and Economics
Health Administration	GradCertHealthAdmin	Professional Studies
Higher Education	GradCertHEd	Professional Studies
Music	GradCertMus	Arts and Social Sciences
Pharmaceutical Sciences	GradCertPharmSc	Medicine

*Faculty of Science.
†Faculty of Biological and Behavioural Sciences.

Doctor of Philosophy (PhD)

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty or board (hereinafter referred to as the Committee) to a candidate who has made an original and significant contribution to knowledge.

Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

Enrolment

3. (1) An application to enrol as a candidate for the degree shall be lodged with the Registrar at least one month prior to the date at which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School* and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for promoting postgraduate study within the University.

(3) The candidate shall be enrolled either as a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than three years and no later than five years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than four years and no later than six years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student i.e. at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and period of time away from the University are necessary to the research program.

*'School' is used here and elsewhere in these conditions to mean any teaching unit authorised to enrol research students and includes a department where that department is not within a school, a centre given approval by the Academic Board to enrol students, and an interdisciplinary unit within a faculty and under the control of the Dean of the Faculty. Enrolment is permitted in more than one such teaching unit.

(7) The research shall be supervised by a supervisor and where possible a co-supervisor who are members of the academic staff of the School or under other appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a co-supervisor at that institution.

Progression

4. The progress of the candidate shall be considered by the Committee following a report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(i) The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

(ii) Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis

5. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall comply with the following requirements:

(a) it must be an original and significant contribution to knowledge of the subject;

(b) the greater proportion of the work described must have been completed subsequent to enrolment for the degree;

(c) it must be written in English except that a candidate in the Faculty of Arts and Social Sciences may be required by the Committee to write a thesis in an appropriate foreign language;

(d) it must reach a satisfactory standard of expression and presentation;

(e)it must consist of an account of the candidate's own research but in special cases work done conjointly with other persons may be accepted provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may not submit as the main content of the thesis any work or material which has previously been submitted for a university degree or other similar award but may submit any work previously published whether or not such work is related to the thesis.

(5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the four copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

6. (1) There shall be not fewer than three examiners of the thesis, appointed by the Committee, at least two of whom shall be external to the University.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that one of the following:

(a) The thesis merits the award of the degree.

(b) The thesis merits the award of the degree subject to minor corrections as listed being made to the satisfaction of the head of school.

(c) The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the higher degree Committee, the thesis would merit the award of the degree.

(d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.

(e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

(3) If the performance in the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to submit the thesis for re-examination as determined by the Committee within a period determined by it but not exceeding eighteen months.

(4) After consideration of the examiners' reports and the results of any further examination of the thesis, the Committee may require the candidate to submit to written or oral examination before recommending whether or not the candidate be awarded the degree. If it is decided that the candidate be not awarded the degree, the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.

Fees

7. A candidate shall pay such fees as may be determined from time to time by the Council.

Doctor of Education (EdD)

1. The degree of Doctor of Education may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has completed a specified program of advanced study and demonstrated ability to conduct research by the submission of a thesis embodying the results of a substantial original investigation.

Qualifications

2. (1) (a) A candidate for the degree shall have been awarded the degree of Master of Education, Master of Educational Administration, Master of Education in Teaching, Master of Higher Education or an appropriate degree of Bachelor with Honours or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(b) have completed at least three years' professional experience in a branch of education, or in some other area that is judged by the Committee to be appropriate; and

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Education Studies and the applicant on the topic area, provision of adequate facilities and any course work to be prescribed, and that these are in accordance with the guidelines for promoting postgraduate study within the University.

4. (1) A candidate for the degree shall be required:

(a) to undertake a course of study in which the candidate shall be required to pass, at a standard acceptable to the Committee, such subjects as may be required;

(b) to undertake a substantial original investigation on an approved topic;

The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee

(2) The investigation shall be carried out under the direction of a supervisor and where possible a cosupervisor appointed from among the members of the academic staff of the school or under other appropriate supervision arrangement approved by the Committee.

(3) (a) An approved candidate shall be enrolled as a full-time or part-time student.

(b) No candidate shall be awarded the degree until the elapse of six academic sessions from the date of enrolment in the case of a full-time candidate, or twelve academic sessions in the case of a part-time candidate.

(c) The Committee may in special circumstances approve other variations to the period of study.

5. The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(i) The research proposal for the thesis will be reviewed as soon as feasible after the completion of the course work. This review will focus on the viability of the research proposed.

(ii) Progress in the course will be reviewed within twelve months after the first review. As a result of either review, the Committee may cancel enrolment or take such other action as is considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis

6. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months' notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done jointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or any other copying medium.

Examination

7. (1) There shall be no fewer than three examiners of the thesis, at least two of whom shall be external to the University, who shall be appointed by the Committee.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the thesis be noted as satisfactory; or

(b) the thesis be noted as satisfactory subject to specified minor corrections being made to the satisfaction of the head of school; or

(c) the thesis requires further work on questions posed in the report. Should performance in this further work be to the satisfaction of the Committee, the thesis would be noted as satisfactory; or

(d) the thesis be noted as unsatisfactory, but the candidate be permitted to resubmit the thesis in a revised form after a further period of study and/or research. The revised thesis should be subject to reexamination: or

(e) the thesis be noted as unsatisfactory. The thesis does not demonstrate that resubmission would be likely to achieve a satisfactory result.

(3) If the performance at the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding one year.

(4) The Committee shall, after consideration of the examiners' reports and any further reports on the thesis it sees fit to obtain and the results of any further examination and of the prescribed course of study, recommend whether or not the candidate be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

8. A candidate shall pay fees as may be determined from time to time by the Council.

Master of Archives Administration (MArchivAdmin)

1. The degree of Master of Archives Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(b) have been awarded a Diploma in Information Management Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such examination and perform such other work as is prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Couple and Family Therapy (MCFT)

1. A Master of Couple and Family Therapy may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at

a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) An applicant must submit evidence of relevant professional training and experience in counselling.

(3) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(4) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar by the advertised closing date which shall be at least two calendar months before the commencement of session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the Masters until the lapse of four academic sessions from the date of enrolment in the case of a part-time candidate. The maximum period of candidature shall be seven academic sessions from the date of enrolment for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education (MEd) at Honours Level

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the subjects prescribed for the degree at Pass level including a project at a standard acceptable to the Committee; and

(b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all subjects passed for the degree at Pass level.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education Studies (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of sixty credit points provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at Pass level. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteeen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education (MEd) At Pass Level

1. The degree of Master of Education at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the subjects for the degree may complete the degree in three sessions*. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Those candidates for the degree of Master of Education at St George Campus should note that the minimum period of part-time candidature shall be six sessions.

Master of Educational Administration (MEdAdmin) at Honours Level

1. The degree of Master of Educational Administration at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the subjects prescribed for the degree at Pass level including two core subjects and a project at a standard acceptable to the Committee, and

(b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who has been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all subjects passed for the degree at Pass level.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education Studies (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of 60 credit points provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at pass level. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Educational Administration (MEdAdmin) at Pass Level

1. The degree of Master of Educational Administration at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Commitee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the subjects for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education in Creative Arts (MEdCA)

1. The degree of Master of Education in Creative Arts by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wale or from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) or

(b) have been awarded undergraduate and postgraduate qualifications from the University of New South Wales from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's practical experience in an area relevant to the study of the creative arts and of a kind acceptable to the Committee.

(2) Applicants may be required to attend an interview/audition to determine their suitability to meet performance requirements in selected elective sequences.

(3) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(4) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education in Teaching (MEdTeach) *by Research*

1. The degree of Master of Education in Teaching by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation. The degree shall be awarded either with the grade of Honours Class 1 or with the grade of Honours Class 2.

Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate Honours Bachelors degree with thesis from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee and shall have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) Students with creditable academic records in the Master of Education in Teaching by coursework degree may be invited to transfer to the Master of Education in Teaching by research degree. Permission to transfer may be granted by the Head of the School of Teacher Education with the approval of the Higher Degree Committee of the Faculty of Professional Studies.

Enrolment

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar no later than the 15th November of the year before the commencement of the session in which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Teacher Education and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for postgraduate study within the University.

(3) The candidate shall be enrolled as either a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than one year and no later than three years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than two years and no later than five years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student ie at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and the period of time away from the University are necessary for the research program.

(7) The research shall be supervised by a supervisor or supervisors who are members of the academic staff of the School of Teacher Education or under appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a co-supervisor at that institution.

Progression

4. (1) The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(2) The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

(3) Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis**

5. (1) On completing the program of study a candidate shall submit a thesis embodying the results of an investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special case work done conjointly with other persons may be accepted, provided the Committee is satisfied on the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

6. (1) There shall be no fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) The thesis merits the award of the degree either with Honours Class 1 or with Honours Class 2.

(b) The thesis merits the award of the degree either with Honours Class 1 or Honours Class 2 subject to minor corrections as listed being made to the satisfaction of the Head of School.

(c) The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the Higher Degree Committee, the thesis would merit the award of the degree either with Honours Class 1 or Honours Class 2.

(d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.

(e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

(3) If the performance in the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.

Fees

7. (1) A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education in Teaching (MEdTeach) *by Formal Course Work*

1. The degree of Master of Education in Teaching by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) Have been awarded a Bachelor of Education from The University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee);

or

(b)(i) Have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(iii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar no later than 15th November of the year before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight academic sessions for a part-time candidate. In special cases a variation to these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Equity and Social Administration (MEqSocAdmin)

1. A Master of Equity and Social Administration may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution or have other qualifications and experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar by the advertised closing date which shall be at least two calendar months before the commencement of session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the Masters until the lapse of six academic sessions from the date of enrolment in the case of a part-time candidate. The maximum period of candidature shall be eight academic sessions from the date of enrolment in the case of a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Health Administration (MHA) *by Research*

1. The degree of Master of Health Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) have had at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Health Administration (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation or design.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Health Administration (MHA) *by Formal Course Work*

1. The degree of Master of Health Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) There is normally an experience requirement of three years experience in the health field. Those students who are inexperienced (ie less than three years) in the health service field are required to undertake a planned program of field experience in addition to the twelve subjects.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 November of the year before the year in which enrolment is to begin. Late applications may be considered by the School's Selection Committee.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Health Planning (MHP)

1. The degree of Master of Health Planning by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(ii) have had at least three years experience in the health services of a kind acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii)either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 November of the year before the year in which enrolment is to begin. Late applications may be considered by the School's Selection Committee.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic

sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Higher Education (MHEd)

1. The degree of Master of Higher Education by course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(b) be concurrently employed in teaching in higher education, in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Information Management (MIM)

1. The degree of Master of Information Management by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or six sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and twelve academic sessions for a part-time candidate. In special cases a variation of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of International Social Development (MIntSocDev)

1. A Master of International Social Development may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by the advertised clsing date, which shall be at least two months before the commencement of session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate and six sessions for a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases a variation of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Information Studies (MInfStuds) *by Research*

1. The degree of Master of Information Studies by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(b) have been awarded a Graduate Diploma in Information Management-Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Information Studies (MInfStuds) *by Formal Course Work*

1. The degree of Master of Information Studies by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(b) have been awarded a Graduate Diploma in Information Management-Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee or, if intending to specialise in Information Science, the degree of Bachelor awarded shall have had a major in computer science at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least three calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Public Health by Research (MPH)

1. The degree of Master of Public Health by Research may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualifications considered equivalent from another university or tertiary institution at a level acceptable to the Committee and

(ii) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such examination or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Public Health (MPH) *by Formal Course Work*

1. The degree of Master of Public Health by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee), or

(b) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar on or before a date to be fixed by the Committee, that date being at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or six sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and ten sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Social Work (MSW) *by Research*

1. The degree of Master of Social Work by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least two years' professional experience of a kind acceptable to the Committee;

or

(a) have been awarded an appropriate degree at a level acceptable to the Committee;

(b) have had at least two years' work experience in the human services of a kind acceptable to the Committee

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Social Work (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such assessment and perform such other work as is prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than four academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the

provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Social Work (MSW) by Formal Course Work

1. The degree of Master of Social Work by Formal Course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least one year's professional experience of a kind acceptable to the Committee;

(c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy, International Social Development, or Equity and Social Administration, at an acceptable standard. (Exceptions may be made for overseas candidates).

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of three academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Sports Science (MSpSc) at Honours Level

1. The degree of Master of Sports Science at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee: or

(b) students with a creditable academic record in the pass degree may be invited to transfer to a MSpSc(Hons). Permission to transfer will need the approval of the Head of School and Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours before completing requirements for the pass degree shall have completed at credit level or better in the two core research subjects and the two subjects in the Human Performance strand.

Students transferring to the honours degree shall be required to complete two additional subjects at credit level or better in the Human Performance strands and a thesis.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the head of the School of Sport and Leisure Studies (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) Full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of 30 credit

points provided for the degree at Pass level except that in special circumstances, the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Sports Science (MSpSc) at Pass Level

1. The degree of Master of Sports Science by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wales or another university or tertiary institution at a level acceptable to the Higher Degree Committee for the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases, an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidates shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the subjects for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases, an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Diploma (DipEd, GradDip, GradDipIM-Archiv/Rec or GradDipIM-Lib)

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the diploma shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee).

(2) In the case of a candidate for the Graduate Diploma in Educational Studies (Computer Education), an equivalent qualification shall be either:

(a) an approved three or four year teacher education course for early childhood, primary, secondary or technical teachers or adult educators and at least one year full-time teaching or its equivalent, or

(b) an approved degree and Graduate Diploma in Education course and at least one year full-time teaching or its equivalent.

(3) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(4) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate*. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Diploma in Couple and Family Therapy (GradDip)

1. The Graduate Diploma in Couple and Family Therapy may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the diploma shall:

(a) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee)

(b) submit evidence of professional attainment relevant to education in advanced therapeutic skills

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Diploma in Equity and Social Administration (GradDipEqSocAdmin)

1. The Graduate Diploma in Equity and Social Administration may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

Qualifications

(1) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution or have other qualifications and/or work experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months before the commencement of session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Diploma (GradDipHEd)

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the diploma shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Diploma in International Social Development (GradDipIntSocDev)

1. The Graduate Diploma in International Social Development may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

Qualifications

(1) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Certificate (GradCertHealthAdmin or GradCertHEd)

1. A certificate may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the diploma shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the certificate shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the certificate shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the certificate until the lapse of one academic sessions from the date of enrolment. The maximum period of candidature shall be three academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Scholarships

The scholarships listed below are available to students whose courses are listed in this book. Each faculty handbook contains in its scholarships section the scholarships available for study in that faculty. Travel scholarships are shown separately. Applicants should note that the scholarships and their conditions are subject to review and the closing dates for awards may vary from year to year.

Scholarship information is regularly included in the University publication 'Uniken/Focus'.

Students investigating study opportunities overseas should also consult Study Abroad which is published by UNESCO and is available in the University library. The British Council (02 9326 2365) may be of assistance for information about study in Britain. The Australian-American Education Foundation (06 247 9331) can provide information about study in America. Information may also be obtained from the embassy or consulate of the country in which the study is proposed and from the proposed overseas institution. Details of overseas awards and exchanges administered by the Department of Employment, Education, Training and Youth Affairs (DEETYA) can be obtained from the Awards and Exchanges Section, DEETYA, PO Box 826, Woden, ACT 2606.

KEY

L   Students with Australian Citizenship or Permanent Resident status can apply.

I   International students can apply.

Postgraduate scholarships for research or coursework are identified with the following codes:

R   Available for study by research (normally Masters by Research or PhD).

C   Available for study by coursework (normally Masters by Coursework or Graduate Diploma).

The scholarship information is normally provided in the following format:

* Amount
* Duration
* Conditions

Unless otherwise stated, application forms are available from the Scholarships Unit, c\- the Student Centre (Lower Ground Floor, Chancellery). Applications normally become available four to six weeks before the closing date.

Undergraduate Scholarships

Following are details of scholarships available to undergraduate students at UNSW.

The scholarships are listed according to the year of study for which the scholarship is available (ie scholarships for first year students; scholarships for second or later year students; scholarships for Honours year students) or whether they are available to undertake travel, and then also by Faculty and course (eg scholarships in Science or Engineering). If a scholarship is available to all students it will be listed in the General Scholarships section.

For further information contact:

The Scholarships Unit
The University of New South Wales
Sydney 2052 Australia

Tel (02) 9385 3100/3101/1462
Fax (02) 9662 1049
Email: R.Plain@unsw.edu.au

Scholarships for students entering the first year of an undergraduate course

General

The Alumni Association Scholarships (I,L)

- Up to $1,500 pa
- 1 year with the possibility of renewal

The scholarships are available to students enrolled in any year of a full-time undergraduate course. Candidates must be the children or grandchildren of alumni of the University of New South Wales. Applications close mid-January.

The Australian Development Co-operation Scholarship (ADCOS) (I)

- Tuition fees. Some students may be eligible for airfares and a stipend
- Determined by normal course duration

This award is for international students from selected countries only. Information and application forms should be obtained from the Australian Education Centre or Diplomatic Post in the home country. The award conditions and entitlements vary depending on the home country. The closing date is normally early in the year before the year of study.

The Australian Vietnam Veterans Trust Education Assistance Scheme (L)

- $3,500 pa for the duration of the course

Applicants must be a child of a Vietnam veteran and under the age of 25 at the time of application. The award is subject to the same income test as AUSTUDY. Applicants can be undertaking any year of a Bachelors course. Applications and further information are available from the Australian Vietnam War Veterans Trust National Office, PO Box K978, Haymarket NSW 2000 (02 9281 7077). Applications close 31 October.

The Ben Lexcen Sports Scholarships (I,L)

- $2,000 pa
- 1 year with possibility of renewal

The scholarships are available to students who are accepted into a course of at least two years duration. Prospective applicants should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to the Manager, Sports Association, UNSW, Sydney 2052 Australia. Tel (02) 9385 6022, Fax (02) 9385 6180.

The UNSW Co-Op Program (L)

- $10,400 pa and between 9 and 20 months industry training
- The duration of the course subject to satisfactory progress

The scholarships are offered by industry groups through the University in the three faculties of Applied Science, Commerce and Economics and Engineering. Scholars are selected by interview with emphasis placed on achievements in community and extra-curricular activities as well as communication and leadership skills.

A minimum TER of around 90 is expected. The Co-Op Application Form is available from school Careers Advisers or the Co-op Office on (02) 9385 5116. Applications close September 30 with interviews held at the end of November and beginning of December.

The Girls Realm Guild Scholarships (L)

- Up to $1,500 pa
- 1 year with the prospect of renewal subject to satisfactory progress and continued demonstration of need

The scholarships are available to female students under 35 years of age who are enrolling in any year of a full-time

undergraduate course. Selection is based on academic merit and financial need. Applications close 25 March.

The John Niland Scholarships (L)

- $5,000
- 1 year

The scholarship provides assistance to enhance the opportunity of students from country high schools in Australia to enrol in an undergraduate program of study at UNSW. Applicants will be students who complete the HSC (or its counterpart matriculation requirement) in the top five percent of their state-wide cohort, having been enrolled at a country high school in Australia. Selection will be based on academic merit, potential to contribute to the wider life of the University and consideration of social and/or economic circumstances which might otherwise hinder successful transition to UNSW. Applications close 30 October.

The National Health and Medical Research Council (NH&MRC) Aboriginal Health Research Scholarships (L)

- $22,250
- Up to 3 years

Applicants may be undertaking an undergraduate degree in order to pursue research relevant to Aboriginal health. Applications close mid-July.

The Ngunnagan Club Scholarship (L)

- Up to $2,000
- 1 year

The scholarship is available to students enrolled at an Australian country high school who complete the HSC (or its counterpart matriculation requirement) in the top five per cent of their state cohort. Applicants should complete an official application form by 31 October in the year prior to their intended enrolment at UNSW. Final performance in the HSC (or its counterpart matriculation) examination should be reported to the Scholarships Unit once known.

The W.S. and L.B. Robinson Scholarship (L)

- Up to $6,500 pa
- 1 year renewable for the duration of the course subject to satisfactory progress

Applicants must have completed their schooling in Broken Hill or have parents who reside in Broken Hill. Applicants should be undertaking a course related to the mining industry, for example courses in Mining Engineering, Geology, Electrical and Mechanical Engineering, Metallurgical Process Engineering, Chemical Engineering or Science. A letter of application should be sent to Pasminco Mining, PO Box 460, Broken Hill, NSW 2880. Applications close 30 September each year.

Scholarships for students in their second or later year of study

General

The Alumni Association Scholarships (I,L)

- Up to $1,500 pa
- 1 year with the possibility of renewal

The scholarships are available to students enrolled in any year of a full-time undergraduate course. Candidates must be the children or grandchildren of alumni of the University of New South Wales. Applications close early January.

The Australian Vietnam Veterans Trust Education Assistance Scheme (L)

- $3,500 pa for the duration of the course

Applicants must be a child of a Vietnam veteran and under the age of 25 at the time of application. The award is subject to the same income test as AUSTUDY. Applicants can be undertaking any year of a Bachelors course. Applications and further information are available from the Australian Vietnam War Veterans Trust National Office, PO Box K978, Haymarket NSW 2000 (tel 02 9281 7077). Applications close 31 October.

The Ben Lexcen Sports Scholarships (I,L)

- $2,000 pa
- 1 year with possibility of renewal

The scholarships are available to students who are accepted into a course of at least two years duration. Prospective applicants should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to the Manager, Sports Association, UNSW, Sydney 2052. Tel (02) 9385 6022, Fax (02) 9385 6180.

The Girls Realm Guild Scholarship (L)

- Up to $1,500 pa
- 1 year with the prospect of renewal subject to satisfactory progress and continued demonstration of need

The scholarships are available only to female students under 35 years of age who are enrolling in any year of a full-time undergraduate course. Selection is based on academic merit and financial need. Applications close 25 March.

The Minproc Engineering Limited Scholarship (L)

- $6500 pa
- 1 year renewable for the duration of the course subject to satisfactory progress

The scholarship is available to a student entering either Year 3 or 4 of the Bachelor of Engineering Science course with subject content in the fields of Engineering or Mineral Chemistry, or a Bachelor of Engineering with majors in the fields of Chemical, Metallurgical or Mechanical Engineering, or related courses. Applications close early March.

The National Health and Medical Research Council (NH&MRC) Aboriginal Health Research Scholarships (L)

- $22,250
- Up to 3 years

Applicants may be undertaking an undergraduate degree in order to pursue research relevant to Aboriginal health. Applications close mid July.

The NSW Ministry for the Arts Scholarships (L, R, C)

- $5,000 – $25,000 (depending on the award)

The NSW Government offers a number of scholarships and awards to writers, artists and scholars living in NSW. Further information is available from New South Wales Ministry for the Arts, GPO Box 5341, Sydney NSW 2000. Tel (02) 9228 3533, Fax (02) 9228 4722.

The Pig Research and Development Corporation (PRDC) Undergraduate Encouragement Award (L)

- $600 lump sum

Applicants must be in the later stage of an undergraduate degree and interested in undertaking a research project related to the Australian pig industry. Applications close 3 times a year (ie 1 March, 1 July, 1 October).

The Sam Cracknell Memorial Scholarships (I,L)

- Up to $1,500 pa
- 1 year

Applicants should have already completed at least 2 years of a degree or diploma course and be enrolled in a full-time course during the year of application. Selection is based on academic merit, participation in sport both directly and administratively and financial need. Applications close 31 March.

The Telstra Education Fellowships (L)

- $7,500
- 1 year

Applicants must be in the final year of study in the disciplines of computer, electrical or electronic engineering or computer science. Applications normally close at the end of July.

The W.S. and L.B. Robinson Scholarship (L)

- Up to $6,500 pa
- 1 year renewable for the duration of the course subject to satisfactory progress

Applicants must have completed their schooling in Broken Hill or have parents who reside in Broken Hill. Applicants should be undertaking a course related to the mining industry, for example courses in Mining Engineering, Geology, Electrical and Mechanical Engineering, Metallurgical Process Engineering, Chemical Engineering and Science. A letter of application should be sent to Pasminco Mining, PO Box 460, Broken Hill, NSW 2880. Applications close 30 September.

Honours Year Scholarships

General

The Alumni Association Scholarships (I,L)

- Up to $1,500 pa
- 1 year with the possibility of renewal

The scholarships are available to students enrolled in any year of a full-time undergraduate course. Candidates must be the children or grandchildren of alumni of the university of new south wales. Applications close 13 January.

The Apex Foundation for Research into Intellectual Disability Studentships (I,L)

- $1,000 paid in a lump sum

The studentships are available to students preparing a thesis related to intellectual disability. Applications should be in the form of a letter which includes a curriculum-vitae and thesis plan and must be supported by a letter from the head of school/department. Applications should be sent to the honorary secretary, apex foundation studentships, PO Box 311, Mt Evelyn Vic 3796 by 31 May.

The Australian and New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) Student Award (I,L)

- $1,000 for attendance at the annual conference

Applicants can be Honours students from any discipline. The award provides assistance for a student to attend the annual conference. Applications are available from ANZCCART, PO Box 19 Glen Osmond, SA, 5064, (tel 08 303 7325). Applications close in July.

The Australian Vietnam Veterans Trust Education Assistance Scheme (L)

- $3,500 pa for the duration of the course

Applicants must be a child of a Vietnam veteran and under the age of 25 at the time of application. The award is subject to the same income test as AUSTUDY. Applicants can be undertaking any year of a Bachelors course. Applications and further information are available from the Australian Vietnam War Veterans Trust National Office, PO Box K978, Haymarket NSW 2000 (tel 02 9281 7077). Applications close 31 October.

The Ben Lexcen Sports Scholarships (I,L)

- $2,000 pa
- 1 year with possibility of renewal

The scholarships are available to students who are accepted into a course of at least two years duration. Prospective applicants should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to the Manager, Sports Association, UNSW, Sydney 2052. Tel (02) 9385 6022, Fax (02) 9385 6180.

The Girls Realm Guild Scholarships (L)

- Up to $1,500 pa
- 1 year with the prospect of renewal subject to satisfactory progress and continued demonstration of need

The scholarships are available only to female students under 35 years of age who are enrolling in any year of a full-time undergraduate course. Selection is based on academic merit and financial need. Applications close 25 March.

The Grains Research and Development Corporation (GRDC) Undergraduate Honours Scholarship (I,L)

- $6,000 (ie $5,000 to the student and $1,000 to the host School/Department)
- 1 year

Applicants must be undertaking a full-time Honours program. Study in an area of significance to the grains industry will be viewed favourably. A letter of application, including a curriculum-vitae, academic record, letter of support from the Head of School/Department and 2 referees' supporting statements, should be sent to GRDC Undergraduate Honours Scholarship, PO Box E6, Queen Victoria Terrace, Canberra ACT 2600 (06 2725528). Applications close late November.

The Great Barrier Reef Marine Park Authority Research Support (I,L)

- $1,500

Applicants must be undertaking a full-time Honours year or PhD research project that could contribute to the planning and managing work undertaken by the Great Barrier Reef Marine Park Authority. Applications and further information may be obtained from the Executive Officer, Great Barrier Reef Marine Park Authority, PO Box 1379, Townsville QLD 4810 (tel 077 818811). Applications close mid-December.

The Mitsui Education Foundation Scholarship (L)

A one month scholarship to Japan is available to a young Australian national to help promote goodwill between the two countries. Candidates should be full-time undergraduate students aged between 20-24 and preferably in their third or fourth year. The successful student will travel to Japan during November and December. Application forms become available in June and close mid-July.

The National Health and Medical Research Council (NH&MRC) Aboriginal Health Research Scholarships (L)

- $22,250
- Up to 3 years

Applicants may be undertaking an undergraduate degree in order to pursue research relevant to Aboriginal health. Applications close mid-July.

The NSW Ministry for the Arts Scholarships (L, R, C)

- $5,000 – $25,000 (depending on the award)

The NSW Government offers a number of scholarships and awards to writers, artists and scholars living in NSW. Further information is available from New South Wales Ministry for the Arts, GPO Box 5341, Sydney NSW 2000. Tel (02) 9228 3533, Fax (02) 9228 4722.

The Pig Research and Development Corporation (PRDC) Undergraduate Encouragement Award (L)

- $600 lump sum

Applicants must be in the later stage of an undergraduate degree and interested in undertaking a research project related to the Australian pig industry. Applications close 3 times a year (ie 1 March, 1 July, 1 October).

The River Basin Management Society Ernest Jackson Memorial Research Grants (I,L)

- Up to $2,000

The scholarship is available to assist students undertaking research in the field of River Basin Management. Applications close on 11 August.

The RSPCA Alan White Scholarship (I,L)

- $2,500

Applicants should be undertaking original research to improve the understanding and welfare of animals. A letter of application should be sent to the Executive Officer, RSPCA Australia, PO Box E369, Queen Victoria Terrace, Canberra ACT 2600 (tel 06 2311437) by 31 March.

The Sam Cracknell Memorial Scholarship (I,L)

- Up to $1,500 pa
- 1 year

Applicants should have already completed at least 2 years of a degree or diploma course and be enrolled in a full-time course during the year of application. Selection is based on academic merit, participation in sport both directly and administratively and financial need.
Applications close 31 March.

The University Honours Year Scholarships (I,L)

- $1,000
- 1 year

A number of scholarships will be awarded on the basis of academic merit for students entering an 'add-on' honours year, ie the honours year in a degree course which is normally a pass degree but which has the option of a further year of study at Honours level. Applications close 30 November.

The W.S. and L.B. Robinson Scholarship (L)

- Up to $6,500 pa
- 1 year renewable for the duration of the course subject to satisfactory progress

Applicants must have completed their schooling in Broken Hill or have parents who reside in Broken Hill. Applicants should be undertaking a course related to the mining industry, for example courses in Mining Engineering, Geology, Electrical and Mechanical Engineering, Metallurgical Process Engineering, Chemical Engineering and Science. A letter of application should be sent to Pasminco Mining, PO Box 460, Broken Hill, NSW 2880. Applications close 30 September.

Travel Scholarships

General

The Arthur Anderson Study Abroad Scholarship (L)

- Up to $2,500

The scholarship is to provide financial assistance to students in their second or third year of full-time study who wish to study abroad for one semester at an approved Asian university. The overseas study must count towards their UNSW degree. Students must satisfy the language and literacy requirements of the approved university. Candidates will be required to complete an application form at least four months prior to the commencement of the scholarship. Further information is available from the International Student Centre. Tel (02) 9385 5333.

The Association of International Education Japan (AIEJ)
Short-Term Student Exchange Promotion Program (Inbound)
Peace and Friendship Scholarships (I,L)

- 50,000 yen (settling-in allowance), 100,000 yen per month, plus airfare

- Ten months to one year

Applicants must be accepted by a Japanese university under a student exchange program agreement with UNSW. Students must initially apply directly to a Japanese university through the International Student Centre at UNSW. The Japanese host university will recommend candidates to AIEJ and students must apply as directed by the host university. Applications close in February, May and September each year.

The Association of International Education Japan (AIEJ)
Short-Term Student Exchange Promotion Program (Inbound) Scholarships (I,L)

- 50,000 yen (settling-in allowance), 80,000 yen per month, plus airfare

- Six months to one year

Applicants must be accepted by a Japanese university under a student exchange program agreement with UNSW. Students must initially apply directly to a Japanese university through the International Student Centre at UNSW. The Japanese host university will recommend candidates to AIEJ and students must apply as directed by the host university. Applications close in February, May and September each year.

DAAD – The German Academic Exchange Service Scholarships (L)

Application forms for the following scholarships are available from the Consulate General of the Federal Republic of Germany, PO Box 204, Woollahra NSW 2025.

One-Semester German Studies Scholarships

- DM1,000 a month living allowance, travel assistance of DM2,500 and the health insurance contribution

- One semester

Applicants must be in their third year of German Studies. Applications close 1 July.

Deutschlandkundlicher Winterkurs

- DM3,500 to assist with travel and living expenses and course fees

Undergraduate and postgraduate students from all fields with at least two years University level German (with a better than B average) may apply for this scholarship. The students should be aged from 19 to 32 and proposing to undertake the 8 week (in January and February 1997) German studies course (in German) at the University of Freiburg. The course provides language instruction and concentrates on historical and cultural aspects of contemporary Germany for students with some knowledge of German and a background in German Studies. Applications close 1 August.

The International Exchange Travel Scholarships (L)

- Up to $1,500 pa

- 1 year

The scholarships were established to encourage UNSW students to participate in the University's formal international exchange programs. Students must be undergraduates embarking on a period of study overseas which will count toward their UNSW degree. Awards will be granted on the basis of academic merit. Interested students should contact the International Student Centre, tel (02) 9385 5333.

The Mitsui Education Foundation Scholarship (L)

A one month scholarship to Japan is available to a young Australian national to help promote goodwill between the two countries. Candidates should be full-time undergraduate students aged between 20-24 and preferably in their third or fourth year. The successful student will travel to Japan during November and December. Application forms become available in June and close mid-July.

The National Asian Languages Scholarship (L)

Students who have completed two years of tertiary level language study can apply to undertake advanced language study in Asia for 6 to 12 months. Applications close 15 September.

The NSW Travelling Art Scholarship (L)

- $25,000

The scholarship is available to an emerging visual artist to undertake a course of study or training overseas for one or two years. Guidelines and applications are available from NSW Ministry for the Arts, GPO Box 5341, Sydney 2001 (02 228 5533). Applications normally close in July.

The Robert Sutton/ Jardine Matheson Scholarship (L)

- Up to $1,000

This scholarship is available to provide an Honours year student, from either the Faculty of Commerce or from the Faculty of Arts, with assistance to undertake a semester of study in Asia which would count towards their degree. Further information is available from the International Student Centre.

The Swiss Confederation Scholarships (L)

One scholarship may be available from The Swiss Confederation for art studies (for example, painting, graphic design, sculpture, music) in the 1997/1998 academic year. The scholarship will be awarded on the basis of academic merit and the possibilities for study in Switzerland. Applicants must have been born after 1 January 1962. The scholarship can only be allocated after the candidate has been accepted by a Swiss art school or conservatory. Applicants will be required to pass a language test in German or French. Applications close 1 December 1996.

The STA Travel Grant (I,L)

- Up to $3,000

Applicants must be undertaking study leading to a degree or diploma of the University and be members of the University Union. The grant is awarded on the basis of significant contribution to the community life of the University involving a leadership role in student affairs and the University Union and the relevance and merit of the proposed travel to the student's academic program or University Union activities. Applications close 30 April each year.

Postgraduate Scholarships

Following are details of scholarships available to postgraduate students at UNSW.

The scholarships are listed by Faculty and course (eg scholarships in Science or Engineering) or whether they are available to undertake travel. If a scholarship is available to all students it will be listed in the General Scholarships section.

For further information contact:

The Scholarships Unit
The University of New South Wales
Sydney 2052 Australia

Tel (02) 9385 3100/3101/1462
Fax (02) 9662 1049
E-mail: R.Plain@unsw.edu.au

General Scholarships

Main programs of assistance for postgraduate study

The Australian Postgraduate Awards (APA) (L, R)

• $15,364 pa (1996 rate). Other allowances may also be paid

• Up to 2 years for a Masters, 3 years for a PhD degree. PhD students may apply for up to 6 months extension in certain circumstances.

Applicants must have graduated, or be proposing to graduate in the current academic year, with Honours 1 or equivalent. The scholarships are available to undertake a Masters by Research or PhD. Students with Permanent Resident status must have lived in Australia continuously for 12 months. Applications close in late October.

The Australian Development Co-operation Scholarship (ADCOS) (I, R, C)

• Tuition fees. Some students may be eligible for air fares and a stipend

• Determined by normal course duration

This award is for international students from selected countries only. Information should be obtained from Australian Diplomatic Posts or Australian Education Centres in the home country. Conditions and entitlements vary depending on the home country.

The Overseas Postgraduate Research Scholarships (OPRS) (I, R)

• Tuition fees and medical cover only

• 2 years for a Masters, 3 years for a PhD

Eligibility is confined to postgraduate research students who are citizens of countries other than Australia or New Zealand. Applications close in late September.

Other General Scholarships

The Arthritis Foundation Research Scholarships (L, R)

• $8,000 - $22,000 pa

• 1 year with a possible 2 year extension

Applicants must be enrolled in studies leading to a PhD or MD. Awards are offered for clinical, scientific and allied health professional research and professional education projects. Specific awards relate to studies of rheumatoid arthritis, osteoporosis, ankylosing spondylitis, lupus, scleroderma, fibromyalgia and Paget's Disease. Applications close with the Foundation in early June.

The Australian Brewers Foundation Alcohol Related Medical Research Postgraduate Scholarships (I, L, R)

• Similar to the NH&MRC (see NH&MRC entry)

• 1 year

Similar to the NH&MRC. The scholarships are available to support research into the medical, social and public health aspects of moderate, hazardous or harmful alcohol consumption. Applications close in mid-September.

The Australian Coral Reef Society (ACRS) Inc Student Grants (L, I, R, C)

• $1,000 (plus $1,500 Walker prize for the best proposal)

The grant is open to students at any Australian University who are enrolled in a PhD or MSc involving research on coral reefs. Recipients must be a member of, or be willing to join the ACRS. Applications normally close in late November.

The Australian Federation of University Women (L, I, R, C)

Each year the Federation offers to its members a number of awards for study in Australia and overseas. Details of

awards are included in a booklet available from the Australian Federation of University Women Inc, 8th Floor, Dymocks Building, 428 George Street, Sydney NSW 2000 (tel 02 9232 5629).

The Australian Institute of Nuclear Science and Engineering (AINSE) Postgraduate Research Awards (L, I, R)

- $7,500 supplement to an APA or equivalent scholarship (see APA entry under General), plus allowances
- Up to 3 years

Applicants must be in receipt of an APA or equivalent scholarship and have completed (or expect to complete) a Bachelor of Engineering or Bachelor of Science with Honours. At least one quarter of the period of tenure must be spent at the Institute at Lucas Heights, NSW. Applications close in early December.

The Australian and New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) Student Award (L, I, R, C)

- $1000 for attendance at the annual conference

Applicants can be postgraduate students from any discipline. The award provides assistance for a student to attend the annual conference. Applications are available from ANZCCART, PO Box 19, Glen Osmond, SA, 5064 (tel 08 303 7325). Applications close in July.

The Australian Pain Relief Association and Australian Pain Society PhD Scholarship (L, R)

- $16,750 pa plus allowances
- Up to 3 years (subject to satisfactory progress)

Applicants must hold an Honours 1 degree and be proposing to undertake a PhD in the mechanism, diagnosis, treatment or epidemiological features of acute or chronic (including cancer) pain. Further information and applications are available from the Australian Pain Society Secretariat, PO Box 629, Willoughby NSW 2068 (tel 02 9439 6744). Applications close in early November.

The Australian Telecommunications and Electronics Research Board (ATERB) Postgraduate Scholarships (L, R)

- $9,000 intended as a supplement to other awards
- 1 year with the possibility of renewal

Applicants must have graduated, or be proposing to graduate in the current academic year, with Honours 1 or equivalent. Preference will be given to applicants who are aged under 30 years as at 1 January and who are undertaking research in telecommunications transmission and terminal systems, telecommunications theory and applications, switching and signalling systems, software for telecommunications systems, integrated telecommunications and networking, distributed information systems and mobile communication. Applications are available from the Secretary, ATERB, PO Box 93, North Ryde, NSW 2113 (02 9887 8221). Applications normally close in late October.

The BHP Asia Pac Scholarship at UNSW (I, C)

- $10,000
- 1 year

The scholarship is open to citizens or permanent residents of Indonesia only. Applicants must be graduates of a recognised university who are eligible to enrol in a Master's by coursework degree at UNSW. The scholarship may be restricted to a particular coursework degree, to be determined. Selection will be based on academic merit, and the reasons for the proposed course of study, and may consider financial need. Applications close 31 October.

The Community Health and Anti-Tuberculosis Association - The Harry Windsor Biomedical and Medical Research Scholarship (L, R)

- $22,250 pa (Medical postgraduates), $15,364 – $19,827 pa (Biomedical Science graduates) plus allowances
- Up to 3 years

Applicants must be proposing to undertake medical research in the areas of tuberculosis, respiratory disease (particularly community aspects) or community health. Applications close in early August.

The Cooperative Research Centre for Eye Research and Technology (CRCERT) Postgraduate Research Scholarship (L, I, R)

- $15,321 – $19,827 pa (depending on the type of research)
- 3 years

The scholarship is available for full-time PhD studies in subjects such as optometry, microbiology, biochemistry, optics, materials science, polymer chemistry and immunology. Applicants should initially contact Dr Mark Wilcox, CRCERT, University of New South Wales, Sydney 2052 (02 9385 0222) for information about application procedures.

The Clean Air Society of Australia and New Zealand Inc Postgraduate Research Award (L, I, R, C)

- $5,000 pa
- I year, with a possible 1 year extension

The scholarship is open to students enrolled in a Masters degree program with a significant research component connected with air quality. Applications close in early February.

The CSIRO Division of Fisheries Supplementary PhD Awards (L, R)

- $10,000 pa
- Up to 3 years

This scholarship is a supplement to any primary scholarship (eg APA) for PhD study in marine studies, environmental studies, zoology, botany, broadly-based life sciences,

economics and mathematics. Applications close in early March.

The Dairy Research and Development Corporation (DRDC) Postgraduate Education Program (L, R)

Awards to undertake full-time postgraduate research degrees are available in a wide range of disciplines including dairy manufacturing, farm research, economics and marketing, and agricultural extension. New and experienced applicants are welcome to apply. Guidelines and applications are available from the Scholarships Unit or DRDC, PO Box 8000, Glen Iris VIC 3146 (03 9889 0577). Applications close 31 October.

The Energy Research and Development Corporation (ERDC) Postgraduate Awards (L, R, C)

- $21,000 pa plus $3,000 operating expenses to the institution
- Up to 3 years

ERDC awards are based on academic excellence or a proven track record of excellence in research which indicates potential to contribute to the energy industry. Projects should be relevant to ERDC's objectives for its investments. Applications close in late September.

The Garnett Passe and Rodney Williams Memorial Foundation Research Scholarships in Otolaryngology (L, I, R)

- $15,364 pa for science graduates, $22,850 pa for medical graduates, plus allowances
- 3 years

The scholarships are available to medical or science graduates for research in Otolaryngology or in related fields of biomedical science. Applicants must be enrolled in a postgraduate degree in Australia or New Zealand. Information and applications are available from the Garnett Passe and Rodney Williams Memorial Foundation, Pelham House, 165 Bouverie St, Carlton VIC 3053. Tel (03) 9349 2622, Fax (03) 9349 2615. Applications normally close in August.

The Gerontology Foundation Grant-In-Aid (L, I, R, C)

- Up to $5,000 for a specific research project

A Grant-In-Aid is awarded to students who have not had their work published in a refereed journal and who have not won any research grants in open competition. The grant supports a proposed scientific investigation topic specified by the Foundation. Information and applications are available from The Executive Officer, Gerontology Foundation of Australia Inc, PO Box 199, Annandale NSW 2038. Applications normally close in late July.

The Gowrie Scholarship Trust Fund (L, R, C)

- $4,000 pa
- 2 years

Applicants must be members of the Forces or children (or grandchildren or lineal descendants) of members of the Forces who were on active service during the 1939-45 War. Tenable at tertiary institutions in Australia and overseas. Applications close in early October.

The Grains Research and Development Corporation (GRDC) Junior Research Fellowship (L, R)

- $21,000 pa plus up to $3,000 to the supporting institution, some conference/workshop attendance allowances
- Up to 3 years

Applicants must be undertaking full-time PhD studies in fields of high priority to the grains industry. Applications close in mid-October.

The Great Barrier Reef Marine Park Authority Research Support (L, I, R)

- $1,000

Applicants must be enrolled in a full-time PhD with a research project that could contribute to the planning and managing work undertaken by the Great Barrier Reef Marine Park Authority, and to the Reef's ecologically sustainable development. Studies may be in a variety of areas and can involve any aspect of the physical, biological, social, cultural, and economic environments of the Great Barrier Reef. Students proposing communication and extension-related studies can also apply. Applications and further information may be obtained from the Director, Research and Monitoring Section, Great Barrier Reef Marine Park Authority, PO Box 1379, Townsville QLD 4810 (07 7818811). Applications close in early December.

The Harold G. Conde Memorial Fellowship (L, R, C)

- $5,000 pa, subject to the availability of funds
- Up to 3 years

Applicants should be honours graduates. The Fellowship is a supplementary award to be held in conjunction with another scholarship and is for postgraduate study or research in a field related to the electricity industry. Applications close in early April.

The International Wool Secretariat Postgraduate Scholarships (L, I, R)

- $21,362 pa plus allowances
- Up to 3 years

The scholarships are tenable in Australian tertiary institutions or ,in exceptional circumstances, overseas. The major areas of research are soils and pastures- production and utilisation, sheep breeding, sheep parasites and diseases, wool harvesting, processing and product

development, raw wool marketing, economic research and technology transfer in all of these areas. Applications close in mid-October.

The June Opie Fellowship (L, I, R, C)

- NZD$10,000
- 1 year

The award is administered by the University of Auckland and is available to citizens and permanent residents of Australia, Canada and New Zealand, and is designed as an incentive for students of high academic achievement who have a severe disability. It is primarily intended for those who plan to undertake postgraduate study with a view to preparing themselves for a role in the professions, in politics or more particularly in university teaching and research and who have disability issues as a continuing interest. Applications close with the University of Auckland in early October.

Land and Water Resources Research and Development Corporation (LWRRDC) Postgraduate Research Scholarships (L, I, R)

- $20,000 pa plus $5,000 for operating expenses
- 2 years for Masters, 3 years for a PhD degree

General Research Scholarships are available for research that will lead to better management, sustainable use and conservation of land, water and vegetation resources in Australia. Irrigation Research Scholarships are specifically for research that will lead to better management, sustainable use and conservation of natural resources within the irrigation industries. Applications are available from the Scholarships Unit or LWRRDC, GPO Box 2182, Canberra ACT 2601 (tel 06 2573379). Applications close in early October.

The Meat Research Corporation (MRC) Studentships and Junior Research Fellowships (L, R, C)

- $14,961 pa for study in a Masters or Diploma, $20,000 for a PhD in Australia or $US17,500 for study overseas, plus airfares, insurance and allowances
- 2 years for Studentships (Masters or Diploma), 3 years for Junior Research Fellowships (PhD)

Applicants should be proposing to undertake research and training in "off-farm" disciplines of practical value to the Australian beef, sheep meat, goat meat and buffalo industries. Applications normally close in mid-August.

The Menzies Research Scholarship in the Allied Health Sciences (L, R)

- Up to $24,000 pa
- 2 years

The scholarship is awarded to stimulate research in the non-medical allied health disciplines. Applications close in mid-June.

The Minerals Council of Australia Student Research Award (L, I, R)

- $500, plus travel and accommodation for the Environmental Workshop

The award is open to scholars who have completed or are undertaking postgraduate studies, and is aimed at encouraging excellence in student research and communication in the field of environmental management related to mining. The award will be judged on a paper written for and presented at the Minerals Council of Australia's Environmental Workshop. Nominations usually close in early May.

The National Drug Strategy (NDS) Postgraduate Research Scholarship (L, I, R)

- $23,204 pa
- 1 year, with a possible 2 year extension

Scholarships are available to students undertaking PhD studies and aim to develop expertise in researching and evaluating non-biomedical approaches to the prevention and treatment of drug misuse. Selection is based on academic merit, work experience and the potential of the project. Applications close in mid-July.

The National Health and Medical Research Council (NH&MRC) Aboriginal Health Research Scholarships (L, R)

- $15,364 – $22,850 pa (depending on qualifications)
- Up to 3 years

Applicants must be undertaking a course which includes, or leads to, research relevant to Aboriginal health. Applications close in mid-July.

The National Health and Medical Research Council (NH&MRC) Dora Lush Postgraduate Scholarships (L, R)

- $15,364 pa (or $19,307 for AIDS research, $17,364 for special initiative scholars) plus allowances
- Up to 3 years

Applicants should have completed a Science degree with Honours, or equivalent, at the time of submission of the application. Students enrolled in the Honours year at the time of application are **not** eligible. Applications close mid-July.

The National Health and Medical Research Council (NH&MRC) Medical and Dental Postgraduate Scholarships (L, R)

- $22,850 pa plus allowances
- Up to 3 years

The scholarships are open to medical and dental graduates. Applications are particularly encouraged for postgraduate research in the following fields - alcohol and substance abuse, prostate cancer, nursing and allied health services, breast cancer, dementia, schizophrenia,

dentistry and dental services, injury and HIV/AIDS. Applications close in mid-June.

The National Health and Medical Research Council (NH&MRC) Public Health Postgraduate Scholarships (L, R)

- $22,000 pa (medical postgraduates), $19,500 pa (other postgraduates), plus allowances
- Up to 2 years for Masters, and up to 3 years for a PhD

The scholarship is designed to enable postgraduate students to obtain formal academic training in public health research. Applications close in mid-June.

The National Heart Foundation of Australia Postgraduate Medical and Science Research Scholarships (L, R)

- $16,364 (science), $22,250 (medical) plus $1,200 departmental allowance
- 1 year, renewable up to 3 years

The scholarship is available for research in cardiovascular function, disease or related problems. Applicants must usually reside in Australia. Medical applications close in mid-May and Science applications close in early October.

The National Tertiary Education Union (NTEU) Scholarship for the Study of Industrial Relations and Unionism in Australian Tertiary Education (L, I, R)

- $5,000 pa
- Up to 3 years

Applicants must have made or intend to make an application for candidacy for a Masters by Research or PhD in a topic which covers some aspect of industrial relations, policy issues and/or unionism related to Australian tertiary education. Applications close in early November.

The National Multiple Sclerosis Society of Australia Postgraduate Research Scholarships (L, R)

- Same as NH&MRC scholarship stipends for medical and biomedical graduates
- Up to 2 years

Scholarships are available to medical graduates (or to appropriately qualified science graduates or health professionals) enrolled in a postgraduate research degree. Applications close in mid-July.

The NSW Ministry for the Arts Scholarships (L, R, C)

- $5,000 – $25,000 (depending on the award)

The NSW Government offers a number of scholarships and awards to writers, artists and scholars living in NSW. Further information is available from New South Wales Ministry for the Arts, GPO Box 5341, Sydney NSW 2000. Tel (02) 9228 3533, Fax (02) 9228 4722.

The Pig Research and Development Corporation (PRDC) Postgraduate Research Fellowship (L, R)

- $25,000 pa plus allowances
- Up to 3 years

Applicants must be undertaking a PhD relevant to the increased competitiveness of the Australian pig industry. Applications close in mid-December.

The Pig Research and Development Corporation (PRDC) Postgraduate Top-Up Scholarships (L, R)

- Up to a maximum of $21,000 as a supplement to other scholarships, plus allowances

Applicants must be eligible for another scholarship and be undertaking research relevant to increasing the competitiveness of the Australian pig industry. Applications close in mid-December.

The Re-Entry Scholarship for Women (L, I, R, C)

- $15,364 pa (equivalent to the Australian Postgraduate Award)
- 1 year

Applicants must be women who have been out of full-time paid professional employment for a period time and who wish to take up or resume a full-time research or coursework program of postgraduate study. Priority will be given to applicants wishing to update their research skills or to those who wish to gain further experience in order to return to employment in industry, business or education. Applicants must be able to demonstrate a well-planned career path. A written application and curriculum vitae should be forwarded to the Scholarships Unit, UNSW. Applications close 31 October.

The River Basin Management Society Ernest Jackson Memorial Research Grants (L, I, R)

- Up to $2,000

The scholarship assists PhD and Masters students undertaking research in the field of river basin management. Applications usually close in May and November each year.

The Ronald Henderson Postgraduate Scholarships (L, R)

- $5,000 pa as a supplement to an APA
- Up to 2 years for Masters by Research, 3 years for a PhD

The scholarships are open to graduates who intend to commence Masters or PhD studies in social economics, and who obtain an Australian Postgraduate Award or equivalent university postgraduate awards. Applicants may be enrolled in economics, commerce or arts degrees. Information and applications are available from the Ronald Henderson Research Foundation, 5th Floor, 165 Flinders Lane, Melbourne VIC 3000. Tel:(03) 9654 8299, Fax: (03)

9650 7501, E-mail: lance@creativeaccess.com.au. Applications close in late October.

The RSPCA Alan White Scholarship (L, I, R)

- $2,500

Applicants should be undertaking original research to improve the understanding and welfare of animals. Applications close in mid-March.

The Rural Industries Research and Development Corporation (RIRDC) Postgraduate Scholarships (L, R)

- $21,500 pa plus $3,500 to the host institution
- Up to 3 years

The scholarships are available for postgraduate study in rural research and development in areas of interest to the Corporation. Applicants must hold an Honours 1 or 2/1 degree in an appropriate discipline. Applications from mature age students with rural industry experience are particularly encouraged. Applications close in early November.

The Shell Postgraduate Scholarship (L, R)

- $20,000 pa
- Up to 3 years

Applicants should intend to study a PhD in science, engineering, economics/commerce, computer science, or a closely related discipline. Applications close in mid-October.

The Social Policy Research Centre (SPRC) Postgraduate Research Scholarship (L, I, R)

- $15,364 pa (equivalent to the APA), plus allowances
- 3 years for a PhD

Applicants should have a Bachelors Degree with at least Honours 2/1 in any of the fields of study relevant to social policy. The successful candidate will be enrolled in a relevant School of the University but will undertake research at the Centre. Prospective applicants must contact the School in which they wish to enrol. Application packages are available from the SPRC Publications and

Information Officer, Social Policy and Research Centre, UNSW (02 385 3833). Applications close late October.

The State Librarian's Metcalfe Scholarship at UNSW (L, R, C)

- To be determined

The scholarship is open to suitably qualified librarian's for a Masters degree in the areas of librarianship, marketing or technology, in relevant Faculties at UNSW. Selection will be based on academic merit, outline for the proposed area of study and demonstrated interest in Librarianship. Applications normally close 30 November.

The Sugar Research and Development Corporation (SRDC) Postgraduate Scholarships (L, R)

- $22,000 pa plus $3,000 to the host institution
- Up to 3 years

The scholarships are available to foster research in disciplines compatible with the SRDC's research priorities. Applications close in mid-September.

The Telstra Research Laboratories Postgraduate Research Fellowship (L, R)

- $11,000 pa supplement to an Australian Postgraduate Award (see APA entry under General)
- Up to 2 years for Masters by Research, up to 3 years for a PhD

Applicants must be undertaking a Masters by Research or PhD in electrical engineering, computer science or other appropriate discipline. Applicants must have completed or expect to complete an appropriate degree with Honours or the equivalent. Applications close in mid-September.

The Wenkart Foundation Grants (L, I, R)

- Up to $22,000 pa
- 2 years but may be renewed

Applicants must be undertaking full-time research in clinical, biomedical or health related clinical sciences. Applications close in mid-May.

Faculty of the Professional Studies

Librarianship

The John Metcalfe Scholarship (L, I, R, C)

- Up to $4,000 pa
- 1 year

Applicants must be enrolled in one of the full-time postgraduate programs of the School of Librarianship. Applications close mid-February.

General Travel Scholarships

AAUW Educational Foundation International Fellowships (L, I, R, C)

- US$15,065
- 1 year

The American Association of University Women (AAUW) offers Fellowships for full-time postgraduate study or research in the United States for one academic year. Applicants must be females who have earned the equivalent of a United States Bachelor's degree and who are not US citizens or permanent residents. Preference will be given to women who show prior commitment to the advancement of women and girls through civic, community or professional work. Members of the Australian Federation of University Women (AFUW) may also be eligible for AAUW-IFUW awards for advanced training at any overseas institution. Application packs are available from the Scholarships Unit or the AAUW Educational Foundation, 2201 N. Dodge St, Dept 67, Iowa City, IA 52243 USA. Applications close in late November.

The ACSANZ Postgraduate Awards for Canadian Studies (L, I, R)

- $3,000 towards a research trip to Canada

The Association for Canadian Studies in Australia and New Zealand will offer grants to postgraduate students wishing to undertake a short research trip to Canada. Applicants must be enrolled in Master's or Doctoral degrees at Australian or New Zealand universities, and grants will be for research into all areas of academic enquiry that have a distinctly Canadian orientation, for example in the humanities, social and political sciences and some branches of the health and environmental sciences. Enquiries and applications should be directed to the Academic and Cultural Relations Officer, Canadian High Commission, Commonwealth Avenue, Canberra, ACT 2600. Tel (06) 273 3844, Fax (06) 270 4083, E-mail: co.cnbra@cnbra01.x400.gc.ca

The Asian Studies Library Awards (ASLA) (L, R)

- $250 to $800 in a lump sum

Applicants must be undertaking a Masters by Research or PhD. The award provides a contribution towards the travel costs to centres with Asian collections to undertake library research. Further information and application forms are available from the Project Co-ordinator, Asian Studies Library Awards, Collection Management Division, Library ANU, Canberra ACT 2600. Applications close in mid June.

The Association of International Education Japan (AIEJ) Short-Term Student Exchange Promotion Program (Inbound) Scholarships (L, I, R, C)

- 50,000 yen (settling-in allowance), 80,000 yen per month, plus airfare
- Six months to one year

Applicants must be accepted by a Japanese university under a student exchange program agreement with UNSW. Students must initially apply directly to a Japanese university through the International Student Centre at UNSW. The Japanese host university will recommend candidates to AIEJ and students must apply as directed by the host university. Applications close in February, May and September each year.

The Association of International Education Japan (AIEJ) Short-Term Student Exchange Promotion Program (Inbound) Peace and Friendship Scholarships (L, I, R, C)

- 50,000 yen (settling-in allowance), 100,000 yen per month, plus airfare
- Ten months to one year

Applicants must be accepted by a Japanese university under a student exchange program agreement with UNSW. Students must initially apply directly to a Japanese university through the International Student Centre at UNSW. The Japanese host university will recommend candidates to AIEJ and students must apply as directed by the host university. Applications close in February, May and September each year.

The Australian Bicentennial Scholarships and Fellowships Scheme (L, R, C)

- 4,000 pounds sterling
- At least 3 months

Applicants must be enrolled as postgraduate students at Australian higher education institutions and usually resident in Australia. Awards are available for study in the United Kingdom in any discipline. Applications close with the Executive Director, Australian Vice-Chancellors' Committee, GPO Box 1142, Canberra ACT 2601 in late October.

The Australian Federation of University Women (AFUW) (L, I, R, C)

Each year the Federation offers to its members a number of awards for study in Australia and overseas. Details of awards are included in a booklet available from the Australian Federation of University Women Inc, 8th Floor, Dymocks Building, 428 George Street, Sydney NSW 2000 (02 9232 5629).

The British Aerospace Australia Chevening Scholarship (L, R, C)

- Tuition fees, maintenance allowance, airfare
- 1 year

The scholarship is available to undertake an approved one-year MSc course in aerospace engineering at a British university. Applicants must hold, or expect to complete before October 1996, an Honours 1 or 2/1 degree. Application forms are available from the British Council, PO Box 88, Edgecliff NSW 2027. Tel (02) 9326 2022, fax (02) 9327 4868. Applications close late October.

The British Chevening Scholarship (L, R, C)

- Tuition fees, maintenance allowance and return airfare
- 3 months to 1 year

The awards are intended for outstanding graduates and young professionals with the potential to rise to senior positions in the private or public sectors and will contribute to Australian-British relations and understanding. The awards are tenable for postgraduate study at British universities. Application forms are available from the British Council, PO Box 88, Edgecliff NSW 2027, tel: (02) 9326 2022, fax (02) 9327 4868. Applications close in October.

The Cambridge Australia Scholarships (including Packer Scholarships) (L, R)

- Tuition fees, airfare, maintenance allowance
- Up to 3 years

The scholarships are open to postgraduate students who have an Honours 1 degree from an Australian university, who have gained admission to Cambridge and who are successful in winning an Overseas Research Student Award (ORS) awarded by Cambridge, for PhD studies in subjects relevant to Australia's needs. Scholarship application forms should be requested from Cambridge when applying for admission. Information on how to apply is available from the Honorary Secretary, Australian Committee of the Cambridge Commonwealth Trust, c/o Dept of Classics, ANU, Canberra ACT 0200. Tel (06) 249 2913/8830, Fax (06) 249 5039. Applications for admission to Cambridge close 31 December and scholarship applications close 30 April in the following year.

The Cancer Research Fellowship Programme (L, I, R)

- Travel expenses and living allowances
- 1 year

Applicants should be engaged in research in medical or allied sciences and intending to pursue a career in cancer research. The awards are tenable at the International Agency for Research on Cancer in France, or any other suitable institution abroad. Areas of research include epidemiology, biostatistics, environmental and viral carcinogenesis and mechanisms of carcinogenesis. Applications are available from the International Agency for Research on Cancer, 150 cours Albert-Thomas, 69372 Lyon Cedex 08, France, tel 72 73 84 85, fax 72 73 85 75. Applications normally close in December.

The Commonwealth Scholarship and Fellowship Plan (CSFP) (L, R, C)

- Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses
- Usually 2-3 years depending on the country

CSFP provides opportunities for Commonwealth students to undertake advanced academic study in other Commonwealth countries. Candidates should be Commonwealth citizens who are graduates. Applications close at different times depending on the country in which the study is proposed.

The Coral Sea Scholarship (L, R, C)

- $3,000 per month, plus $2,500 travel entitlement
- Up to 3 months

The award is for applicants holding a tertiary qualification who are proposing study in the United States, to investigate a problem or opportunity relevant to Australian business or industry. Applicants must be Australian citizens (Permanent Residents are ineligible). Applications are available from the Program and Development Officer, Australian-American Foundation, GPO Box 1559,

Canberra City ACT 2601 (06 247 9331). E-mail: lindy@aaef.anu.edu.au. Applications close 30 September.

DAAD – The German Academic Exchange Service Scholarships (L, I, R, C)

Application forms and information (including closing dates) for the following scholarships are available from the Consulate General of the Federal Republic of Germany, PO Box 204, Woollahra NSW 2025.

One-Year Scholarships

- Monthly allowance between DM1,000 and DM1,600, airfares, health and accident insurance, and tuition fees
- 1 year

Scholarships are available for graduate studies in Germany. Applicants must be aged 32 or under and hold a Bachelors degree (or equivalent). A working knowledge of German is required of those who study arts; others may receive additional language training prior to the commencement of the scholarship. Applications normally close in September.

Research Grants

- Monthly stipend of DM1,600, health insurance contribution and travel assistance of DM2,500
- 2 to 6 months

PhD students can apply for assistance to undertake a short period of research in Germany. Applicants must be aged 32 or under.

Information Visits by Groups of Professors and Students

Groups (minimum of 10 persons, maximum of 30 persons) of professors and students can apply for assistance to visit Germany with the intention of increasing the knowledge of specific German topics. The program offers support in making travel and study arrangements and may include some financial assistance (based on the length of the stay and the number of persons undertaking the study tour). The period of stay must be between 7 and 21 days. No tours will be organised for July or August.

Deutschlandkundlicher Winterkurs

- Course fees, DM3,500 to assist with travel and living expenses, health insurance
- 8 weeks (3 January – 21 February 1997)

Undergraduate and postgraduate students from all fields with at least two years university-level German may apply for this scholarship. Applicants must be Australian or New Zealand citizens, aged from 19 to 32 and proposing to undertake German studies course (in German) at the Albert-Ludwigs University of Freiburg. The course provides language instruction and concentrates on historical and cultural aspects of contemporary Germany for students with a background in German Studies. Applications usually close in early August.

East West Center Graduate Degree Fellowship (L, I, R, C)

- Accommodation, monthly stipend of US$600, tuition fees, health insurance plus allowances
- 12 months with a possible 1 year extension

The Fellowships are available for postgraduate study at the University of Hawaii, preferably at Masters level. Citizens of countries in Asia, the Pacific and the United States are eligible to apply. Potential applicants must request an application package direct from the East West Centre, Awards Services Officer, Burns Hall 2066, 1601 East-West Road, Honolulu Hawaii 96848-1601, USA. Tel 1 808 944 7735, Fax 1 808 944 7730. Information sheets only are available from the Scholarships Unit. Applications close in early October.

Frank Knox Memorial Fellowships (L, R, C)

- $US14,500 pa plus tuition fees and health insurance
- 1 year with the possibility of renewal for a further year

Applicants must be undertaking, or near completion, of a postgraduate qualification at an Australian university. The scholarships are tenable at one of the graduate schools of Harvard University. Applications close in early October.

The Fulbright Postgraduate Student Awards (L, I, R)

- Up to $US24,000 depending on the type of award, with the possibility of other allowances (eg return airfares and tuition fees)
- 1 year

Applicants must be enrolled in a postgraduate degree at an Australian institution and wishing to undertake research at an American institution. Students planning to undertake an American higher degree in any field can apply for the **Fulbright Student Awards**. Students proposing to undertake study in engineering, visual and performing arts, statistics (and related disciplines) and the links between educational institutions, workplaces and communities or Aboriginal and Torres Strait Islander people can apply for the **Privately Sponsored Postgraduate Student Awards**. Students proposing study in an American Master of Business Administration can apply for the **David O. Anderson Scholarship** sponsored by the Chase Manhattan Bank Australia Ltd. Applicants for the David O. Anderson Scholarship should contact the Program Development Officer, AAEF, GPO Box 1559, Canberra ACT 2601 (06 2479331). Other applicants should contact the Honorary Secretary, Fulbright NSW State Selection Committee, Sydney University 2006 (02 93514464).

The Golda Meir Scholarship (L, I, R, C)

- Tuition (some allowances may be paid)
- 1 year

The Golda Meir scholarships are available to graduates, with a major field of study in Jewish studies, religious studies, Israel studies or Middle East studies, who meet the relevant requirements for the Graduate Year Program at the Hebrew University's Rothberg School for Overseas

Students. Application forms are available from the Australian Friends of the Hebrew University, 36 Hawthorn Road, South Caulfield VIC 3162 (tel 03 9272 5511).

The Gowrie Scholarship Trust Fund (L, R, C)

* $4000 pa
* 2 years

Applicants must be members of the Forces or children (or grandchildren or lineal descendants) of members of the Forces who were on active service during the 1939-45 War. Applications close in early October.

The Harkness Academic Fellowships (L, R, C)

Some allowances and tuition fees for study in the USA

* 12-21 months

The Academic Fellowships cover academic study and research. Applicants should be active in the public, business or voluntary sectors with an outstanding record of achievement. Special consideration may be given to studies in health care and related community issues. Applications are available on written request from the Harkness Fellowship, PO Box 836, Belconnen ACT 2606. Applications close in early September.

The Harkness Mid-Career Fellowships (L, R, C)

* Professional travel allowance
* 7-12 months

The Mid-career Fellowships are for study and practical experience. Applicants should be active in the public, business or voluntary sectors with an outstanding record of achievement. Special consideration may be given to studies in health care and related community issues. Applications are available on written request from the Harkness Fellowship, PO Box 836, Belconnen ACT 2606. Applications close in early September.

The International Wool Secretariat Postgraduate Scholarships (L, I, R)

* $21,362 pa plus allowances
* Up to 3 years

The scholarships are tenable in Australian tertiary institutions or, in exceptional circumstances, overseas. The major areas of research are soils and pastures- production and utilisation, sheep breeding, sheep parasites and diseases, wool harvesting, processing and product development, raw wool marketing, economic research and technology transfer in all of these areas. Applications close in mid-October.

Japanese Government (Monbusho) Research Scholarships (L, R)

* Monthly allowance, airfare, tuition fees plus other allowances may be payable
* Up to 2 years

The scholarships are tenable for research study at Japanese universities, in a field related to the applicants'

first course of study. Applicants must be university graduates, under 35 years of age, who are willing to study the Japanese language. Applications normally close in late June.

The Kobe Steel Postgraduate Scholarship (L, R, C)

* Maintenance allowance of at least 7,000 pounds sterling plus tuition fees and travelling expenses
* Up to 2 years with the possibility of extension

The scholarship is tenable at St Catherine's College, Oxford University. The scholarship will be awarded to outstanding individuals who display qualities of leadership, excellence in sport as well as academic ability. Students should have a past or future interest in Japan. Applications close in mid-October.

The Lady Davis Fellowship Trust (L, I, R, C)

The Lady Davis Trust provides awards for study, research, or teaching at graduate, post-doctoral or professorial levels at the Hebrew University or the Technion (Israel Institute of Technology). Information is available from the Australian Friends of the Hebrew University, 36 Hawthorn Road, South Caulfield VIC 3162 (03 9272 5511). Applications normally close in November.

The Lloyd's Register of Shipping Chevening Scholarship (L, R, C)

* Tuition fees, maintenance allowance, airfare
* 1 year

Two scholarships are available to graduates, of proven academic merit and leadership potential, to pursue a postgraduate course at a British university. One scholarship is for a one-year MSc course in Marine Engineering/Naval Architecture, and the other is for a one-year MSc course in Environmental Sciences. Applicants must hold, or expect to complete before October, an Honours 1 or 2/1 degree. Application forms are available from the British Council, PO Box 88, Edgecliff NSW 2027. Tel (02) 9326 2022, Fax (02) 9327 4868. Applications close late October.

The Meat Research Corporation (MRC) Studentships and Junior Research Fellowships (L, R, C)

* $14,961 pa for study in a Masters or Diploma, $20,000 for a PhD in Australia or $US17,500 for study overseas, plus airfares, insurance and allowances
* 2 years for Studentships (Masters or Diploma), 3 years for Junior Research Fellowships (PhD)

Applicants should be proposing to undertake research and training in "off-farm" disciplines of practical value to the Australian beef, sheep meat, goat meat and buffalo industries. Applications normally close in mid-August.

The Menzies Scholarships (L, R, C)

The Menzies Scholarships are intended to provide funds for Australian citizens (aged 21 to 45) who wish to travel to Britain to undertake a course of research and to write a paper, on a subject of concern and importance to the relationship between the Australian and British communities. Tertiary qualifications are preferred but the awards are not restricted to graduates or students. Information and applications are available from the Australia-Britain Society, GPO Box 551, Sydney NSW 2001 (02 223 5244). Applications normally close in October.

The NSW Ministry for the Arts Scholarships (L, R, C)

- $5,000 – $25,000 (depending on the award)

The NSW Government offers a number of scholarships and awards to writers, artists and scholars living in NSW. Further information is available from New South Wales Ministry for the Arts, GPO Box 5341, Sydney NSW 2000. Tel (02) 9228 3533, Fax (02) 9228 4722.

The Oxford Nuffield Medical Fellowship (L, R)

- Between 27,525 and 31,945 pounds sterling pa (subject to tax), plus travel expenses
- 2 years with a possible 1 year extension

The awards are available for research in a clinical medicine or medical science department of the University of Oxford. The appointee is required to return to Australia for at least 3 years to perform work similar to that carried out in the United Kingdom during the tenure of the Nuffield fellowship. Further information is available from Australian Academy of Science, GPO Box 783, Canberra City ACT 2601. Tel (06) 247 5777, Fax (06) 257 4620. Applications close in mid-March.

Overseas Research Students Awards Scheme (United Kingdom) (L, I, R)

- Difference in tuition fees for a 'home' and an 'overseas' student

The ORS Scheme provides partial remission of tuition fees to overseas students of outstanding merit and research potential. The awards are open to graduates who will be commencing full-time research studies at a participating institution in the United Kingdom, and who will be liable to pay tuition fees at the overseas student rate. Information and applications must be obtained directly from the Registrar or Secretary of the institution students are applying to in the United Kingdom. Applications normally close in April in the year of tenure.

The Rhodes Scholarship (L, R, C)

- Not less than 6,900 pounds sterling pa, tuition fees and assistance with travel expenses
- 2 years, with a possible 1 year extension

The scholarship is tenable at Oxford University. Applicants must be aged between 19 and 25 and have an honours degree or equivalent. Selection for the scholarship will be based on academic and personal achievements, including community spirit. Applications close in late August.

The Robert Gordon Menzies Scholarship to Harvard (L, R, C)

- Up to $25,000 towards tuition fees, living expenses or travel costs, students who enrol in the Harvard Business School may be eligible for an additional $12,000
- 1 year

The scholarships are tenable at one of the graduate schools of Harvard University. Applicants must be postgraduates of an Australian tertiary institution who intend to return to Australia after studies at Harvard or to represent Australia overseas. The scholarships are awarded on the basis of academic excellence and personal qualities such as leadership and public duty. The successful applicant will be expected, when circumstances permit, to repay the scholarship in later years. Applications and additional information may be obtained from the Administrative Services Group, ANU, Canberra ACT 0200. Tel (06) 249 5444, E-mail: Jane.Sutton@anu.edu.au. Applications close at the end of December.

The STA Travel Grant (L, I, R, C)

- Up to $3000

Applicants must be undertaking study leading to a degree or diploma of the University and a member of the University Union. The grant is awarded on the basis of significant contribution to the community life of the University involving a leadership role in student affairs and the University Union and the relevance and merit of the proposed travel to the student's academic program or University Union activities. Applications close in mid-April.

Yokahama Scholarship Awards (L, R, C)

- 120,000 yen per month undergraduate, 150,000 yen per month for postgraduate students, tuition fees, airfare plus allowances
- Up to 4 years (undergraduate), 1 year for Japanese language study, 2 years for a Masters, 3 years for a PhD

Applicants must have submitted their application to, or have been accepted by a Japanese university and be able to communicate in Japanese (or be willing to undertake intensive study of the Japanese language). Applicants in all disciplines are eligible except for medicine, veterinary science and dentistry. Scholarships will be granted subject to the applicant's final acceptance by the chosen Japanese university. Original application forms only will be accepted and are available from the Scholarships Unit or from the Yokahama Scholarship Foundation, tel (07) 5588 0880, fax (07)5588 0842. Applications close with the Foundation in early October.

Prizes

The following information summarises prizes awarded by the University. Prizes which are not specific to any School are listed under General. All other prizes are listed under the faculty, school or department in which they are awarded. Law prizes are awarded only for students enrolled in the LLB or Jurisprudence courses.

Information regarding the establishment of new prizes may be obtained from the Student Information and Systems Office located on the Ground Floor of the Chancellery.

The scholarship information is normally provided in the following format:

- Amount
- Conditions

Undergraduate Prizes

The University of New South Wales (General category for Prizes)

The Sydney Technical College Union Award

- $400.00 and a bronze medal

Leadership in student affairs combined with marked academic proficiency by a graduand

Human Rights Centre

The UNSW Human Rights Centre Essay Prize

- $400.00

The best research essay on a Human Rights topic by a student enrolled at the University of New South Wales proceeding to the award of a Bachelor degree

School of Health Services Management

The Australian College of Health Service Executive Prize

- $150.00

The best overall performance in the Bachelor of Health Administration degree course

School of Information Systems

The Coopers & Lybrand Information Systems Security Prize

- $400.00

The best performance in INFS5984/INFS4774 Information Systems Security

The KPMG Prize

- $250.00

Best performance in INFS4805/INFS5905 Information Systems Auditing in the Master of Commerce degree course or Bachelor of Commerce degree course at Honours level

Undergraduate and Graduate Prizes

School of Education Studies

The Australasian Institute of Tertiary Education Administrators Prize

* $250.00

The best performance in EDST4102 Administrative and Organizational Behaviour in Education by a student in the Master of Educational Administration degree course

The Australian Council for Educational Administration – New South Wales Prize

* $100.00

The best performance in EDST4103 Organization Theory in Education by a student proceeding to the award of the degree of Master of Educational Administration

School of Health Services Management

The 2/5 Australian General Hospital Association Prize

* $200.00

The best overall performance in the Master of Health Administration or Master of Health Planning degree courses

The 2/5 Australian General Hospital Association Prize in Health Services Management (Nursing)

* $200.00

General proficiency throughout the Master of Health Administration, Master of Health Planning, Master of Public Health or Master of Nursing Administration degree courses by a trained nurse registered in Australia

The Hunt and Hunt Health Law I Prize

* $200.00

The best performance in HEAL9331 Health Services Law 1, by a student proceeding to the award of the degree of Master of Health Planning, Master of Health Administration or Master of Public Health. Both internal and external candidates are eligible, provided that they are studying within Australia

The Leanne Miller Memorial Prize

* $200.00

The best performance by an external student proceeding to the degree of Master of Health Administration

School of Information, Library and Archive Studies

The Law Foundation of New South Wales Prize for Law: Literature, Information Needs and Services

* $500.00

The best performance in ILAS0227 Legal Information Sources, Services and Needs

Graduate Prizes

School of Information Systems

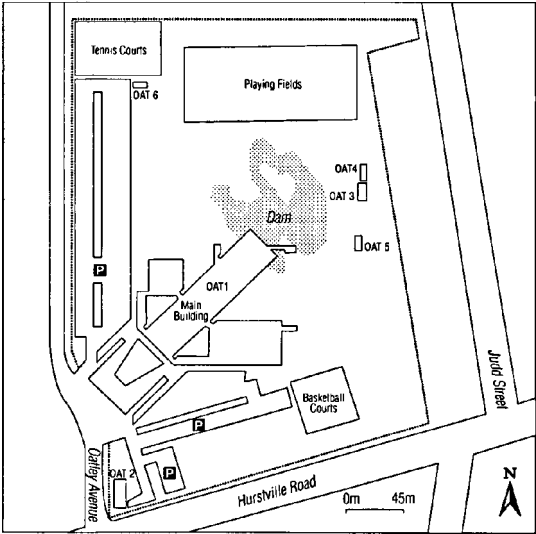### The Information Systems Audit and Control Association Prize

* $300.00

The best project in INFS4805/INFS5905 Information Systems Auditing in the Bachelor of Commerce or Master of Commerce degree course

St George Campus Location

Tennis Courts

Playing Fields

OAT 6

OAT4

OAT 3

Dam

OAT 5

OAT1

Main
Building

Basketball
Courts

Judd Street

Catley Avenue

OAT 2

Hurstville Road

0m   45m

N

The University of New South Wales • Kensington Campus

Theatres

Athol Lykke Theatre C27
Biomedical Theatres E27
Central Lecture Block E19
Chemistry Theatres
  (Dwyer, Mellor, Murphy, Nyholm, Smith) E12
Classroom Block *(Western Grounds)* H3
Fig Tree Theatre B14
Io Myers Studio D9
Keith Burrows Theatre J14
MacAuley Theatre E15
Mathews Theatres D23
Parade Theatre E3
Physics Theatre K14
Quadrangle Theatre E15
Rex Vowels Theatre F17
Science Theatre F13
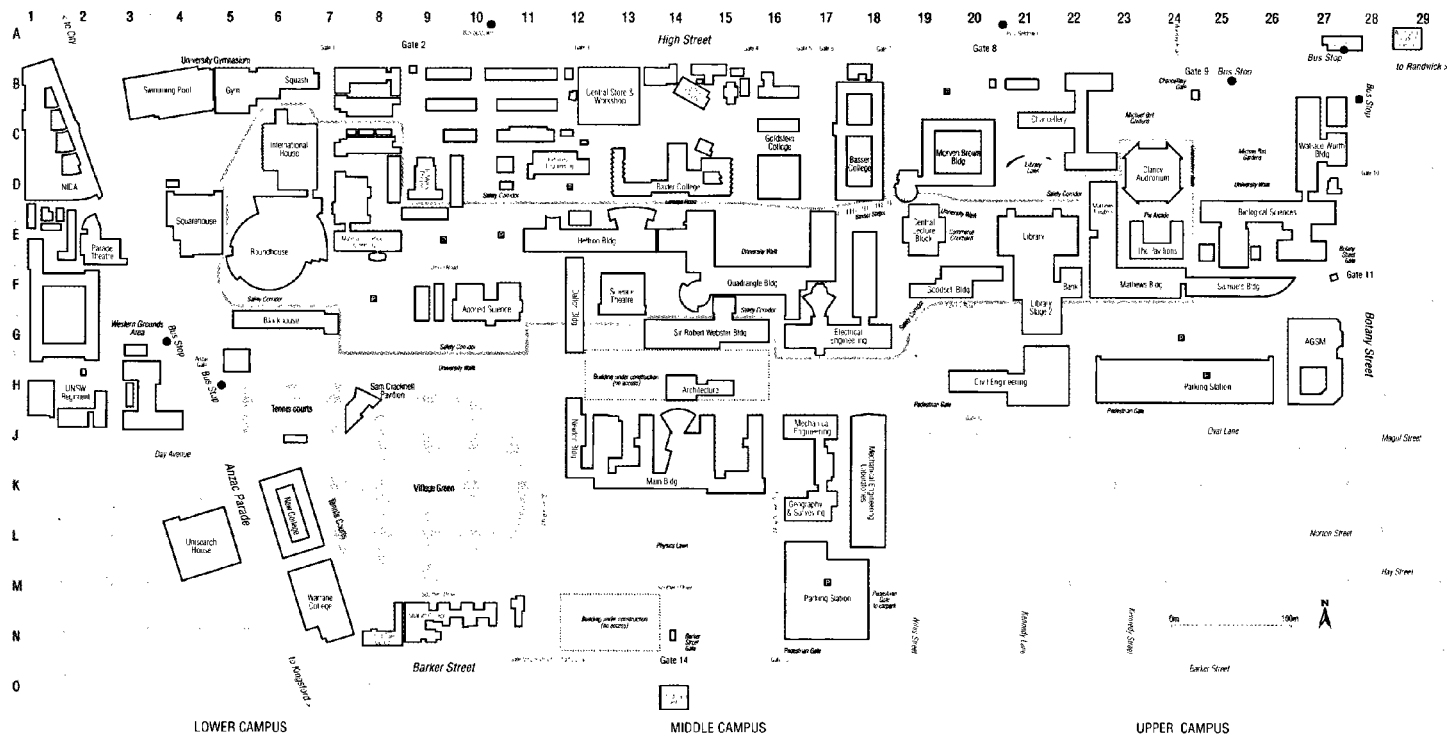Sir John Clancy Auditorium C24
Webster Theatre G15

Buildings

Applied Science F10
Arcade D24
Architecture H14
Barker Street Gatehouse N11
Basser College *(Kensington)* C18
Central Store B13
Chancellery C22
Dalton *(Chemistry)* F12
Goldstein College *(Kensington)* D16
Golf House A27
Gymnasium B5
Heffron, Robert *(Chemistry)* E12
International House C6
John Goodsell *(Commerce and Economics)* F20
Kensington Colleges *(Office)* C17
Library *(University)* E21
Link B6
Main, Old K15
Maintenance Workshop B13
Mathews F23
Menzies Library E21
Morven Brown *(Arts)* C20
New College L6
Newton J12
NIDA D2
Parking Station H25
Parking Station N18

Pavilions E24
Philip Baxter College *(Kensington)* D14
Quadrangle E15
Sam Cracknell Pavilion H8
Samuels Building F25
Shalom College N9
Webster, Sir Robert G14
Unisearch House L5
University Regiment J2
University Union *(Roundhouse)* E6
University Union *(Blockhouse)* G6
University Union *(Squarehouse)* E4
Wallace Wurth School of Medicine C27
Warrane College M7

General

Aboriginal Resource & Research Centre E20
Aboriginal Student Centre A29
Accommodation *(Housing Office)* E15
Accounting E15
Admissions C22
Adviser for Prospective Students C22
Alumni Relations: *Pindari*, 76 Wentworth St, Randwick
Anatomy C27
Applied Bioscience D26
Applied Economic Research Centre F20
Applied Geology F10
Applied Science *(Faculty Office)* F10
Archives, University E21
Arts and Social Sciences *(Faculty Office)* C20
Asia-Australia Institute: 45 Beach Street Coogee
Audio Visual Unit F20
Australian Graduate School of Management G27
Banking and Finance E15
Biochemistry and Molecular Genetics D26
Biological and Behavioural Sciences *(Faculty Office)* D26
Biomedical Engineering F25
Biomedical Library F23
Biotechnology F25
Built Environment *(Faculty Office)* H14
Campus Services C22
Cashier's Office C22
Centre for Membrane Science & Technology F10, K14
Chaplains E4
Chemical Engineering and Industrial Chemistry F10
Chemistry E12
Civil Engineering H20
Co-op Bookshop E15

Commerce and Economics *(Faculty Office)* F20
Communications Law Centre C15
Community Medicine D26
Computer Science and Engineering G17
Cornea and Contact Lens Research Unit
  22-32 King St, Randwick
Economics F20
Education Studies G2
Educational Testing Centre E4
Electrical Engineering G17
Energy Research, Development & Information Centre F10
Engineering *(Faculty Office)* K17
English C20
Equal Employment Opportunity: 30 Botany Street
Randwick
Examinations C22
Facilities Department C22, B14A
Fees Office C22
Fibre Science and Technology G14
Food Science and Technology B8
French C20
Geography K17
Geomatic Engineering K17
German and Russian Studies C20
Graduate School of the Built Environment H14
Groundwater Management and Hydrogeology F10
Health Service, University E15
Health Services Management F25
History C20
Human Resources C22
Industrial Design G14
Industrial Relations and Organizational Behaviour F20
Information, Library & Archives Studies F23
Information Systems E15
Information Technology Unit F25
International Student Centre F9
IPACE Institute F23
Japanese Economic and Management Studies E15
Landscape Architecture K15
Law *(Faculty Office)* F21
Law Library F21
Legal Studies & Taxation F20
Liberal and General Studies C20
Library Lawn D21
Lost Property C22
Marine Science D26
Marketing F20
Materials Science and Engineering E8

Mathematics F23
Mechanical and Manufacturing Engineering J17
Media Liaison C22
Medical Education C27
Medicine *(Faculty Office)* B27
Microbiology and Immunology D26
Michael Birt Gardens C24
Mines K15
Music and Music Education B11
News Service C22
Optometry J12
Pathology C27
Performing Arts B10
Petroleum Engineering D12
Philosophy C20
Physics K15
Physiology and Pharmacology C27
Political Science C20
Printing Section C22
Professional Development Centre E15
Professional Studies *(Faculty Office)* G2
Psychology F23
Publications Section C22
Remote Sensing K17
Research Office: 34-36 Botany Street Randwick
Safety Science B11a
Science *(Faculty Office)* E12
Science and Technology Studies C20
Social Science and Policy C20
Social Policy Research Centre F25
Social Work G2
Sociology C20
Spanish and Latin American Studies C20
Sport and Recreation Centre B6
Squash Courts B7
Student Centre *(off Library Lawn)* C22
Student Services:
  Careers, Loans, Housing etc E15
  Counselling E15
Students' Guild E15
Swimming Pool B4
Textile Technology G14
Theatre and Film Studies B10
Town Planning K15
WHO Regional Training Centre C27
Wool and Animal Sciences G14
Works and Maintenance B14A

The University of New South Wales • Kensington Campus

LOWER CAMPUS

MIDDLE CAMPUS

UPPER CAMPUS

High Street

Gate 2   Gate 8   Gate 9   Bus Stop

to Randwick >

Botany Street

Anzac Parade

Barker Street

Day Avenue

Magill Street

Monro Street

Hay Street

University Gymnasium
Swimming Pool
Gym
Squash
International House
Squarehouse
Roundhouse
Bank Lodge
NIDA
Palace Theatre
UNSW Registrar
Tennis courts
Sam Cracknell Pavilion
Western Grounds Area
Unisearch House
New College
Warrane College
Basser Steps
Village Green
Newton Bldg
Main Bldg
Central Store & Workshop
Goldstein College
Basser College
Baxter College
Applied Science
Hebron Bldg
Science Theatre
Quadrangle Bldg
Sir Robert Webster Bldg
Architecture
Mechanical Engineering
Geography & Surveying
Electrical Engineering
Morven Brown Bldg
Chancellery
Library
Clancy Auditorium
Central Lecture Block
Scientia Bldg
Civil Engineering
Parking Station
Biological Sciences
The Pavilions
Mathews Bldg
Samuels Bldg
Library Stage 2
AGSM
Parking Station
Oval Lane
Barker Street
Gate 14
Physics Lawn
Bus Stop
Chancellery Gate
Gate 11

0m 100m

N

48

UNSW

This Handbook has been specifically designed
as a source of detailed reference information for
first year re-enrolling undergraduate and
postgraduate students.

Separate handbooks are published for:

Applied Science

Arts and Social Sciences

Built Environment

Commerce and Economics

Engineering

Law

Medicine

Professional Studies

Science

Australian Graduate School
of Management (AGSM)

Australian Taxation Studies Program (ATAX)

College of Fine Arts (COFA)

University College,
Australian Defence Force Academy (ADFA)

General Education

For fuller details about the University –
its organisation; staff members; description
of disciplines; scholarships; prizes and so on,
consult the University Calendar (Summary
Volume). For further information on student
matters consult the UNSW Student Guide.