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The University of New South Wales

# Professional Studies

1980  
Faculty Handbook

# How to use this Handbook

The information in this book has been divided into **seven parts**.

**General Information** (the yellow coloured pages) lists what you need to know about the University as a whole, introduces some of the services available and notes the most important rules and procedures. You should read this part in its entirety.

For further information about the University and its activities, see the University Calendar.

## **Faculty Information.**

**Undergraduate Study** outlines the courses available in each school in the faculty.

**Graduate Study** is about higher degrees.

**Subject Descriptions** lists each subject offered by the schools in the faculty. The schools are listed numerically.

Information includes:

- Subject number, title and description
- Prerequisite, co-requisite and excluded subjects, where applicable
- Additional information about the subject such as unit values, credit hours, teaching hours per week, sessions when taught.

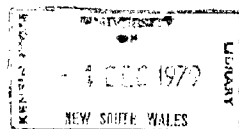
**Financial Assistance to Students** is a list of scholarships and prizes, available at undergraduate and graduate level in the faculty.

**Staff** list.



The University of New South Wales

# Professional Studies



# 1980 Faculty Handbook

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New South Wales is:

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The University of New South Wales Library has catalogued this work as follows:

UNIVERSITY OF NEW SOUTH WALES —  
Faculty of Professional Studies  
Handbook.  
Annual. Kensington.  
1968 +

University of New South Wales — *Faculty of Professional Studies* — Periodicals



Subjects, courses and any arrangements for courses including staff allocated, as stated in the Calendar or any Handbook or any other publication, announcement or advice of the University, are an expression or intent only and are not to be taken as a firm offer or undertaking. The University, reserves the right to discontinue or vary such subjects, courses, arrangements or staff allocations at any time without notice.

Information in this Handbook has been brought up to date as at 10 September 1979, but may be amended without notice by the University Council.

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## General Information

To obtain the maximum benefit from your studies you should make an effort to learn what facilities the University offers, to investigate the best methods of study and to discover as much as possible about the course for which you are enrolled.

This Handbook has been specially designed as a detailed source of reference for you in all matters related to your Faculty. This **General Information** Section is intended to help you put the Faculty into perspective with the University as a whole, to introduce you to some of the services available to students and to note some of the most important rules and procedures.

For fuller details about the University and its activities you should consult the University Calendar.

**Note:** All phone numbers below are University extension numbers. If you are outside the University, dial 663 0351 and ask for the extension or dial 662—and then the extension number. This prefix should only be used when you are certain of the extension that you require. Callers using 662 cannot be transferred to any other number.

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### Some people who can help you

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If you are experiencing difficulties in adjusting to the requirements of the University you will probably need advice. The best people to talk to on matters relating to progress in studies are your tutors and lecturers. If your problem lies outside this area there are many other people with specialized knowledge and skills who may be able to help you.

**The Deputy Registrar (Student Services)**, Mr Peter O'Brien, and his **Administrative Assistant**, Mrs Anne Beaumont, are located on the first floor of the Chancellery. They will help students who need advice and who have problems and are not sure whom they should see. As well as dealing with general enquiries they are especially concerned with the problems of physically handicapped and disabled students and those in need of financial assistance. The latter students should see Mrs Beaumont. Enquire at room 148E, phone 2482 (general enquiries) or 3164 (financial assistance).

**The Assistant Registrar (Admissions and Higher Degrees)**, Mr Jack Hill, is located on the ground floor of the Chancellery. General enquiries should be directed to 3715.

**The Assistant Registrar (Examinations and Student Records)**, Mr Peter Wildblood is located on the ground floor of the Chancellery. For particular enquiries regarding the Student Records Unit, including illness and other matters affecting

performance in examinations, academic statements, graduation ceremonies, prizes, release of examination results and variations to enrolment programs, phone 3711. For information regarding examinations, including examination timetables and clash of examinations, contact the Administrative Officer, Mr John Grigg, phone 2143.

**The Adviser for Prospective Students,** Mrs Fay Lindsay, is located on the ground floor of the Chancellery and is available for personal interview. For an appointment phone 3453.

**The Assistant Registrar (Student Employment and Scholarships),** Mr Jack Foley, is located in the Chancellery. Enquiries should be directed to 2086 (undergraduate scholarships), 2525 (graduate scholarships) and 3259 (employment).

**The Housing Officer,** Mrs Judy Hay, is located in the Student Amenities and Recreation Section in the huts at the foot of Basser Steps. For assistance in obtaining suitable lodgings phone 3260.

**The Student Health Unit** is located in Hut E at the foot of Basser Steps. The Director is Dr Max Naphthali. For medical aid phone 2679 or 3275.

**The Student Counselling and Research Unit** is located at the foot of Basser Steps. For assistance with educational or vocational problems ring 3681, 3685 or 2696 for an appointment.

**The University Librarian** is Mr Allan Horton. Library enquiries should be directed to 2048.

**The Chaplaincy Centre** is located in Hut F at the foot of Basser Steps. For spiritual aid phone Anglican—2684; Catholic 2379; Greek Orthodox—2683; Lutheran—2683; Uniting Church—2685.

**The Students' Union** is located on the second floor of Stage III of the University Union, where the SU full-time President, Education Vice-President, Welfare-Research Officer, and Director of Overseas Students are available to discuss any problems you might have. In addition the SU offers a range of diverse services including legal advice (full-time solicitor available), clubs and societies services, second-hand bookshop (buy or sell), new records/tapes at discount, food shop (The Nuthouse), a professional nursery-kindergarten (House at Poch Corner), a typesetting service, electronic calculators (bulk purchasing), an information referral centre (The Infakt Bus), a bail fund and publications such as *Tharunka*, Orientation Magazine, Concessions Book and counter-course handbooks. For information about these phone 2929.

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## Calendar of Dates

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### The Academic Year

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The academic year is divided into two sessions, each containing 14 weeks for teaching. There is a recess of five weeks between the two sessions and there are short recesses of one week within each of the sessions.

Session 1 commences on the first Monday of March.

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### 1980

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<b>Session 1</b>	3 March to 11 May
<b>(14 weeks)</b>	<i>May Recess:</i> 12 May to 18 May
	19 May to 15 June
Tuesday	<i>Midyear Recess:</i> 16 June to 20 July
17 June	Examinations begin
Wednesday	
2 July	Examinations end
<b>Session 2</b>	21 July to 24 August
<b>(14 weeks)</b>	<i>August Recess:</i> 25 August to 31 August
	1 September to 2 November
Monday	
10 November	Examinations begin
Friday	
29 November	Examinations end
<b>January</b>	
Tuesday 1	New Year's Day — Public Holiday
Friday 4	Last day for applications for review of results of <i>annual</i> examinations
Friday 11	Last day for acceptance of applications for Admissions Office for transfer to another undergraduate course within the University
Monday 28	Australia Day — Public Holiday



**February**

Monday 4	Enrolment period begins for new undergraduate students and undergraduate students repeating first year
Monday 18	Enrolment period begins for second and later year undergraduate students and graduate students enrolled in formal courses Last day for undergraduate students who have completed requirements for pass degrees to advise the Registrar they are proceeding to an honours degree or do not wish to take out their degree for any other reason

**March**

Monday 3	<b>Session 1 commences</b>
Tuesday 4	List of graduands for April/May ceremonies and of 1979 prize-winners published in daily press
Friday 14	Last day for acceptance of enrolment by new undergraduate students (late fee payable)
Friday 28	Last day for acceptance of enrolment by undergraduate students re-enrolling in second and later years (late fee payable)

**April**

Thursday 3	<i>Confirmation of Enrolment</i> forms despatched to all students
Friday 4 to Monday 7	Easter
Friday 18	Last day for undergraduate students to discontinue without failure subjects which extend over Session 1 only
Friday 25	Anzac Day — Public Holiday

**May**

Monday 5	Last day for undergraduate students completing requirements for degrees or diplomas at the end of Session 1 to submit <i>Application for Admission to Degree form</i>
Monday 12	<b>May Recess begins</b>
Thursday 15	Publication of provisional timetable for June/July examinations
Sunday 18	<b>May Recess ends</b>
Friday 23	Last day for students to advise of examination timetable clashes

**June**

Tuesday 3	Publication of timetable for June/July examinations
Sunday 15	<b>Session 1 ends</b>
Monday 16	Queen's Birthday — Public Holiday
Tuesday 17	<b>Midyear Recess begins</b> Examinations begin

**July**

Wednesday 2	Examinations end
Tuesday 15	Examination results mailed to students
Wednesday 16	Examination results displayed on University noticeboards
Tuesday 15 to Friday 18	Students to amend enrolment programs following receipt of June examination results
Sunday 20	<b>Midyear Recess ends</b>
Monday 21	<b>Session 2 begins</b> Last day for application for review of June examination results
Thursday 31	Foundation Day (no classes held)

**August**

Friday 1	Last day for students to discontinue without failure subjects which extend over the whole academic year
Monday 25	<b>August Recess begins</b>
Sunday 31	<b>August Recess ends</b>

**September**

Friday 5	Last day for undergraduate students to discontinue without failure subjects which extend over Session 2 only
Monday 8	Last day for applications from undergraduate students completing requirements for degrees and diplomas at the end of Session 2 to submit <i>Application for Admission to Degree forms</i>
Wednesday 10	List of graduands for October graduation ceremonies published in daily press
Friday 12	Last day for students to discontinue without failure subjects which extend over Session 2 only <i>Confirmation of Enrolment form</i> forwarded to all students

Monday 15	Last day to notify intention of attending October graduation ceremonies
Monday 22	Last day for applications from undergraduate students completing requirements for degrees and diplomas at the end of Session 2 to submit <i>Application for Admission to Degree</i> form
Friday 26	Last day for acceptance of corrected <i>Confirmation of Enrolment</i> forms

## October

Wednesday 1	Last day to apply to UCAC for transfer to another university in New South Wales
Thursday 2	Publication of provisional examination timetable
Monday 6	Eight Hour Day — Public Holiday
Thursday 9	Graduation ceremonies
Friday 10	Last day for students to advise of examination timetable clashes
Thursday 21	Publication of timetable for examinations

## November

Sunday 2	<b>Session 2 ends</b>
Monday 3	<b>Study Recess begins</b>
Sunday 9	<b>Study Recess ends</b>
Monday 10	Examinations begin
Saturday 29	Examinations end

## December

Tuesday 16	Examination results mailed to students
Wednesday 17	Examination results displayed on University notice boards
Thursday 25	Christmas Day — Public Holiday
Friday 26	Boxing Day — Public Holiday

## Organization of the University

Rapid development has been characteristic of the University of New South Wales since it was first incorporated by an Act of Parliament in 1949, under the name of the New South Wales University of Technology.

In 1979 the University had 18,466 students and over 3,700 staff who worked in more than eighty buildings. These figures include staff and students at Broken Hill (W.S. and L.B. Robinson University College), Duntroon (the Faculty of Military Studies) and Jervis Bay.

## Arms of the University of New South Wales

The coat of arms of the University is reproduced on the front cover of this handbook. The arms were granted by the College of Heralds in London, on 3 March 1952, and its heraldic description is as follows:

Argent on a Cross Gules a Lion passant guardant between four Mulletts of eight points Or a Chief Sable charged with an open Book proper thereon the word SCIENTIA in letters also Sable.

The lion and the four stars of the Southern Cross on the Cross of St George have reference to the State of New South Wales which brought the University into being; the open book with SCIENTIA across its page reminds us of its original purpose. Beneath the shield is the motto 'Manu et Mente', which is the motto of the Sydney Technical College, from which the University has developed. The motto is not an integral part of the Grant of Arms and could be changed at will; but it was the opinion of the University Council that the relationship with the parent institution should in some way be recorded.

## The Council

The chief governing body of the University is the Council which has the responsibility of making all major decisions regarding its policy, conduct and welfare.

The Council consists of 44 members from the State Parliament, industry and commerce, agriculture, the trade unions, professional bodies, the staff, the students and the graduates of the University.

The Council meets six times per year and its members also serve on special committees dealing with, for example, academic matters, finance, buildings and equipment, personnel matters, student affairs and public relations.

The Chairman of the Council is the Chancellor, the Hon. Mr Justice Samuels, and the Deputy Chancellor is Dr F.M. Mathews.

## The Professorial Board

The Professorial Board is one of the two chief academic units within the University and includes all the professors from the various faculties. It deliberates on all questions such as matriculation requirements, the content of courses, the arrangement of syllabuses, the appointment of examiners and the conditions for graduate degrees. Its recommendations on these and similar matters are presented to Council for its consideration and adoption.

## The Faculties/Boards of Study

The Dean, who is also a professor, is the executive head of the Faculty or Board of Study. Members of each Faculty or Board meet regularly to consider matters pertaining to their own areas of study and research, the result of their deliberations being then submitted to the Professorial Board.

The term 'faculty' is used in two distinct senses in the University. Sometimes it is used to refer to the group of Schools comprising the Faculty, and at others to the deliberative body of academic members of the Schools within the Faculty.

The eleven Faculties are Applied Science, Architecture, Arts, Biological Sciences, Commerce, Engineering, Law, Medicine, Military Studies, Professional Studies and Science together with the Australian Graduate School of Management. In addition, the Board of Studies in General Education fulfils a function similar to that of the faculties. The Board of Studies in Science and Mathematics, which was established to facilitate the joint academic administration of the Science and Mathematics degree course by the Faculties of Biological Sciences and Science, considers and reports to the Professorial Board on all matters relating to studies, lectures and examinations in the science and mathematics degree course.

### **The Schools**

Once courses of study have been approved they come under the control of the individual Schools (eg the School of Chemistry, the School of Mathematics). The Head of the School in which you are studying is the person in this academic structure with whom you will be most directly concerned.

### **Executive Officers**

As chief executive officer of the University, the Vice-Chancellor and Principal, Professor Rupert Myers, is charged with managing and supervising the administrative, financial and other activities of the University.

He is assisted in this task by three Pro-Vice-Chancellors, Professor John Thornton, Professor Ray Golding and Professor Rex Vowles, together with the Deans and the three heads of the administrative divisions.

### **General Administration**

The administration of general matters within the University comes mainly within the province of the Registrar, Mr Keith Jennings, the Bursar, Mr Tom Daly, and the Business Manager (Property), Mr R.K. Fletcher.

The Registrar's Division is concerned chiefly with academic matters such as the admission of students, and the administration of examinations as well as the various student services (health, employment, amenities, and counselling).

The Bursar's Division is concerned with the financial details of the day-to-day administration and matters to do with staff appointments, promotions, etc.

The Property Division is responsible for the building program and the 'household' services of the University (including electricity, telephones, cleaning, traffic and parking control and maintenance of buildings and grounds).

### **Student Representation on Council and Faculties/Boards**

Three members of the University Council may be students elected by students. All students who are not full-time members of staff are eligible to stand for a two-year term of office. The students who are elected to the Council are eligible for election to the Committees of Council.

Students proceeding to a degree or a graduate diploma may elect members for appointment by the Council to their Faculty/Board. Elections are for a one-year term of office.

### *Open Faculty/Board Meetings*

If you wish you may attend a Faculty/Board meeting. You should seek advice at the office of the Faculty whose meeting you wish to attend, as the faculties have their own rules for the conduct of open meetings.

### **Award of the University Medal**

The University may award a bronze medal to undergraduate students who have achieved highly distinguished merit on completion of their final year.

### **Identification of Subjects by Numbers**

For information concerning the identifying number of each subject taught in each Faculty as well as the full list of identifying numbers and subjects taught in the University, turn to the first page of the section **Subject Descriptions**. This list is also published in the Calendar.

### **Textbook Lists**

Textbook lists are no longer published in the Faculty handbooks. Separate lists are issued early in the year and are available at key points on the campus.

### **General Studies Program**

Almost all undergraduates in Faculties other than Arts and Law are required to complete a General Studies program. The Department of General Studies within the Board of Studies in General Education publishes its own Handbook which is available free of charge. All enquiries about General Studies should be made to the General Studies Office, Room G56, Morven Brown Building, phone 3476.

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## Student Services and Activities

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### The University Library

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The University libraries are mostly situated on the upper campus. The main library building (Menzie's Library) houses the Undergraduate Library on Level 3, the Social Sciences and Humanities Library on Level 4, the Physical Sciences Library on Level 7 and the Law Library on Level 8. The Biomedical Library is in the western end of the Mathews Building and is closely associated with libraries in the teaching hospitals of the University.

There are also library services at other centres:

The Water Reference Library situated at Manly Vale (phone 948 0261) which is closely associated with the Physical Sciences Library.

The library at the Broken Hill Division in the W.S. and L.B. Robinson University College building. Phone Broken Hill (080) 6022.

The library at the Royal Military College, Duntroon ACT, serving the Faculty of Military Studies. Phone (062) 73 0427.

Each library provides reference and lending services to staff and students and each of the libraries on the Kensington Campus is open throughout the year during day and evening periods. The exact hours of opening vary during the course of the academic year.

Staff and students normally use a machine-readable identification card to borrow from the University libraries.

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## Accommodation

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### Residential Colleges

There are seven residential colleges on campus. Each college offers accommodation in a distinctive environment which varies from college to college, as do facilities and fees. A brief description of each college is given below, and further information may be obtained directly from the individual colleges. In addition to basic residence fees, most colleges make minor additional charges for such items as registration fees, caution money or power charges. Incoming students should lodge applications before the end of October in the year prior to the one in which they seek admission. Most colleges require a personal interview as part of the application procedure.

#### Kensington Colleges

The Kensington Colleges comprise Basser College, Goldstein College, and Philip Baxter College. They house 450 men and women students, as well as staff members. Fees are payable on a session basis. Apply in writing to the Master, PO Box 24, Kensington, NSW 2033.

#### International House

International House accommodates 154 students from Australia and up to twenty other countries. Preference is given to more senior undergraduates and graduate students. Apply in writing to the Warden, International House, PO Box 88, Kensington, NSW 2033.

#### New College

This Church of England College is open to all students without regard to race or religion. It has accommodation for approximately 220 students and is co-educational. Enquiries should be addressed to the Master, New College, Anzac Parade, Kensington, NSW 2033.

#### Shalom College

Shalom College provides accommodation for 86 men and women students. Non-resident membership is available to students who wish to avail themselves of the Kosher dining room and tutorial facilities. Fees are payable on a session basis. Conferences are catered for, particularly with Kosher requirements. Rates are available on application. Apply in writing to the Master, Shalom College, The University of New South Wales, PO Box 1, Kensington, NSW 2033.

#### Warrane College

Warrane College provides accommodation for 200 men and is open to students of all ages, backgrounds and beliefs. A comprehensive tutorial program is offered along with a wide variety of activities and opportunities to meet informally with members of the University staff. Non-resident membership is available to male students who wish to participate in College activities and make use of its facilities. Warrane is directed by the Catholic lay association Opus Dei. Apply in writing to the Master, Warrane College, PO Box 123, Kensington, NSW 2033.

#### Creston Residence

Creston Residence offers accommodation for 25 full-time undergraduate and graduate women students without restriction of denomination or nationality. Non-resident membership provides students with the opportunity to participate in the activities of the Residence and to make use of its facilities. Creston is directed by the Women's Section of Opus Dei, a Catholic lay association. Enquiries should be addressed to the Principal, 36 High Street, Randwick, NSW 2031.

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## Other Accommodation

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### Off-campus Accommodation

Students requiring other than College accommodation may contact the Housing Officer in the Student Amenities and Recreation Section for assistance in obtaining suitable lodging in the way of full board, room with cooking facilities, flats, houses, share flats, etc. Extensive listings of all varieties of housing are kept up-to-date throughout the year and during vacations.

No appointment is necessary but there may be some delay in February and March. The Housing staff are always happy to discuss any aspect of accommodation.

Special pamphlets on accommodation, list of estate agents and hints on house-hunting are available on request.

**Location:** The Student Accommodation Service is located in the huts at the foot of Basser Steps. Phone 6630351, extension 3260.

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## Student Employment and Scholarships

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The Student Employment and Scholarships Section offers assistance with career employment for final year students and graduates of the University. This service includes the mailing of regular job vacancy notices to registered students, and a Careers Library containing information on various careers and employers.

Careers advice and assistance are also available to undergraduates. Students undertaking courses in Applied Science or Engineering which require course-related industrial or professional training experience are assisted to find such employment over the long vacation. Information and advice regarding cadetships and undergraduate and graduates scholarships is also available.

The service is located in the Chancellery.

Phone extension 3259 for employment and careers advice, extension 2525 for details of graduate awards and grants, and extension 2086 for undergraduate scholarship, cadetship and industrial training information.

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## Student Health

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A student health clinic and first aid centre is situated within the University. It is staffed by three qualified medical practitioners, assisted by two nursing sisters. The medical service, although therapeutic, is not intended to entirely replace private or community health services. Thus, where chronic or continuing conditions are revealed or suspected, the student may be referred to a private practitioner or to an appropriate hospital for specialist opinion and/or treatment. The health service is not responsible for fees incurred in these instances. The service is confidential and students are encouraged to attend for advice on matters pertaining to health.

The service is available to all enrolled students by appointment, free of charge, between 9 am and 5 pm Mondays to Fridays. For staff members, immunizations as well as first aid service in the case of injury or illness on the campus are available.

The centre is located in Hut E on the northern side of the campus in College Road at the foot of Basser Steps.

Appointments may be made by calling at the centre or by telephoning extension 2679 or 3275 during the above hours.

The Family Planning Association of NSW conducts clinics at the Student Health Unit and at the adjacent Prince of Wales Hospital. These clinics are open to staff and students and appointments may be made for the Student Health Unit clinic by telephoning 698 9499, or for The Prince of Wales Hospital clinics by telephoning 399 0111.

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## Student Counselling and Research

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The Student Counselling and Research Unit provides individual and group counselling for all students—prospective, established and graduate. Self-help programs are also available. Opportunities are provided for parents and others concerned with student progress to see members of the counselling staff.

The service which is free, informal and personal is designed to help students with planning and decision making, and a wide variety of concerns and worries which may be affecting personal, educational and vocational aspects of their lives.

The Unit pursues research into factors affecting student performance, and the published results of its research and experience are helpful in improving University and other counselling services, and the quality of student life.

Counselling appointments may be arranged during sessions and recesses between 9 am and 7 pm. Phone 6630351, extension 3681, 3685 and 2696, or call at the Unit which is located at the foot of Basser Steps. Urgent interviews are possible on a walk-in basis between 9 am and 5 pm. Group counselling programs are offered both day and evening between 9 am and 9 pm by special arrangement. Self-help programs are arranged to suit the student's time and convenience.

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## Student Amenities and Recreation

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In general the Student Amenities and Recreation Section seeks ways to promote the physical, social and educational development of students through their leisure time activities and to provide some services essential to their day-to-day University life.

The Section provides, for example, a recreational program for students and staff at the Physical Education and Recreation Centre; negotiates with the Public Transport Commission of NSW on student travel concessions and supplies concession forms for bus, rail, ferries and planes; assists students with off-campus housing; makes bookings for use of sports facilities; and, in consultation with the Sports Association, assists various recognized clubs.

The Section is located in the huts at the foot of Basser Steps. The various services may be contacted by phone on the following extensions: Recreation Program 3271; Travel 2617; Accommodation 3260; Ground Bookings 2235; Sports Association 2673.

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## Physical Education and Recreation Centre

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The Student Amenities and Recreation Section provides a recreational program for students and staff at the Physical Education and Recreation Centre. The Centre consists of eight squash courts, a 50m heated indoor swimming pool, and a main building, the latter containing a large gymnasium and practice rooms for fencing, table tennis, judo, weight-lifting, karate and jazz ballet, and a physical fitness testing room. The recreational program includes intramurals, teaching/coaching, camping, and fitness testing. The Centre is located on the lower campus adjacent to High Street. The Supervisor at PERC may be contacted on extension 3271.

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## The Sports Association

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The Sports Association caters for a variety of competitive sports for both men and women. Membership is compulsory at \$11 per year for all registered students and is open to all members of staff and graduates of the University.

The Sports Association office is situated in the huts at the foot of Basser Steps, and the control of the Sports Association is vested in the General Committee. The Sports Association may be contacted on extension 2673.

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## Student Travel Concessions

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The Student Amenities and Recreation Section arranges distribution of bus, rail and ferry concessions. For the peak period during the week preceding and the first week of Session 1 distribution is at a location to be decided. Students should watch for notices around the campus announcing the distribution centre.

For the rest of the year students seeking authorization for travel concessions, including planes, should enquire at the section (extension 2617) or the Enquiry Desk, Chancellery (extension 2251).

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## The University Union

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The University Union provides the facilities students, staff and graduates require in their daily University life and thus an opportunity for them to know and understand one another through associations outside the lecture room, the library and other places of work.

The Union is housed in three buildings near the entrance to the Kensington Campus from Anzac Parade. These are the Roundhouse, The Blockhouse (Stage 2) and the Squarehouse (Stage 3). Membership of the Union is compulsory at \$55 per

year for all registered students and is open to all members of staff and graduates of the University.

The full range of facilities provided by the Union includes a cafeteria service and other dining facilities, a large shopping centre, cloak room, banking and hairdressing facilities, showers, a women's lounge, common, games, reading, meeting, music, practice, craft and dark rooms. Photocopying, sign printing, and stencil cutting services are also available. The Union also sponsors special concerts (including lunchtime concerts) and conducts courses in many facets of the arts including weaving, photography, creative dance and yoga. Exhibitions are held in the John Clark Gallery.

Full information concerning courses is contained in a booklet obtainable from the Union's Program Department.

The University Union should not be confused with the Students' Union (or Students' Representative Council as it is known in some other universities). This latter body has a representative function and is the instrument whereby student attitudes and opinions are crystallized and presented to the University and the community.

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## The Students' Union

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The Students' Union is run by students and represents them on and off campus. Presidential elections are by popular vote and all students who have completed one year at the University are eligible for election. The President directs the entire administration of the Students' Union and its activities.

Other officers include the Education Vice-President who works towards the implementation of Student Union education policy; the Welfare-Research Officer concerned with helping students with problems they may encounter in the University; Director of Overseas Students who deals with specific problems these students may encounter while in Australia.

Membership is compulsory at \$17 per annum for full-time students and \$13 for part-time students.

The activities of the Students' Union include:

1. Infakt: a student-run information referral service. If you want someone to talk to or need help of any kind see the people at Infakt located in the bus at the foot of Basser Steps.
2. A casual employment service.
3. Organization of Orientation Week.
4. Organization of Foundation Day.
5. A nursery/kindergarten, *The House at Pooh Corner*.
6. Publication of the student paper *Tharunka*.
7. A free legal service run by a qualified lawyer employed by the Students' Union Council.
8. Students' Union Record Shop which sells discount records and tapes.
9. The Nuthouse which deals in bulk and health foods.



10. Secondhand Bookshop for cheap texts.
11. Clubs and societies which receive money from the Students' Union through CASOC (Clubs and Societies on Campus).
12. The sale of electronic calculators and accessories at discount rates.
13. Provision of a bail fund.

The Students' Union is located on the second floor, Stage 3, the Union.

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## Chaplaincy Centre

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This service is provided for the benefit of students and staff of various religious and spiritual beliefs. Chaplains are in attendance at the University at regular times. A Chapel is also available for use by all denominations. For further details, turn to page 2.

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## Other Services and Activities

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**CASOC** All clubs and societies on campus (except sporting clubs) are loosely organized under the umbrella of CASOC, which is a committee of the Students' Union. Some of these clubs are: the Motor Cycle Club; Chess Club; Dramsoc; Opunka; Kite Club and the Jazz Society.

**School and Faculty Associations** Many schools and faculties have special clubs with interests in particular subject fields. Enquire at your Faculty Office for information.

**University Co-operative Bookshop Limited.** Membership is open to all students, on initial payment of a fee of \$10, refundable when membership is terminated. Members receive an annual rebate on purchases of books.

**Cashier's Hours** The University Cashier's office is open from 9.30 am to 1.00 pm and from 2.00 pm to 4.30 pm, Monday to Friday. It is open for additional periods at the beginning of Session 1. Consult noticeboards for details.

**Australian Armed Forces** Enquiries should be directed to: *Royal Australian Navy* Royal Australian Navy Liaison Officer, Emeritus Professor J.S. Ratcliffe, Commander, RANR (Rtd), International House. Phone extension 3093 or 663 0473.

*University of New South Wales Regiment* The Adjutant, Regimental Depot, Day Avenue (just west of Anzac Parade). Phone 663 1212.

*Royal Australian Air Force* Undergraduates interested in the RAAF Undergraduate Scheme should contact The Recruiting Officer, Defence Forces Recruiting Centre, 323 Castlereagh Street, Sydney. Phone 212 1011.

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## Financial Assistance to Students

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### Tertiary Education Assistance Scheme

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Under this scheme, which is financed by the Commonwealth Government, assistance is available for full-time study in approved courses, to students who are not bonded and who are permanent residents of Australia, subject to a means test on a non-competitive basis. The allowances paid are unlikely to be sufficient, even at the maximum rate, for all the living expenses of a student. Family help and/or income from vacation or spare-time work would also be needed.

Students in the following types of university courses are eligible for assistance:

- Undergraduate and graduate bachelor degree courses
- Graduate diploma courses
- Approved combined bachelor degree courses
- Master's qualifying courses (one year)

#### Benefits

The rates of allowance and conditions for eligibility are set out in a booklet obtainable from the Commonwealth Department of Education.

1979 Higher School Certificate candidates and tertiary students receiving an allowance are sent forms in January 1980. Other students may obtain forms from the Admissions Section or Student Employment and Scholarships Section, or from the Commonwealth Department of Education, 59 Goulburn Street, Sydney, NSW 2000 (phone 218 8800).

Continuing students should submit applications as soon as examination results are available. New students should do so as soon as they are enrolled. All students should apply by 31 March 1980, otherwise benefits will not be paid for the earlier months of the year.

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### Scholarships, Cadetships, Prizes

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**1. Undergraduate Scholarships** In addition to finance provided under the Commonwealth Government's Tertiary Education Assistance Scheme there are a number of scholarships, cadetships, prizes and other forms of assistance available to undergraduate students. Details of procedures for application for these awards are contained in the Calendar.

There are also special scholarships not administered by the University, information about which may be obtained from the appropriate School office.

Further information and advice regarding scholarships is available from the Student Employment and Scholarships Section in the Chancellery.

**2. Graduate Awards** An honors degree is generally an essential requirement for gaining one of the many graduate

scholarships which are available at the University. Therefore gifted students should not neglect the opportunity to qualify for honours and thus become eligible for an award.

Details of graduate awards are contained in the Calendar.

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## Other Financial Assistance

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In addition to the Tertiary Education Assistance Scheme financed by the Commonwealth Government the following forms of assistance are available.

**1. Deferment of Payment of Fees** Deferments may be granted for a short period, usually one month, without the imposition of a late fee penalty, provided the deferment is requested prior to the due date for fee payments.

**2. Short Term Cash Loans** Donations from the Students' Union, the University Union and other sources have made funds available for urgent cash loans not exceeding \$100. These loans are normally repayable within one month.

**3. Early in 1973** the Commonwealth Government made funds available to the University to provide loans to students in financial difficulty. The loans are to provide for living allowances and other approved expenses associated with attendance at University. Repayment usually commences after graduation or upon withdrawal from the course. Students are required to enter into a formal agreement with the University to repay the loan. The University is unable to provide from the fund amounts large enough for all or even a major part of the living expenses of a student.

From the same source students who are in extremely difficult financial circumstances may apply for assistance by way of a non-repayable grant. In order to qualify for a grant a student must generally show that the financial difficulty has arisen from exceptional misfortune. Grants are rarely made.

The University has also been the recipient of generous donations from the Arthur T. George Foundation, started by Sir Arthur George and his family, for the endowment of a student loan fund.

In all cases assistance is limited to students with reasonable academic records and whose financial circumstances warrant assistance.

Enquiries about all forms of financial assistance should be made at the office of the Deputy Registrar (Student Services), Room 148E, in the Chancellery.

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## Financial Assistance to Aboriginal Students

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Financial assistance is available to help Aboriginal students from the Australian Government's Aboriginal Study Grant Scheme. Furthermore, the University may assist Aboriginal students with loans to meet some essential living expenses.

All enquiries relating to the latter should be made at the office of the Deputy Registrar (Student Services), Room 148E, in the Chancellery.

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## Fund for Physically Handicapped and Disabled Students

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The University has a small fund (started by a generous gift from a member of the staff who wishes to remain anonymous) available for projects of benefit to handicapped and disabled students. Enquiries should be made at the office of the Deputy Registrar (Student Services), Room 148E, in the Chancellery.

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## Rules and Procedures

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The University, in common with other large organizations, has some agreed ways of doing things in order to operate for the benefit of all members. The rules and procedures listed below will affect you at some time or another. In some cases there are penalties (eg fines or exclusion from examinations) for failure to observe these procedures and therefore they should be read with care.

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## Admission

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### Where can I get information about admission?

The Admissions Office, located in the Chancellery on the upper campus, provides information for students on admission requirements, undergraduate and graduate courses and enrolment procedures. The Admissions Office is open from 9 am to 5 pm Monday to Friday (excluding the lunch hour 1 pm to 2 pm). During enrolment the office is also open for some part of the evening.

The Office provides information about special admission (including mature age entry), admission with advanced standing and admission on overseas qualifications. The Office also receives applications from students who wish to transfer from one course to another, resume their studies after an absence of twelve months or more, or seek any concession in relation to a course in which they are enrolled. It is essential that the closing dates for lodgment of applications are adhered to. For further details see the sections below on Enrolment and Fees.

Applications for admission to undergraduate courses from students who do not satisfy the requirements for admission (see section on Admission Requirements in the Calendar), from

students seeking admission with advanced standing, or from students who have a record of failure at another university, are referred by the Admissions Office to the Admissions Committee of the Professorial Board.

Students seeking to register as higher degree candidates should first consult the Head of the School in which they wish to register. An application is then lodged on a standard form and the Admissions Office, after obtaining a recommendation from the Head of School, refers the application to the appropriate Faculty or Board of Studies Higher Degree Committee.

Details of the procedure to be followed by students seeking entry to first year undergraduate degree courses at the University may be obtained from the Admissions Office or the Universities and Colleges Admissions Centre.

## How do I qualify admission?

In order to enter an undergraduate course you must qualify for matriculation to the University, and be selected for admission to the Faculty or course you wish to enter. Full details of matriculation and admission requirements are contained in the Calendar and in a pamphlet obtainable at the Admissions Office.

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## Enrolment

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### How do I enrol?

All students, except those enrolling as graduate research students (see below), must lodge an authorized enrolment form with the Cashier on the day the enrolling officer signs the form or on the day their General Studies electives are approved if the course requires this.

All students, except those enrolling as graduate research students and those exempted (see below), should on that day also either pay the required fees or lodge an enrolment voucher or other appropriate authority.

For details of the locations and hours for enrolment see *Enrolment Procedures 1980*, a free booklet obtainable from the Admissions Office or from your School or Faculty Office.

### What happens if I am unable to pay fees at the time of enrolment?

If you are unable to pay fees by the due date you may apply to the Deputy Registrar (Student Services) for an extension of time, which may be granted in extenuating circumstances.

If a student is unable to pay the fees the enrolment form must still be lodged with the Cashier and the student will be issued with a 'nil' receipt. The student is then indebted to the University and must pay the fees by the end of the second week of the session for which enrolment is being effected. Penalties apply if fees are

paid after that time (see **Fees** below) unless the student has permission from the Deputy Registrar (Student Services). Payment may be made through the mail in which case it is important that the student registration number be given accurately. Cash should not be sent through the mail.

## New Undergraduate Enrolments

Persons who are applying for entry in 1980 must lodge an application for selection with the Universities and Colleges Admissions Centre, PO Box 7049, GPO, Sydney 2001, by 1 October 1979.

Those who are selected will be required to complete enrolment at a specified time before the start of Session 1. Compulsory fees should be paid on the day. In special circumstances, however, and provided class places are still available, students may be allowed to complete enrolment after the prescribed time.

Application forms and details of the application procedures may be obtained from the Admissions Office.

## Re-enrolment

Students who are continuing courses (or returning after approved leave of absence) should enrol through the appropriate School in accordance with the procedures set out in the current *Enrolment Procedures* booklet, available from the Admissions Office and from School offices. Those who have completed part of a course and have been absent without leave need to apply for entry through the Universities and Colleges Admissions Centre, PO Box 7049, GPO, Sydney 2001, by 1 October 1979.

## Restrictions Upon Re-enrolling

Students enrolled for the first time in any undergraduate course in the University who failed more than half their program in 1979; students who have failed more than once a subject prescribed as part of their course; and students required by the Re-enrolment Committee to show cause should not attempt to re-enrol but should follow the written instructions they will receive from the Registrar.

For the purpose of calculating a student's program, all subjects taken during the year, including repeat subjects, are counted.

## Miscellaneous Enrolments

Students may be permitted to enrol as miscellaneous students in subjects not counted as part of (ie a degree or diploma) provided the Head of the School offering the subject considers it will be of benefit and there is accommodation available. Only in exceptional cases will subjects taken in this way count towards a degree or diploma. Students who are under exclusion may not be enrolled as miscellaneous students in subjects which may be counted towards courses from which they have been excluded.

Students seeking to enrol as miscellaneous students should obtain a letter of approval from the Head of the appropriate

School or his representative permitting them to enrol in the subject concerned. The letter should be given to the enrolling officer at the time of enrolment.

## **Final Dates for Completion of Enrolments**

No enrolments for courses extending over the whole year or for Session 1 only will be accepted from new students after the end of the second week of Session 1 (14 March 1980) except with the express approval of the Deputy Registrar (Student Services) and the Heads of the Schools concerned; no later year enrolments for courses extending over the whole year or for Session 1 only will be accepted after the end of the fourth week of Session 1 (28 March 1980) except with the express approval of the Deputy Registrar (Student Services) and the Heads of Schools concerned. No enrolments for courses in Session 2 only will be accepted after the end of the second week of Session 2 (1 August 1980) except with the express approval of the Deputy Registrar (Student Services) and the Heads of Schools concerned.

## **How do assisted students (eg scholarship holders) enrol?**

Scholarship holders or sponsored students who have an enrolment voucher or letter of authority from their sponsor should present it at the time of enrolment. Such vouchers and authorities are generally issued by the NSW Department of Education and the NSW Public Service. They are not always issued in time and students who expect to receive an enrolment voucher or other appropriate authority but have not done so must pay the fees (and arrange a refund later). Such vouchers and authorities are not the responsibility of the University and their late receipt is not to be assumed as automatically exempting a student from the requirements of enrolling and paying fees.

## **What special rules apply if I wish to be considered for admission with advanced standing?**

If you make application to register as a candidate for any degree or other award granted by the University you may be admitted to the course of study with such standing on the basis of previous attainments as may be determined by the Professorial Board. For complete details regarding 'Admission with Advanced Standing' consult the Calendar.

## **Can I transfer from one course to another?**

To transfer from one course to another you must apply on an application form obtainable from the Admissions Office by

Friday 11 January 1980. If your application is successful you are required to comply with the enrolment procedures for the year/stage of the new course and, unless otherwise instructed, you should present the letter granting transfer to the enrolling officer. If you intend to transfer, you should also inform the enrolling officer of the School in which you were enrolled in 1979.

## **Can I change my course program?**

If you wish to seek approval to substitute one subject for another, or add one or more subjects to your program or discontinue part or all of your program, you must make application to the Registrar through the office controlling your course, from which application forms are available. The Registrar will inform you of the decision. Application to enrol in additional subjects must be submitted by 28 March 1980 for Session 1 only and Whole Year subjects and by 15 August 1980 for Session 2 only subjects.

It is emphasized that failure to attend for any assessment procedure, or to lodge any material stipulated as part of an assessment procedure, in any subject in which a student is enrolled will be regarded as failure in that assessment procedure unless written approval to withdraw from the subject without failure has been obtained from the Registrar.

## **Withdrawal from courses and subjects**

### **Courses**

1. Students withdrawing from courses (see also Subjects, below) are required to notify the Registrar in writing. In some cases students will be entitled to fee refunds.

For details see the Calendar.

### **Subjects**

2. Applications to withdraw from subjects may be submitted throughout the year but applications lodged after the following dates will result in students being regarded as having failed the subject concerned, except in exceptional circumstances.

- (1) for one session subjects, the end of the seventh week of that session (18 April or 5 September)
- (2) for whole year subjects the end of the second week of Session 2 (1 August)

## **How do I enrol after an absence of twelve months or more?**

If you have had an approved leave of absence for twelve months or more and wish to resume your course you should follow the instructions about re-enrolling given in the letter granting your leave of absence. If you do not fully understand or have lost these instructions, then you should contact the Admissions Office before November in the year preceding the one in which you wish to resume your course.

If you have *not* obtained a leave of absence from your course and have not been enrolled in the course over the past twelve months or more, then you should apply for admission to the course through the Universities and Colleges Admissions Centre before 1 October in the year preceding that in which you wish to resume studies.

## Are there any restrictions upon students re-enrolling?

The University Council has adopted the following rules governing re-enrolment with the object of requiring students with a record of failure to *show cause* why they should be allowed to re-enrol and retain valuable class places.

### First-year Rule

1. A student enrolled in the first year of any undergraduate course of study in the University as set out in the relevant faculty handbook shall be required to show cause why he/she should be allowed to continue the course if he/she fails more than half the program in which he/she is enrolled. In order that students may calculate half their program, the weighting of subjects in each course is defined in *Schedule A\**, which may be varied from time to time by the Professorial Board.

### Repeated-failure Rule

2. A student shall be required to show cause why he/she should be allowed to repeat a subject which that student has failed more than once. *Where the subject is prescribed as part of the student's course he/she shall also be required to show cause why he/she should be allowed to continue that course.*

### General Rule

3. A student shall be required to show cause if, in the opinion of the faculty or board of studies, his/her academic record is such as to demonstrate the student's lack of fitness to pursue a subject or subjects and/or course or courses.

### The Session-unit System

4. (1) A student who infringes the provision of Rules 1. or 2. at the end of Session 1 of any year will not be required to *show cause* at that time but will be allowed to repeat the subject(s) (if offered) and/or continue the course in Session 2 of that year, subject to the rules of progression in that course.

(2) Such a student will be required to *show cause* at the end of the year, except that a student who has infringed Rule 2. at the end of Session 1, repeats the subject(s) in question in Session 2, and passes it/them, will not be required to *show cause* on account of any such subject.

## Exemption from Rules by Faculties

5. (1) A faculty or board of studies examination committee may, in special circumstances, exempt a student from some or all of the provisions of Rules 1. and 2.

(2) Such a student will not be required to *show cause* under such provisions and will be notified accordingly by the Registrar.

## 'Showing Cause'

6. (1) A student wishing to *show cause* must apply for special permission to re-enrol. Application should be made on the form available from the Examinations and Student Records Section and must be lodged with the Registrar by the dates published annually by the Registrar. A late application may be accepted at the discretion of the University.

(2) Each application shall be considered by the Re-enrolment Committee which shall determine whether the cause shown is adequate to justify the granting of permission to re-enrol.

## Appeal

7. (1) Any student who is excluded by the Re-enrolment Committee from a course and/or subject(s) under the provisions of the Rules may appeal to an Appeal Committee constituted by Council for this purpose with the following membership:

A Pro-Vice-Chancellor, nominated by the Vice-Chancellor, who shall be Chairman.

The Chairman of the Professorial Board, or if he is unable to serve, a member of the Professorial Board, nominated by the Chairman of the Professorial Board, or when the Chairman of the Professorial Board is unable to make a nomination, nominated by the Vice-Chairman.

One of the category of members of the Council elected by the graduates of the University, nominated by the Vice-Chancellor.

The decision of the Committee shall be final.

(2) The notification to any student of a decision by the Re-enrolment Committee to exclude him/her from re-enrolling in a course and/or subject(s) shall indicate that the student may appeal against that decision to the Appeal Committee. In lodging such an appeal with the Registrar the student should provide a complete statement of all grounds on which the appeal is based.

\*For details of Schedule A see **Restrictions upon Re-enrolling** in the Calendar.

(3) The Appeal Committee shall determine the appeal after consideration of the student's academic record, his/her application for special permission to re-enrol, and the stated grounds of appeal. In exceptional circumstances, the Appeal Committee may require the student to appear in person.

## Exclusion

**8.** (1) A student who is required to *show cause* under the provisions of Rules 1, or 3, and either does not attempt to *show cause* or does not receive special permission to re-enrol from the Re-enrolment Committee (or the Appeal Committee on appeal) shall be excluded from re-enrolling in the subject(s) and course(s) on account of which he was required to *show cause*. Where the subjects failed are prescribed as part of any other course (or courses) he/she shall not be allowed to enrol in any such course.

(2) A student who is required to *show cause* under the provisions of Rule 2, and either does not attempt to *show cause* or does not receive special permission to re-enrol from the Re-enrolment Committee (or the Appeal Committee on appeal) shall be excluded from re-enrolling in any subject he/she has failed twice. *Where the subject failed is prescribed as part of the student's course he/she shall also be excluded from that course.* Where the subject failed is prescribed as part of any other course (or courses) he/she shall not be allowed to enrol in any such course(s).

(3) A student excluded from a course or courses under the provisions of Rule 1, or 2, may not enrol as a miscellaneous student in subjects which may be counted towards any such course.

## Re-admission after Exclusion

**9.** (1) An excluded student may apply for re-admission after the period of exclusion has expired.

(2) (a) Applications for re-admission to a course should be made to the Universities and Colleges Admissions Centre before the closing date for normal applications in the year prior to which re-admission is sought. Such applications will be considered by the Admissions Committee of the relevant Faculty or Board.

(b) An application for re-admission to a subject should be made to the Registrar before 30 November in the year prior to which re-admission is sought. Such applications will be considered by the relevant Head of School.

(3) An application should include evidence that the circumstances which were deemed to operate against satisfactory performance at the time of exclusion are no longer operative or are reduced in intensity and/or evidence of action taken (including enrolment in course(s)) to improve an applicant's capacity to resume studies at the University.

(4) Applications for re-admission to a course or subject that are unsuccessful (see 9. (2) (a), (b) respectively) will be reconsidered automatically by the Re-enrolment Committee of the Professorial Board. The decision of the Committee will be final.

**10.** If students fail a subject at the examinations in any year or session and re-enrol in the same course in the following year or session they must include in their program of studies for that year or session the subject which they failed. This requirement will not be applicable if the subject is not offered the following year or session; is not a compulsory component of a particular course; or if there is some other cause which is acceptable to the Professorial Board, for not immediately repeating the failed subject.

## Restrictions and Definitions

**11.** (1) These rules do not apply to students enrolled in programs leading to a higher degree or graduate diploma.

(2) A subject is defined as a unit of instruction identified by a distinctive subject number.

## How do I apply for admission to degree or diploma?

If your current program will enable you to complete all requirements for a degree or diploma, including industrial training where necessary, you should complete the form *Application for Admission to a Degree* by the dates shown in the *Calendar of Dates* (see page 2) and on the *Notification of Examination Results*. The forms are available from the Enquiry Counter in the north wing of the Chancellery and will be mailed to all potential graduates.

The completion and submission of the form ensures that:

**1.** The correct spelling and sequence of names is recorded on the degree certificate. **2.** Any previous academic qualifications are shown in the graduation ceremony program. **3.** All correspondence relating to the ceremony is forwarded to the correct address. **Note:** If notifying change of address after the form has been submitted an additional form *Final Year Students' Graduation: Change of Address* should be submitted.

If you meet all the requirements, the degree or diploma will be conferred without the necessity for further action by you. Students should advise the Registrar, in writing, if they do not wish to have the degree or diploma conferred for any reason, including the decision to proceed to an honours degree. To ensure that the degree is not conferred advice should reach the Registrar no later than 24 July 1980 for students completing at the end of Session 1, and 1 March 1981 for those completing at the end of Session 2.

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## Fees

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Fees and penalties quoted are current at the time of publication but may be amended by the University Council without notice.



## Do I have to pay for tuition?

No tuition fees are charged.

## What other fees and charges are payable?

There are other fees and charges which include those charges raised to finance the expenses incurred in operating student activities such as the University Union, the Students' Union, the Sports Association and the Physical Education and Recreation Centre. Penalties are also incurred if a student fails to complete procedures as required. Charges may also be payable, sometimes in the form of a deposit, for the hiring of kits of equipment which are lent to students for personal use during attendance in certain subjects. Accommodation charges, costs of subsistence on excursions, field work etc, and for hospital residence (medical students) are payable in appropriate circumstances.

## How much is my contribution to student activities and services on campus?

All students (with the exceptions noted below) will be required to pay the following fees if enrolling for a program involving two sessions. Those enrolling for only one session will pay one-half of the Student Activities Fees, and the full University Union entrance fee, if applicable.

### University Union Entrance Fee

Payable on first enrolment	\$25
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### Student Activities Fees

University Union, annual subscription	\$55
Sports Association, annual subscription	\$11
Students' Union	
Students enrolling in full-time courses, annual subscription	\$17
Students enrolling in part-time courses and miscellaneous subjects, annual subscription	\$13
Miscellaneous annual fee	\$25

This fee is used to finance expenses generally of a capital nature relating to student activities and amenities. Funds are allocated to the various student bodies for projects recommended by the Student Affairs Committee and approved by the University Council.

## Are fees charged for examinations?

Generally, there are no charges associated with examinations; however two special examination fees are applied:

Examinations conducted under special circumstances—for each subject	\$11
Review of examination result—for each subject	\$11

## What penalties exist for late payment of fees?

The following additional charges will be made in 1980 when fees are paid late:

- |   |      |
|---|------|
| 1. Failure to lodge enrolment form according to enrolment procedure | \$20 |
| 2. Payment of fees after end of second week of session              | \$20 |
| 3. Payment of fees after end of fourth week of session              | \$40 |

Penalties 1. and 2. or 1. and 3. may accumulate.

## Locations and Hours of Cashier

Cashier's Offices are open during the enrolment periods. Details of locations and hours are listed in *Enrolment Procedures 1980*, a free booklet obtainable from your School or Faculty Office or from the Admissions Office.

## Who is exempt from payment of fees?

- Life members of University Union, Sports Association, and Students' Union are exempt from the relevant fee or fees.
- Students enrolled in courses classified as *External* are exempt from all Student Activities Fees and the University Union entrance fee.
- Students enrolled in courses at the W.S. and L.B. Robinson University College and in the faculty of Military Studies are exempt from the fees mentioned above but shall pay such other fees and charges as the Council may from time to time determine.
- University Union fees and subscriptions may be waived by the Deputy Registrar (Student Services) for students enrolled in graduate courses in which the formal academic requirements are undertaken at a part of the University away from the Kensington Campus.
- Students who while enrolled at and attending another university (or other tertiary institution as approved by the Vice-Chancellor) in a degree or diploma course are given approval to enrol at the University of New South Wales but only in a miscellaneous subject or subjects to be credited towards the degrees or diplomas for which they are enrolled elsewhere are exempt from all Student Activities Fees and the University Union entrance fee.
- Undergraduate students of a recognized university outside Australia who attend the University of New South Wales with the permission of the Dean of the appropriate faculty and of the Head of the appropriate school or department to take part as miscellaneous students in an academic program relevant to their regular studies and approved by the authorities of their own institution are exempt from all Student Activities Fees and the University Union entrance fee.

7. Graduate students not in attendance at the University and who are enrolling in a project only, other than for the first time, are exempt from all Student Activities Fees.

8. Graduate students resubmitting a thesis or project only are exempt from all Student Activities Fees.

9. All Student Activities Fees, for one or more sessions may be waived by the Deputy Registrar (Student Services) for graduate students who are given formal permission to pursue their studies at another institution for one or more sessions.

10. Graduate students who have completed all the work for a qualification at the commencement of Session 1, except for the submission of the relevant thesis or project report, may be exempted from the payment of Student Activities Fees by the Deputy Registrar (Student Services) on production of an appropriate statement signed by the relevant supervisor or Head of School.

## Is exemption from membership possible?

The Registrar is empowered to grant exemption from membership of the University Union, the Students' Union and the Sports Association to students who have a genuine conscientious objection to such membership, subject to payment of the prescribed fees to the Miscellaneous Fund.

## How much will textbooks and special equipment (if any) cost?

You must allow quite a substantial sum for textbooks. This can vary from \$250 to \$600 per year depending on the course taken. These figures are based on the cost of new books. The Students' Union operates a secondhand bookshop. Information about special equipment costs, accommodation charges and cost of subsistence on excursions, field work, etc. and for hospital residence (medical students) are available from individual schools.

## Will I receive any refund if I withdraw from a course?

Yes. The following rules apply:

1. If you withdraw from courses you are required to notify the Registrar in writing.

2. Where notice of withdrawal from a course is received by the Registrar before the first day of Session 1 a refund of all fees paid will be made. After that time only a partial refund will be made. See the Calendar for details.

## What happens if I fail to pay the prescribed fees or charges?

If you fail to pay prescribed fees or charges or become otherwise indebted to the University and you fail to make a satisfactory settlement of your indebtedness upon receipt of due notice then you cease to be entitled to the use of University facilities. You will not be permitted to register for a further session, to attend

classes or examinations, or be granted any official credentials. In the case of a student enrolled for Session 1 only or for Sessions 1 and 2 this disbarment applies if any portion of fees is outstanding after the end of the eighth week of Session 1 (25 April 1980). In the case of a student enrolled for Session 2 only, this disbarment applies if any portion of fees is outstanding after the end of the sixth week of Session 2 (29 August 1980).

In special cases the Registrar may grant exemption from disqualifications referred to in the preceding paragraph upon receipt of a written statement setting out all relevant circumstances.

## Can I get an extension of time to pay?

If you apply before the due date and extenuating circumstances exist, an extension of time may be granted. Apply to the Deputy Registrar (Student Services).

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## Examinations

### When are examinations held?

Examinations for Session 2 and for Whole Year subjects are held in November/December. Examinations for Session 1 subjects are held during the Midyear Recess. Provisional timetables indicating the dates and times of examinations and notices of the location of examinations are posted on the University notice boards on the campus, including the Western Grounds Area. Final timetables indicating the dates, times, locations and authorized aids are available for students two weeks before the end of each session. You must advise the Examinations Unit (the Chancellery) of any clash in examinations. Details of dates are published in the Calendar of Dates (see pages 2-4 for May/June and October/November).

Misreading of the timetable is not an acceptable excuse for failure to attend an examination.

In the assessment of your progress in courses, consideration may be given to work in laboratory and class exercises and to any term or other tests given throughout the year as well as to the results of written examinations.

## How are examination passes graded?

Passes are graded: High Distinction, Distinction, Credit and Pass. Satisfactory indicates the satisfactory completion of a subject for which graded passes are not available. A Pass Conceded may be granted to a student whose mark in a subject is slightly below the standard required for a pass but whose overall satisfactory performance warrants this concession.

A Pass Conceded in a subject will normally allow progression to another subject for which the former subject is a prerequisite. In a particular subject, however, a subject authority may specify that a pass conceded is insufficient to meet a particular subject prerequisite.

### When are examination results available?

Final examination results will be posted to your term address (which can be altered up to 30 November) or to your vacation address (fill in a form obtainable at the Enquiry Desk, Chancellery, also by 30 November). Results are also posted on School noticeboards and in either the University library or the foyer of the Sir John Clancy Auditorium. No examination results are given by telephone.

### Can examinations results be reviewed?

Examination results may be reviewed for a fee of \$11 a subject, which is refundable in the event of an error being discovered. This review consists mainly of ensuring that all questions attempted have been marked and of checking the total of the marks awarded. Applications for review must be submitted on the appropriate form to the Examinations and Student Records Section together with the necessary fee not later than fifteen working days after the issue of the *Notification of Results* form.

A review of a result is not a detailed assessment of a student's standard of knowledge and understanding of, and skills in, the subject.

### Are allowances made if students are sick before or during an examination?

A student who through serious illness or other cause outside his control is unable to attend an examination is required to bring the circumstances (supported by a medical certificate or other evidence) to the notice of the Registrar *not later than seven days after the date of the examination*, unless there are exceptional circumstances.

A student who believes that his performance in a subject has been affected by serious illness *during the year* or by other cause outside his control, and who desires these circumstances to be taken into consideration in determining his standing, is required to bring the circumstances (supported by a medical certificate or other evidence) to the notice of the Registrar as soon as the circumstances are known but *not later than seven days after the date of the examination*, unless there are exceptional circumstances.

A student who attempts an examination, yet claims that his performance is prejudiced by sickness *on the day of the examination* must notify the Registrar or Examination Supervisor *before, during, or immediately after the examination*, and may be required to submit to medical examination.

When submitting a request for consideration candidates are required to give details of their registration number, address, course, specialization, year or stage, full or part-time and subject number, title and date of the examination affected.

A student suffering from a physical disability which puts him at a disadvantage in written examinations should apply to the Assistant Registrar, Examinations and Student Records Section (Ground Floor, the Chancellery) immediately the disability is known. If necessary, special arrangements will be made to meet the student's requirements.

### Use of electronic calculators

Where the use of electronic calculators has been approved by a faculty or school, examiners may permit their use in examinations. Authorized electronic calculators are battery operated with the minimum operations of addition, subtraction, multiplication and division and are of a type in common use by university students. They are not provided by the University, although some schools may make them available in special circumstances.

### Compulsory Industrial Training

Examinations including deferred examinations will not be permitted away from the campus unless the candidate is engaged on *compulsory* industrial training. Candidates must advise the Officer-in-Charge, Examinations Unit, immediately the location of the industrial training is known. Special forms for this purpose are available at the Enquiry Desk, in the north wing of the Chancellery.

### Arrival at Examinations

Examination rooms will be open to students 25 minutes before the commencement of the examination. Candidates are requested to be in their places at least 15 minutes before the commencement to hear announcements. The examination paper will be available for reading 10 minutes before commencement.

### Use of Linguistic Dictionaries

All answers must be in English unless otherwise directed. Foreign students who have the written approval of the Assistant Registrar, Examinations and Student Records Section, may use standard linguistic dictionaries. Dictionaries should be presented for approval not later than 14 days before the commencement of the examination period.

### How are examinations conducted?

Examinations are conducted in accordance with the following rules and procedure:

1. Candidates are required to obey any instruction given by an examination supervisor for the proper conduct of the examination.

2. Candidates are required to be in their places in the examination room not less than 15 minutes before the time for commencement.

3. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid is to be brought into the examination room.

4. Candidates shall not be admitted to an examination after 30 minutes from the time of commencement of the examination.

5. Candidates shall not be permitted to leave the examination room before the expiry of 30 minutes from the time the examination commences.

6. Candidates shall not be re-admitted to the examination room after they have left it unless during the full period of their absence they have been under approved supervision.

7. Candidates shall not by an improper means obtain, or endeavour to obtain, assistance in their work, give, or endeavour to give, assistance to any other candidate, or commit any breach of good order.

8. All answers must be in English unless otherwise stated. Foreign students who have the written approval of the Registrar may use standard linguistic dictionaries.

9. Smoking is not permitted during the course of examinations.

10. A candidate who commits any infringement of the rules governing examinations is liable to disqualification at the particular examination, to immediate expulsion from the examination room, and to such further penalty as may be determined in accordance with the By-laws.

## Abolition of Deferred Examinations

The system of formal deferred examinations administered by the Registrar's Division was abolished from 1 March 1978. Schools and Faculties may carry out whatever additional assessment may be considered appropriate, including assessment or additional assessment on medical or compassionate grounds.

## Can I buy copies of previous examination papers?

Yes—for 5<sup>p</sup> each from the University Union's Upper Campus Shop in the Commerce Building.

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## Essays

### Should I list my sources?

Students are expected to acknowledge the sources of ideas and expression that they use in submitted work. To provide adequate documentation is not only an indication of academic honesty but also a courtesy enabling the marker to consult your sources with ease. Failure to do so may constitute plagiarism, which is subject to a charge of academic misconduct.

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## Student Conduct on Campus

### Is there a detailed code of rules related to the general conduct of students?

No. The University has not considered it necessary to formulate a detailed code of rules relating to the general conduct of students.

Now that you have become a member of the University you should understand that this involves an undertaking on your part to observe its rules, By-laws and other requirements, and to pay due regard to any instructions conveyed by any officer of the University.

### What are the rules related to attendance at classes?

You are expected to be regular and punctual in attendance at all classes in the course or subject in which you are enrolled. All applications for exemption from attendance at lectures or practical classes must be made in writing to the Registrar.

In the case of illness or of absence for some other unavoidable cause you may be excused by the Registrar for non-attendance at classes for a period not more than one month or, on the recommendation of the Dean of the appropriate Faculty, for a longer period. Applications should be addressed to the Registrar and, where applicable, should be accompanied by a medical certificate. If assessment procedures have been missed, this should be stated in the application.

If you attend less than 80 per cent of possible classes, you may be refused final assessment in that subject.

### Why is my University and Union card important?

All students enrolled for courses leading to degrees and/or diplomas, except those exempt from fees, are issued with a University and Union membership card. Your card must be carried during attendance at the University and shown on request.

The number appearing on the front of the card above your name is your student registration number used in the University's records. This number should be quoted in all correspondence.

The card must be presented when borrowing from the University libraries, when applying for travel concessions and when notifying a change of address. It must also be presented when paying fees on re-enrolment each year when it will be made valid for the year and returned. Failure to present the card could result in some inconvenience in completing re-enrolment.

If you lose your card it is important to notify the University Union as soon as possible.

New students will be issued with cards on enrolment.

## Why should I inform the University if I change my address?

If you change your address you should notify the Student Records Section of the Registrar's Division as soon as possible. Failure to do this could lead to important correspondence (including examination results) not reaching you. The University cannot accept responsibility if official communications fail to reach students who have not notified their change of address. *Change of Address Advice* forms are available at Faculty and School offices and at the Enquiry Desk in the north wing of the Chancellery.

All communications from the University, including examination results, will be sent to the session address. Change of address advice will be accepted up to 30 November, except for final-year students wishing to change their *Submissions of Details Associated with Graduation* form. Changes to this form will be accepted up to a date four weeks before the student's graduation ceremony.

## Will the University release information to third parties without my permission?

In general, no. The University treats examination results and information it receives from a student as confidential and will not reveal such information to third parties without the permission of the student except at the discretion of senior officers in circumstances considered of benefit to the student and when it is either impossible or impracticable to gain the student's prior permission. This happens rarely. This policy is considered so important that it often involves officers of the University in very difficult situations, for example, when they must refuse to reveal the address of a student to parents or other relatives.

In spite of the policy, there are sometimes accusations made that the University has revealed information, including addresses (especially to insurance companies).

All students should be aware that students' addresses are eagerly sought by various commercial agents and that sometimes tricks are used to obtain them. For example, from time to time people claiming to be from the University telephone students or their families and ask for information (usually another student's address) which is often given, unsuspectingly. There is evidence that this is a technique used by commercial agents.

It would be generally helpful if students (and their families and friends) are cautious in revealing information, making it a practice to ask the name, position, and telephone extension of any caller claiming to be from the University and, if suspicious, returning the call to the extension given.

## How are student records kept up to date?

Enrolment details forms will be sent to all students on 24 April and 12 September. It is not necessary to return these forms unless any information recorded thereon is incorrect. Amended forms must be returned to the Examinations and Student Records Section within fourteen days. Amendments notified

after the closing date will not be accepted unless exceptional circumstances exist and approval is obtained from the Registrar. Amended forms returned to the Registrar will be acknowledged in writing within 14 days.

## Is there any rule related to the ownership of students' work?

Yes. The University reserves the right to retain at its own discretion the original or one copy of any drawings, models, designs, plans and specifications, essays, theses or other work executed by you as part of your courses, or submitted for any award or competition conducted by the University.

## Can I get a permit to park on campus?

Only a limited amount of parking is available on campus. Copies of the University's parking rules may be obtained on application to Room 240, the Chancellery.

## Lost property?

All enquiries concerning lost property should be made to the Superintendent on extension 3580 or to the Lost Property Office at the Union.

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## Further Information

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Where can I get further information concerning courses, admission requirements, scholarships and enrolment procedure?

## General

Any student who requires information on the application of these rules or any service which the University offers, may make enquiries in the Chancellery and in case of difficulties should visit the office of the Deputy Registrar (Student Services).

## Notices

Official University notices are displayed on the noticeboards and students are expected to be acquainted with the notices which concern them. These boards are in the Biological Sciences Building, the Mathews Building, the Chancellery (lower ground floor), Central Lecture Block, Dalton Building (Chemistry), Electrical Engineering Building, Main Building (Physics and Mining Engineering) and in the Western Grounds Area.

Notices are placed on the University noticeboards each month detailing forthcoming important dates. Any change to the **Calendar of Dates** is included in these notices.

## **Appeals**

Section 5(c) of chapter III of the By-laws provides: 'Any person affected by a decision of any member of the Professorial Board (other than the Vice-Chancellor) in respect of breach of discipline or misconduct may appeal to the Vice-Chancellor, and in the case of disciplinary action by the Vice-Chancellor, whether on appeal or otherwise, to the Council'.

## **The Calendar**

Please consult the Calendar if you want a more detailed account of the information contained in this section.

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## **Vice-Chancellor's Official Welcome to New Students**

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All students initially enrolling in the University are officially welcomed by the Vice-Chancellor and Principal at the following times:

### **Full-Time Students**

In the Faculties of Architecture, Arts, Biological Sciences, Commerce, Law:

Thursday 28 February 1980

11 am in the Clancy Auditorium

In the Faculties of Applied Science, Engineering, Medicine, Professional Studies, Science, and the Board of Studies in Science and Mathematics:

Friday 29 February 1980

11 am in the Clancy Auditorium

### **Part-time Students**

Thursday 28 February 1980

6.30 pm in the Clancy Auditorium

### **Meeting for Parents of New Students**

Friday 29 February 1980

7.30 pm in the Clancy Auditorium



# Introduction

The Faculty of Professional Studies is concerned with the teaching and examination of subjects concerned with certain forms of professional training. It consists of the Schools of Education, Health Administration, Librarianship and Social Work.

This handbook provides general information concerning conditions for the award of degrees, course structures and subject descriptions. It is important that students become well acquainted with the information presented here, and if there is any difficulty they should consult the University's Admissions Office (Ground Floor, Chancellery) or their School Office.

**Professor A.A. Hukins**

Dean

*Faculty of Professional Studies*

## Faculty Information

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### Who to Contact

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

#### School of Education

##### *Undergraduate Courses*

Science Education Office  
(Room 41, Building G2, Western Campus,  
near Parade Theatre entrance)

##### *Graduate Courses*

Senior Administrative Officer  
Jane Wholohan  
(Room 38, Building G2, Western Campus,  
near Parade Theatre entrance)

#### School of Health Administration

Administrative Assistant  
Adrian Landa  
(Room LG26, The Chancellery)

#### School of Librarianship

Administrative Assistant  
Ray Locke  
(Room 18, Hut B10, Lower Campus)

#### School of Social Work

Administrative Officer  
Audrey Ferguson  
(Room 45, Building G2, Western Campus,  
near Parade Theatre entrance)

**Important:** As changes may be made to information provided in this handbook, students should frequently consult the noticeboards of the school and the official noticeboards of the University.

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### Faculty of Professional Studies Enrolment Procedures

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All students re-enrolling in 1980 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1980* available from School Offices and the Admissions Office. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers and late enrolments.

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### Faculty Enrolment Restriction

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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 is enrolled for any other diploma or degree in this University or elsewhere, except with the approval of the Head of School concerned.

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## Professional Studies Library Facilities

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Although any of the university libraries may meet specific needs, the staff and students of the Schools of Education, Librarianship and Social Work are served mainly by the Social Sciences and Humanities Library and the Undergraduate Library while those of the School of Health Administration are served mainly by the Biomedical and Undergraduate Libraries.

Social Sciences and Humanities Librarian	Alan Walker
Biomedical Librarian	George Franki
Law Librarian	Rob Brian
Physical Sciences Librarian	Marian Bate
Undergraduate Librarian	Pat Howard

## 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 may be discussed. Students become members of the Association automatically on admission to the School of Social Work, and elect an executive committee which maintains a formal liaison with the School's staff. A regular newsletter, 'News worker', is produced.

Representatives of the Association attend meetings of the Australian Association of Social Workers (NSW Branch) and the Council of Social Services of NSW, while contact with student bodies in other universities is maintained through the Federation of Australian Social Work Students Association. Further details may be obtained from the Social Work students notice board and the Enquiries Office of the School of Social Work.

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## Student Clubs and Societies

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

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 Students' Union 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.

## Education Society

The Education Society aims to give unity to the large number of students studying Education, whose contact with the School and each other is, for the majority, limited to one year. The Education Society organizes a number of social functions and endeavours, mainly through guest speakers, to acquaint students with educational issues and information relating to the teaching profession.

All students undertaking the DipEd, or BScDipEd automatically become members and the Society is affiliated with CASOC. Annual general meetings are normally held in March.

### Undergraduate Study

## Course Outlines

The Faculty of Professional Studies comprises the Schools of Education, Health Administration, Librarianship and Social Work. Undergraduate courses within the Faculty's responsibility include courses in mathematics education, science education, health administration and social work.

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### School of Education

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#### Professors of Education

Professor M. Cooper  
Professor D.J. Drinkwater

#### Professor of Science Education

Director of Science Teachers' Courses and  
Head of School

Professor A.A. Hukins

#### Senior Administrative Officer

Jane Wholohan

The School of Education offers undergraduate combined teacher education courses jointly with several faculties of the University. These are four-year courses in which education subjects are studied and teaching experience is gained in years two, three and four, whilst students are studying subjects required for the degree courses offered by the respective faculties. These combined courses lead to the award of the following combined degrees:

BA DipEd, BSc DipEd and BSc(Ind Arts) DipEd.

A similar course leading to the award of the BComDipEd has been approved but it is not yet certain whether it will be available in 1980. Interested students should contact the

School of Education for further information. Details of these combined courses may be found in the following handbooks:

Architecture Faculty Handbook 1980	BSc(Ind Arts) DipEd
Arts Faculty Handbook 1980	BA DipEd
Commerce Faculty Handbook 1980	BCom DipEd
Sciences Faculty Handbook 1980	BSc DipEd

The School of Education also offers:

- a one-year full-time graduate diploma course for graduates, leading to the award of the Diploma in Education (DipEd). See **Graduate Study** in this handbook.
- graduate study programs leading to the award of the degrees Doctor of Philosophy (PhD), Master of Education awarded at pass and honours levels (MED), and Master of Educational Administration awarded at pass and honours levels (MEDAdmin). See **Graduate Study** in this Handbook.

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### School of Health Administration

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#### Head of School

Professor G.R. Palmer

#### Administrative Assistant

Adrian L. Landa

The School of Health Administration, which was founded in 1956 with a grant from the W.K. Kellogg Foundation, offers both undergraduate and graduate programs. The undergraduate course may be taken on a full-time, part-time, or a part-time (external) basis and leads to the award of Bachelor of Health Administration. The School also offers one formal course in health administration leading to the award of Master of Health Planning and another leading to the degree of Master of Health Administration. In addition, the Master's degree course and the degree course of Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service administration.

Because the Bachelor's course has been revised extensively, a student enrolled prior to 1978, who has passed in four or more subjects, shall satisfy the requirements for the degree by completing a total of 18 subjects including all subjects listed under **Compulsory Subjects**, see later in this section.

## Bachelor of Health Administration

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

1. A candidate for the degree of Bachelor of Health Administration shall:

- (1) comply with the requirements for admission;
- (2) follow the prescribed course of study in the School of Health Administration and satisfy the examiners in the necessary subjects.

2. A student who is following the prescribed course of study as a part-time (external) student shall in each year attend the residential school conducted by the School of Health Administration.

3. (1) A student enrolled in the part-time (external) course shall not normally be permitted to enrol in more than three subjects in any one year.

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

## 4040

### Health Administration—Full-time Course

#### Bachelor of Health Administration BHA

##### Year 1

		Hours per week	
		S1	S2
16.111	Health Care Systems	4	0
16.711	Quantitative Methods I	4	0
14.013	Accounting for Health Administration I	4	0
16.112	Health & Health Care	0	4
16.501	Economics (Health Administration)	0	4
16.011	Health Service Agency Management	0	4
16.400	Health Service Experience*	8	8
		20	20

##### Year 2

16.712	Quantitative Methods II	4	0
16.021	Management I	4	0
16.201	Law I	4	0
16.202	Law II	0	4
16.022	Management II	0	4
14.023	Accounting for Health Administration II	0	4
		12	12

##### Year 3

16.601	Behavioural Science I	4	0
16.411	Health Service Planning I	4	0
16.412	Health Service Planning II	0	4
16.602	Behavioural Science II	0	4
	Electives	4	4
		12	12

### 4040 Health Administration—Part-time (External) Course

		Hours per week
16.111	Health Care Systems	4
14.014	Accounting for Health Administration I	4
16.011	Health Service Agency Management	4

\* Equivalent of 4 weeks (28 days) during the year by weekly and/or block attachments

## Stage 2

16.112	Health & Health Care	4
16.711	Quantitative Methods I	4
16.501	Economics (Health Administration)	4

## Stage 3

16.201	Law I	4
16.712	Quantitative Methods II	4
16.021	Management I	4

## Stage 4

14.024	Accounting for Health Administration II	4
16.022	Management II	4
16.202	Law II	4

## Stage 5

16.411	Health Service Planning I	4
16.601	Behavioural Science I Elective	4

## Stage 6

16.412	Health Service Planning II	4
16.602	Behavioural Science II Elective	4

## Compulsory Subjects

Compulsory subjects required for award of the BHA degree for students who had completed four or more subjects prior to 1978.

14.013	Accounting for Health Administration I or 14.014 AHAI
14.023	Accounting for Health Administration II or 14.024 AHAI
16.001	Management I or 16.021 Management I
16.002	Management 2 or 16.712 Quantitative Methods II
16.003	Management 3 or 16.022 Management 2
16.701	Statistics or 16.711 Quantitative Methods I
16.801	Australian Health Care System or 16.111 Health Care Systems
16.201	Law I
16.202	Law II
16.501	Economics (Health Administration)
16.921	Health Care Planning I or
16.112	Health & Health Care

16.922	Health Care Planning II or
16.411	Health Service Planning I
16.923	Health Care Planning III or
16.412	Health Service Planning II
16.601	Behavioural Science I
16.602	Behavioural Science II

## Elective Subjects

Electives are to be chosen by the student in consultation with the Head of the School of Health Administration, from the subjects offered by the School of Health Administration and such other schools as are deemed appropriate. The approval of the relevant Head of School is required to undertake a subject offered by another school.

The following subjects have been approved as electives in the School of Health Administration:

16.101	Comparative Health Care Systems
16.301	Political Science
16.302	Social Administration
16.303	Research & Evaluation Methods
16.304	Management Skills
16.305	Health Economics
16.306	Administration of Nursing Services
16.307	Special Topic in Health Administration
16.308	Epidemiology for Health Administrators

Not all these electives will necessarily be offered every year.

Note: Permission from the Head of School must be obtained for any departure from the sequence of courses set out under the Full-time and Part-time (external) course patterns above.

## School of Librarianship

### Head of School

Professor M. Weinstock

### Administrative Assistant

Ray Locke

The School of Librarianship offers graduate degree courses only leading to the award of the degree of Doctor of Philosophy (PhD), Master of Archives Administration (MArchivAdmin) by research\*, Master of Librarianship (MLib) by research or course work, the Diploma in Archives Administration (DipArchivAdmin) and the Diploma in Librarianship (DipLib). For full information see **Graduate study and Conditions for the Award of Higher Degrees** later in this handbook.

\* Subject to approval.

## School of Social Work

### Head of School

Professor R.J. Lawrence

### Administrative Officer

Audrey Ferguson

At the undergraduate level, the School of Social Work offers a course leading to the award of the degree of Bachelor of Social Work. At the graduate level the School offers courses leading to the award of the degrees of Doctor of Philosophy and the Master of Social Work (MSW) by course work, or by research (For information on these graduate degrees, see **Graduate Study and Conditions for the Award of Higher Degrees** later in this handbook.

## 4030 Social Work Degree Course

### Bachelor of Social Work BSW

Professional social work is a world-wide occupation and discipline concerned with helping individuals, families, groups, organizations, 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 sound general foundation for continuing professional learning, and can undertake independent professional practice at a basic level of competence, utilizing 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 social systems (political, economic, and social) in which people live their lives. 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 well-being of people within their society.

- the development of social work as an organized occupation; its history; its relationship to its society; its relationships to social welfare systems and to other 'helping' occupations; its composition and organization; 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 learns a generic or unitary approach to social work practice, but in the final year the student also has the opportunity to choose major and minor concentrations from amongst the social work methods of social case work, social group work, community work, and social welfare administration.

### Field Education

An integral aspect of the course is organized learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects: Social Work Practice IB, Social Work Practice IIB, and Social Work Practice IIIB, a field instructor, usually in a social agency is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From half-way through second year, a total of 170 seven-hour days are taken up in this way. About half of these days are scheduled during academic recess periods. A student's four field education placements are in more than one type of practice setting. The settings available include medical, psychiatric, community health, local community, family and child welfare, education, services to handicapped groups, services to the aged, services to migrants, income security, and corrective services. Non-government social agencies and agencies at all levels of government are utilized.

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 organizations under stress and in situations where there is conflict.

### Admission to the Course

Students should note that lack of facilities has caused restriction on entry to the course.

### Progression

Except with the permission of the Head of School, a student may not proceed to the next year of the course until the student has fulfilled all the requirements of the previous year.

### Honours

A degree is awarded at honours level for superior performance throughout the course, with greater weight being given to later years. The classes and divisions of honours are: Class I; Class II, Division I; Class II, Division II.

**4030****Social Work—Full-time Course****Bachelor of Social Work  
BSW****Year 1**

		<b>Hours per week**</b>	
		<b>S1</b>	<b>S2</b>
12.001	Psychology I	5	5
53.001	Introduction to Sociology	3	3
63.123	Australian Social Organization and two first level units approved as counting towards the BA degree	3	3
		3	3

**Year 2**

63.203	Human Behaviour I	3	2
63.213	Social and Behavioural Science	2	2
63.242	Social Philosophy I	0	2
63.251	Social Welfare I	2	0
63.263	Social Work Practice IA	4	3
63.272	Social Work Practice IB	-*	-*
	General Studies elective	1½	1½

\* 2-week block in the Midyear Recess + 2 days a week (no recess) for second half of academic year up to and including Week 14: 40 days.

\*\* These are weekly averages for the Session.

**Year 3**

63.303	Human Behaviour II	3½	3½
63.332	Research Methods I	0	3
63.341	Social Philosophy II	2	0
63.353	Social Welfare II	2	4
63.363	Social Work Practice IIA	4	4
63.371	Social Work Practice IIB	-*	-*

\* 3-week block in February + 2 days a week (no recess) for Session 1: 45 days.

**Year 4**

63.431	Research Methods II	2	0
63.453	Social Welfare III	3	3
63.463	Social Work Practice IIIA	5	4
63.473	Social Work Practice IIIB	-*	-*
63.483	The Social Work Profession	2	2
	General Studies elective	1½	1½

\* Part 1: 8-week block in January and February: 40 days

Part 2: 3-week block in the Midyear Recess + 2 days a week during Session 2 to end of Week 14: 45 days.



# Graduate Study

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## Graduate Enrolment Procedures

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All students enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1980* available from School Offices and the Admissions Office. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by Faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers, and late enrolments.

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## Graduate Courses

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The Faculty of Professional Studies consists of the Schools of Education, Health Administration, Librarianship and Social Work. Facilities are available in each of these Schools for research degrees leading to Master's or Doctor's degrees. In addition the following formal course Master's degrees are offered: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Librarianship; and Master of Social Work. Courses for the award of a graduate diploma are available in archives administration, education and librarianship.

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## School of Education

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The School of Education offers a one-year full-time course for graduates leading to the award of the Diploma in Education (DipEd) and also programs leading to the award of the degrees of Master of Education (MEd), Master of Educational Administration (MEdAdmin) and Doctor of Philosophy (PhD).

### 5560

#### Diploma in Education Course

##### Diploma in Education DipEd

A course leading to the award of the Diploma in Education (DipEd) is available to graduates of the University of New South Wales or other approved universities. The one-year full-time Graduate Diploma Course is designed to give professional training in education to graduate students, but it is also possible for this course to be taken over two years on a part-time basis.

#### Re-enrolment in Diploma in Education

A candidate who fails in half or more of his subjects 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.

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**Subjects**


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	Number of hours	Average hours* per week over 28 weeks
<b>58.010 Theory of Education</b>		4.86
Philosophy of Education	30	
Educational Psychology	31	
Sociology of Education	31	
Selected Studies in Education	44	

**58.011 Curriculum and Instruction**

Students are required to satisfy in the Applied Studies in Teaching Practice component *and* in each of two method subjects or in one double method subject.

<b>Arts, Commerce, Mathematics</b>	5.79
<b>Science</b>	8.00
<b>Industrial Arts</b>	8.75

**Applied Studies in Teaching Practice**

Communication/Microteaching	10
Language in Learning	10
Specific Classroom Problems	14
Measurement and Evaluation	12

**Arts, Commerce, Mathematics Methods**

English Method — Single	58
English Method — Double	116
French Method	58
Geography Method	58
German Method	58
Commerce/Economics Method	58
History Method	58
Library Method	58
Mathematics Method — Single	58
Mathematics Method — Double	116
Slow Learner Method	58
Social Science Method	58
Spanish Method	58
Drama Method	58

**Teaching English as a Second Language**

Science Methods	
Science Method — Single	89
Science Method — Double	178
Industrial Arts Method — Double	199

**58.012 Teaching Practice\*\***

220 7.84

\* The average is made over the total number of weeks of Sessions 1 and 2. The teaching is carried out over 20 weeks because teaching practice occupies 8 weeks.

\*\* The average is made over the total number of weeks of Sessions 1 and 2. The teaching is carried out over 20 weeks because teaching practice occupies 8 weeks.

\*\*\* The number of hours of teaching practice is calculated on the basis of 5.75 hours per day for 40 days.

**2990****Master of Education (Honours) Course****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** 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 pass degree awarded at pass level is studied either by taking subjects to the value of eight units together with a report on a project, or alternatively by taking subjects to the value of ten units.

Applicants for registration for the degree awarded at honours level are normally required to possess a bachelors degree at honours level in Education and are expected to satisfy in subjects to the value of four units at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at honours level in Education (or other relevant subject), may apply for registration after completing subjects to the value of eight units at a suitable standard, but this may be varied in exceptional cases. Such students transferring from pass level to honours level registration then complete the degree by means of a thesis.

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**Educational Research Subjects**


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		No. of Units
58.219G	Experimental Design and Analysis I	1
58.220G	Experimental Design and Analysis II	1
58.223G	Research Design I	1
58.224G	Research Design II	1
58.225G	Multivariate Analysis in Educational Research I	1
58.226G	Multivariate Analysis in Educational Research II	1
58.228G	Experimental Design and Analysis III	1
58.229G	Non-Parametric Design and Analysis	1
58.230G	Evaluation of Educational Programs	1
58.231G	Measurement in Education	1
58.232G	Philosophical Problems in Educational Research	1
58.233G	Philosophical Considerations of the Methodology of Social Inquiry in Educational Research	1
58.234G	Philosophical Considerations of the Methodology of Psychological Inquiry in Educational Research	1

## Philosophy of Education Subjects

58.256G	Moral Education I	1
58.257G	Moral Education II	1
58.258G	Philosophy of the Curriculum I	1
58.259G	Philosophy of the Curriculum II	1
58.264G	Philosophy of Science Education	1
58.265G	Philosophy of Literary Education I	1
58.266G	Philosophy of Literary Education II	1
58.267G	Philosophy of History Education I	1
58.268G	Philosophy of History Education II	1
58.269G	Philosophy of Maths Education I	1
58.270G	Philosophy of Maths Education II	1
58.272G	Philosophy of Language Education II	1
58.273G	Philosophy of Social Science Education I	1
58.274G	Philosophy of Social Science Education II	1
58.275G	John Dewey and Progressive Education	1
58.276G	Deschooling and Free Schooling	1
58.277G	The Nature of Intelligence	1
58.278G	Social Philosophy and Education I	1
58.279G	Social Philosophy and Education II	1
58.285G	Ideology and Education I	1
58.286G	Ideology and Education II	1
58.287G	Introduction to the Philosophy of Education	1
58.288G	Marxism and the Study of Education I	1
58.289G	Marxism and the Study of Education II	1
58.290G	The Philosophy of Mind and Educational Theory I	1
58.291G	The Philosophy of Mind and Educational Theory II	1
58.292G	The Philosophy of Language Education IA	1
58.293G	The Philosophy of Language Education IB	1

## Sociology of Education Subjects

58.305G	The Role of Education in Society I	1
58.314G	Applied Sociological Research	1
58.317G	Sociological Theory with Special Reference to Education A	1
58.318G	Sociological Theory with Special Reference to Education II	1
58.319G	Social Trends and Problems: Implications for Education I	1
58.320G	Social Trends and Problems: Implications for Education II	1
58.321G	The Role of Education in Society II	1
58.322G	Migrant Education	1
58.323G	Socialisation and Education	1
58.324G	Sociology of Inequality of Educational Opportunity	1
58.325G	Social Interaction in the School and Classroom	1
58.326G	The Family and School	1
58.327G	Sociology of Knowledge and Curriculum	1
58.328G	Introduction to the Sociology of Education	1

## Science Education Subjects

58.330G	General Issues in Science Education	2
58.331G	The Development of Scientific Concepts	1
58.332G	Evaluation in Science Education	1
58.333G	Primary Science Education	1
58.334G	The Nature of Science and Science Education	1
58.335G	Curriculum Development in Science	1
58.336G	Chemical Education	1
58.337G	Physics Education	1

## Educational Psychology Subjects

58.360G	Introduction to Educational Psychology	1
58.361G	Child Psychology I	1
58.362G	Child Psychology II	1
58.364G	Psychological Basis of Instruction	1
58.365G	Motivation and Attitudes in School Settings	1
58.366G	Historical Studies in Childhood	1
58.367G	Contemporary Issues in Educational Psychology	1
58.368G	Interdisciplinary Research in Psychology and General Studies	1
58.371G	Advanced Developmental Psychology in Educational Behavioural Settings	1
58.374G	Social Learning and Education	1
58.375G	Psychophysiology in the Classroom	1
58.377G	Personality Development and Counselling Techniques in Education	1
58.379G	Exceptional Children in the Classroom	1
58.380G	Exceptional Children — Language Disabilities	1
58.381G	Advanced Exceptional Children A	1
58.382G	Advanced Exceptional Children B	1
58.385G	Cognitive Development in Children and Adolescents	1
58.386G	Applying Experimental Psychology in Education	1
58.387G	Human Problem Solving	1
58.388G	Human Information Processing and the Development of Reading Skills	1

## Miscellaneous Subjects

58.202G	Educational Planning and Administration	2
58.383G	Computer-Assisted Instruction I	1
58.384G	Computer-Assisted Instruction II	1
58.240G	Recurrent Education — Lifelong Learning	1

## Project

58.280G	Project	2
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**Note:**

1. A one-unit subject is of 2 hours per week for one session. A two-unit subject is of 2 hours per week for two sessions. The project report has the value of two units.

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 four units and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Higher Degree Committee).

3. Candidates who have the Higher Degree Committee's approval to transfer from the pass level to the honours level in the Master of Education (MEd) degree course after completion of subjects to the value of eight units are reminded of the conditions governing maximum time.

**8960****Master of Educational Administration\*  
MEdAdmin**

The Conditions for the Award 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 intended to contribute to the preparation of teachers for administrative positions in schools as well as to serve the needs of educational administrators at a variety of other levels.

Course work is supplemented with occasional week-end or week long residentials focussing on selected topics in administration. A feature of the course is a range of electives to build on particular interests developed from core studies or from particular background experiences of individual students.

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

Candidates for the degree are normally required to take subjects to the value of fourteen units. Honours candidates must attain a suitable standard in course work as well as submitting a thesis.

58.503G	Personnel in Educational Organizations	1
58.504G	Planning and Policy-Making in Education	2
58.505G	The Australian Education System	2
58.506G	Research Methods in Educational Administration	2

**Elective Subjects****4 units to be completed**

58.520G	Adult Education in Australia	1
58.521G	Aspects of Administration in Tertiary Institutions	1
58.522G	Change in Education	1
58.523G	Comparative Educational Systems	1
58.524G	Economics of Education	1
58.525G	Ethical Issues Relating to Educational Administration	1
58.526G	History of Educational Administration in Australia	1
58.527G	Legal Aspects of Educational Administration	1
58.528G	Planning Techniques	2
58.529G	Politics of Education	1
58.530G	School and Community in Other Countries	1
58.531G	Selected Aspects of Educational Administration	1
58.532G	Social Issues Relevant to Educational Administration	1
58.533G	Project in Educational Administration	2

**School of Health Administration**

The School of Hospital Administration was founded in 1956 with a grant from the W.K. Kellogg Foundation primarily to provide graduate education and training in hospital administration. In 1969 the name was changed to School of Health Administration in accord with its broader objectives in teaching and research. It serves the needs of hospitals and health services throughout Australia but overseas candidates may also be admitted.

The School provides one formal graduate course leading to the award of the degree of Master of Health Planning, and another leading to the award of the degree of Master of Health Administration. In addition, the Master's degree and the degree of Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service administration.

\* Amendments to this graduate degree course are under consideration and students should contact the School of Education for further information and instructions.

**Compulsory Subjects****Total value 10 units**

	<b>Units</b>
58.501G Introduction to Administration	2
58.502G Communication Theory and Theory of Human Relations	1

## Master of Health Administration

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

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, either as full-time internal students or as part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have considerable experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the Head of School.

8900

### Master of Health Administration— Full-time Course\* (By Formal Course Work)

#### Master of Health Administration MHA

The course has been designed to equip students with the basic knowledge required for senior administrative and planning work in hospitals and other health services. It does not emphasize training in specialized techniques but aims to introduce basic concepts and to educate students for management in the broadest sense of that term. No previous experience in the health field is required and graduates from any discipline are eligible to apply.

The degree is awarded on the successful completion of the following program, normally taken by full-time study over two years.

#### Year 1

##### Session 1

#### Hours per week

14.940G	Accounting & Financial Management A	3
16.901G	Health Services Statistics I	2
16.904G	Australian Health Care System	2
16.905G	Health Services Accounting	2
30.935G	Organizational Behaviour A	3
	Elective**	3
		<hr/>
		15

#### Session 2

14.941G	Accounting & Financial Management B	3
16.902G	Health Services Statistics II	2
16.937G	Health Services Research & Evaluation	2
16.970G	Health Services Management I	2
30.936G	Organizational Behaviour B	3
	Elective**	2
		<hr/>
		14

#### Year 2

##### Session 1

16.930G	Introduction to Health Planning	2
16.933G	Health Services Law I	2
16.935G	Health Economics I	2
16.971G	Health Services Management II	2
16.972G	Introduction to Macroeconomics (Health)	2
16.990G	Research Project	2
	Electives**	4
		<hr/>
		15

##### Session 2

16.909G	Community Health Planning	2
16.934G	Health Services Law II	2
16.936G	Physical Planning & Design	2
16.942G	Medical Sociology	2
16.990G	Research Project	2
	Electives**	6
		<hr/>
		16

\* Students who have adequate undergraduate preparation in subjects included in the Master of Health Administration program may be exempted by the Head of the School from the relevant subjects, but will normally be required to undertake additional electives making up the same number of contact hours.

\*\* Electives are to be chosen by the student in consultation with the Head of the School of Health Administration from the graduate subjects offered within the University. The approval of the relevant Head of School is required to undertake an elective offered by another school.

## Master of Health Planning

The School of Health Administration offers a Master of Health Planning degree for persons who have been employed in the health field for at least three years and who hold a degree, normally of at least four years' duration.

The course is designed to provide the knowledge and skills required to undertake responsibilities for the planning of health services at the federal, state and regional levels. It is primarily intended for people who expect to hold positions with broad administrative and planning roles in the health services.

The degree is awarded on the successful completion of the following program. The course is normally taken by one year of full-time study, but applications for part-time enrolment will also be considered.

Conditions for the award of the degree of Master of Health Planning are set out under **Conditions for the Award of Higher Degrees** later in this handbook.

## 8940

**Master of Health Planning — Full-time Course****Master of Health Planning  
MHP****Session 1**

	Hours per week
16.930G Introduction to Health Planning	2
16.931G Introduction to Organization Theory	2
16.932G Introduction to Behavioural Science	2
16.901G Health Services Statistics I	2
16.904G Australian Health Care System	2
16.905G Health Services Accounting	2
16.933G Health Services Law I	2
16.935G Health Economics I	2
	16

**Session 2**

16.909G Community Health Planning	2
16.936G Physical Planning and Design	2
16.937G Health Services Research and Evaluation	2
16.938G Seminar in Health Policy	2
16.902G Health Services Statistics II	2
16.934G Health Services Law II	2
Plus Project and/or Electives*	6
	18

**\*Note:**

1. Electives are to be chosen by the student in consultation with the Head of the School of Health Administration from the graduate subjects offered within the University. The approval of the relevant Head of School is required to undertake an elective offered by another school.
2. It is expected that the following elective subjects will be offered by the School of Health Administration in 1980.

	Equivalent hours per week
16.940G Medical Care Organization	2
16.941G Epidemiology	2
16.942G Medical Sociology	2
16.943G Interpersonal Communications in Organizations	2
16.944G Health Economics II	2
16.945G Workforce Planning	2
16.946G Health Information Systems	2
16.947G Comparative Health Care Systems	2
16.948G Operations Research for Health Planning & Administration	2
16.949G Organizational Analysis in Health Services	2
16.950G Computing Techniques for Health Services Research	2
16.973G Industrial Relations in the Health Sciences	2

Students may obtain credit of 2.3 or 4 hours per week by undertaking a research project approved by the Head of School.

**School of Librarianship**

The School of Librarianship offers graduate courses leading to the award of the degree of Doctor of Philosophy, Master of Archives Administration (MArchivAdmin) by research\*, Master of Librarianship (MLib) by research or course work, the Diploma in Archives Administration (DipArchivAdmin) and the Diploma in Librarianship (DipLib). The conditions for the award of these degrees and diplomas are set out later in this handbook under Conditions for the Award of Higher Degrees.

**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:

		Hours per session	
		S1	S2
55.806G Issues in Archives Theory and Practice		0	28
58.808G Research Methods in Archives		42	0

**Master of Librarianship**

The conditions governing the award of the degree of Master of Librarianship 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.

\* Subject to approval

2980

**Master of Librarianship (By Research)****Master of Librarianship  
MLib**

In addition to the thesis which represents 75 percent of the requirement, each candidate will complete the following two subjects to be taken in one year:

	Hours per session	
	S1	S2
55 805G Issues in Librarianship	0	28
55 807G Research Methods in Librarianship	42	0

8920

**Master of Librarianship—Full-time Course  
(By Formal Course Work)****Master of Librarianship  
MLib**

Advanced study in librarianship by formal course work is designed to provide education in broad areas of specialization beyond the basic professional level. The present programs of study provide a course for those who wish to specialize in Library Management and a course for those who wish to specialize in Information Science.

Candidates specializing in Library Management complete a program of study which may be taken on a full-time basis in one year and on a part-time basis over two years.

Candidates specializing in Information Science complete a program of study which may be taken on a part-time basis over two years.

In addition to the formal course work, each candidate is required to submit a report on a project (55 901G) involving individual study and investigation, the requirements of which represent 20 percent of the total course.

There may be occasional field excursions at times to be arranged.

**Library Management**

	Hours per session	
	S1	S2
30 935G Organization Behaviour A*	42	0
30 936G Organization Behaviour B*	0	42
55 805G Issues in Librarianship	0	28
55 807G Research Methods in Librarianship	42	0
55 811G Library and Information Services Management I	28	0

55 812G Library and Information Services Management II	0	28
55 815G Economics of Information Systems	28	0
55 816G Information Processing Technology	0	28
55 901G Project Report Electives†	42	42

\*These subjects are undertaken within the Master of Commerce degree program.  
† Normally students attempt one elective in each session. Electives are to be chosen from subjects offered by the Department of Organizational Behaviour in the Master of Commerce degree program. In choosing electives, the student is to consult with the Head of the School of Librarianship and the Head of the Department of Organizational Behaviour.

It is expected that the following electives are offered in 1980

**Session 1**  
30 941G Sociology of the Workforce  
30 942G Sociology of Occupational and Organizational Structure  
30 955G Human Potentialities

**Session 2**  
30 958G Organizational Communications  
30 960G Technology and Organizations

**Sessions 1 and 2**  
30 915G Experiential Learning Groups

A student who wishes to choose as an elective a graduate subject offered by another school or department, is required to obtain the approval of the Head of the School of Librarianship, as well as the approval of the Head of the School in which the other subject is offered.

8920

**Master of Librarianship—Part-time Course  
(By Formal Course Work)****Master of Librarianship  
MLib****Library Management**

Year 1	Hours per session	
	S1	S2
30 935G Organization Behaviour A*	42	0
30 936G Organization Behaviour B*	0	42
55 811G Library and Information Services Management I	28	0
55 812G Library and Information Services Management II	0	28
Electives†	42	42

\*These subjects are undertaken within the Master of Commerce degree program.  
† Normally students attempt one elective in each session. Electives are to be chosen from subjects offered by the Department of Organizational Behaviour in the Master of Commerce degree program. In choosing electives, the student is to consult with the Head of the School of Librarianship and the Head of the Department of Organizational Behaviour.

It is expected that the following electives are offered in 1980

**Session 1**  
30 941G Sociology of the Workforce  
30 942G Sociology of Occupational and Organizational Structure  
30 955G Human Potentialities

**Session 2**  
30 958G Organizational Communications  
30 960G Technology and Organizations

**Sessions 1 and 2**  
30 915G Experiential Learning Groups

A student who wishes to choose as an elective a graduate subject offered by another school or department, is required to obtain the approval of the Head of the School of Librarianship, as well as the approval of the Head of the School in which the other subject is offered.

**Year 2**

55.805G	Issues in Librarianship	0	28
55.807G	Research Methods in Librarianship	42	0
55.815G	Economics of Information Systems	28	0
55.816G	Information Processing Systems	28	0
55.816G	Information Processing Technology	0	28
55.901G	Project Report		

**8920****Master of Librarianship—Part-time Course  
(By Formal Course Work)****Master of Librarianship  
MLib****Information Science****Year 1**

		Hours per session	
		S1	S2
6.680G	Files and Database Systems**	21	21
30.960G	Technology and Organizations*	0	42
55.815G	Economics of Information Systems	28	0
55.816G	Information Processing Technology	0	28
55.817G	Information Storage and Retrieval Systems	42	14

\* This subject is undertaken within the Master of Commerce degree program.

\*\* This subject is taught by the School of Electrical Engineering.

**Year 2**

14.957G	Operations Research for management I*	0	42
55.818G	Issues in Information Science	42	28
55.819G	Introduction to Telecommunications	14	0
55.820G	Diffusion and Dissemination of Information	14	0
55.821G	Man-machine communication	0	28
55.901G	Project Report		

\* This subject is undertaken within the Master of Commerce degree program.

**Note:** Candidates specializing in Information Science will be required to demonstrate by a date to be specified their ability to write computer programs in a high level language, their understanding of descriptive statistics and ability to use inferential techniques at least to the level of elementary parametric hypothesis testing, and their understanding of the library as a system.

**Graduate Diploma Courses****Progression In School's Graduate Diploma Courses**

A candidate who fails in half or more of his subjects 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.

**5590****Graduate Diploma Full-time Course in Librarianship\*‡****Diploma In Librarianship  
DipLib**

The Graduate Diploma course leading to the award of the Diploma in Librarianship is designed to provide university graduates with a basic education in librarianship and the opportunity to specialize. Candidates must hold a degree, other than in Librarianship, from the University of New South Wales or other approved university, and those enrolling in the two School Libraries subjects must also hold a Diploma in Education or a qualification accepted by the Higher Degree Committee of the Faculty of Professional Studies as equivalent. The University is unable at this stage, to provide facilities for all eligible applicants; and admission is, therefore, competitive. The course is a one-year full-time program.

**The Course**

The course is made up of five compulsory subjects, four optional subjects and an assignment on an approved topic, the requirement of which represents 7 percent of the total course. The selection of optional subjects must be approved by the Head of the School of Librarianship, and must generally include two from Group I and two from Group II (55.385 School Libraries I and 55.386 School Libraries II count as three subjects).

		Hours per session	
		S1	S2
Compulsory			
55.112	Libraries and Information	42	0
55.114	Communication and Record	42	0
55.122	Library Materials Selection and Organization	56	70
55.123	Reference Service and Materials	56	0
55.124	Library Administration	14	28
55.991	General Assignment (Librarianship)	-	-
Optional †			
Group I			
55.231	Subject Bibliography: The Humanities	0	28
55.232	Subject Bibliography: The Social Sciences	0	28



55.233	Subject Bibliography: Pure and Applied Sciences	0	28
55.236	Subject Bibliography: Law (Co-requisite 55.238)	0	28
55.238	Subject Bibliography: Government Publications	0	28
55.371	Literature for Young People	0	28
<i>Group II</i>			
55.362	Mechanized Systems for Libraries	0	28
55.373	Public Libraries	0	28
55.378	University and College Libraries	0	28
55.381	Special Libraries	0	28
55.385	School Libraries I (Co-requisites 55.371, 55.386)	0	42
55.386	School Libraries II (Co-requisites 55.371, 55.385)	0	42

\* In addition to formal course work there are occasional field excursions, and students taking 55.385 and 55.386 are required to serve an attachment to a public library and a school library for the equivalent of 4 hours weekly for 28 weeks, or a 4-week block if totally outside of session.

† Not all the optional subjects are necessarily available each year.

‡ Number of hours of attendance required per week is approximately 15.

## 5600

### Graduate Diploma Full-time Course in Archives Administration

#### Diploma in Archives Administration DipArchivAdmin

The Graduate Diploma course leading to the award of the Diploma in Archives Administration is designed to provide education in the principles and methods of the administration of archives and manuscripts and of such aspects of current records management as are of special relevance to the administration of archives.

Candidates must hold a degree from the University of New South Wales or any other approved university. It is desirable that candidates have studied history and political science.

Each candidate will complete the program of study incorporating an assignment on an approved topic, the requirement of which represents 10 percent of the total course. The program may be taken as a full-time course in one year or as a part-time course over two years. Both are daytime courses.

In addition to formal course work there may be excursions to relevant institutions

		Hours per session	
		S1	S2
55.123	Reference Service and Materials	56	0
55.238	Subject Bibliography: Government Publications	0	28
55.712	Archives Theory and History	56	56
55.713	Archives Administration	56	98
55.714	Information Environment for Archivists	42	0
55.715	Records Management	0	28
55.992	General Assignment (Archives Administration)	-	-

## 5600

### Graduate Diploma Part-time Course in Archives Administration

#### Diploma in Archives Administration DipArchivAdmin

#### Year 1

		Hours per session	
		S1	S2
55.123	Reference Service and Materials	56	0
55.238	Subject Bibliography: Government Publications	0	28
55.712	Archives Theory and History	56	56
55.715	Records Management	0	28

#### Year 2

55.713	Archives Administration	56	98
55.714	Information Environment for Archivists	42	0
55.992	General Assignment (Archives Administration)	-	-

## School of Social Work

The School of Social Work provides opportunities for graduate social work study leading to the award of the research degree of Doctor of Philosophy, the Master of Social Work (by Research) degree, and the Master of Social Work (by Formal Course Work) degree. The conditions for the award of these degrees are set out later in this handbook under **Conditions for the Award of Higher Degrees**.

## 2970

### Master of Social Work (By Research)

#### Master of Social Work MSW

In addition to thesis, each candidate is required to complete the subjects 63.807G Social Policy Analysis and 63.814G Social Planning, usually in the first year of registration.

**8930****Master of Social Work—Part-time Course  
(By Formal Course Work)****Master of Social Work  
MSW**

This course is designed to prepare social workers for professional practice at an advanced level in interpersonal helping, community work, policy development and administration, and education. Each candidate specializes in one of these areas, depending upon her or his educational qualifications and experience. A common basis for advanced social work practice is provided through subjects covering recent developments in the social and behavioural sciences, the analysis of social policy and social planning, research methods, and contemporary social work practice theories.

In the final session of registration, each candidate, working on a part-time basis, undertakes and reports on a project which is related to social work practice.

Classes are scheduled in the evening. The course is normally taken on a part-time basis according to the following program.

**Year 1**

		<b>Hours per week</b>	
		<b>S1</b>	<b>S2</b>
63.806G	Social and Behavioural Science	3	0
63.815G	Social Work Research Methods	0	3
63.823G	Advanced Social Work Practice—General	2	2

**Year 2**

63.807G	Social Policy Analysis	2	0
63.814G	Social Planning	0	2
63.824G	Advanced Social Work Practice—Elective	4	4

**Year 3**

63.821G	Project	10	0
63.822G	Project Seminar	2	0

A candidate may take this program over a shorter period with the approval of the Head of School.

**Graduate Study**

## Conditions for the Award of Higher Degrees

Rules, regulations and conditions for the award of first degrees are set out in the appropriate Faculty Handbooks.

**First Degrees**

For the list of undergraduate courses and degrees offered see Disciplines of the University: Faculty Table (Undergraduate Study) in the Calendar.

The following is the list of higher degrees and graduate diplomas of the University, together with the publication in which the conditions for the award appear.

**Higher Degrees**

For the list of graduate degrees by research and course work, arranged in faculty order, see Disciplines of the University: Faculty Table (Graduate Study) in the Calendar.

For the statements Preparation and Submission of Project Reports and Theses for Higher Degrees and Policy with respect to the use of Higher Degree Theses see the Calendar.

Title	Abbreviation	Calendar/Handbook
Doctor of Science	DSc	Calendar
Doctor of Letters	DLitt	Calendar
Doctor of Laws	LLD	Calendar
Doctor of Medicine in the Faculty of Medicine	MD	Calendar Medicine
Doctor of Philosophy	PhD	Calendar and all faculties
Master of Applied Science	MAppSc	Applied Science
Master of Architecture	MArch	Architecture
Master of Archives Administration**	MArchivAdmin	Professional Studies

**Higher Degrees**

Title	Abbreviation	Calendar/Handbook
Master of Arts	MA(Hons)	Arts
	MA	Military Studies Arts Military Studies
Master of Biomedical Engineering	MBiomedE	Engineering
Master of Building	MBuild	Architecture
Master of the Built Environment (Building Conservation)	MBEnv	Architecture
Master of Business Administration	MBA	AGSM
Master of Chemistry	MChem	Sciences*
Master of Commerce (Honours)	MCom(Hons)	Commerce
Master of Commerce	MCom	Commerce
Master of Education	MEd	Professional Studies
Master of Educational Administration	MEdAdmin	Professional Studies
Master of Engineering	ME	Applied Science
Master of Engineering without Supervision		Engineering Military Studies
Master of Engineering Science	MEngSc	Engineering Military Studies
Master of General Studies	MGenStud	General Studies
Master of Health Administration	MHA	Professional Studies
Master of Health Personnel Education	MHPed	Calendar†
Master of Health Planning	MHP	Professional Studies
Master of Landscape Architecture	MLArch	Architecture
Master of Laws by Research	LLM	Law
Master of Librarianship	MLib	Professional Studies
Master of Mathematics	MMath	Sciences*
Master of Optometry	MOptom	Sciences*
Master of Physics	MPhysics	Sciences*
Master of Psychology	MPsychol	Sciences‡
Master of Public Administration	MPA	AGSM
Master of Science	MSc	Applied Science
Master of Science without Supervision		Architecture Engineering Medicine Military Studies Sciences*‡
Master of Science (Acoustics)	MSc(Acoustics)	Architecture
Master of Science and Society	MScSoc	Sciences*
Master of Science (Biotechnology)	MSc(Biotech)	Sciences‡
Master of Science (Building)	MSc(Building)	Architecture
Master of Social Work	MSW	Professional Studies

For footnotes see end of Table on next page

Title	Abbreviation	Calendar/Handbook
Master of Statistics Sciences*		
Master of Surgery	MS	Medicine
Master of Surveying	MSurv	Engineering
Master of Surveying without Supervision		
Master of Surveying Science	MSurvSc	Engineering
Master of Town Planning	MTP	Architecture

Graduate Diploma	GradDip	Applied Science Architecture Engineering Sciences*‡ Sciences*	<b>Graduate Diplomas</b>
Graduate Diploma in the Faculty of Professional Studies	DipFDA DipArchivAdmin DipEd DipLib	Professional Studies	

\*\*Subject to approval.

\*Faculty of Science.

†Professional Board

‡Faculty of Biological Sciences.

**1.** The degree of Doctor of Philosophy may be granted by the Council on the recommendation of the Professorial Board to a candidate who has made an original and significant contribution to knowledge and who has satisfied the following requirements:

## Doctor of Philosophy

**2.** A candidate for registration for the degree of Doctor of Philosophy shall:

## Qualifications

- (1) hold an honours degree from the University of New South Wales; or
- (2) hold an honours degree of equivalent standing from another approved university; or
- (3) if the candidate holds a degree without honours from the University of New South Wales or other approved university, have achieved by subsequent work and study a standard recognized by the higher degree committee of the appropriate faculty or board of studies (hereinafter referred to as the committee) as equivalent to honours; or
- (4) in exceptional cases, submit such other evidence of general and professional qualifications as may be approved by the Professorial Board on the recommendations of the committee.

**3.** When the committee is not satisfied with the qualifications submitted by a candidate, the committee may require the candidate, before being permitted to register, to undergo such examination or carry out such work as the committee may prescribe.

**4.** A candidate for registration for a course of study leading to the degree of Doctor of Philosophy shall apply to the Registrar on the prescribed form at least one calendar month before the commencement of the session in which registration is to begin.

## Registration

**5.** Subsequent to registration the candidate shall pursue a program of advanced study and research for at least six academic sessions, save that:

- (1) a candidate fully engaged in advanced study and research for the degree, who before registration was engaged upon research to the satisfaction of the committee, may be exempted from not more than two academic sessions;
- (2) in special circumstances the committee may grant permission for the candidate to spend not more than one calendar year of the program in advanced study and research at another institution provided that the work can be supervised in a manner satisfactory to the committee;

(3) in exceptional cases, the Professorial Board on the recommendation of the committee may grant permission for a candidate to be exempted from not more than two academic sessions.

**6.** A candidate who is fully engaged in research for the degree shall present for examination not later than ten academic sessions from the date of registration. A candidate not fully engaged in research shall present for examination not later than twelve academic sessions from the date of registration. In special cases an extension of these times may be granted by the committee.

**7.** The candidate shall be fully engaged in advanced study and research, save that:

(1) the committee may permit a candidate to undertake a limited amount of University teaching or outside work which in its judgment will not interfere with the continuous pursuit of the proposed course of advanced study and research;

(2) a member of the full-time staff of the University may be accepted as a part-time candidate for the degree, in which case the committee shall prescribe a minimum period for the duration of the program;

(3) in special circumstances, the committee may, with concurrence of the Professorial Board, accept as a part-time candidate for the degree a person who is not a member of the full-time staff of the University and is engaged in an occupation which, in its opinion, leaves the candidate substantially free to pursue a program in a school\* of the University. In such a case the committee shall prescribe for the duration of the program a minimum period which, in its opinion, having regard to the proportion of the time which the candidate is able to devote to the program in the appropriate University school\* is equivalent to the six sessions ordinarily required.

**8.** Every candidate shall pursue a program under the direction of a supervisor appointed by the committee from the full-time members of the University staff. The work, other than field work, shall be carried out in a school\* of the University save that in special cases the committee may permit a candidate to conduct the work at other places where special facilities not possessed by the University may be available. Such permission will be granted only if the direction of the work remains wholly under the control of the supervisor.

**9.** Not later than two academic sessions after registration the candidate shall submit the topic of research for approval by the committee. After the topic has been approved it may not be changed except with the permission of the committee.

**10.** A candidate may be required by the committee to attend a formal course of appropriate study.

#### **Thesis**

**11.** On completing the course of study every candidate must submit a thesis which complies with the following requirements.

(1) the greater proportion of the work described must have been completed subsequent to registration for the PhD degree;

(2) it must be an original and significant contribution to the knowledge of the subject;

(3) it must be written in English except that a candidate in the Faculty of Arts may be required by the Faculty on the recommendation of the supervisor to write the thesis in an appropriate foreign language;

(4) it must reach a satisfactory standard of expression and presentation.

**12.** The thesis must present the candidate's own account of the research. In special cases work done conjointly with other persons may be accepted provided the committee is satisfied on the candidate's part in the joint research.

**13.** Every candidate shall be required to submit with the thesis a short abstract of the thesis comprising not more than 600 words.

The abstract shall indicate:

(1) the problem investigated;

(2) the procedures followed;

\*Or department where department is not within a school

- (3) the general results obtained;
  - (4) the major conclusions reached;
- but shall not contain any illustrative matter, such as tables, graphs or charts.

**14.** A 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.

**15.** The candidate shall give in writing two months' notice of intention to submit the thesis.

#### Entry for Examination

**16.** 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 higher degree theses. The candidate may also submit any work previously published whether or not such work is related to the thesis.

**17.** 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.

**18.** There shall normally be three examiners of the thesis appointed by the Professorial Board on the recommendation of the committee, at least two of whom shall be external to the University.

**19.** 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:

- (1) The candidate be awarded the degree without further examination; or
- (2) 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
- (3) 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
- (4) 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
- (5) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

**20.** If the performance at the further examination recommended under Rule 19. (3) is not to the satisfaction of the committee the committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by them but not exceeding eighteen months.

**21.** 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 admitted to the degree.

**22.** A candidate shall be required to pay such fees as may be determined from time to time by the Council.

**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.

#### Master of Archives Administration by Research (MArchivAdmin)†

\*Or department where department is not within a school.

†Subject to approval

**Qualifications**

2. (1) An applicant for registration for the degree shall.
  - (a) have been admitted to an appropriate degree in the University of New South Wales or other approved university at a level approved by the Committee;
  - (b) hold the Diploma in Archives Administration of the University of New South Wales or possess a qualification accepted by the committee as equivalent.
- (2) In exceptional cases an applicant may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.
- (3) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by carrying out such work and sitting for such examinations as the Committee may determine.
- (4) In every case before permitting an applicant to register as a candidate the Committee shall be satisfied that adequate supervision and facilities are available.

**Registration**

3. (1) An application to register as a candidate shall be made on the prescribed form which shall be lodged with the Register at least one month before the commencement of the session in which the candidate desires to commence registration.
- (2) An applicant shall enrol in one of the following categories:
  - (a) student in full-time attendance at the University,
  - (b) student in part-time attendance at the University,
  - (c) student working externally to the University.
- In all cases the proposed course of study shall be submitted to the Head of the School of Librarianship for approval.
- (3) A candidate shall be required to undertake an original investigation on a topic approved by the Committee. A candidate may also be required to perform other work as may be prescribed by the Committee. The Committee shall determine the maximum period of registration.
- (4) The progress of a candidate shall be reviewed annually by the Committee on the recommendation of the Head of the School of Librarianship and as a result of such review the Committee may terminate the candidature.
- (5) No candidate shall be considered for the award of the degree until the lapse of three complete sessions in the case of a full-time candidate or four complete sessions in the case of a part-time or external candidate from the date from which registration becomes effective.
- (6) Notwithstanding clause 3. (5) above, the Committee may approve remission of up to one session for a full-time candidate or two sessions for a part-time or external candidate.

**Thesis**

4. A candidate shall give in writing two month's notice of his intention to submit his thesis and such notice shall be accompanied by the appropriate fee.
- (2) A candidate for the degree shall be required to submit three copies of a thesis embodying the results of the original investigation referred to in 3. (3) above. 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.
- (3) 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.
- (4) For each candidate there shall be at least two examiners appointed by the Committee, one of whom shall be an external examiner.
- (5) A candidate may be required to attend for an oral or written examination.

**Recommendation for Admission to Degree**

5. Having considered the examiners' reports the Committee shall recommend whether the candidate may be admitted to the degree.

**Fees**

6. An approved candidate shall pay such fees as may be determined from time to time by the Council.



1. The degree of Master of Education Pass or Honours 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 an approved program of advanced study.

## Master of Education (MEd)

The degree shall be awarded in two grades, namely the Pass degree and the degree with Honours. There shall be two classes of Honours, namely Class I and Class II.

2. (1) An applicant for registration shall for the Pass degree

## Qualifications

(a) hold a degree of the University of New South Wales or other approved university;

for the Honours degree

(b) have been admitted to a Bachelor's degree in an approved university by a School or Department of Education, or to a degree of any other School or Department considered appropriate by the Committee, at a standard not below second class Honours.

(2) Hold the Diploma in Education of the University of New South Wales or other approved university or possess qualifications accepted by the Committee as equivalent.

(3) Have had at least one year's practical experience in some branch of education acceptable to the Committee.

(4) In special circumstances a person may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(5) Notwithstanding any other provisions of the conditions for registration, the Committee may require an applicant to demonstrate his fitness for registration for the pass degree by carrying out such work and passing such examinations as the Committee itself may determine and the Committee may, on the recommendation of the Head of School, require an applicant to demonstrate fitness for registration as a candidate for the Honours degree by carrying out such work and passing such examinations as the Committee may determine.

3. (1) An application to register as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two full calendar months before the commencement of the session in which registration is required.

## Registration

(2) An approved applicant shall register in one of the following categories.

(a) student in full-time attendance at the University;

(b) student in part-time attendance at the University;

(c) student working externally\* to the University;

(3) A student who does not satisfy the conditions for registration as provided in paragraph 2.(1)(b) may apply for registration as an Honours candidate on completion of subjects to the value of eight units provided for the pass degree of Master of Education at a standard approved by the Committee. This condition may be varied in exceptional cases at the discretion of the Committee.

3.1 (1) The program for the pass degree shall include subjectst in Education to the value of ten units, but in exceptional cases, and at the discretion of the Committee, the number of units required may be reduced by up to four

## Pass Degree

(2) Two of the required ten units may be taken by means of a project report.

(3) No student shall be considered for the award of the degree until the lapse of two sessions for a full-time student, or four sessions for a part-time or external student, from the date on which registration becomes effective. A student taking the pass degree course on a full-time basis shall be required to complete it within four sessions, and one taking it part-time or working externally within eight sessions. Extension beyond these periods shall be granted only with the approval of the Committee.

\* External registration is possible only after completion of course work requirements and subject to provision of suitable supervisory arrangements

† Subjects offered for the degree of MEd shall be allotted one or two units: one unit for a subject of two hours per week for one session, and two units for a subject of two hours per week for two sessions

**Honours Degree**

**3.2** (1) A student satisfying conditions for registration provided in paragraph 2.(1)(b) shall be required to pass, at a standard approved by the Committee, subject† to the value of four units provided for the pass degree of Master of Education except that in special circumstances he may be granted exemption from this requirement.

(2) Every candidate for the Honours degree shall submit a thesis embodying the results of an original investigation. He shall not submit as the main content of his thesis any work or material which he has previously submitted for a university degree or other similar award.

(3) No student shall be considered for the award of the degree until the lapse of four sessions for a full-time student, or six sessions for a part-time or external student, from the date on which registration becomes effective. A student taking the honours degree course on a full-time basis shall be required to complete it within four sessions, and one taking it part-time or working externally within eight sessions from the date on which registration becomes effective. A student transferring to Honours registration by satisfying conditions in paragraph 3.(3) shall be required to complete within eight sessions from the date of original registration. Extension beyond these periods shall be granted only with the approval of the Committee.

**Thesis —  
Honours Degree**

**4.** (1) A candidate for an Honours degree shall be required to submit three copies of the thesis referred to in paragraph 3.2 (2) in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(2) For each candidate submitting a thesis there shall be at least two examiners appointed by the Professorial Board on the recommendation of the Committee, one of whom shall, if possible, be an external examiner.

(3) It shall be understood that the University retains three copies of the thesis submitted for examination and is free to allow the thesis or report 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.

**Recommendation for  
Admission to Degree**

**5.** Having considered the examiners' reports where appropriate and the candidate's other work in the prescribed course of study, the Committee will recommend whether or not the candidate should be admitted to the degree.

**Fees**

**6.** An approved candidate shall pay such fees as may be determined from time to time by the Council

**Master of  
Educational Administration  
(MEdAdmin)**

**1.** The degree of Master of Educational Administration Pass or Honours 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 an approved program of advanced study.

The degree shall be awarded in two grades namely the Pass degree and the degree with Honours.

**Qualifications**

**2.** (1) An applicant for registration shall:

for the Pass degree

(a) hold a degree of the University of New South Wales or other approved university;

for the Honours degree

(b) have been admitted to a Bachelor's degree in an approved university by a School or Department considered appropriate by the Committee, at a standard not below second class Honours.

(2) Hold the Diploma in Education of the University of New South Wales or other approved university or possess qualifications accepted by the committee as equivalent.

(3) Have had at least three years' practical experience in some branch of education acceptable to the Committee.

(4) In special circumstances a person may be permitted to register as a candidate for the degree if

† Subjects offered for the degree of MEd shall be allotted one or two units, one unit for a subject of two hours per week for one session, and two units for a subject of two hours per week for two sessions.

he submits evidence of such academic and professional attainments as may be approved by the Committee.

(5) Notwithstanding any other provisions of the conditions for registration, the Committee may require an applicant to demonstrate his fitness for registration for the Pass degree by carrying out such work and passing such examinations as the Committee itself may determine and the Committee may, on the recommendation of the Head of the School, require an applicant to demonstrate fitness for registration as a candidate for the Honours degree by carrying out such work and passing such examinations as the Committee may determine.

**3. (1)** An application to register as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two full calendar months before the first session of the year for which the candidate requires to be registered.

#### Registration and Progression

(2) An approved applicant shall register in one of the following categories:

(a) student in full-time attendance at the University;

(b) student in part-time attendance at the University;

(3) A student who does not satisfy the conditions for registration as provided in paragraph

**2. (1) (b)** may apply for registration as an honours candidate on completion of subjects to the value of eight units provided for the pass degree of Master of Educational Administration, at a standard approved by the Committee. This condition may be varied in exceptional cases at the discretion of the Committee.

**3.1 (1)** The program for the pass degree shall include subjects† in education to the value of fourteen units, but in exceptional cases, and at the discretion of the Committee, the number of units required may be reduced by up to four.

#### Pass Degree

(2) No student shall be considered for the award of the degree until the lapse of two sessions for a full-time student, or four sessions for a part-time student, from the date on which registration becomes effective. A student taking the pass course on a full-time basis shall be required to complete it within four sessions and one taking it part-time within eight sessions. Extension beyond these periods shall be granted only with the approval of the Committee.

**3.2 (1)** Every candidate for the Honours Degree shall be required to pass, at a standard approved by the Committee, subjects† to the value of fourteen units provided for the pass degree of Master of Educational Administration except in special circumstances, and at the discretion of the Committee, the number of units required may be reduced by up to four.

#### Honours Degree

(2) Every candidate for the Honours degree shall submit a thesis embodying the results of an original investigation. He shall not submit as the main content of his thesis any work or material which he has previously submitted for a university degree or other similar award.

(3) No student shall be considered for the award of the degree until the lapse of four sessions for a full-time student, or six sessions for a part-time student, from the date on which registration becomes effective. A student taking the Honours degree course on a full-time basis shall be required to complete it within six sessions, and one taking it part-time within eight sessions from the date on which registration becomes effective. A student transferring to Honours registration by satisfying conditions in paragraph **3. (3)** shall be required to complete within eight sessions from the date of original registration. Extension beyond these periods shall be granted only with the approval of the Committee.

**4. (1)** Every candidate shall provide three copies of any thesis or report submitted in a form which complies with the requirements of the University for the preparation and submission of higher degree theses and project reports.

#### Thesis

(2) For each candidate submitting a thesis for the Honours degree there shall be at least two examiners appointed by the Professorial Board on the recommendation of the Committee, at least one of whom shall, if possible, be an external examiner.

(3) It shall be understood that the University retains three copies of the thesis or report submitted for examination and is free to allow the theses or report to be consulted or borrowed. Subject to the provisions of the Copyright Act 1968, the University may issue the thesis or report in whole or in part in photostat or microfilm or other copying medium.

† Subjects offered for the degree of MEd shall be allotted one or two units, one unit for a subject of two hours per week for one session and two units for a subject of two hours per week for two sessions

**Recommendation for  
Admission to Degree**

5. Having considered the examiners' reports where appropriate and the candidate's other work in the prescribed course of study the Committee will recommend whether or not the candidate should be admitted to the degree.

**Fees**

6. An approved candidate shall pay such fees as may be determined from time to time by the Council.

**Master of  
Health Administration by  
Formal Course work  
(MHA)**

**Qualifications**

1. The degree of Master of Health Administration (by formal course work) 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 an approved program of advanced study.

2. (1) An applicant for registration for the degree shall normally have been admitted to an appropriate degree in the University of New South Wales or other approved university or tertiary institution at a level acceptable to the Committee.

(2) In exceptional cases an applicant may be registered as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(3) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by completing a qualifying program or such other tests as determined by the Committee.

**Registration**

3. (1) An application to register as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar two months before commencement of the course. The Committee shall determine the date of registration.

(2) A candidate for the degree shall be required to undertake such formal courses of study and pass such examinations as may be prescribed by the Committee.

(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 terminate candidature or take such other action as it considers appropriate.

(4) Normally a candidate shall not be considered for the award of the degree until the lapse of four sessions in the case of a full-time candidate or eight sessions in the case of a part-time candidate from the date of registration. The maximum period of candidature shall be six academic sessions from the date of registration for a full-time student and ten academic sessions for a part-time student. In special cases an extension of time may be granted by the Committee.

**Recommendation for  
Admission to Degree**

4. After considering the examiners' reports where appropriate and the candidate's other work in the prescribed course of study the Committee shall recommend whether or not the candidate should be admitted to the degree.

**Fees**

5. An approved candidate shall pay such fees as may be determined from time to time by the Council.

**Master of  
Health Administration  
by Research  
(MHA)**

**Qualifications**

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.

2. (1) An applicant for registration for the degree shall hold a degree, normally of four years' full-time duration, from the University of New South Wales or other approved university or tertiary institution at a level acceptable to the Committee.

(2) The Committee may consider applications from graduates of three-year full-time courses in the University of New South Wales or other approved university or tertiary institution, at a standard acceptable to the Committee, who have had at least three years' experience in the health services of a kind which is acceptable to the Committee.

(3) In exceptional cases an applicant may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(4) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by completing a qualifying program as determined by the Committee.

**3.** (1) An application to register as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar one month before the commencement of the session in which the candidate desires to commence registration. Where possible the applicant before submitting his application should obtain the approval of the Head of the School of Health Administration for his proposed program of study.

(2) In every case before permitting an applicant to register as a candidate the Committee shall be satisfied that adequate supervision and facilities are available.

(3) The Committee shall determine the date of registration and shall admit an approved applicant to one of the following categories of registration:

- (a) a student in full-time attendance at the University;
- (b) a student in part-time attendance at the University;
- (c) a student working externally to the University.

(4) A candidate shall be required to undertake an original investigation or design under the direction of a supervisor appointed by the Committee. A candidate may also be required to perform other work as may be prescribed by the Committee.

(5) At least once a year, and at any other time that the Committee sees fit, the candidate's supervisor shall present to the Head of School in which the candidate is registered a report on the progress of the candidate. The Committee shall review the report and as a result of its review may cancel registration or take such other action as it considers appropriate.

(6) Unless otherwise recommended by the Committee, no candidate shall be awarded the degree until the lapse of four complete sessions from the date of registration, save that in the case of a candidate who obtained the degree of Bachelor with Honours or who has had previous research experience, this period may be reduced by up to two sessions with the approval of the Committee. A candidate who is fully engaged in research for the degree shall present himself for examination not later than four academic sessions from the date of registration. A candidate not fully engaged in research shall present himself for examination not later than eight academic sessions from the date of his registration. In special cases an extension of these times may be granted by the Committee.

**4.** (1) A candidate shall give in writing to the Registrar two months' notice of his intention to submit his thesis.

(2) A candidate for the degree shall be required to submit three copies of the thesis embodying the results of the original investigation or design referred to in 3, (4) above. The candidate may also submit with the thesis any work he has published. 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.

(3) The thesis must present the candidate's own account of the research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied on the candidate's part in the joint research.

(4) for each candidate there shall be at least two examiners appointed by the Committee one of whom, if possible, shall be external to the University.

(5) 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, microfilm or other copying medium.

**5.** Having considered the examiners' reports the Committee shall recommend whether or not the candidate should be admitted to the degree.

**6.** An approved candidate shall pay such fees as may be determined from time to time by the Council.

## Registration

## Thesis

## Recommendation for Admission to Degree

## Fees

**Master of  
Health Planning by  
Formal Course work  
(MHP)**

**Qualifications**

1. The degree of Master of Health Planning 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 an approved program of advanced study.

2. An applicant for registration for the degree shall:

(1) (a) normally be a graduate from an appropriate four-year, full-time undergraduate course in the University of New South Wales or other university or tertiary institution, at a standard acceptable to the Committee.

(b) have had at least three years' experience in the health services of a kind which is acceptable to the Committee.

(2) The Committee may consider applications from graduates of three-year, full-time courses in the University of New South Wales or other university or tertiary institution, at a standard acceptable to the Committee, who have satisfactorily completed appropriate graduate or professional studies and have had at least three years' experience in the health services of a kind which is acceptable to the Committee.

(3) In exceptional cases an applicant may be registered as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(4) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by completing a qualifying program as determined by the Committee.

**Registration**

3. (1) An application to register as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar two months before commencement of the session in which the candidate desires to commence.

(2) A candidate for the degree shall be required to undertake such formal courses of study and pass such examinations as may be prescribed by the Committee and, where specified, submit a report on such a project or projects as may be required.

(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 terminate candidature or take such other action as it considers appropriate.

(4) Normally a candidate shall not be considered for the award of the degree until the lapse of two sessions in the case of a full-time candidate or four sessions in the case of a part-time candidate from the date of registration. The maximum period of candidature shall be four academic sessions from the date of registration for a full-time student and eight academic sessions for a part-time student. In special cases an extension of time may be granted by the Committee.

**Recommendation for  
Admission to Degree**

4. After considering the examiners' reports, where appropriate and the candidate's other work in the prescribed area of study, the Committee shall recommend whether or not the candidate should be admitted to the degree.

**Fees**

5. An approved candidate shall pay such fees as may be determined from time to time by the Council.

**Master of  
Librarianship by  
Research  
(MLib)**

**Qualifications**

1. The degree of Master of Librarianship (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.

2. (1) An applicant for registration for the degree shall:

(a) have been admitted to an appropriate degree in the University of New South Wales or other approved university at a level approved by the Committee;

(b) hold the Diploma in Librarianship of the University of New South Wales or possess a qualification accepted by the Committee as equivalent.

(2) In exceptional cases an applicant may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(3) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by carrying out such work and sitting for such examinations as the Committee may determine.

(4) In every case before permitting an applicant to register as a candidate the Committee shall be satisfied that adequate supervision and facilities are available

**3.** (1) An application to register as a candidate shall be made on the prescribed form which shall be lodged with the Register at least one month before the commencement of the session in which the candidate desires to commence registration.

(2) An applicant shall enrol in one of the following categories:

(a) student in full-time attendance at the University,

(b) student in part-time attendance at the University,

(c) student working externally to the University.

In all cases the proposed course of study shall be submitted to the Head of the School of Librarianship for approval.

(3) A candidate shall be required to undertake an original investigation on a topic approved by the Committee. A candidate may also be required to perform other work as may be prescribed by the Committee. The Committee shall determine the maximum period of registration.

(4) The progress of a candidate shall be reviewed annually by the Committee on the recommendation of the Head of the School of Librarianship and as a result of such review the Committee may terminate the candidature.

(5) No candidate shall be considered for the award of the degree until the lapse of three complete sessions in the case of a full-time candidate or four complete sessions in the case of a part-time or external candidate from the date from which registration becomes effective.

(6) Notwithstanding clause **3.** (5) above, the Committee may approve remission of up to one session for a full-time candidate or two sessions for a part-time or external candidate.

**4.** A candidate shall give in writing two month's notice of his intention to submit his thesis and such notice shall be accompanied by the appropriate fee.

(2) A candidate for the degree shall be required to submit three copies of a thesis embodying the results of the original investigation referred to in **3.** (3) above. 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.

(3) 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.

(4) For each candidate there shall be at least two examiners appointed by the Committee, one of whom shall be an external examiner.

(5) A candidate may be required to attend for an oral or written examination.

**5.** Having considered the examiners' reports the Committee shall recommend whether the candidate may be admitted to the degree.

**6.** An approved candidate shall pay such fees as may be determined from time to time by the Council.

## **Registration**

## **Thesis**

## **Recommendation for Admission to Degree**

## **Fees**

**1.** The degree of Master of librarianship (by formal course work) 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 an approved program of advanced study.

## **Master of Librarianship by Formal Course work (MLib)**

**Qualifications**

**2. (1)** An applicant for registration for the degree shall:

(a) have been admitted to an appropriate degree in the University of New South Wales or other approved university at a level approved by the Committee;

(b) if intending to specialize in Library Administration hold the Diploma in Librarianship of the University of New South Wales or possess a qualification accepted by the Committee as equivalent; and

(c) if intending to specialize in Information Science, *either* hold the Diploma in Librarianship of the University of New South Wales or possess a qualification accepted by the Committee as equivalent or have been admitted to a degree with a major in Computer Science in the University of New South Wales or other approved university at a level approved by the Committee.

(2) In exceptional cases an applicant may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(3) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by carrying out such work and sitting for such examinations as the Committee may determine.

**Registration**

**3. (1)** An application to register as a candidate shall be made on the prescribed form which shall be lodged with the Registrar at least two months before the commencement of the session in which the candidate desires to commence registration.

(2) A candidate for the degree shall be required to undertake such course of formal study, pass such examinations and submit a report on a project, as prescribed by the Committee.

(3) No candidate shall be considered for the award of the degree until the lapse of two sessions in the case of a full-time candidate or four sessions in the case of a part-time candidate from the date from which registration becomes effective.

(4) The progress of a candidate shall be reviewed annually by the Committee on the recommendation of the Head of the School of Librarianship and as a result of such review the Committee may terminate the candidature.

**Project**

**4. (1)** A report on a project approved by the Committee may be submitted at the completion of the formal section of the course, but in any case shall be submitted not later than one year after the completion of such course.

(2) The format of the report shall accord with the instructions of the Head of School and shall comply with the requirements of the Committee for the submission of project reports.

(3) The report shall be examined by two examiners appointed by the Committee.

(4) A candidate may be required to attend for an oral or written examination.

**Recommendation for Admission to Degree**

**5.** Having considered the examiners' reports and the candidates other work in the prescribed course of study, the Committee shall recommend whether the candidate may be admitted to the degree.

**Fees**

**6.** An approved candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Social Work by Research (MSW)**

**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, and who has completed a prescribed program of advanced study extending over one academic year.

**Qualifications**

**2. (1)** An applicant for registration for the degree shall:

(a) have been admitted to the degree of Bachelor of Social Work at honours standard in the University of New South Wales, or hold equivalent qualifications, or



(b) have been admitted to the degree of bachelor of Social Work in the University of New South Wales or hold equivalent qualifications accepted by the Committee at a level approved by the Committee; and have had at least one year's professional experience acceptable to the Committee.

(2) In exceptional cases an applicant may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(3) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by carrying out such work and sitting for such examinations as the Committee may determine.

**3.** (1) An application to register as a candidate shall be made on the prescribed form which shall be lodged with the Registrar at least one month before the commencement of the session in which the candidate desires to commence registration.

## Registration

(2) In every case before permitting an applicant to register as a candidate the Committee shall be satisfied that adequate supervision and facilities are available.

(3) An applicant shall enrol in one of the following categories.

(a) student in full-time attendance at the University;

(b) student in part-time attendance at the University;

(c) student working externally to the University.

In all cases the proposed course of study shall be submitted to the Head of the School of Social Work for approval.

(4) Every candidate for the degree shall be required

(a) to prepare and submit a thesis on a topic approved by the Committee, embodying the results of an original investigation; and

(b) to carry out a prescribed program of advanced study extending over one year, as approved by the Committee.

(5) The progress of a candidate shall be reviewed annually by the Committee on the recommendation of the Head of the School of Social Work and as a result of such review the Committee may terminate the candidature.

(6) Unless permission to the contrary has been granted, a full-time candidate shall be required to submit his thesis not earlier than three sessions, and not later than four sessions, from the date of registration; a part-time candidate, not earlier than four sessions, and not later than six sessions, from the date of registration.

**4.** (1) A candidate shall give in writing two months' notice of his intention to submit his thesis and such notice shall be accompanied by the appropriate fee.

## Thesis

(2) A candidate for the degree shall be required to submit three copies of a thesis embodying the results of the original investigation referred to in 3. (4) above. 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.

(3) For each candidate there shall be at least two examiners appointed by the Committee, one of whom shall be an external examiner.

(4) A candidate may be required to attend for an oral or written examination.

(5) 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.

**5.** Having considered the examiners' reports the Committee shall recommend whether the candidate may be admitted to the degree.

## Recommendation for Admission to Degree

**6.** An approved candidate shall pay such fees as may be determined from time to time by the Council.

## Fees

**Master of  
Social Work by  
Formal Course work  
(MSW)**

**Qualifications**

1. The degree of Master of Social Work (by formal course) 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 an approved program of advanced study.

2. An applicant for registration for the degree shall:

(1) (a) have been admitted to the degree of Bachelor of Social Work in the University of New South Wales at a level approved by the Committee or hold equivalent qualifications accepted by the Committee.

(b) have had at least one year's professional experience acceptable to the Committee.

(2) In exceptional cases an applicant may be permitted to register as a candidate for the degree if he submits evidence of such academic and professional attainments as may be approved by the Committee.

(3) Notwithstanding any other provisions of these conditions the Committee may require an applicant to demonstrate fitness for registration by carrying out such work and sitting for such examinations as the Committee may determine.

**Registration**

3. (1) An application to register as a candidate shall be made on the prescribed form which shall be lodged with the Registrar at least two months before the commencement of the session in which the candidate desires to commence.

(2) A candidate for the degree shall be required to undertake such course of formal study and pass such examinations as prescribed by the Committee.

(3) The progress of a candidate shall be reviewed annually by the Committee on the recommendation of the Head of the School of Social Work as a result of such review the Committee may terminate the candidature.

**Recommendation for  
Admission to Degree**

4. Having considered the candidate's results in the prescribed course of study, the Committee shall recommend whether the candidate may be admitted to the degree.

**Fees**

5. An approved candidate shall pay such fees as may be determined from time to time by Council.

**Graduate Diploma**

**Graduate Diplomas  
in the Faculty of  
Professional Studies**

1. An application for admission to a graduate diploma course in the Faculty of Professional Studies shall be made on the prescribed form which should be lodged with the Registrar at least two full calendar months before the commencement of the course.

2. An applicant for admission to a graduate diploma shall be:

(1) a graduate of the University of New South Wales or other approved university,

(2) a person with other qualifications as may be approved by the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as 'the Committee').

3. Notwithstanding clause 2. above, the Committee may require an applicant to take such other prerequisite or concurrent studies and/or examinations as it may prescribe.

4. Every candidate for a graduate diploma shall be required to undertake the appropriate course of study, to pass any prescribed examinations, and if so laid down in the course, to complete a project or assignment specified by the Head of the School. The format of the report on such project or assignment shall accord with the instructions laid down by the Head of the School.

- 5.** To qualify for the award of the graduate diploma a candidate shall:
- (1) complete a one-year full-time course within four consecutive sessions, or
  - (2) complete a two-year part-time course within six consecutive sessions.
- 6.** In exceptional cases the appropriate Higher Degree Committee may extend the period in which a candidate must complete his graduate diploma course.
- 7.** An approved applicant shall be required to pay the fee for the course in which he desires to register. Fees shall be paid in advance.

## Subject Descriptions

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### Identification of Subjects by Numbers

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Each of the subjects taught in the University is identifiable both by number and by name. This is a fail-safe measure at the points of enrolment and examination against a student nominating a subject other than the one intended. Subject numbers are allocated by the Assistant Registrar, Examinations and Student Records, and the system of allocation is:

1. The School offering a subject is indicated by the number before the decimal point;
2. If a subject is offered by a Department within a School, the first number after the decimal point identifies that Department;
3. The position of a subject in a sequence is indicated by the third number after the decimal point. For example, 2 would indicate that the subject is the second in a sequence of subjects;
4. Graduate subjects are indicated by the suffix G.

As indicated above, a subject number is required to identify each subject in which a student is to be enrolled and for which a result is to be returned. Where students may take electives within a subject, they should desirably be enrolled initially in the particular elective, and the subject numbers allotted should clearly indicate the elective. Where it is not possible for a student to decide on an elective when enrolling or re-enrolling, and separate examinations are to be held in the electives, Schools should provide to the Examinations and Student Record Section in April (Session 1) and August (Session 2) the names of students taking each elective. Details of the actual dates in April and August are set out in the *Calendar of Dates* earlier in this volume.

Those subjects taught in each Faculty are listed numerically in full in the handbook of that Faculty, in the section entitled **Subject Descriptions**.

**Servicing Subjects** are those taught by a School or Department outside of its own Faculty, and are listed at the end of *Undergraduate Study* or *Graduate Study* of the relevant subject. Their subject descriptions are published in the handbook of the Faculty in which the subject is taught.

The identifying numbers for each School are set out on the following page.

For General Studies subjects see the Board of Studies in General Education Handbook, which is available free of charge.

### Information Key

The following is the key to the information supplied about each subject listed below:

S1 (Session 1); S2 (Session 2); F (Sessions 1 *plus* Session 2, i.e. full year); S1 or S2 (Session 1 *or* Session 2, i.e. choice of either session); SS (Single Session, i.e. which session taught not known at time of publication); L (Lecture, followed by hours per week); T (Laboratory / Tutorials, followed by hours per week).

### HSC Exam Prerequisites

Subjects which require prerequisites for enrolment in terms of the HSC Examination percentile range, refer to the **1978 and subsequent HSC Examinations**.

Candidates for enrolment who obtained the HSC in previous years or hold other high school matriculation should check with the appropriate School on what matriculation status is required for admission to a subject.

School, Department etc	Faculty	Page	School, Department etc	Faculty	Page
*Subjects also offered for courses in this Handbook.			*Subjects also offered for courses in this Handbook.		
1 School of Physics	Science		39 Graduate School of the Built Environment	Architecture	
2 School of Chemistry	Science		40 Professorial Board		
3 School of Chemical Engineering	Applied Science		41 School of Biochemistry	Biological Sciences	
4 School of Metallurgy	Applied Science		42 School of Biological Technology	Biological Sciences	
5 School of Mechanical and Industrial Engineering	Engineering		43 School of Botany	Botanical Sciences	
6 School of Electrical Engineering	Engineering		44 School of Microbiology	Biological Sciences	
7 School of Mining Engineering	Applied Science		45 School of Zoology	Biological Sciences	
8 School of Civil Engineering	Engineering		50 School of English	Arts	
9 School of Wool and Pastoral Sciences	Applied Science		51 School of History	Arts	
10 School of Mathematics	Science		52 School of Philosophy	Arts	
11 School of Architecture	Architecture		53 School of Sociology*	Arts	67
12 School of Psychology*	Biological Sciences	58	54 School of Political Science	Arts	
13 School of Textile Technology	Applied Science		55 School of Librarianship	Professional Studies	67
14 School of Accountancy*	Commerce	60	56 School of French	Arts	
15 School of Economics	Commerce		57 School of Drama	Arts	
16 School of Health Administration	Professional Studies	61	58 School of Education	Professional Studies	70
17 Biological Sciences	Biological Sciences		59 School of Russian	Arts	
18 School of Mechanical and Industrial Engineering (Industrial Engineering)	Engineering		62 School of History and Philosophy of Science	Arts	
21 Department of Industrial Arts	Architecture		63 School of Social Work	Professional Studies	82
22 School of Chemical Technology	Applied Science		64 School of German	Arts	
23 School of Nuclear Engineering	Engineering		65 School of Spanish and Latin American Studies	Arts	
24 School of Transport and Highways	Engineering		66 Subjects Available from Other Universities		
25 School of Applied Geology	Applied Science		68 Board of Studies in Science and Mathematics	Board of Studies in Science and Mathematics	
26 Department of General Studies	Board of Studies in General Education		70 School of Anatomy*	Medicine	
27 School of Geography	Applied Science		71 School of Medicine	Medicine	
28 School of Marketing	Commerce		72 School of Pathology	Medicine	
29 School of Surveying	Engineering		73 School of Physiology and Pharmacology*	Medicine	
30 Department of Organizational Behaviour	Commerce	66	74 School of Surgery	Medicine	
31 School of Optometry	Science		75 School of Obstetrics and Gynaecology	Medicine	
35 School of Building	Architecture		76 School of Paediatrics	Medicine	
36 School of Town Planning	Architecture		77 School of Psychiatry	Medicine	
37 School of Landscape Architecture	Architecture		79 School of Community Medicine*	Medicine	
38 School of Food Technology	Applied Science		80 Faculty of Medicine	Medicine	
			85 Australian Graduate School of Management	AGSM	
			90 Faculty of Law	Law	
			97 Division of Postgraduate Extension Studies		

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**School of Psychology**


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**Undergraduate Study****Psychology Level I Unit****12.001 Psychology I F L3T2**

An introduction to the content and methods of psychology as a behavioural science, with emphasis on the biological and social bases of behaviour, relationships to the environment, and individual differences. Includes training in methods of psychological enquiry, and the use of elementary statistical procedures.

**Psychology Level II Units****12.052 Basic Psychological Processes II S1 L2T2**

*Prerequisite:* 12.001.

The basic phenomena of behaviour and experience in a biological context.

**12.062 Complex Psychological Processes II S2 L2T2**

*Prerequisite:* 12.001.

Information processing and cognitive functioning, and social bases of behaviour and personality.

**12.072 Human Relations II S1 L2T2**

*Prerequisite:* 12.001.

The personality development of the individual from birth through to death, focussing on the influences on such development from family of origin, school, peer group, work, marriage and other social groups. The theoretical contributions to an understanding of development from Freud, Piaget and Erikson.

**12.082 Individual Differences II S2 L2T2**

*Prerequisite:* 12.001.

Measurement and significance of individual differences in intellectual, motivational and personality functioning. Statistics cover the fundamentals of hypothesis testing.

**12.152 Research Methods II F L2T1**

*Prerequisite:* 12.001.

General introduction to the design and analysis of experiments: hypothesis testing, estimation, power analysis; general treatment of simple univariate procedures; correlation and regression.

**Psychology Level III Units: Group A****12.153 Research Methods IIIA S1 L2T2**

*Prerequisite:* 12.152.

Analysis of variance for single factor and multifactor designs. Fixed, random and mixed models. Test procedures for planned and post-hoc contrasts defined on parameters of fixed and mixed models. General principles of experimental design.

**12.163 Research Methods IIIB S2 L2T2**

*Prerequisites:* 12.152, 12.153.

For students who intend to undertake a research thesis in Psychology IV, and is concerned with data analysis using the SPSS and PSY systems of computer programs, and with the statistical bases of these programs.

**Psychology Level III Units: Group B****12.253 Learning IIIA S1 L2T2**

*Prerequisites:* 12.052, 12.152.

The establishment and elimination of extended sequences of behaviour in complex environments. Attention is given to implications of the theories and research for applied work.

**12.263 Learning IIIB S2 L2T2**

*Prerequisites:* 12.052, 12.152, 12.253.

Enduring issues in conditioning and learning set in their contemporary and historical contexts. Issues include conditions of reinforcement, anticipatory responding, distribution of practice, and 'attentional-perceptual' phenomena.

**12.323 Motivation IIIA**

*Prerequisites:* 12.052, 12.152

Not offered in 1980.

**12.413 Physiological Psychology IIIA S2 L2T2**

*Prerequisites:* 12.052, 12.152.

Elementary neuropharmacology and neuroanatomy. Brain control of eating, drinking, aggression, copulation, pain perception, memory, language and functional disorders.

**12.423 Physiological Psychology IIIB S2 L2T2**

*Prerequisites:* 12.052, 12.152. *Co-requisite:* 12.413.

Physiological bases of human performance. Hormones and behaviour. Psychophysiology of selected psychological states such as stress, sleep and relaxation. Psychosomatics. Psychopharmacology.

**12.453 Human Information Processing IIIA S1 L2T2**

*Prerequisites:* 12.062, 12.152.

The stages involved in the reception of stimulus information from the environment, its analysis, storage, and translation into responses. Particular emphasis will be given to the processes which have the effect of reducing the amount of information to be subsequently stored or further processed. Special attention will be given to the comprehension, storage and utilization of semantic information.

**12.463 Human Information Processing IIIB**

*Prerequisites:* 12.062, 12.152, 12.453.

Not offered in 1980.

**12.473 Perception IIIA S1 L2T2**

*Prerequisite:* 12.152.

The characteristics and processes of visual perception. Topics include the basic requirement for visual perception and the relative contributions of the observer and the stimulus in a range of visual situations.

**12.483 Perception IIIB S2 L2T2**

*Prerequisites:* 12.152, 12.473.

Man in a spatial environment. A study of the organization and stability of the visual world with particular reference to object movement, eye movement and locomotion.

**12.493 Psychophysics III S2 L2T2**

*Prerequisite:* 12.153

A review of classical and contemporary psychophysical theories, namely theories which attempt to explain the relationship between physical and judged values of stimuli; an introduction to the methodology of psychophysical measurement; an examination of the relevance of psychophysical theories and methods to areas outside of sensory psychology where they have been traditionally developed.

**Psychology Level III Units: Group C****12.173 Psychological Issues III**

*Prerequisites:* 12.052, 12.062.

Not offered in 1980.

**12.303 Personality IIIA S1 L2T2**

*Prerequisites:* 2 Psychology Level II Subjects

Personality dynamics and structure. The practical work involves an exploration of student-chosen topics within designated areas of personality.

**12.313 Personality IIIB**

*Prerequisites:* 2 Psychology Level II Subjects. 12.303

Not offered in 1980.

**12.373 Psychological Assessment (Testing) IIIA S1 L2T2**

*Prerequisites:* 12.152 and 1 other Psychology Level II Subject.  
*Excluded:* 12.042.

Principles and techniques of psychological assessment. Types of tests and their application in selection and allocation procedures.

**12.383 Psychological Assessment (Psychometric Theory) IIIB**

*Prerequisites:* 12.152 and 1 other Psychology Level II Subject, 12.373.

Not offered in 1980.

**12.503 Social Psychology IIIA S1 L2T2**

*Prerequisites:* 12.062, 12.152.

Interpersonal perception, verbal and non-verbal communication and human social interaction processes.

**12.513 Social Psychology IIIB S2 L2T2**

*Prerequisites:* 12.062, 12.152. *Excluded:* 12.523.

Research and theory in three fields of applied social psychology: organizational psychology; the social psychology of cultures in contact, including majority group — minority group relations and conflict resolution; and, the social psychology of living in cities.

**12.523 Environmental Psychology III S2 L2T2**

*Prerequisites:* 2 Psychology Level II Subjects. *Excluded:* 12.513.

The effects of population, technology and urbanization on social change with special reference to individual functioning and the quality of life. The measurement of social change is treated in practical exercises.

**12.553 Developmental Psychology IIIA S2 L2T2**

*Prerequisites:* 12.062, 12.152.

An introduction to the study of cognitive development set loosely within the framework of Piagetian theory. Topics include: the development of perception with special reference to the nativism/empiricism issue; the development of operational thought with emphasis on its origins in sensor-motor intelligence; the development of language and its relationship to the development of thought; and the development of reading.

**12.563 Developmental Psychology IIIB**

*Prerequisites:* 12.062, 12.152, 12.553.

Not offered in 1980.

**12.603 Abnormal Psychology IIIA S1 or S2 L2T2**

*Prerequisites:* 12.052, 12.152.

Conflict, anxiety and avoidance behaviour. Anti-social behaviour, psychosomatic disorders, brain pathology, mental deficiency, schizophrenia, depression, sexual anomalies, methods of diagnosis and treatment.

**12.613 Abnormal Psychology IIIB***Prerequisites:* 12.052, 12.152, 12.603.

Not offered in 1980.

**Psychology Level III Units: Group D****12.623 Guidance and Counselling III S2 L2T2***Prerequisites:* 2 Psychology Level II Subjects.

A review of significant therapeutic approaches from Freud to the present day, and their implied views of man. The sources of the theories of, for example, Freud, Miller and Dollard, Ellis, Rogers, Perls and Janov, concluding with the problems in evaluating the effects of psychotherapy. Practicals involve interviewing, group process and structure, and interpersonal relations.

**12.653 Industrial Psychology III S2 L2T2***Prerequisites:* 2 Psychology Level II Subjects.

A critical investigation of the role of psychologists in industry, especially since World War II. Relationships between theories of human motivation and motivation of human theorists.

**12.663 Ergonomics III S1 L2T2***Prerequisite:* 12.152.

Aspects of human performance relevant to work design. The principles involved in designing the environment in general, and work in particular, to suit man's capabilities.

**12.703 Psychological Techniques III***Prerequisites:* 2 Psychology Level II Subjects.

Not offered in 1980.

**12.713 Control and Modification of Behaviour III S2 L2T2***Prerequisite:* 12.052, 12.152, 12.603.

Behaviourally based health maintenance programs. Use of the methods of behavioural change in individual, group and institutional settings. Non-psychological methods of behavioural influence. A comparison of attitude and behavioural change. Definitions of problem behaviour. Ethical issues.

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**School of Accountancy**

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**Undergraduate Study****14.013 Accounting for Health Administration I (Full-time course)**

and

**14.014 Accounting for Health Administration I (External course)**

Introduction to accounting with particular reference to hospitals and health service institutions. Basic accounting concepts, including questions of classification, measurement and communication of financial data. Analysis and interpretation of accounting data. Governmental budgeting and accounting systems. Federal-State financial relations and their implications in relation to the financing process of Australian hospitals. Role of state treasuries, health departments and commissions. Introduction to institutional fund accounting. Introductory treatment of management accounting in hospitals and health services institutions.

**14.023 Accounting for Health Administration II (Full-time course)**

and

**14.024 Accounting for Health Administration II (External course)**

Introduction to the fund theory of accounting. The recording of hospital transactions in the various funds and the preparation, analysis and interpretation of historical accounting reports. Internal control, budget and cost analysis in the hospital context.

**14.501 Accounting and Financial Management IA S1 or S2 LT4½***Prerequisite:* Nil.

The basic concepts of financial model building and information systems, including the double-entry recording system, the accounting cycle, income measurement and financial reporting, and an introduction to basic elements of taxation and auditing.

**14.511 Accounting and Financial Management IB S1 or S2 LT4½***Prerequisite:* 14.501

Development of basic concepts introduced in 14.501 Accounting and Financial Management IA, including management accounting and operations research, corporate reporting, business finance, system design, elementary computer programming and applications.

**14.522 Accounting and Financial Management IIA S1 or S2 LT4½***Prerequisites:* 14.511 plus

*HSC Exam  
Percentile Range  
Required*  
51-100  
21-100  
1-100

2 unit Mathematics  
or 3 unit Mathematics  
or 4 unit Mathematics



The design, production and use of accounting and other quantitative information in the planning and control of organizations, with particular reference to manufacturing activities and to long- and short-term decision-making and financial planning.

**14.542 Accounting and Financial Management IIB** **S1 or S2 LT4½**

*Prerequisite:* 14.511 plus HSC results as for 14.522

A critical examination of concepts and problems in income measurement, asset valuation and financial reporting for various forms of business undertaking with particular reference to corporate organizations, including associated aspects of auditing and taxation and methods of accounting for changing prices.

**14.602 Information Systems IIA** **S1 or S2 L2T1**

*Prerequisite:* Nil

Introduction of information systems in business and commerce, systems design concepts, the theory of modelling, feasibility studies, internal control and auditing. An introduction to programming

**14.603 Information Systems IIB** **S2 L2T1**

*Prerequisite:* 14.602

A design of information systems at an advanced level, broad introduction to operations research in business, additional experience with higher level program languages and data manipulation

**14.613 Business Finance II** **S1 or S2 LT3**

*Prerequisite:* Nil.

The essential aspects of financial decision-making in business including: factors influencing capital expenditure decisions; alternative approaches to valuation; factors affecting the formulation of the capital structure; influence of the capital market environment.

## Graduate Study

**14.940G Accounting and Financial Management A** **S1 L2T1**

*Prerequisite:* Nil

An integrated introduction to management information systems and essentials of accounting. Concepts of information, measurement and communication; the accounting process as an information system; accounting systems and records, financial reporting and interpretation.

**14.941G Accounting and Financial Management B**

**S2 L2T1**

*Prerequisite:* 14.940G

Management information systems including internal reporting and control, concepts and decision analysis, budgetary control, and profit planning, standard costs, responsibility accounting and performance measurement. Accounting and operations research including budget simulation and decision models. Integrated information systems. Financial reporting and forms of business organization, and financial management.

**14.957G Operations Research for Management I** **S1L3**

The application of mathematical and statistical techniques to the solving of management problems. The structuring of the decision problem, mathematical model construction, mathematical programming, probability and statistical decision theory, inventory and queueing theory. Simulation models and applications with particular reference to models of business organizations.

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## School of Health Administration

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### Undergraduate Study

**16.011 Health Service Agency Management** **S2 L4**

The objectives, structure, function, staffing, technology of the major departments of health care institutions, with particular reference to general hospitals, psychiatric institutions and extended care facilities. Inter departmental relationships and dependencies; the development of departmental policies and departmental evaluation

**16.021 Management I** **S1 L4**

Introduction to the development of management theory; organizations and the environment; general systems theory; structure of organizations; managerial functions; individuals and groups; power, leadership and motivation; communication and conflict; work-flow and information systems; objectives and control systems; selection, induction, training and appraisal of staff; organizational competence and development.

**16.022 Management II** **S2 L4**

*Prerequisite:* 16.021

Analysis of the means and effects of environmental interaction on the hospital's objectives, structure, work-flow and climate; management structure of the hospital including traditional hierarchical and matrix patterns; technology, tasks, roles, communication and conflict; work-flow, information systems; operations research and control; selection, induction, training and appraisal of staff; organizational competence and development in hospitals

## 16.101 Comparative Health Care Systems S1 or S2 L4

A comparative study of American, English and other selected health services in relation to: public health services; personal health services; hospital services; comparing the roles of government and private enterprise; health manpower; financing; legislation; regionalization; organizational developments.

## 16.111 Health Care Systems S1 L4

Concepts and principles of health service systems; organizational structures; health service legislation; finance; preventive, ambulatory care and community health services; personnel; institutional care; formulation of health policy.

## 16.112 Health and Health Care S2 L4

Basic concepts of personal and community health; concept of normality, taxonomy and descriptive outline of physical and psychiatric disorders; epidemiology of disease; morbidity and mortality; health status change; personal health care, preventive and therapeutic trends

## 16.201 Law I S1 L4

Legal theory and elementary jurisprudence, the rules of statutory interpretation, the doctrine of precedent in theory and practice. An introduction to the Australian Constitution, an analysis of section 51, paragraph XXIIA and the implication of section 96 for the relations of the Australian Government and the States. An introduction to the law of contract with emphasis on bailments. Employers' liability and the law of tort, workers' compensation and the tort of negligent advice.

## 16.202 Law II S2 L4

*Prerequisite:* 16.201.

The Australian tort system; the concept of foreseeability, competing theories of damages apportionment. The problems of informed consent and the tort of trespass to the person. Confidentiality and privilege in the doctor-patient relationship; examination of minors' capacity to consent to treatment. The concept of medical negligence. The law in all Australian jurisdictions relating to illegal operation and sterilization operations. The theory and practice of vicarious liability, the control test and the organizational test. The liabilities of the hospital as an occupier of premises, the various duties to persons entering thereupon. A short course on industrial law and the access of health services organizations to the various industrial tribunals. The legal status of trade unions. The law and psychiatry, the McNaghten Rules and the defence of automatism.

## 16.301 Political Science (External only)

The study of politics, with special reference to Australian political institutions 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.

## 16.302 Social Administration (External only)

An overview of the pattern of development affecting social welfare policy in Australia. The circumstances of settlement and its influences, including immigration, education; trade unions; development of social services; the welfare state. Contemporary issues in social welfare including universal and selective services; poverty; community development; social planning; policy, evaluation; democratic control of welfare policy, modes of service delivery.

## 16.303 Research and Evaluation Methods S1 or S2 L4

Introduction to the need for and problems relating to health services research and evaluation; identifying appropriate research areas and planning a study; research design; historical and observational research; report preparation and presentation; the survey and its analysis; the setting of priorities; evaluation concepts and methodology.

## 16.304 Management Skills S1 or S2 L4

Processes involved in the development and application of such basic management skills as decision-making, problem-solving, communication and conflict management. Examination of the conceptual, theoretical and empirical material relating to these skills, with practical exercises in their application.

## 16.305 Health Economics S1 or S2 L4

Builds on the introductory course 16.501 Economics (Health Administration) to develop an appreciation of the application of economics to the health services. Topics include the nature of health and the economic model; quantitative analysis of production in hospitals, health centres and private medical practice; macro aspects of financing health services; utilization, alternative methods of containing costs and improving efficiency and effectiveness in delivery and planning health services; health workforce planning; regional models of health services; justice and equity.

## 16.306 Administration of Nursing Services S1 or S2 L4

The work of the nurse, tasks currently undertaken by nurses, non-nursing duties. Perceptions of the role of the nurse by doctor, nurse, patient. Current systems of education and training, proposals for change. The nursing workforce—distribution, numbers. Nurse wastage, nurse practitioners and physician's assistants. Structure of nursing departments: English experience—pre- and post-Salmon; Australia, integrated structures. Staffing patterns—staffing studies; allocation and scheduling. Staff satisfaction; team v functional allocation of nursing duties.

## 16.307 Special Topic in Health Administration S1 or S2 L4

An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

## 16.308 Epidemiology for Health Administrators S1 or S2 L4

The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. Cross-sectional, retrospective and prospective studies. Epidemiology as an aid to the planning, operation and evaluation of health services.

## 16.400 Health Service Experience F

In order to relate theoretical instruction to practical experience, first year full-time students, under the supervision of a member of staff of the School, are attached to a number of health service agencies in the Sydney metropolitan area. The aim is to allow students to familiarize themselves with a health agency setting; to learn in a practical way skills and responsibilities needed in the administration of health service agencies, and the importance of interpersonal relationships. The attachment program is a compulsory part of the first year BHA course, although students with general experience in health service agencies may be eligible for exemption with the approval of the Head of School.

**16.411 Health Service Planning I S1 L4****16.412 Health Service Planning II S2 L4***Prerequisite: 16.411*

An introduction to various concepts of planning and design is followed by an exploration of the relation between resources, human needs, functions, design and the physical environment, both at national and regional levels and in the context of health service facilities and buildings. Planning procedures and building project management are studied in the context of changing roles for both public authorities and the professions. Briefing, commissioning and evaluation of new facilities are covered in detail as these aspects are likely to confront many administrators. Environmental design, safety and maintenance requirements are described both in general terms, and also in relation to nursing care facilities and other clinical departments. Project work and visits form part of the assignment program for both external and internal students.

**16.501 Economics (Health Administration) S2 L4**

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 elementary model of how resources are allocated by the price system in Australia, the macro model and economic policy problems of unemployment, inflation, growth and trade, distribution, the economics of the public sector, health and welfare economics; efficient production and distribution of health services, demand and the utilization of services; finance and efficiency, cost benefit analysis and selected policy issues.

**16.601 Behavioural Science I S1 L4**

Basic concepts of sociology and psychology. The emphasis is on an understanding of social processes and how society and the individual interact and affect one another. A section of the course deals with the development of students' skills in communication. The course is directed towards demonstrating that the various sciences dealing with human behaviour are inter-related, and therefore all topics are seen from a multidisciplinary point of view.

**16.602 Behavioural Science II S2 L4***Prerequisite: 16.601.*

One branch of behavioural science, namely the sociology of health. Students consider the social role of medicine in our society, the nature of patient-healer relationships, the hospital as a social system, the processes of becoming a patient, illness as a social role, aspects of social class and status as they affect relationships in the health care system, social consequences of medical diagnosis and labelling, medical politics, and the place in society and in the health system of such special groups as the physically and mentally handicapped, the aged. Students also examine the implications of behavioural science for management situations.

**16.711 Quantitative Methods I S1 L4**

Sources of statistical data, errors and pitfalls in the use of statistics. Measures of central tendency, dispersion and skewness. Elementary treatment of probability. Introduction to statistical inference: estimation and hypothesis testing; elements of sampling and sample survey design. Correlation and regression. Index numbers. Time series analysis. Introduction to demography and vital statistics, measures of mortality, fertility and population replacement. Statistics of the Australian health care system including the measurement of morbidity and health service utilization, and statistics for quality assurance, planning and evaluation.

**16.712 Quantitative Methods II S1 L4***Prerequisite: 16.711.*

Operations research methodology and techniques as applied to health services. Typical competition, queuing, inventory, allocation, search and scheduling problems encountered in health care administration. Solution of problems using techniques such as game theory, simulation, linear programming and PERT. Location theory including gravity models. Problems in implementation of operations research studies.

**Graduate Study****16.901G Health Services Statistics I S1 L2**

Statistical methods and theory: frequency distributions and their description, an introduction to probability; principles of sampling; estimation and hypothesis testing, statistical decision theory: normal, Poisson and binomial distributions; linear regression, index numbers; time series analysis. Data drawn from the health planning field are used to illustrate these methods.

**16.902G Health Services Statistics II S2 L2**

The application of statistical methods to health planning and administration problems and other problems of direct relevance to the health care field. Vital statistics and demography (measures of fertility and mortality, construction and use of life tables), hospital and health statistics; PAS/MAP and other hospital information systems.

**16.904G Australian Health Care System S1 L2**

The historical, demographic and epidemiological background to the provision of health care in Australia. The role of the Australian and State governments, regional organizations and other instrumentalities in the provision of health and hospital services. Health services as one sub-system of a personal services sector, linkages with other sub-systems, eg Education, Social Welfare. Financial and economic aspects of the provision of health care. Problems currently besetting the Australian health care system.

**16.905G Health Services Accounting S1 L2**

Basic theory and concept in relation to hospital and health services accounting. The inter-relationships between statistics and accounting, the nature and use of cost data, budget preparation, co-ordination and integration of budgets, accounting for planning and control, cost finding procedures.

**16.909G Community Health Planning S2 L2**

Factors determining the planning, provision and integration of community health care: environmental health services, provision for the aged, the physically handicapped and the mentally handicapped, occupational hygiene programs; preventive and screening services, health education. The planning of health centres and their relation to other community health services. The impact of regionalization on community based services. The evaluation of community health programs.

## 16.930G Introduction to Health Planning S1 L2

The major concepts of health planning, including policy environment; methods; implementation and evaluation of the planning process and of plans. Topics include: planning structures and organization for planning; determination of goals and objectives; problem identification and analysis; collection, interpretation and assessment of evidence; influences of the spatial and social environment; formulation and evaluation of plans; the adoption and implementation of programs, including advocacy and public relations; program evaluation and the revision of plans.

## 16.931G Introduction to Organization Theory S1 L2

Critical evaluation of existing organization patterns in the health care field. The major schools of management thought (eg classical, human relations, contingency theory) through an analysis of the work of representative writers. An analysis of leadership, change and conflicting organizations.

## 16.932G Introduction to Behavioural Science S1 L2

Introduction to the behavioural sciences of psychology and sociology. Study of social institutions, cultures, processes of motivation, learning, development of attitudes. Introduction to gaming and simulation.

## 16.933G Health Services Law I S1 L2

The theories of jurisprudence, with emphasis on the sociological school. Law and morality, the Hart-Devlin debate. Statutory interpretation, the judicial approaches, constitutional interpretation. The nature of federation; the exclusive and concurrent powers of the Australian Parliament. Section 51, paragraph XXIIA of the Constitution; Federal and State financial relations. Section 96 of the Constitution. The law of contract, employers' liability and workers' compensation, the tort of negligent advice.

## 16.934G Health Services Law II S2 L2

The law of tort and the foreseeability test. Alternate schemes of compensation and the 'no-fault' concept. The law relating to medical negligence, consents and illegal operations. The liability of occupiers. The law relating to mental health; the medical acts. The industrial powers of the Australian Parliament and the State legislatures; the position of hospital employees in the industrial relations field.

## 16.935G Health Economics I S1 L2

The problems and tools of micro-economic analysis as applied to resource allocation, evaluation and planning in health services. Covers: the basic concepts and methods of economic analysis; decision making, supply and demand, pricing and non-price methods of allocation, welfare analysis, economic planning of health services, and cost-benefit analysis, economics of hospitals, health financing and insurance analysis.

## 16.936G Physical Planning and Design S2 L2

A combination of group project work, individual assignments and general discussion. Topics include: concepts of planning; design processes and methods; national, regional and urban planning issues; local building and space planning techniques; planning for growth and change. Planning procedures for health facilities: establishing need, content and cost; evaluating options and formulating policies; investigation, decision-making and documentation methods. Information sources, services and systems. Building project management, ergonomic aspects of

equipment and engineering installations; building and plant maintenance. Evaluation of buildings in use. Design of physical environment—lighting, noise control, thermal comfort, ventilation systems, infection control, weather protection, fire safety. Planning and design for particular functions: clinical care, logistics systems, management services, education and research, hotel care services.

## 16.937G Health Services Research and Evaluation S2 L2

Methods and techniques used in research and evaluative studies of the health services. Topics include: the design and administration of research projects; the preparation of research protocols; health survey methods, including data analysis and statistical computer programs; report preparation and presentation, the methodology of evaluation, structure, process and outcome measures of health system performance; integrated statistical systems for evaluative studies. Each student is expected to design a research project. The textbooks are supplemented by a selection of recent articles presenting the results of health services research studies.

## 16.938G Seminar in Health Policy S2 L2

A discussion of contemporary health policy issues including the politics of health care. Seminar topics include: principles of policy formation and analysis, Federal-State health responsibilities, the regionalised administration of health services; the role of pressure groups in the health field; ideological issues in health care finance and provision; control of the use of health services; the integration of health and welfare services; quality assurance, peer review and accreditation, the organization of personal health services—specialization, general practice and medical education. No text books are prescribed. A reading list of recent journal articles on health policy is made available at the beginning of the session.

## 16.940G Medical Care Organization S2 L2

Specific aspects of the organization 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.

## 16.941G Epidemiology S2 L2

Principles and methods of epidemiologic investigation of both infectious and non-infectious diseases including descriptive, analytic and experimental epidemiology. The distribution and dynamic behaviour of disease in the population; data collection, collation and analysis, consideration of screening surveys; longitudinal and case-control studies, etc. The uses of epidemiology in planning and evaluation.

## 16.942G Medical Sociology S2 L2

The relationship between the health system and the social system. Impact of illness on the person, family, social group, industry and the community as a whole. The process of becoming a patient, cultural attitudes to illness and death. Stigmatization of certain illnesses; practitioner-patient relationships, professionals in the health field. The rights and obligations of consumers of health care; social implications of medical progress.

## 16.943G Interpersonal Communications in Organizations S2 L2

A theoretical and practical course which aims to increase students' understanding of, and capacity to deal with, communication problems in organizations. The course teaches students to improve their own

communications skills by a series of communications exercises, role-plays, simulations and games. Students are able to chart their progress with a check-list developed for the course

#### 16.944G Health Economics II

S2 L2

Builds on the basic analysis of Health Economics I 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 rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

#### 16.945G Workforce Planning

S2 L2

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. Current issues in workforce planning such as licensure and regulation, maldistribution of health personnel, role of women in the health sector

#### 16.946G Health Information Systems

S2 L2

Introduction to computers input/output mechanisms, processing systems, issues of privacy and confidentiality systems study and costs of computers, Use of computers in the health system. Positive patient identification, clinical decision-making 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.

#### 16.947G Comparative Health Care Systems

S2 L2

A comparative study of personal, public and hospital health services in the US, USSR, Britain and selected Asian, European and Third World countries. The course discusses the respective roles of government and private enterprise, health manpower, organizational structures, financing, regionalization and legislation. Particular attention is given to the relationship between social-political philosophy and the provision of health services. Methods of determining health needs, forces which inhibit achievement of goals, results of pertinent empirical studies in the international literature, aspects of evaluation including outcome measures and innovative approaches in health delivery are examined.

#### 16.948G Operations Research for Health Planning and Administration

S2 L2

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. Techniques associated with these problems such as game theory, simulation, linear programming, PERT and CPM. Testing and sensitivity of solutions. Analysis of actual applications.

#### 16.949G Organizational Analysis in Health Services

S2 L2

Intensive investigation of one or more organizations engaged in delivery of health care. Measurement of effectiveness and efficiency. Relevance of studies of business organizations in analyzing health care organizations. Identification of organizational attributes and their

measurement, data collection and analysis. Studies of satisfaction, centralization, co-ordination, complexity, flexibility, etc. Analysis of organization in terms of contextual, structural and process data, interpretation of organizational functioning and integrative patterns. Field experiment methods in organizational research. Organization development programs and implementing change in organizations

#### 16.950G Computing Techniques for Health Services Research

S2 L2

Introduction to programming, algorithm and data structure design; BASIC programming. Use of computing machinery, punches, readers and terminals. Operating systems, command languages. Statistical and other software packages available for analysis of data including SPSS, BMD, MPOS. Hospital morbidity data collection scheme, Australian Bureau of Statistics health interview survey and other computerised data bases. Application of packages to health service data and their use in the solution of health service problems.

#### 16.970G Health Services Management I

S2 L2

Examination of the environment of health services in Australia. Interfaces between health and other social services. Operation, structure and management of public sector health services. Organizational analysis of national, state and regional health service agencies with attention to their functions, roles and inter-relationships. Centralization and dispersion of power. Bureaucracy and professionalism in changing patterns of services

#### 16.971G Health Services Management II

S1 L2

Examination of major classifications of hospitals and local health service agencies. Functions, objectives and influence of contextual variables. Inter-organizational relationships with other social and personal health services. Control and accountability. Authority, influence structures and co-ordination. Roles and values. Professions, professionalism and bureaucracy in interaction. Conceptions of effectiveness, efficiency and competence. Relevance of hierarchical and matrix organizations in articulating services. Uses and limitations of organizational analysis in achieving change.

#### 16.972G Introduction to Macro Economics (Health)

S1 L2

The Australian Economy as a whole, for students without previous exposure to the subject. Aggregate economic activity, national accounts, income, employment and the price level, labour, the government sector, internal economic policy problems, inflation and stability and the macro economics of health and welfare services. Basis for more intensive studies in health economics, accounting and management of health services.

#### 16.973 Industrial Relations in the Health Services

S2 L2

Examines employer-employee relationships within the Australian health services, including trade unionism, wage determination and personnel management in the work place. The development of trade unions and related associations; their structure, objectives and operations. The health unions and associations. Health Commissions and hospitals as employer organizations. The legal framework of wage determination, arbitration and conciliation. The interpretation of selected legislation and awards.

Union management interaction, negotiation, grievance handling and collective bargaining. The nature and resolution of industrial conflict; worker participation, job enrichment; the impact of technological development in the health services.

## 16.990G Research Project

F

Candidates for the degree of Master of Health Administration by coursework are required to complete a research project.

## 16.992G Project

S2

28 hours.

## 16.993G Project

S2

42 hours.

## 16.994G Project

F

56 hours

These electives permit students to obtain credit for approved research projects.

## Department of Organizational Behaviour

## Graduate Study

### 30.935G Organization Behaviour A

S1 L3

The individual and social factors affecting behaviour in organizations. The broad interdependent social forces shaping contemporary Australian society, and, after society, the individual. The nature of human potential, personality dynamics and motivation. Social trends and discontinuities: changing values and ideologies; theories of personality and socialization; identity, self-esteem and the formation of personality; processes of learning and unlearning, perception and emotion; motivation; personality assessment; aptitude, creativity, job satisfaction and job effectiveness.

### 30.936G Organization Behaviour B

S2 L3

*Prerequisite:* 30.935G.

Organizations as human systems. Systematic theories of organization; the nature and development of interpersonal processes and skills; psychological processes in communication and their application to communication in organizations; role behaviour in organizations; small group theory and its application to work groups, stress, conflict and change in organizations; employee, management, and organization development.

### 30.941G Sociology of the Workforce

S1 L3

*Prerequisite (Commerce):* 30.935G or 15.525G or 15.575G. *Co-requisite (other Faculties):* 30.935G.

The changing nature and structure of employment and unemployment in advanced industrial and post-industrial societies. Students may

specialize in particular areas of interest within this focus: eg. complex relationship between formal, informal, experiential and recurrent education, vocational counselling, the transitions between education, employment and unemployment; visible and hidden unemployment and underemployment, the impact on employment and occupations of changing technologies, organizations, economic and industrial structures, values, ideologies, industrial relations, power relations and transnational organizations, particularly in relation to disadvantaged groups such as immigrants, women, youth, aged and shift workers, and raised expectations for quality of working life, and industrial democracy.

### 30.942G Sociology of Occupational and Organizational Structure

S1 L3

*Prerequisite:* 30.935G.

Examines the occupational categories and cultures of a developed society and the critical importance of complex organizations in shaping them. This relationship is explored by considering the nature of work and leisure in an organizational society, the socio-cultural and organizational determinants of occupational roles, division of labour, specialization and professionalism; job design and organization design; occupational and organizational typologies; the identification and description of significant environmental factors and the study of their influence on occupational and organizational structures; the relationship between occupational and organizational change.

### 30.951G Experiential Learning Groups

S1 or S2 L3

*Prerequisite:* 30.935G.

Methods of improving interpersonal competence, including the skills of self-understanding and the observation and analysis of interpersonal behaviour, development of skills in listening, communicating, leading, counselling and consulting; class sessions emphasizing experiential learning through feedback, role play, simulation and sensitivity training.

### 30.955G Human Potentialities

S2 L3

*Prerequisite:* 30.935G.

An introduction to identifying and developing human potentialities, combining systems theory and analytic psychology, with special emphasis on innovative capability. Research methods; theories of personal development; assessment of aptitude and personality; the impact of industrial culture on the realization of human potentialities; the creative person; the individuation process; interviewing and counselling; planning integrated approaches to personal development.

### 30.958G Organizational Communications

S2 L3

*Prerequisite:* 30.935G.

The flow of information within the formal organization; systems theory; communication networks within organizations; methodology for studying communication patterns; the communication process and social roles; message exchange between individuals and between organizations. In addition to classwork, students participate in a communication analysis project within an organization.

### 30.959G Special Topic In Organization Behaviour

S1 or S2 L3

*Prerequisites:* 30.935G and 30.936G.

Topic, supervisor and method of evaluation to be approved by the Head, Department of Organizational Behaviour.

**30.960G Technology and Organizations****S2 L3***Prerequisite: 30.935G or other approved course.*

The impact of technological change on organizations. The origins, nature, rate, industrial distribution and prevailing ideologies of technological innovation, adaptation and diffusion are examined, and consideration given to their impact on **1.** major organizational variables such as organizational size and structure; centralization and decentralization of control and power; employment, underemployment and unemployment; and the design of work **2.** the interests of key groups such as technical specialists (eg engineers), management, general employees, industrial tribunals, unions, and disadvantaged groups such as migrants and women; and **3.** factors affecting the quality of working life such as industrial accidents and occupational health, work satisfaction, formal and informal learning and recurrent education. A range of options in developing and applying future technology are also considered, such as social and environmental impact studies, technological assessment, alternative technologies, wider disclosure of information on technological change, design of socio-technical systems and alternative ideological bases such as the no-growth society.

functions and services of various types of library with particular reference to the Australian environment. The role of the librarian in the library and in the information process, the library profession. Librarianship in relation to information science.

**55.114 Communication and Record**

The communication process. The development of various kinds of record to serve communication and to preserve knowledge. The development of printing and the book, and of other forms of record. The effects of recent technical innovations in transmitting and recording information. Reprography in relation to the diffusion of knowledge and to libraries. The mass media and their role in communication. The inter-relationships of the printed word, reading and mass media

**55.122 Library Materials Selection and Organization**

The selection and acquisition of library materials in all physical forms. The book trade and other sources of supply. The cataloguing, classification, indexing and circulation of materials in relation to the needs of users. The role of mechanization and automation

**55.123 Reference Service and Materials**

**1.** Information sources, especially reference books, and their uses in library processes and reader services. Using publications to provide information at various levels in different library situations **2.** The bibliography as a record of publication in the mass and as a guide to individual items. National, trade and subject bibliography Indexes and abstracts **3.** Reference books not limited to a particular subject, publication methods, coverage, organization of content, studied in relation to purpose and use **4.** The principles and methods of reference work. Its place in the total information network and in library service. Question analysis, search strategy and presentation of results to the user. The relationship of traditional reference methods to the design of mechanized information retrieval systems.

**55.124 Library Administration**

The principles of administration and their application to libraries. Setting library objectives and measuring library achievement. Tools and methods of administration. The management of library staff and library finance. Administrative implications in the provision of library services and the adoption of techniques, including electronic data processing. The authority relationships of libraries, the library in the political process.

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**School of Sociology**

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**Undergraduate Study****53.001 Introduction to Sociology  
(Double Unit)**

An introduction to major issues in Sociology. Two main themes: culture, society and institutions; and, social inequality. Issues: social control, power, racism, sexism, work and leisure, class distinctions are treated both factually and theoretically. Considers these issues as they relate to the situation in Australia and in the developing countries.

**Subject Bibliography: The Humanities; The Social Sciences; Pure and Applied Sciences; Law; Government Publications**

The structure of the literature, with special reference to the information and research needs of users. Publications embodying original work, criticism, exposition, popularisation. The major reference works in the field, important collections in libraries, and other sources of publications and information. Problems of availability of resources.

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**School of Librarianship**

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**Graduate Study****55.112 Libraries and information**

The role of the library in the total communication system of society, as an agency for the preservation, dissemination and development of knowledge and information. The history of libraries and their involvement in social and technological change. The provision,

**55.231 Subject Bibliography: The Humanities****55.236 Subject Bibliography: Law****55.232 Subject Bibliography: The Social Sciences**

## 55.233 Subject Bibliography: Pure and Applied Sciences

## 55.238 Subject Bibliography: Government Publications

## 55.362 Mechanized Systems for Libraries

Justification, analysis and design of automated systems for technical processing in libraries, such as ordering and acquisitions, cataloguing, circulation, serials control and reference. Computer hardware, peripherals, allied processing equipment. Basic programming and library systems analysis. File organization, bibliographic record design, file maintenance, report generation and search programs. Survey of mechanized systems and library networks. MARC, MEDLARS, OCLC and other shared cataloguing projects. Comparison of batch and on-line systems. When and what to automate. Human factors in automation of libraries. Cost analysis.

## 55.371 Literature for Young People

Printed materials for children and young adults in relation to their needs, interest and abilities. Criteria for evaluation and selection for library collections. Use of materials in reading guidance with children and young adults.

## 55.373 Public Libraries

The purpose of the public library in the community examined through a comparative study of public library services with emphasis on special programs of service to adults, young adults and children, surveys and plans for the introduction of library service to specific regions.

## 55.378 University and College Libraries

Trends and developments in tertiary education in relation to the purposes and functions of university and college libraries. The library's response to the university environment and to the library user through its resources and services.

## 55.381 Special Libraries

The nature of special libraries and the environments in which they operate. The evolution of the special library. The relationships of the special library to its parent organization, to its users and to other sources of information. The functions of the special library and their translation into appropriate services. Systems and techniques relevant to special libraries, including mechanized information systems. Staffing, siting, planning special libraries. Measurement of special library effectiveness.

## 55.385 School Libraries I

The information environment of educators. Educational issues and their effect on libraries. The development of the role of the library in the school in relation to educational thought and practice. The provision, administration and organization of school library resources and services on national, state and local levels. The roles of school and public libraries and the community library concept.

## 55.386 School Libraries II

Subject curriculum studies in relation to the selection of materials and library programs. Materials studies in relation to the range and type of materials and their application to curriculum subjects. The compilation of subject bibliographies. Media production and services in relation to subject curriculum studies. Methods of individual and group reader education and the teaching of library skills.

## 55.712 Archives Theory and History

Archives theory studied historically. Public administration, administrative history and government records. The history of archives institutions. Archives legislation. Business, institutional and other non-governmental archives. Private papers, local history collections. Uses of archives for information and in research. The development and role of the archives profession. National and international archives associations; constitutions, programs, publications.

## 55.713 Archives Administration

1. Relations between archive-creating bodies and archives institutions. Commercial and legal practice, forms and terminology relevant to the understanding of archives. 2. Archives management: acquisition, arrangement and description, the publication of finding aids, the application of automation, microcopying. Conservation of materials. Repository planning. 3. The principles of administration and their application to archives institutions. 4. Service to users of archives, including questions of access and copyright. Publication of archives.

## 55.714 Information Environment for Archivists

Information sources which supplement archives, academies, learned societies, institutions, including libraries, galleries and museums. Libraries of various types studies in relation to the needs of archivists; acquisition of materials by purchase, gift, exchange and legal deposit; organization of materials for use. Bibliographical description and national and international documentation standards. Documentary materials in non-book form and their use in research. Dissemination of texts and other types of record by reprography and in microfilm.

## 55.715 Records Management

Nature, scope and principles of records of management. Historical evolution of record-keeping practices, including the development and role of correspondence registration systems and the record registry within the colonial, state and federal governments in Australia. Development of the modern concept of records management, and of records management practices, especially in the United Kingdom, the United States of America, Canada and Australia. Principles and techniques of records control.

Appraisal and disposal of records, including records scheduling. Records repository management, including the records centre and imbo repository concepts. Records systems survey techniques. Principles of modern records systems. Vital records programmes. The application of microfilm and of automated techniques in records management. The relevance of records management to archives administration. Forms control (as an aspect of record system design).

## 55.992 General Assignment (Archives Administration)

Candidates are required to compile a finding aid to an approved archive or manuscript group, or a component thereof, in accordance with guidelines and specifications prescribed by the School. The purpose of the General Assignment is to provide a practical opportunity for candidates to apply theoretical principles and concepts, as well as the techniques and skills required for the interpretation and exposition of a significant archive group or series, and to elucidate the archives in relation to 1, the administrative context and processes which resulted in their creation, and 2, the physical and informational attributes of the archives.



## Graduate Study

### Master of Archives Administration Subjects\*

#### 55.806G Issues in Archives Theory and Practice

Contemporary issues in archives theory and practice, including the implications of developments in information processing technology for traditional methods of archive-keeping; the implications for traditional archive concepts and principles of administrative change in organizations; the documentation of administrative change for the control of archives; the nature and form of archival finding media; archival services and information networks.

#### 55.808G Research Methods in Archives

The nature of research, and the potential applications of research techniques in archives administration, including analysis of research methodologies used in information studies, and in the historical and social sciences with a substantial archive-oriented research basis; preparation of research proposals and the evaluation of research projects and their results.

### Master of Librarianship Subjects

#### 55.805G Issues in Librarianship

Contemporary issues in librarianship, including the provision of libraries and information by governments and by private enterprise; automation, information science and libraries; cataloguing, classification and bibliographical control; problems of publication growth and library size; libraries in the social environment.

#### 55.807G Research Methods in Librarianship

The nature, necessity and techniques of research in librarianship and contributions of information science; functions and techniques of statistical analysis; preparation of research proposals; state of the art of research in librarianship and the evaluation of research projects.

#### 55.811G Library and Information Services Management I

Libraries in the political process. The nature of the library as a bureaucracy. The library as a system. The management of library finance. Work study and position classification in libraries.

#### 55.812G Library and Information Services Management II

Siting and planning of libraries. The management of library staff. Administrative structures in libraries. The formation and management of library networks. National and international planning of library and information services.

#### 55.815G Economics of Information Systems

Use of surveys, user studies and market research to determine demand. Costing, financial planning, control and forecasting. Cost-benefit analysis. Economics of networks. Economic implications of new technologies.

#### 55.816G Information Processing Technology

The application of computer, photographic, micrographic and telecommunication technology to the solution of information problems. Translation of needs into equipment specifications. Advances in information processing technology.

#### 55.817G Information Storage and Retrieval Systems

Role of thesauri and other indexing language structures. Automated thesaurus design and maintenance. Automatic indexing and classification systems. Concept coordination, use of Boolean operators and search strategy design. Systems analysis, design and costing. Design of user and interactive cueing tutorials. Choice criteria for on-line and batch systems. Testing, analysis and evaluation of systems. Advanced technologies for information storage and retrieval.

#### 55.818G Issues in Information Science

Contemporary issues in information science; including the role of the information scientist as researcher and as data administrator. Technology transfer in and through information science. Task group projects designed to allow opportunities for work on information science problems.

#### 55.819G Introduction to Telecommunications

The transfer of data to and from computers and the use of such transfers in an environment where principal interest is in the processing of bibliographic information. Some discussion of data transfer not associated with computers. Topics may include: analysis of types of computer dialogue and their associated telecommunications requirements, features of computer operation in on-line systems, introduction to data communication, transmission mode and line configurations, line control procedures, termination equipment, errors and their control, common carrier facilities, planning for an on-line system, cost considerations.

#### 55.820G Diffusion and Dissemination of Information

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.

#### 55.821G Man-machine Communication

Includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the requesting, assimilation and presentation of information. The influence of these factors on dialogue with report generating, retrieval and interactive educational systems.

\*Subject to approval.

## School of Education

### Graduate Study

#### Diploma in Education Course

##### 58.010 Theory of Education

S1 L6, S2 T4

Consists of three core sections and an optional section. The core sections consist of studies of the philosophy of education, educational psychology and the sociology of education. In the last section, known as *Selected Studies in Education*, each student studies two topics selected from a number offered. The topics depend on student interest, current issues in educational thought and the interests and expertise of available staff.

Details of the course sections of the subject follow:

**Educational Psychology:** A general overview of significant aspects of human behaviour in educational settings. Topics: classroom discipline and behaviour modification; individual differences, cognitive growth and intelligence, socialization through the school, the psychology of adolescence, memory, learning theories, modification, efficient instruction and learning disabilities.

**Philosophy of Education:** Session 1 topics explore philosophical questions concerning teaching and learning with particular reference to the various subjects taught in schools. Issues concerning the relationships between school subjects, the connection between knowledge and the development of mind, the value of school subjects relation to other activities which could compose education and the social and ethical context of education. These issues are followed up in much more detail in *Selected Studies* in Session 2.

Focus in Session 1 is upon logical and epistemological questions which are internal to the various teaching subjects. Students are asked to select their Philosophy of Education group from one of the following:

Philosophical Problems in Mathematics and Education or  
Philosophical Problems in Language and Education or  
Philosophical Problems in Literacy Appreciation and Education or  
Philosophical Problems in History and Education or  
Philosophical Problems in Science and Education or  
Philosophical Problems in Social Science and Education or  
Philosophical Problems in Curriculum and Education.

**Sociology of Education:** The role of education in Australian society with attention on Australian education systems, inequality and the role of the Department of Education and implications of sociology for educational aims. Adolescent groups, including deviants and cultural deprivation. Social structures in the secondary school and the school in the local community. A study of teacher groups, including role and professionalism.

**Selected Studies in Education:** Previously *Education Options*. Optional subjects offered depend on student demand and staff availability. It is proposed that in 1980 the three options previously offered to students be reduced to two and that interdisciplinary options such as in areas of comparative education administration be made available as part of the option choice. In 1980, students will be free to choose two options from those offered.

##### 58.011 Curriculum and Instruction

F L6\*

Consists of a core section known as *Applied Studies in Teaching Practice* and a section in which Special Methods of teaching are studied.

**Applied Studies in Teaching Practice:** Four main topics: communication and microteaching, language in learning, specific classroom problems and measurement and evaluation.

**1. Communication and Microteaching:** The practical skills of interaction and teaching in small and large groups. Aims to help students to use the voice effectively — to consider its pitch, volume, pace and tone — and at the same time to consider non-verbal aspects of communication such as eye-contact, gesture and stance. Students have practice, in workshops, in such things as leading a small-group discussion, speaking to a large group, story-telling and reading, questioning and responding to replies. Peer-group micro-teaching is undertaken, also, in an attempt to develop and improve teaching skills.

**2. Language in learning:** the aim of this segment is to make student-teachers aware of (1) the linguistic processes by which their pupils acquire information and understanding, and the implications for the teacher's own use of language; (2) the reading demands of their own subjects and the ways in which pupils can be helped to meet them.

This segment includes consideration of the nature of language, language acquisition and development, language on social contact, language functions, usage, grammar and education and the role of language in learning.

**3. Specific Classroom Problems:** a number of topics are considered, including the following: The remedial problems and its causes. Psycho-social, cognitive and genetic environment, negative reinforcement. Diagnostic teaching: diagnosis of learning failures, development in various areas, the use of special procedures in teaching mixed ability classes. The teacher's relationship with difficult children. Teacher self-expectations, self-evaluation stress and ambivalences. Resources available to assist the teacher.

Methods of approaching classrooms in which there are children of a variety of ethnic and/or national backgrounds, including Aborigines, immigrants and those whose grasp of the English language is weak.

**4. Measurement and Evaluation:** familiarizes students with procedures used for the systematic measurement and evaluation of school performance.

The content includes: Preparing instructional objectives; Relating evaluation procedures and instructional objectives; Validity, reliability and other desired characteristics of evaluation instruments; Constructing and administering classroom tests; Using standardised tests; Marking and reporting.

### Special Methods

#### Commerce/Economics Method

Examines Commerce curriculum and methodology as taught to Forms 2 to 4, and Economics as studied in Forms 5 and 6. The New Commerce Syllabus follows the Special Development of Concepts Approach and concentrates on topics that are relevant and meaningful. It also lays a conceptual foundation for the study of Economics in the senior school.

**Note:** A knowledge of bookkeeping is necessary to the study of Commerce Method and tutorials are arranged for those with no previous bookkeeping experience.

\*Students in some special methods are required to take additional hours for laboratory and practical work.

**English — Single Method****English — Double Method**

The seminar part of this subject has three constituents. The *curriculum studies* strand deals with the objectives of English teaching as well as the content, range and suitability of work for each form and level. The *method studies* strand examines how these objectives can be implemented in the classroom, with special emphasis on imaginative methods of approach. The *professional skills* strand is a workshop program aimed at developing techniques for exploring and implementing new approaches to English.

It is possible for graduates who have at least two years of English or at least two years of drama accompanied by one year of English in the undergraduate course, to elect to study double English Method. In addition to the single Method course, such students will intensively study specific areas of the English curriculum and participate in practical investigations related to the teaching of English.

**French Method****German Method****Spanish Method**

These subjects have several aspects. Method discusses audio-visual language teaching including some attention to the history and development of these Methods and of linguistics. Practical sessions complement this theory; teaching techniques are considered, material from the audio-visual course utilized and practice teaching problems discussed.

**Geography Method**

Lecture-discussions are aimed at interpreting the syllabuses through a variety of approaches, understanding the structuring of individual lessons as part of work units, and examining methods of presentation of material in relation to pupil motivation, classroom management and varying class ability levels.

This is followed by an in-depth treatment of some aspects of Geography teaching through workshops structured around a range of audio-visual materials. Experience is gained in the production of fieldwork units, printed materials, wall charts, black and white and colour 35mm slides, overhead transparency materials, sound cassettes and multi-media kits.

**German Method**

See above.

**History Method**

The seminar program covers the nature and value of history, study of history syllabuses with major attention devoted to those of New South Wales, varieties of lesson procedures and teaching techniques, development and use of audio-visual aids, methods of assessment and related matters. The program is closely related to practice teaching experiences. In the later part of the course, particular attention is given to the planning and development of units of work accompanying resource material.

**Library Method**

Prepares teachers for the role of School Librarian whose special competence is professional knowledge about the materials of instruction. The newly developing school library is an Educational Resources Centre and includes a wide variety of learning resources which are integrated with school curricula.

Lecture/discussions are planned to include aspects of Educational Media, Library Administration, Children's Literature, Cataloguing and Classification, Selection and Evaluation of Materials and Integration with School Program.

**Mathematics — Single Method****Mathematics — Double Method**

These subjects have six main aims: to examine the objectives of teaching mathematics at the secondary level, to consider elementary notions concerning a mathematics curriculum and its construction, to compare the New South Wales secondary mathematics syllabuses with those of other systems, to discuss strategies and methods of teaching mathematics with special reference to the School and Higher School Certificates, to prepare mathematics aids for classroom use and to consider evaluation in all its aspects.

It is possible for graduates whose major subject is science to take Mathematics Method as a single teaching subject in conjunction with Science Method. The program for this subject is devised on an individual basis by consultation.

**Slow Learner Method**

*Prerequisite. A major in psychology is required. In special cases the Head of School may exempt a student from this requirement.*

Children designated 'slow learners' may be placed in segregated classes, usually referred to as General Activity Classes, or they may be integrated into ordinary level or modified level classes. An integrated approach to the teaching of language and communication, social sciences and mathematics is adopted, with particular emphasis upon remedial reading. The psychology of the slow learner is treated, with a balance between the theoretical issues and practical classroom techniques involved. With the co-operation of schools, observation and involvement in regular practical class experience is undertaken early in the course.

**Social Science Method**

*Prerequisite: 1. a 3-year major in History or Geography or Economics (that subject being the major method) plus 2. at least 2 years of university study in one or more of the following: History, Geography, Asian Studies, Economics, Economic History, Government, Political Science, Anthropology, Sociology (the units of a major sequence are not accepted if already used as the basis for selection of the major teaching method). Other social science subjects may be considered appropriate.*

*Social Science/Asian Social Studies or  
Social Science/Ancient History*

Opportunity exists for a limited number of students (provided they have the necessary prerequisites) to do one of the above method combinations. All three courses emphasize the development of effective methods of building knowledge, inquiry skills, attitudes and values about societies—ancient and modern, eastern and western. A feature of each course is the opportunity to prepare and test resource material.

**Spanish Method**

See above.

**Science — Single Method****Science — Double Method**

These subjects are designed to build confidence in the use of a wide variety of teaching techniques and procedures. A range of resource

materials developed in recent curriculum projects in secondary science both in Australia and overseas are introduced. An attempt is made to investigate the practical implications for science teaching of topics dealt with in Education A: eg contributions of the learning theorists, curriculum theories, student evaluation and class control.

Owing to the increasing emphasis on integrated science courses in NSW high schools, an attempt is made to offer a diverse range of electives covering aspects of the teaching of the traditional disciplines, physics, chemistry, biology and geology, as well as electives on various themes common to all science teaching, such as quantitative thinking, the philosophy of science, evaluation of science learning and social aspects of Science.

Some sections of the subject are compulsory, eg those designed to introduce the features basic to all science teaching, and certain sections for those students with no tertiary study in the scientific discipline concerned. Students may choose a major component of studies from the range of electives offered. A certain minimum number of electives must be completed during each Session by students taking Science as a Double Teaching Subject. A smaller number of electives must be completed over the whole year by students taking Science as a Single Teaching Subject. However, all students are encouraged to complete as many electives as time and interest allow.

### Industrial Arts Method

The subject includes the application of principles dealt with in philosophy, psychology and theory of education to the teaching of the Industrial Arts.

An introduction to commonly used Industrial Arts institutional procedures such as the demonstration, the application of audio-visual aids and effective management of Industrial Arts workshops and laboratories. Curriculum developments are explored using an historical approach leading to a consideration of the philosophy, aims and objectives of current Industrial Arts programs. Other aspects of the subjects are devoted to the planning of facilities, sequencing of course content and programming, and the evaluation of courses and students.

### Drama Method

The emphasis in this subject is on the practical use of drama as an educational medium in the classroom. The aim is to prepare teachers as drama specialists in the schools with basic skills in the development of drama programmes and able to give leadership in extending drama as a method across subject areas. The following aspects are included: structure and control in drama activity; language games; individual and group movement; mime, improvisation and development of scripted drama; role play; simulation games; basic theatre arts; methods of exploring dramatic texts.

### Teaching English as a Second Language

Aims to prepare teachers of children whose native language is not English. Topics include the teaching of language, linguistic problems, grammar and vocabulary, evaluation of available tests; the use of audio-visual aids, bilingual education; relationship between school and parents; 'withdrawal' system — compared with systems of integration and team teaching; evaluation and assessment of pupils.

### 58.012 Teaching Practice

In Session 1 there are fifteen days of supervised teaching practice in schools. A second period of twenty-five days follows later in the year.

## Graduate Study

### Master of Education Degree Course

### Miscellaneous Subjects

#### 58.219G Experimental Design and Analysis I S1 or S2 L2

Methods and principles of research in education. Description of a sample distribution of observations. Standard scores. The normal distribution. Correlation. Comparison of means from two samples. Simple regression analysis. 'Chi-squared' test of independence. Error rates.

#### 58.220G Experimental Design and Analysis II S1 or S2 L2

*Prerequisite:* 58.219G or equivalent.

Comparison of means from more than two samples. Post hoc comparison procedures. Factorial designs. Repeated measures designs. Statistical control of variables through analysis of covariance. Computer experience is provided.

#### 58.223G Research Design I S1 or S2 L2

An overview of research procedures for the purpose of understanding the research process. The emphasis in Research Design I will be on quantitative research. Topics include the relationship between theory and research, the problem of values in research, hypotheses, selection and concept formation, the problem of choice quantitative or qualitative research, sampling, questionnaire construction, interviewing with questionnaires, exploratory research, problems of measurement, content analysis. Designed specifically for students who wish to understand research problems as well as evaluate research studies in Education.

#### 58.224G Research Design II S1 or S2 L2

*Prerequisite:* 58.223G or equivalent.

Emphasis on an understanding of qualitative research procedures. Topics include: problems of participant observation, examination of some participant observation studies, the problem of humanistic research, interviewing and data collection in participant observation, language and meaning, ethnomethodology, case study method, the social experiment, choice of type of method to suit the problem.

#### 58.225G Multivariate Analysis in Educational Research I S1 or S2 L2

Discussion of research designs in which many variables are involved. Multiple correlation and multiple regression analysis. Linear discriminant analysis. Canonical correlation and canonical correlation analysis. Includes a brief review of matrix algebra as an introduction to the statistical methods. Practical experience with computers is provided and outputs from a number of computer program packages are discussed and compared.

**58.226G Multivariate Analysis in Educational Research II S1 or S2 L2**

*Prerequisite:* 58.225G or equivalent.

Two main topics are considered: factor analysis and multivariate analysis of variance. The first topic includes common factor analysis, component analysis and image analysis. The use of the full-rank model as a method of analysing data in non-orthogonal univariate designs will be considered as a prelude to the use of the full-rank multivariate model. Computer experience is provided and outputs from a number of packages discussed and compared.

**58.228G Experimental Design and Analysis III S1 or S2 L2**

*Prerequisites:* 58.220G or equivalent.

Orthogonal contrasts and polynomial trend analysis. Factorial experiments in which some of the effects are confounded. Latin squares and related designs. Two-way analysis of variance with measures repeated over one or both factors. Analysis of the results of a series of experiments. Path analysis and other related topics.

**58.229G Non-Parametric Design and Analysis S1 or S2 L2**

*Prerequisite:* 58.219G and Analysis I, or equivalent.

An introduction to non-parametric design and analysis in educational research. The purpose is to provide the student with a basic understanding of non-parametric analysis as a primary research tool, rather than simply as a second-best adjunct to parametric procedures.

Topics include: order statistics, tests based on runs, tests of goodness of fit, rank-order statistics, tests based on randomisation methods, the sign test and signed-rank test, linear rank statistics applied to the general two-sample problem, location and scale problems, tests of the equality of  $k$  independent samples, measures of association for bivariate samples, and measures of association in multiple classifications.

Laboratory experience with computers is an integral part of the subject.

**58.230G Evaluation of Educational Programs S1 or S2 L2**

Prepares students for the evaluation of training programs in educational institutions and systems and in governmental and other agencies. Focus on the study of contemporary theories and models of evaluation and their interrelations, the synthesis of these theories and models into a comprehensive whole, the methods and tools of evaluation and application, examination of the evaluation process in terms of its functions, states, composition and application, and relationships among evaluation, research and development.

**58.231G Measurement in Education S1 or S2 L2**

*Prerequisite:* 58.219G or equivalent.

Following a review of the principles of test construction, topics include validity and reliability, the construction of true and error scores, the classical test theory model and other weak true-score models, criterion-referenced testing, theory and methods of scaling, the multi-trait multi-method matrix method for validation, the Rasch model and problems related to response-set.

Laboratory experience with computers is an integral part of the subject.

**58.232G Philosophical Problems in Educational Research S1 or S2 L2**

What is research in education? Definition and assessment. Theory evaluation. Taxonomy and 'the facts'. Problems in educational research concerning such topics as intelligence, concepts, social class, cultural deprivation, prejudice, motivation, socialisation, creativity, the curriculum.

**58.233G Philosophical Considerations of the Methodology of Social Inquiry in Educational Research S1 or S2 L2**

An examination of the methodology of social inquiry with special reference to education. Discusses the relevance of scientific research methods to social inquiry. Topics include: explanation and understanding in natural and social sciences, the critique of positivism, a critical evaluation of phenomenological methods of enquiry, objectivity and neutrality, the nature and development of theories, the theory dependence of observation, theories and concepts, causation and understanding in the social sciences, research in sociology and educational research.

**58.234G Philosophical Considerations of the Methodology of Psychological Inquiry in Educational Research S1 or S2 L2**

An examination of the methodology of psychology, especially as the latter is applied to education. Topics include: scientific method and the study of man, theory creation, evaluation and development, criticisms of operationalism, falsificationism and anarchism, the place of moral and aesthetic judgement, scientific explanation and the explanation of action, the interpretation of experiments, the politics of educational research.

**58.240G Recurrent Education — Lifelong Learning S1 or S2 L2**

Study of the nature, functions, scope and provision of continuing education, starting from an overview of the state of recurrent education in OECD countries, and concluding with a detailed examination of the Australian situation.

**Philosophy of Education Subjects****58.256G Moral Education I S1 or S2 L2**

Concept of morality: values and moral values; relationship between educating and valuing. Concepts of heteronomy and autonomy. Kant and links with empirical research of Kohlberg's. Dewey's proposals for moral education. Moral education and the forming of dispositions. Claims to moral knowledge. Moral education and rationality, the problem of transcendental justifications; the problem of form and content in rational moral education. Indoctrination; relationship between intention, method and content.

**58.257G Moral Education II S1 or S2 L2**

*Prerequisite:* 58.256G.

The question of autonomy in relation to rational moral education: Kant, Peters, Feilberg, Baier etc on autonomy. The concept of neutrality; relevance to moral education. Rights: moral, legal, 'natural' and 'human' rights. Problems of equality and justice in social and educational philosophy. Social contract approaches. Utilitarianism and rule-utilitarianism. Respect for persons: freedom and free schools; problems of justification of freedom.

**58.258G Philosophy of the Curriculum I S1 or S2 L2**

Philosophical considerations relevant to an analysis of such issues as integration of the curriculum, specialized versus liberal education, the 'hidden' curriculum, compulsory curricula, vocational education, the education of the emotions, etc. Analysis of such concepts as rationality, autonomy, equality, freedom, intelligence, creativity, knowledge, self-realization, wants, needs, interests etc, with a view to establishing their significance in curriculum construction.

**58.259G Philosophy of the Curriculum II S1 or S2 L2**

*Prerequisite:* 58.258G.

An examination of epistemological, logical, psychological and sociological considerations in curriculum construction. Issues in traditional epistemology and logic are related to psychological questions concerning, eg mental abilities, behavioural objectives and the concept of mind and to sociological questions concerning knowledge and control and the social context of knowledge. The relevance of such work to current curriculum issues such as the relationship between means and ends in curriculum construction and the nature of the 'hidden curriculum' is explored.

**58.264G Philosophy of Science Education S1 or S2 L2**

*Prerequisite:* 58.334G.

An advanced and detailed examination of recent debate in philosophy of science, featuring the work of Popper, Lakatos, Kuhn, Feyerabend, Althusser etc. Particular attention is paid to epistemological issues and how the debate affects the philosophical problem of knowledge and its development. This provides the foundation for examining curricula and classroom practices. Additionally, the ramifications for philosophical, sociological and psychological studies of education are presented.

**58.265G Philosophy of Literary Education I S1 or S2 L2**

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.

**58.266G Philosophy of Literary Education II S1 or S2 L2**

*Prerequisite:* 58.265G.

The relationship between education and knowledge. Literature as a form of knowledge. Literary criticism as a form of knowledge. Cognitive and affective objectives in literary education.

**58.267G Philosophy of History Education I S1 or S2 L2**

Understanding and explanation in history teaching. Values and the problem of selection in history teaching. Causal judgement in history and its significance for teaching history.

**58.268G Philosophy of History Education II S1 or S2 L2**

*Prerequisite:* 58.267G.

Covering law theories of historical explanation. Empathy in history and in education. Relativism and objectivism in history: implications for teaching. History as a form of knowledge.

**58.269G Philosophy of Mathematics Education I S1 or S2 L2**

Philosophical considerations of aims, curricula and methods of mathematics teaching, set in the context of the nature of mathematics itself. The 'new' maths, old mathematics and alternatives. The nature of understanding, seeing the point and the development of concepts. Freedom, authoritarianism and the authority of the subject. Change and certainty in mathematics. New possibilities of integrating mathematics with other disciplines. Proofs, relations and methods of teaching. Mathematics as intellectual discipline and as tool for survival.

**58.270G Philosophy of Mathematics Education II S1 or S2 L2**

*Prerequisite:* 58.269G *Philosophy of Mathematics Education I* or equivalent.

The foundations of mathematics, theories about learning mathematics, and the construction of curricula. Mathematics as a form of knowledge, as science and as art. The relation between education and knowledge. How much mathematics, what sort, and when.

**58.272G The Philosophy of Language Education II S1 or S2 L2**

*Prerequisite:* Either 58.271G or 58.272G (*Philosophy of Language Education IA IB*) or equivalent.

A more advanced subject on language, rationality and objectivity. Issues include: The nature of meaning, radical translation, the holistic view of mind, conceptual analysis and the exposure of ideology, and language and social control. This provides the foundation for examining curricula and classroom practices. Additionally, ramifications for philosophical, sociological and psychological studies of education are presented.

**58.273G Philosophy of Social Science Education I S1 or S2 L2**

The philosophical foundations of social science are examined and classical debates in this field investigated. Debates concerning such notions as: law, causality, action, explanation, understanding, theory, observation etc. Methodological considerations are examined as they bear on the practice of the social sciences: empiricism, rationalism, positivism, behaviourism etc. This leads to an examination of ideology in social science. Curricula development and classroom practices in social sciences are examined in the light of the above.

**58.274G Philosophy of Social Science Education II S1 or S2 L2**

*Prerequisite:* 58.273G.

An extension of the Session I subject. Its foci depend on student interest and developments in the early course. Areas of study that may be undertaken include: a detailed investigation of particular social sciences, such as history, economics, anthropology, geography, etc, with a view to better understanding their theoretical and ideological dimensions; a study of the problems associated with an integrated social science; detailed investigation of values in social science and their justification and implementation, and the bearing of the above subjects on social science teaching and curricula development.

**58.275G John Dewey and Progressive Education****S1 or S2 L2**

Examines first the educational assumptions, principles and theories of John Dewey, and of the progressive education movement he helped to found. A philosophical approach is used in critical examination of these assumptions, principles and theories. Attempts to apply Progressive principles in schools in England, the United States and Australia are examined, both to determine their success from a Progressive point of view, and from other viewpoints.

**58.276G Deschooling and Free Schooling S1 or S2 L2**

A study of current fundamental re-thinking of educational methods and objectives which will be concerned with several different kinds of approach to education and with innovative educational thinkers such as Paulo Freire, Ivan Illich, Paul Goodman, A.S. Neill and others.

**58.277G The Nature of Intelligence S1 or S2 L2**

An examination of 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.

**58.278G Social Philosophy and Education I S1 or S2 L2**

An examination of issues in social and political philosophy, and their impact within the closed society of the school. Issues include some of the social principles of democracy, freedom and authority, constraint, the individual and society, justice and equality, punishment, the social contract, society as organism, machine, and voluntary organization, individual rights and social ends.

**58.279G Social Philosophy and Education II S1 or S2 L2**

*Prerequisite: 58.278G Social Philosophy and Education I or equivalent.*

Examines at an advanced level the social and political philosophy of at least two of the following: Hobbes, Locke, Rousseau, Hume, Voltaire, Mill, Burke, Marx, Mannheim, Marcuse, Rawls, Lucas.

**58.285G Ideology and Education I S1 or S2 L2**

Education, both in the sense of an institutionalized process concerned with socialization (schooling), and in the sense of the transmission of knowledge within a society, is closely interrelated with the issue of ideology.

The basic subject examines theories of ideology from Marx to the present; and the promulgation of ideology through institutions, theory and lived experience, with specific emphasis on schooling.

**58.286G Ideology and Education II S1 or S2 L2**

*Prerequisite: Ideology and Education I or equivalent.*

Continues the investigations of 58.285G Ideology and Education I at a deeper level, focussing primarily on the process of 'reproduction', and the role of education in that process.

**58.287G Introduction to Philosophy of Education****S1 or S2 L2**

Educational issues such as concepts of education, educational institutions and authority, knowledge and the curriculum. In discussion of these issues, both philosophical techniques and the role of philosophy of education are examined.

**58.288G Marxism and the Study of Education I S1 or S2 L2**

An examination of the Marxist research program: its origins, history of development, central tenets. The methodology of historical materialism, the role of the State, the functioning of ideology, and Marxist epistemology is examined in detail with special emphasis placed on the potential insights they provide for the study of education.

**58.289G Marxism and the Study of Education II S1 or S2 L2**

*Prerequisite: 58.288G or equivalent.*

An historical materialist analysis of central aspects of the practice and study of education; examining such issues as the function of schools in society, the role of higher education, assumptions concerning the 'nature of people' in educational theories, epistemological bases underlying school practices and curriculum theories, the politics of education and of knowledge, the value of 'free' schools.

**Sociology of Education Subjects****58.305G The Role of Education in Society I S1 or S2 L2**

An investigation into the social effects educational institutions have, evaluating conventional and radical perspectives on, eg the school's selection function, its socialization function, the economic functions of education, the child's experience of school, the history of education, the problem of school reform. Liberal-reform, de-schooling, progressive and other general analyses of the social functions of education are considered with special reference to the claim that schools cannot be satisfactorily reformed into democratic and educative institutions while they are required to carry out their present social and economic functions.

Attention is then given to the concept of education and to educational ideals, for the purpose of clarifying thought on the extent to which existing schools and universities are educative.

Aspects of social theory related to the role of education in society are considered, especially the general consensuses and conflict perspectives on society and the significance of values, ideas and ideology.

**58.290G The Philosophy of Mind and Educational Theory I S1 or S2 L2**

A survey of theories of the nature of the mind, followed by a discussion of specific issues chosen from the following: behaviourism, materialism and dualism, the nature of rationality, minds and machines, rationality and the education of the emotions, freedom of the will, knowledge of other minds, mental health, self-realization and autonomy as educational goals, the Skinner/Chomsky debate, the explanation of action, the nature of the development of concepts, motivation, happiness, imagination, intention, the development of mind and the development of persons.

**58.291G The Philosophy of Mind and Educational Theory II**

**S1 or S2 L2**

*Prerequisite: 58.290G or equivalent.*

Examines at an advanced level the philosophy of mind of at least two of the following, together with the implications of their views for the concept of a person, the aims of education and the psychology of education: Ryle, Wittgenstein, Fodor, D. Davidson, W. Sellars, Putnam, Hampshire, B.A.O. Williams, Kenny, von Wright.

**58.292G The Philosophy of Language Education IA**

**S1 or S2 L2**

This subject is of special interest to teachers of English. Philosophical examination of issues concerning language and teaching, including: the role of language in transmitting culture, values and attitudes. The language of subcultures, the concept of deviance and the morality of enforcing standard usage. Grammar and spelling or the ability to express oneself. Language as social tool. The nature of meaning. Meaning, belief and values. The relation between language and knowledge. Language as the arbiter of thoughts; the development of language and the development of persons.

**58.293G The Philosophy of Language Education IB**

**S1 or S2 L2**

This subject is of special interest to teachers of second languages. Philosophical examination of issues concerning language and teaching, including: The nature of meaning. Meaning and translation. The roles of translation, reading and conversation in learning a language. The possibility of adequate translation. The importance of grammar. Depth grammar and surface grammar. The debate between Chomsky and Skinner — transformational grammar and innate ideas or reinforced responses — and the learning of language. Language and belief. The Sapir-Whorf hypothesis (that language determines belief). Language, rationality and objectivity.

**58.314G Applied Sociological Research**

**S1 or S2 L2**

Introduces students to applied research in the sociology of education. Content is tailored to the needs of students enrolled in the course and may include: methodology and the logic of sociological enquiry; an evaluation of recent studies on Australian educational systems; how to use the computer in sociological research. Students are encouraged to conduct their own research study into an area within the field of sociology of education.

**58.317G Sociological Theory with Special Reference to Education A**

**S1 or S2 L2**

The nature of social theory is examined. Some of the underlying concerns of sociology such as social order, social change and social structure are reviewed. A study of some of the major theorists in sociology. Stresses the contribution and application of sociological theory to the sociology of education.

**58.318G Sociological Theory with Special Reference to Education B**

**S1 or S2 L2**

A survey of some of the major theoretical themes in sociological theory. These would include such topics as functionalism, conflict, symbolic interaction, sociology of knowledge. Emphasis on the relevance of these themes to research and analysis in sociology of education.

**58.319G Social Trends and Problems: Implications for Education I**

**S1 or S2 L2**

Examines major social problems and trends evident at the global level in order to evaluate the aims of educational institutions in industrialized countries. Most attention is given to 'limits to growth' themes such as population growth, resource and energy availability, nuclear energy, environmental pollution, the relations between rich and poor nations and the future of capitalism. The focal issue is the desirability that continued commitment to affluence and growth will lead to critical ecological, economic and political problems. The desirability of fundamental social change towards 'alternative' lifestyles and institutions is considered. If such social change is indicated then the aims of education require fundamental revision. Educational systems are currently geared to affluence, growth and similar social goals; perhaps they should be focussed on the achievement of self-sufficient, medium-technology, communal ways of life in non-growth and frugal alternative societies.

A number of issues to do with the quality of life are also examined briefly, including inequality in society, the claimed decline of community, sexual repression, work, leisure and 'the counter culture'. Implications for desirable social and educational change are explored.

**58.320G Social Trends and Problems: Implications for Education II**

**S1 or S2 L2**

*Prerequisite: 58.319G.*

A more detailed examination of topics dealt with in 58.319G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in a major works and fields dealt with in 58.319G, 2. library and other forms of research designed to further the analysis of central issues.

**58.321G The Role of Education in Society II**

**S1 or S2 L2**

*Prerequisite: 58.305G or equivalent.*

A more detailed examination of topics dealt with in 58.305G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in major works and fields dealt with in 58.305G, 2. library and other forms of research designed to further the analysis of central issues.

**58.325G Social Interaction in the School and Classroom**

**S1 or S2 L2**

An examination of the interactionist perspective and its application to studies of the school and classroom. Topics include: socialization effects of the school; peer relationships, student and teacher attitudes towards school life; deviance within the school and classroom; the impact of outside groups on school and classroom; the effect of architecture upon interaction.

**58.322G Migrant Education**

**S1 or S2 L2**

Provides an introduction to the sociology of migration, with particular emphasis on pluralism and education in Australia. Designed to provide educators who are, or may in future, be dealing with migrant children, with theoretical insights into migration, and practical approaches to the problems migrants face with regard to schools. Opportunities are provided for students to interact with representatives of the ethnic community and people employed by agencies which deal with migrants. Emphasis on the problems inherent in educating children from non-English speaking families.



**58.323G Socialization and Education S1 or S2 L2**

Examines the ways which schools prepare pupils for their future occupational and social roles. The impact of both the formal and hidden curricula on pupil values and skills is discussed. The socialization of teachers in colleges and universities is examined as well as the influence on teacher attitudes and behaviours of anticipatory socialization and work experience. Includes a critical examination of the outcomes of socialization for pupils and teachers, and leads to a discussion of the appropriateness of the educational experiences provided by pupils and teachers.

**58.324G Sociology of Inequality of Educational Opportunity S1 or S2 L2**

An examination of the concepts of stratification and educational inequality in society. Specifically analyses the following groups: aborigines, women, individuals from rural areas, migrants, the handicapped.

**58.326G The Family and the School S1 or S2 L2**

Some of the issues include: the nature of the family, the socialization of children within a family group, language, social class and the family, types of families, characteristics of families, cross cultural study of families, an historical review of family life, the link between home and school.

**58.327G Sociology of Knowledge and Curriculum S1 or S2 L2**

Examines the determinants of what constitutes knowledge in a society. A review of curriculum as a reflection of the values of society. A study of the economic and political factors that effect curriculum. A study of innovation of practice and innovation of curriculum. What is a 'realistic' curriculum for different groups in society and what does realistic imply?

**58.328G Introduction to the Sociology of Education S1 or S2 L2**

Offers a broad introductory overview of a number of major topics within the sociology of education. It should assist students in their later selection of more specialized sociology courses. Topics include: the nature of sociology, inequality of educational opportunity, migrant education, women as an educationally disadvantaged group, socialisation, the selection function of education, sociological aspects of alternative and radical education, social trends and problems and the aims of education, the socialization of teachers, the Australian educational systems, sociology of knowledge and the curriculum, sociology of the classroom.

**Science Education Subjects****58.330G General Issues in Science Education F L2**

Aims of science education; theories of cognitive growth and learning, principles of curriculum development and issues influencing curriculum development in science education; eg science and society, integration of the sciences, the nature of science and 'scientific attitudes'; a survey of recent research in science education.

**58.331G The Development of Scientific Concepts S1 or S2 L2**

*Prerequisite: 58.330G or equivalent.*

A consideration of the nature of concepts and conceptual structure in science and theories of cognitive development, followed by the implications of Piagetian, Brunerian and neo-Piagetian developmental models for secondary science education.

**58.332G Evaluation in Science Education S1 or S2 L2**

*Prerequisite: 58.330G or equivalent.*

Aims, objectives and evaluation. Method of assessment for achievement, attitudes interests, practical work, cognitive preferences. Survey of test instruments. Test construction. Course evaluation principles and examples.

**58.333G Primary Science Education S1 or S2 L2**

*Prerequisite: 58.330G or equivalent.*

Aims of primary science education, the problem of integrating science with other subjects in the primary curriculum and implications of the theories of Piaget, Bruner and Gagne for teaching science in the primary school. Examination of such elementary science curricula as Science-A Process Approach, Science Curriculum Improvement Study and Science 5-13.

**58.334G The Nature of Science and Science Education S1 or S2 L2**

*Prerequisite: 58.330G or equivalent.*

The nature of science and its implications for science education. Aspects of scientific methodology, scientific concepts, aims in science and characteristics of scientists. Includes an examination of the nature of theories, the propagation and testing of theories, the characteristics of scientific communities, the personalities of scientists, scientific attitudes, the nature of observations, experiments, laws, definitions, explanations and predictions, and the role of 'control' in science. The effectiveness of the historical case study, the scientific paper, the experiment, and the direct exposition of the nature of science in portraying the scientific enterprise.

**58.335G Curriculum Development in Science S1 or S2 L2**

*Prerequisite: 58.330G or equivalent.*

Curriculum theory discussed and used in investigating recent curriculum development projects in science. Factors involved in curriculum planning, such as objectives, content selection, learning experiences, and evaluation; influences involved in providing impetus for change and in implementing new curricula. The recent projects investigated include A.S.E.P., B.S.C.S., C.H.E.M.S., I.S.C.S., P.P., S.C.I.S.P. and Nuffield Foundation Projects.

**58.336G Chemical Education S1 or S2 L2**

The learning and teaching of chemistry at the primary, secondary and tertiary levels with the main emphasis on the secondary level. Special reference to be made to: aims in chemical education, the relationship between chemistry and other scientific and related disciplines, chemistry in integrated studies, the role of chemistry in a total curriculum, current curriculum materials available, recent changes in the chemistry being taught and the methods of teaching being applied, chemical concepts and procedures offering special difficulties in being taught or learnt and recent research into the learning and teaching of chemistry.

# **58.337G Physics Education**

**S1 or S2 L2**

Recent innovations in the teaching of physics in schools and universities; Piagetian-based programs; changes in the role of laboratory work; the use of historical materials; physics curriculum projects; the use of computers in physics instruction; physics in integrated subjects.

child and educational psychology and its historical development; changing assumptions, concepts and research methods; its impact upon the schools, family and society

## **Educational Psychology Subjects**

### **58.360G Introduction to Educational Psychology**

**S1 or S2 L2**

Psychological factors influencing the behaviour of teachers and learners. Various aspects of classroom and school organizational procedures analyzed with regard to their psychological importance in the teaching/learning process.

### **58.367G Contemporary Issues in Educational Psychology**

**S1 or S2 L2**

*Prerequisites: 58.360G or equivalent plus one other educational psychology subject or equivalent.*

Analysis of the major issues which preoccupy educational psychologists in the world today. Wherever possible, it deals with the Australian contribution to those areas being considered.

### **58.361G Child Psychology I**

**S1 or S2 L2**

A theoretical and practical subject offering an understanding of child rearing practices and cognitive, physical, social, interpersonal, emotional and personality development in children. Fundamental assumptions, theories and methodology associated with the concept of development are considered as is the importance of all this for the practicing teacher. Assessment includes a case study.

### **58.368G Interdisciplinary Research in Psychology and General Studies**

**S1 or S2 L2**

*Prerequisite: Any of 58.361G, 58.385G, 58.360G, 58.371G, or equivalent.*

How psychological research may be applied to the study of literature, children's fiction, history, the arts, politics, propaganda and scientific studies. A dimension with implications for teaching and research. Techniques of content analysis are also examined. Choice of areas for study depends on student's interest.

### **58.362G Child Psychology II**

**S1 or S2 L2**

*Prerequisite: 58.361G or equivalent.*

An extension of the analyses of development commenced in 58.361G Child Psychology I. Major areas studied are: moral and language development, play, fantasy, children's fiction, the media, children's understanding of death, bereavement and divorce. Adolescent development is considered in detail and there is some attention to family interactions which involve middle and old age parents. In this second stage of the developmental course students should be able to weigh research, methodology and concepts in depth and have sufficient background to complete a research project in one of the areas under study.

### **58.371G Advanced Developmental Psychology in Educational Behavioural Settings**

**S1 or S2 L2**

*Prerequisite: a 3-year major in Psychology at undergraduate level or equivalent.*

Students choose one of three intensive studies: **1. Pre-School and Infant Development:** Major implications for education and further development of environmental and hereditary interactions up to the age of seven years. **2. Development in the Primary School Child:** Major research findings and developmental theories as they affect the primary school child. **3. Adolescents and youth:** major factors which influence development from the age of entry into secondary school until the acceptance of adult roles in society. Includes: study of students in tertiary institutions and late adolescents in work situations, as well as concentrating on young people of secondary school age.

### **58.364G Psychological Bases of Instruction**

**S1 or S2 L2**

Concentrates on those variables which may be manipulated to optimize the instructional process. The instructional principles introduced in other subjects are extended and developed to provide a psychological foundation for preplanned instructional sequences. Includes considerations of programmed instruction and computer-assisted learning. A small project in the student's discipline area is required.

### **58.374G Social Learning and Education**

**S1 or S2 L2**

*Prerequisite: a 3-year major in Psychology at undergraduate level or equivalent.*

The principles of social learning and the implication of the major research findings as they affect educational procedures.

### **58.365G Motivation and Attitudes in School Settings**

**S1 or S2 L2**

*Prerequisite: 58.360G or equivalent.*

Procedures to facilitate awareness of motives and possible methods for satisfying or controlling them. The relationship between fundamental motives and attitudes to both educational and social issues.

### **58.375G Psychophysiology in the Classroom**

**S1 or S2 L2**

A practical study of human reactions to simple stimuli in the learning and teaching situation. Physiological changes in both learner and teacher under differing conditions of stress and motivation are related to relevant psychological constructs such as attention and perception.

### **58.366G Historical Studies in Childhood**

**S1 or S2 L2**

*Prerequisite: 58.361G or equivalent.*

Children in the context of historical and social change: attitudes towards children and modes of child rearing throughout the ages. The advent of

### **58.377G Personality Development and Counselling Techniques in Education**

**S1 or S2 L2**

*Prerequisite: a 3-year major in Psychology at undergraduate level or equivalent.*

Clinical methods and counselling procedures suitable to an educational setting. The student may concentrate on children at any of the stages of development: primary school age, secondary school age, tertiary institution.

**58.379G Exceptional Children in the Classroom S1 or S2 L2**

*Prerequisites:* 58.360G plus 58.361G plus 58.362G or equivalent.

After examining problems involved in the term 'exceptional children' an operative definition for exceptionality in the classroom would be established. The study of exceptional children that should give teachers concern would range from the genius to the physically, emotionally and mentally impaired.

**58.380G Exceptional Children — Language Disabilities S1 or S2 L2**

*Prerequisites:* 58.360G plus 58.361G plus 58.362G or equivalent.

A study of the theoretical views of neobehaviourists, psychologists and other language theorists is briefly reviewed before examining language disorders in children which arise from 1. environmental causes; 2. neurological and other disorders within the child; and 3. malfunctioning due to faulty interaction between the child and his environment. Examination of some of the material available for assessing language functioning.

**58.381G Advanced Exceptional Children A S1 or S2 L2**

*Prerequisites:* a 3-year major in Psychology plus 58.379G and 58.380G.

Within the context of the theoretical study for this course, the student elects to work with and instruct an exceptional child in skill areas for a minimum of 20 hours spread over a period of 10 weeks. A written record of the diagnoses, instructional goals, and progress of the child is kept. Depending on the particular classification of the exceptional child (eg autistic, blind, cerebral palsy, etc) the student undertakes an extensive review of the literature. With this general theoretical background and practical experience gained in working with a child, a report is to be prepared in which hypotheses would be proposed for future research.

**58.382G Advanced Exceptional Children B S1 or S2 L2**

*Prerequisites:* a 3-year major in Psychology plus 58.379G and 58.360G.

A student selects a different area of exceptionality from that studied in Advanced Exceptional Children I. Practical experience for a minimum of 20 hours spread over 10 weeks is required. Emphasis on tailoring the instruction to the needs and limitations of the exceptional child and to supplying guidance to the parents. In the theoretical area emphasis is placed on the educational and vocational opportunities available for people classified under the exceptional condition being studied, with particular reference to Australia. The final report is to take the form of a submission with carefully documented evidence for the recommendations proposed.

**58.383G Computer-Assisted Instruction I S1 or S2 L2**

An introduction to CAI emphasizing the language BASIC. No background knowledge of computing is expected. Students are taught to construct psychologically-sound lessons in an area of their choice using terminals located in the School of Education. Emphasis on educational objectives and associated instructional strategies, lesson logic structure, and the evaluation of lessons both with respect to educational goals and lesson-writing and running costs. The bulk of the subject work is taught by means of CAI. On completion of the subject students are expected to have written both linear and branching programs. (These form the basis of assessment)

**58.384G Computer-Assisted Instruction II S1 or S2 L2**

*Prerequisite:* 58.383G or equivalent

Further theoretical investigations and practical applications of CAI. The use of BASIC is extended and students are introduced to the role of

microcomputers in the development of CAI systems. Complex branching programs are constructed and tested by students.

**58.385G Cognitive Development in Children and Adolescents S1 or S2 L2**

The importance of twentieth-century theories of cognitive development for educational practice. How do psychologists attempt to 'explain' thinking and its development in children? This subject brings together in development sequence the major twentieth-century theories of cognitive development. It examines the concepts, the assumptions, and models which these theories have utilized, and uncovers old concepts in new guises. Discussion covers the utility for education of each of the cognitive theories included.

**58.386G Applying Experimental Psychology in Education S1 or S2 L2**

Current psychological experimentation in education. Designed to provide students with a sufficiently detailed background to enable them to carry out experimental research in selected areas. These areas reflect contemporary literature and staff interests. Students are expected to design and/or execute a small project in collaboration with staff members. This project is intended to be of use in students' subsequent research activities. Students are also expected to familiarize themselves with one or more of the texts. In addition, selected research papers are discussed throughout the course.

**58.387G Human Problem Solving S1 or S2 L2**

Designed for anyone interested in 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 are presented and discussed along with relevant applications.

**58.388G Human Information Processing and the Development of Reading Skills S1 or S2 L2**

Examines the development of reading skills within the context of human information processing theory. Concentrates on the experimental examination of propositions derived from this theory which have direct bearing on reading development, and the practical aspects of teaching reading are considered in the light of this empirical evidence.

**58.501G Introduction to Administration F L2**

Theoretical background to administration: theories of administration; systems theory; social aspects of systems; organization theory; role theory; decision theory. Emphasis on behavioural aspects with application to situations in educational administration.

**58.502G Communication theory and theory of human relations S1 or S2 L2**

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.

**58.503G Personnel in Education Organizations S1 or S2 L2**

Theory and practice of leadership. Studies of leadership roles in primary and secondary schools: the principal; deputy-principal; subject master; special master. The school inspector; relationships with school personnel. Departmental officers in regional and central offices.

Supervision and evaluation of teachers Leadership in tertiary institutions, particularly in the small college. The training of administrative personnel, simulation and other techniques.

## **58.504G Planning and Policy-Making in Education** **F L2**

Social, political and economic determinants of policy; educational policy-making in the wider context of social planning. Implementation of policies; policy review and evaluation, planning for change in education. Major issues and techniques in planning. Relationship between politics and planning. Planning in State Departments of Education; relationships with Public Service Boards. Planning within the Australian Government Department of Education. State-Commonwealth financial arrangements. Studies of selected committee reports on education preceding educational change. Robbins, Plowden, James. Neal-Radford, etc. Curriculum change, evaluation and innovation.

## **58.505G The Australian Education System** **F L2**

Australian education in the context of educational aims and of Australian society, the changing functions of education in society, the school as a socializing agency, needs in Australian education; problems of a multi-cultural society, school and community in Australia. Provision and organization of Australian education, centralization, decentralization and regionalism. Australian government and State responsibilities in education, the Schools Commission; the Curriculum Development Centre. Teacher education and in-service education; Education Centres and Teachers' Centres. State and independent schools and colleges — primary and secondary. The A.C.T. system. Tertiary institutions: universities and C.A.E.'s, Technical and Further Education.

## **58.506G Research Methods in Educational Administration** **F L2**

Basic methods to enable students to interpret and evaluate published research in educational administration and to conduct minor research projects. Content includes the design of interviews and questionnaires, introductory parametric and non-parametric research methods, and research design.

## **58.520G Adult Education in Australia** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

Organization and administration of adult education in Australia; possibilities for change; comparisons with current provisions in selected countries such as UK, Denmark and Sweden, Holland, West Germany.

## **58.521G Aspects of Administration in Tertiary Institutions** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

Regulations and policy-making processes; the functions of Commissions and the role of Australian and State governments; interpersonal relations, including communication between academic and administrative staff, staff and students. School and Faculty organizational structures; influences on decision-making including student involvement; implications of financial constraints on tertiary institutions, accreditation of courses and evaluation of the outcomes of tertiary institutions.

## **58.522G Change in Education** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

Conditions promoting or facilitating change. Administration of organizational changes. Alternative educational futures in relation to

social changes. Innovation in organization and curriculum. International co-operation in Educational Research and Innovation: CERI (OECD).

## **58.523G Comparative Educational Systems** **S1 or S2 L2**

*(One only of 58.523G and 58.530G to be selected)*

*Prerequisites:* 58.501G and 58.505G.

Educational systems in other countries such as UK, USA, France and New Zealand; comparisons between and among countries, including Australia; methodological considerations in comparative education.

## **58.524G Economics of Education** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

Selected aspects of the economics of education concerned with the planning and allocation of educational resources, such as education as consumption and investment — private and social; expenditure on education and returns to education; education and economic growth, economics of educational planning, cost-benefit analysis, budgeting and finance management. The concept and practice of integrated economic and social planning, with illustrations from France and other countries.

## **58.525G Ethical Issues Relating to Educational Administration** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

An examination of some of the relevant ethical issues which may arise in educational administration, at both institutional and national levels of policy-making and decision-making; questions such as responsibility, justice, equality, fairness, equity and moral rights as distinct from natural rights and legal rights.

## **58.526G History of Educational Administration in Australia** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

The rise of national education from the formation of the dual boards in 1848. The main administrative and organizational changes following the Council of Education and the Public Instruction Act, together with the political, organizational and administrative influence of leaders such as Parkes, Rusden and Wilkins. Major organizational and administrative changes in New South Wales education in the first half of the twentieth century.

## **58.527G Legal Aspects of Educational Administration** **S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G.

State responsibilities for education; relevant Acts of the New South Wales Parliament such as the Child Welfare Act, 1939-1970; Constitution Act, 1902; Education Act 1961-1973. Public Instruction Act 1880-1965; Public Instruction (Amendment) Act, 1916-1973. Powers of Minister for Education; the Minister and the Courts; Functions of the Governor. Powers of the Director-General. Legal constraints on teachers, legal constraints with respect to students. Legal responsibilities of parents. Legal cases involving teachers, students and parents. Relevant Acts of the Australian Parliament such as the States Grants (Schools) Act, 1972-1974; Immigration (Education) Act, 1971-1973; Student Assistance Act, 1973.

## **58.528G Planning techniques** **S1 or S2 L2**

*Prerequisites:* 58.501G, 58.505G, 58.506G.

Forecasting and planning techniques including operations research techniques appropriate for education systems. Techniques include

Planning, Programming and Budgeting Systems (PBBS), Program Evaluation and Review Technique (PERT) and Critical Path Method (CPM)

**58.529G Politics of Education S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G

Emergence of Politics of Education in USA from situations of political conflict, such as school segregation, demands for community control of schools and for accountability, militancy of teachers' unions and other pressure groups. Pressure groups in Australian education: student politics, teachers' unions etc. The Australian government's role in education and ensuing relations with States; educational policies of political parties.

**58.530G School and Community in Other Countries S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G

Relations between the school and the home, and the school and the community it serves; the concept of the community school; the curriculum related to community resources. Relevance of comparative study to Australian school — community relations.

**58.531G Selected Aspects of Educational Administration S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G

Content and principal reference books to be determined.

Provides students with an opportunity to study under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not already offered in the course. One possible example is the Harvard case study method of analysis, problem-solving, and managing resources as applied to the administration of schools or of wider educational systems.

**58.532G Social issues relevant to educational administration S1 or S2 L2**

*Prerequisites:* 58.501G and 58.505G

The social and educational issues with which the educational administrator may be involved, such as accountability of teachers and educational administrators to society, urban education, rural education, compensatory education, the problem of distribution of resources in relation to educational disadvantage in Australia.

**58.533G Project in Educational Administration F**

On a topic approved by the School, with appropriate consultation and supervision

**58.063 Seminar and Thesis on Educational Issues F T2**

**58.072 Methods of Teaching IIA (Industrial Arts Course) F T3**

**58.514 and 58.584 Education IIA F T3**

**58.524 Education IIB F L2T3**

**58.534 Education IIC F L3**

**58.544 Education IIID F L1T2**

**58.594 School Experience II F 24 days**

**58.602 Theory of Education I F L1**

**58.603 Theory of Education II F L1**

**58.612 Teaching Practice I F 10 days**

**58.613 Teaching Practice II F 10 days**

**58.622 Industrial Arts Curriculum and Instruction I F L1T2**

**58.623 Industrial Arts Curriculum and Instruction II F L1T2**

**58.632 Science Curriculum and Instruction I F L1-5**

**58.633 Science Curriculum and Instruction II F L3T2**

**58.642 Mathematics Curriculum and Instruction I F L1-5**

**58.643 Mathematics Curriculum and Instruction II F L3**

**58.652 Arts Curriculum and Instruction I F L1-5**

**58.653 Arts Curriculum and Instruction II F L3**

**58.662 Commerce Curriculum and Instruction I F L1-5**

## Servicing Subjects

**58.061 Methods of Teaching I F L1T2**

**58.062 Methods of Teaching II F L1T2**

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## School of Social Work

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### Undergraduate Study

#### 63.123 Australian Social Organization

After an examination of the demographic characteristics of Australia, a number of major organizational areas of Australian society are studied, for example, its organization with respect to industry and commerce, government, the law, religion, and the institutions of social welfare. Extensive reading required associated with regular classroom exercises

#### 63.203 Human Behaviour I

The person through the age cycle: the process of 'normal' growth and development using a multi-disciplinary approach. The maturational phases of the life cycle, beginning with the pre-natal period, proceeding to birth, new-born, infancy, pre-school, childhood, adolescence, young adulthood, middle years, old age, dying and bereavement. The various frames of reference—biological, psychological and sociological—used to define and interpret the phases.

#### 63.213 Social and Behavioural Science— Basic Theory

A consideration of a series of concepts, frameworks, models, theories in the social and behavioural sciences of particular relevance for social work practice.

#### 63.263 Social Work Practice IA

Introduction to generic themes of social work practice as a base for further study: settings, historical developments; boundaries of practice; principles and values; qualities and attributes of a competent social worker; multicultural issues; communication theory; writing, recording, and meeting procedures; interviewing.

Development of action and interaction skills related to these themes. Introduction to five unitary models of social work practice: Bartlett, Loewenberg, Compton and Galaway, Pincus and Minahan, Baker.

#### 63.242 Social Philosophy I

A general introduction to moral philosophy/with particular emphasis on normative ethics. Analysis and critical evaluation of beliefs about means and ends in social living. Scope of ethics. Relativism. Ideals of life. Intrinsic and instrumental value. Different ethical theories—deontological and teleological. Free-will. Meta ethics.

#### 63.251 Social Welfare I

Australian social welfare history. An exploration of the rise and development of Australian social welfare institutions, provisions and ideology within their historical context.

#### 63.272 Social Work Practice IB

Under the supervision of a field instructor of the School, usually in a fairly structured social work setting, a student begins to learn to apply the principles of professional practice. Emphasis is on a range of work and learning rather than on depth of experience in particular situations. Aim is to acquire in an actual practice setting, skills and responsibilities in interpersonal relations and social work interventions. The duration of this first field placement is 40 working days (280 hours).

#### 63.303 Human Behaviour II

An interdisciplinary approach to the development of deviant behaviour at various age stages, in individuals, groups and communities—biological, psychological, and social deviance. Concepts of disease and pathology; of social problems—definition, incidence, aetiology. Differences and similarities.

#### 63.332 Research Methods I

After a general introduction to the characteristics of scientific method, the research process, research terminology, and types of research, students concentrate on hypothesis testing, using one or more samples, and are introduced to multiple comparison procedures.

#### 63.341 Social Philosophy II

Analysis and critical evaluation of beliefs about means and ends in a liberal democracy. Particular examination of: the state and society; power, authority, sovereignty; political obligation. Challenges and alternatives to liberal democracy. A consideration of different philosophical perspectives on rights and obligations, freedom, equality and social justice.

#### 63.353 Social Welfare II

Social welfare arrangements in Australia are studied within a broad societal frame of reference which encompasses organized provision for citizens to achieve such common social goals as income security, employment, health, housing, education, recreation, and civil and political rights. The approach is analytic and evaluative. The perspectives of various social theories are used to develop insight into the organized arrangements, their modes of operation and underlying values, intended and unintended effects, factors affecting conservation and change. Issues involved in various policy alternatives are examined. Some comparisons are made with social welfare arrangements in other societies.

#### 63.363 Social Work Practice IIA

An analysis of the basic social work roles of therapist, supporter, enabler, advisor, mediator, administrator, advocate, coordinator, educator, broker, caretaker, consultant, and researcher. The areas of knowledge and specific tasks and techniques inherent in the respective roles. The application in social work practice of the concepts of system, process, role, culture, task, crisis, need, power, dependence, ego, exchange, stigma and stress. A simulation program and student task forces are an integral part of the subject.

#### 63.371 Social Work Practice IIB

Often as a member of a student unit located in a social work agency and supervised by an instructor of the School, the student has learning experiences, which help to develop service skills in social work practice. Emphasis is on increasing understanding of and skills in the professional role mainly in direct service situations. The duration of this second field placement is 45 days (315 hours).

#### 63.431 Research Methods II

Various forms of experimental and survey research designs and a range of sampling techniques. Forms of data collection and the development of measuring devices. Validity and reliability concepts. Correlation analysis and prediction problems. Introduction to multivariate analysis.

#### 63.453 Social Welfare III

Social welfare arrangements in Australia are studied within a broad societal frame of reference which encompasses organized provision for

people in particular population categories. These include such categories as dependent children, aged migrants, aboriginals, physically handicapped, mentally ill, mentally retarded, rural families, legal offenders.

Each population category is studied in terms of its access to the common social goals examined in Social Welfare II. The approach is analytic and evaluative, the perspectives of various social theories being used to develop insight into the organized arrangements for the particular population category. Issues involved in various policy alternatives are examined. Some comparisons are made with social welfare arrangements for a similar population category in other societies.

Social Welfare II and III conclude with an overview of Australian social welfare arrangements, the characteristic features and implications for future developments.

### 63.463 Social Work Practice IIIA

Builds on an understanding of unitary social work practice gained in Social Work Practice I and II. Concentrates on the gaining of professional competence in the following social work methods: social casework, social group work, community work, and social welfare administration. Choice of one of the following major electives as a full year study, and one as a minor elective in Session 1. Each major method elective in Session 2 includes evaluations of research studies relevant to the method.

#### Electives:

**Social Casework.** Major: the development of basic skills and competence in casework interviewing, assessment, intervention and evaluation; theoretical bases underpinning contemporary casework practice; enhancing self awareness and promoting a critical research-oriented attitude towards casework. **Minor:** experimental learning in small groups, improving interviewing and assessment techniques and skills through role plays, theoretical input from extensive reading list. The frame of reference is the family.

**Social Group Work.** Major: Elements in group formation and maintenance, program activities, structuring, diagnosing and dealing with problems in group functioning; various theories/modalities of working with groups, group work with various populations and in various settings. There is equal emphasis on theoretical and experiential learning. **Minor:** Basic elements of group formation and maintenance; limited number of theories/modalities of working with groups eg psychodrama, behaviour modification. More emphasis on theory but some experiential learning.

**Community Work.** Major: Development of an understanding of the role of community work in the current social system, its possible forms and outcomes. Theory, issues, and skills necessary in implementing and maintaining effective community work services. **Minor:** Understanding the place of community work as part of the overall welfare system, emphasizing skills pertinent to work in organizations based on other methods.

**Social Welfare Administration.** Major: Understanding the role of administrator; administrative theory, learning skills relevant for competent administration. **Minor:** Management processes in welfare organizations; understanding the role of administrator; developing skills in working within organizations.

### 63.473 Social Work Practice IIIB

**Part 1:** Under the supervision of an instructor of the School, this placement is taken in one of a wide variety of settings, some outside the metropolitan area. In the choice of placement, consideration is given to ensuring that each student has had a broad range of practice experiences covering the roles, tasks and skills delineated in Social Work Practice I and II. The duration of this placement is 40 days (280 hours).

**Part 2:** Often as a member of a student unit located in a social work agency and supervised by an instructor of the School, the student has further learning experience in the method of social work practice in which the student has elected to concentrate in Social Work Practice IIIA. The duration of this fourth and final placement is 45 days (315 hours).

### 63.483 The Social Work Profession

The professions in modern industrial societies. The professionalization of social work. The organization of the social work profession in Australia, the USA and Britain, and internationally—its educational institutions, employing agencies, and professional associations. The size, characteristics, location, objectives, and values of the profession. Current challenges and growing points of professions.

Contemporary issues facing the social work profession—its distribution within social welfare services by professional methods, and geographically, its sex composition; problems or professional organization; international responsibilities; relationships with client and other population groups; relationships with other professions; relationships with other welfare personnel; the profession's priorities.

## Graduate Study

### 63.823G Advanced Social Work Practice — General

An overview and critical analysis of contemporary social work practice theory. Method, multimethod, and unitary approaches to social work practice are explored along with the examination of assumptions, ideologies and primary concepts that underpin each orientation.

Central concepts that are generic to social work intervention such as 'social functioning', 'relationship', 'task', 'direct and indirect service', are critically reviewed in terms of contemporary practice. The application of these concepts with selected target groups, client or non-client, are the special focus of the initial part of this unit.

In addition, contemporary issues facing the social work profession in Australia and internationally are examined. These include: problems of professional identity and organization, inter-professional relationships, social work in welfare bureaucracies, the composition and deployment of the social work workforce in welfare services, relationships with other welfare personnel, and the profession's international responsibilities.

### 63.824G Advanced Social Work Practice — Elective

Four major electives are offered, not all of which may be available in any one year: Interpersonal Helping, Community Work, Policy Development and Administration, Social Work Education.

Students select one of these electives. The focus is on the development of advanced skills in the chosen area.

**Interpersonal Helping.** Existing and emerging social casework and social groupwork theory. Casework and groupwork models are critically evaluated in terms of local applicability, practice experience and research. Controversial views about interpersonal helping are explored with reference to strategies of intervention, appropriateness with particular target groups, and contemporary social problems.

**Community Work.** Recent developments in advanced social work practice at the community level. Detailed analysis of community work methods; and development in depth of selected practitioner skills. Implications of various auspices and perspectives for policy and program.

*Policy Development and Administration:* Theory related to organizational processes—communication, decision-making, leadership, efficiency and effectiveness. Organizational goals. Bureaucratic organizations. Relationship of statutory welfare organizations with the political aims of Government. Role of Boards in voluntary social welfare organizations; relationship of administrator with Board. Service delivery and evaluation. The theory and practice skills related to the management task—planning, directing, organizing, staffing, controlling. Budgeting and finance in social welfare organizations. Methods of organizational analysis. Organizational change—process and strategies. Relationship of organizations with the environment—public, consumers, the welfare sector—co-ordinating bodies and representation.

*Social Work Education:* General principles and educational methods in teaching social work practice. Field education. Different models and approaches. Curriculum planning and design. Issues arising. Specific practice education for Interpersonal Helping, Community Work, Policy and Administration.

### **63.807G Social Policy Analysis:**

A comparative examination of the development of social policy and social administration as a subject area in Britain, Australia, and the United States, and other countries. Boundary problems, characteristics, concerns, social policy and economic policy, social policy and the social sciences, the movement towards more systematic analysis and more explicit theory.

### **63.814G Social Planning**

An analysis of social planning processes: task definition, policy formulation, programming, and evaluation and feedback. Australian and overseas examples. The location and scope of planning structures. A critical review of the stage of development of social planning theory.

### **63.806G Social and Behavioural Science**

Recent developments in the social and behavioural sciences that have special relevance to social work practice. Emphasis is on Australian applicability.

### **63.815G Social Work Research Methods**

Experimental research using factorial and nested designs. Survey research and various random sampling techniques. Review of multivariate research procedures. Reliability and validity concepts.

Students are given experience with computers and develop knowledge and ability to assess value of research.

### **63.821G Project**

A study project undertaken by each candidate. The project is an original but limited investigation which is related to social work practice. Each candidate has a project supervisor.

### **63.822G Project Seminar**

Candidates are expected to present formally the progress of their projects. This seminar provides for discussion of projects between candidates and an opportunity to deal collectively with problems encountered.



## Financial Assistance to Students

The scholarships and prizes listed below are available to student whose courses appear in this handbook. Each faculty handbook contains in its Faculty Information section the scholarships and prizes available within that faculty. The General Information section of the Calendar contains a comprehensive list of scholarships and prizes offered throughout the University.

### Scholarships

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#### Undergraduate Scholarships

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As well as the assistance mentioned earlier in this handbook there are a number of scholarships available to students. What follows is an outline only. Full information may be obtained from the Student Employment and Scholarships Unit, located in the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be made to the Registrar by 14 January each year. Please note that not all of these awards are available every year.

Donor	Value	Year/s of Tenure	Conditions
<b>General</b>			
Bursary Endowment Board*	\$150 pa	Minimum period of approved degree/combined degree course	Merit in HSC and total family income not exceeding \$4000.

\*Apply to the Secretary, Bursary Endowment Board, Box 460, PO, North Sydney 2060 immediately after sitting for HSC.

## Undergraduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
Sam Cracknell Memorial	Up to \$3000 pa payable in fortnightly instalments	1 year	Prior completion of at least 2 years of a degree or diploma course and enrolment in a full-time course during the year of application; academic merit; participation in sport both directly and administratively; and financial need.
Girls' Realm Guild Scholarship	Up to \$1500 pa	1 year renewable for the duration of the course subject to satisfactory progress and continued demonstration of need	Available only to female students under 35 years of age enrolling in any year of a full-time undergraduate course on the basis of academic merit and financial need.

## Graduate Scholarships

Application forms and further information are available from the Student Employment and Scholarships Unit, located in the Chancellery. This Unit provides information on additional scholarships which may become available from time to time, mainly from funds provided by organizations sponsoring research projects.

Donor	Value	Year/s of Tenure	Conditions
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### General

University of New South Wales Research Awards	Living allowance of \$4200 pa. Other allowances may also be paid	1-2 years for a Master and 3-4 years for a PhD degree	Applicants must be honours graduates (or equivalent). Applications to Registrar by 31 October (30 November in special circumstances).
Commonwealth Postgraduate Research Awards		As above	Applicants must be honours graduates (or equivalent) or scholars who will graduate with honours in current academic year, and who are domiciled in Australia.
Commonwealth Postgraduate Course Awards		1-2 years; minimum duration of course	Preference is given to applicants with employment experience. Applicants must be graduates or scholars who will graduate in current academic year and who have not previously held a Commonwealth Postgraduate Award. Applications to Registrar by 30 September (in special circumstances applications will be accepted 30 November).

## Graduate Scholarships (continued)

Donor	Value	Year's of Tenure	Conditions
<b>General (continued)</b>			
Australian American Educational Foundation Travel Grant*			Applicants must be graduates, senior scholars or post-doctoral Fellows. Applications close 30 September.
Australian Federation of University Women	Amount varies, depending on award	Up to 1 year	Applicants must be female graduates who are members of the Australian Federation of University Women.
The British Council Commonwealth University Interchange Scheme	Cost of travel to UK or other Commonwealth country university		Applicants must be: <b>1.</b> University staff on study leave. Applications close with Registrar by 30 November. For visits to commence during ensuing financial year 1 April to 31 March. <b>2.</b> Graduate research workers holding research grants. Applications close with Registrar in December for visits to commence during ensuing 1 April to 31 March.
The Caltex Woman Graduate of the Year	\$5000 pa for further studies in USA, UK, Northern Europe or in special cases Australia. There are no special allowances for travel or accommodation for married graduates	2 years	Applicants must be female graduates who will have completed a University degree or diploma this year and who are Australian citizens or have resided in Australia for at least seven years. Selection is based on scholastic and literary achievements, demonstrable qualities of character and accomplishments in cultural and/or sporting recreational activities.
Commonwealth Scholarship and Fellowship Plan	Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable	Usually 2 years, sometimes 3	Applicants must be graduates who are Commonwealth citizens or British Protected Persons, and who are not older than 35 years of age. Applications close with Registrar by 1 October.
Sam Cracknell Memorial	Up to \$300 pa		See above under Undergraduate Scholarships, <i>General</i>
Ruth A. Cumming (ESU)	\$500-\$2000		Applicants must be residents of NSW or ACT. Awarded to young graduates to further their studies outside Australia.

\*Application forms are available from: The Secretary, Department of Education, AAET Travel Grants, PO Box 826, Woden, ACT 2606.

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**Graduate Scholarships (continued)**


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Donor	Value	Year/s of Tenure	Conditions
<b>General (continued)</b>			
Gowrie Graduate Research	Maximum \$2000 pa in Australia, and \$2750 if tenable overseas	2 years	Applicants must be members of the Forces or children of members of the Forces who were on active service during the 1939-45 War.
Harkness Fellowships of the Commonwealth Fund of New York*	Living and travel allowances, tuition and research expenses, health insurance book and equipment and other allowances	Between 12 to 21 months	Candidates must be either: <b>1.</b> Members of the Australian or a State Public Service or semi-government Authority. <b>2.</b> Staff or graduate students at an Australian university. <b>3.</b> Individuals recommended for nomination by the Local Correspondents. The candidate will usually have an honours degree or equivalent, or an outstanding record of achievement, and be not more than 30 years of age. Applications close July.
Frank Knox Memorial Fellowships at Harvard University	Stipend of \$3800 plus tuition fees pa	1, sometimes 2 years	Applicants must be British subjects and Australian citizens, who are graduates or near graduates of an Australian university.
Nuffield Foundation Commonwealth Travelling Fellowships†	Living and travel allowances	1 year	Australian citizens usually between 25 and 35 who are graduates preferably with higher degrees and who have at least a year's teaching or research experience at a university. Applications close by February.
The Rhodes Scholarship**	Approximately £3300-£3600 stg pa	2 years, may be extended for a third year	Unmarried male and female Australian citizens, between the ages 19 and 25 who have been domiciled in Australia at least 5 years and have completed at least 2 years of an approved university course. Applications close in July each year.
Rothmans Fellowships Award‡	\$1400 pa	1 year, renewable up to 3 years	The field of study is unrestricted. Applications close early in September each year.

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**Professional Studies**


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John Metcalfe Scholarship funded by a wide range of subscribers.	Up to \$2000pa	1 year§	Applicants must be eligible for admission to, or enrolled in, one of the full-time graduate programs of the School of Librarianship. Applications by 14 January.
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\*Applications forms must be obtained from the Australian representative of the Fund, Mr L T. Hinde, Reserve Bank of Australia, Box 3947, GPO, Sydney, NSW 2001. These must be submitted to the Registrar by 24 July.

†Applicants to the Secretary, The Nuffield Foundation Australian Advisory Committee, PO Box 783, Canberra City 2601.

\*\*Applications to Mr H. McCredie, Secretary of the NSW Committee, University of Sydney, NSW 2006.

‡Applications to The Secretary, Rothmans University Endowment Fund, University of Sydney, NSW 2006.

§ Tenure may be varied in exceptional circumstances.

## Graduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
<b>Professional Studies (continued)</b>			
Hospitals Commission of NSW and the Hospitals and Charities Commission of Victoria*	\$3500 pa plus dependants' allowances and certain university expenses	2 years	A cadetship to enable graduates to qualify for the degree of Master of Health Administration. The holder is required to remain in hospital employment for 2 years after graduation. Applications by 31 July.

\*Further details may be obtained from the Commissions in Sydney and Melbourne, or from the School of Health Administration

## Prizes

### Undergraduate University Prizes

The following table summarizes the undergraduate 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 or Schools in which they are awarded.

Donor / Name of Prize	Value \$	Awarded for
<b>General</b>		
Sydney Technical College Union Award	50.00 and medal	Leadership in the development of student affairs, and academic proficiency throughout the course.
University of New South Wales Alumni Association	Statuette	Achievement for community benefit — students in their final or graduating year.

### School of Health Administration

Rupert Fanning Memorial	25.00	Bachelor of Health Administration degree course
Anthony Suleau	25.00	16.601 Behavioural Science I
Grace Suleau	25.00	14.023 Accounting for Health Administration

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## Graduate University Prizes

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The following table summarizes the graduate prizes awarded by the University.

### School of Education

New South Wales Institute for Educational Research	25.00	General proficiency in educational research.
New South Wales Department of Education	90.00	Outstanding ability in both academic studies and practice teaching.

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### School of Health Administration

2/5 Australian General Hospital Association	150.00	General proficiency in Master of Health Administration or Master of Health Planning degree courses
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## Staff

*Comprises Schools of Education, Health Administration, Librarianship and Social Work.*

### Dean

Professor A. A. Hukins

### Chairman

Professor M. Weinstock

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## School of Education

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Professor of Science Education, Director of Science Teachers' Courses and Head of School

Austin Adolphus Hukins, MSc DipEd Syd., PhD Alta., MACE

### Professors of Education

Martin Cooper, BSc Manc., MA(Ed) Dal., PhD Ott., DipEd Syd.

Desmond John Drinkwater, MA Syd., MA PhD Lond., ABPS, MAPS, MACE

### Professor of Education

Vacant

### Senior Lecturers

Robert John Barry, BSc N.S.W., BA DipEd PhD Syd., MSc Macq., MAIP, MAPsS

Colin Fraser Gauld, BSc DipEd PhD Syd.

James Harry Gribble, BA PhD Melb., MPhil Lond.

Colman Kevin Harris, BA MEd Syd.

Barry Charles Newman, BA MSc PhD Syd.

Shelley Phillips, BA Melb., PhD Syd.

John Sweller, BA PhD Adel.

### Lecturers

Richard Martin Bibby, MA BD Otago, PhD Monash

Rachel MacDonald Boyd, MA PhD Otago

Patricia Davies, BA C.U.N.Y., MSc Lond.

Michael Robert Matthews, BA BSc MEd DipEd Syd.

Michael Francis Petty, BA Durh., DipEd MEd Calg., PhD Wis.

Shirley Louise Smith, BA PhD Syd.

Robert Thomas Solman, BSc N.S.W., BSc Tas., PhD A.N.U.

Frederick Edward Trainer, MA PhD Syd.

### Senior Administrative Officer

Jane Wholohan, BA DipEd Syd.

### Research Assistant

Eric Marshall Zeppenfeld, BSc DipEd N.S.W.

**Staff Detached from the New South Wales Department of Education**

**Lecturers**

John Joseph Oliver Brehon, BA HDipEd *N.U.I.*, *LèsL Louvain*, MEd *N.S.W.*

Christopher Evans, BSc DipEd *Syd.*

Timothy Douglas Stirton Hull, BSc *N.S.W.*

Alan Laughlin, BSc MEd DipEd *Syd.*

Christopher Raymond Murray, BA *Syd.*, DipEd *Syd.T.C.*, MA *Macq.*

Patricia Mary Palmer, BA DipEd *Syd.*

Gaye Laurette Rosen, BSc DipEd *N.S.W.*

**Honorary Associate**

Trevor James Wood, MB BS *Melb.*, MHA *N.S.W.*, FRACP, FACMA, FHA

**Research Assistant**

Mirella Frideswide Hyla Heath, BA *Lond.*

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## School of Health Administration

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**Professor and Head of School**

George Rupert Palmer, BSc *Melb.*, MEc *Syd.*, PhD *Lond.*, FSS, FHA, Hon. FACMA

**Associate Professor**

John Colin Harris Dewdney, BA MD BS *Melb.*, SM *Harv.*, DPH *Lond.*, DipFinMangt DipTertEd *N.E.*, FACMA, FHA, MFCM, MACE

**Senior Lecturers**

Erica Margaret Bates, BA DipSocStud *Syd.*, PhD *N.S.W.*

Colin Grant, MA *Oxt.*, FHA

John Roger Bancks Green, ARIBA, ARAIA, AADipI

**Lecturers**

Philip William Bates, BCom LLB *N.S.W.*

Roger Ryerson Collins, BSc *N.S.W.*

Stephen John Duckett, BEc *A.N.U.*, MHA *N.S.W.*, AHA

Helen Madeleine Lapsley, BA *Auck.*, MEc *Syd.*

Timothy John Phillips, MCom *N.S.W.*, DipEd *Syd.*

Graeme Kendle Rawson, BA *N.E.*, MA *Macq.*, PhD *N.S.W.*

**Tutor**

Elizabeth McMaugh, BA *Syd.*, MSc *Lond.*

**Administrative Assistant**

Adrian L. Landa, BA *N.S.W.*

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## School of Librarianship

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**Professor of Librarianship and Head of School**

Melvin Weinstock, BSc *Rutgers*, MSc *Drexel*, ALAA

**Associate Professor**

Carmel Jane Maguire, BA *Qld.*, MA *A.N.U.*, ALAA

**Senior Lecturers**

Jack Richard Nelson, MA *Syd.*, MLib *N.S.W.*, ALAA

Peter Orlovich, MA DipEd *Syd.*, MLib *N.S.W.*, ALAA

**Lecturers**

Baiba Beata Irving, BA *Syd.*, MA DipArchivAdmin *N.S.W.*

Michael Robert Middleton, BSc *W.Aust.*,

DipLib GradDip *N.S.W.*, ALAA

Patricia Willard, BA *N.E.*, MLib *N.S.W.*, ALAA

Concepción Shimizu Wilson, BA *Pomona*, MSLS *N.C.*, ALAA

**Senior Tutor**

Marilyn Jean Bryce, BA *Syd.*, DipLib *N.S.W.*, ALAA

**Tutors**

John Barclay, BA DipEd DipLib *N.S.W.*, ALAA

Susan Fay Burgess, BA *Cant.*, Dip *N.Z.L.S.*, ALAA

**Administrative Assistant**

Raymond John Locke

**Research Assistant**

Rosemary Helen McLaughlan, BA *Syd.*, DipLib *N.S.W.*, ALAA



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## School of Social Work

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### Professor of Social Work and Head of School

Robert John Lawrence, BA DipSocSc *Adel.*, MA *Oxf.*,  
PhD *A.N.U.*

### Professor of Social Work

Ron Baker, MA *Brad.*, CertPSW *Manc.*, DipSocStud *Leic.*,  
SRN, SRMN

### Senior Lecturer

Gwendoline Audrey Rennison, MA *Camb.*,  
CertSocSci&Admin *L.S.E.*

### Lecturers

Shirley Jessie Barnes, BA DipSocWk *Syd.*, MSW *N.S.W.*  
Maisy Elspeth Browne, BA DipSocStud *Syd.*, MSW *N.S.W.*  
Charles Maxwell Ross Cornwell, BA BSocStud *Qld.*  
Brian Anthony English, BSW *N.S.W.*  
June Huntington, BA *Lon.*  
Norman John Kelk, BA BSW *Qld.*, PhD *N.S.W.*  
Margaret Teresa Lewis, BSocStud *Qld.*, MSW *N.S.W.*  
Colin John Marshall, BA DipSocWk DipCrim *Syd.*  
Martin Scott Mowbray, BSW *N.S.W.*, MSW *Syd.*  
Yvonne Georgina Nadas, MSW *N.S.W.*  
Erkan Ongel, BS *Ankara*, MSW PhD *Pitt.*  
Sandra Regan, BA *Boston S.C.*, MSW EdM *N.Y.State*  
Richard John Roberts, BA DipEd *N.E.*, BSocStud *Syd.*  
Jennifer Warner Wilson, BA BSocStud *Syd.*

### Senior Tutor

Elizabeth Aureena Fernandez, MA *Madr.*

### Tutors

Carmel Petrea Flaskas, BSW *Qld.*  
Betty Simon, BSSW *Ohio*

### Administrative Officer

Audrey Nancy Ferguson, BA DipSocStud *Syd.*

### Research Officer

Diane Maree Zulfacar, BA DipSocWk *Syd.*, MSW *Smith*





# The University of New South Wales Kensington Campus 1980

## Theatres

Biomedical Lecture Theatres E27  
 Central Lecture Block E19  
 Classroom Block (Western Grounds) H3  
 Electrical Engineering Theatre F17  
 Keith Burrows Lecture Theatre J14  
 Mathews Theatres D23  
 Old Main Theatre K14  
 Parade Theatre E3  
 Science Theatre F13  
 Sir John Clancy Auditorium C24

## Buildings

Affiliated Residential Colleges  
*New (Anglican)* L6  
*Shalom (Jewish)* N9  
*Warrane (Roman Catholic)* M7  
 Applied Science F10  
 Architecture H14  
 Arts (Morven Brown) C20  
 Banks F22  
 Barker Street Gatehouse N11  
 Basser College C18  
 Biological Sciences D26  
 Central Store B13  
 Chancellery C22  
 Chemistry  
*Dalton* F12  
*Robert Heffron* E12  
 Civil Engineering H20  
 Commerce (John Goodsell) F20  
 Dalton (Chemistry) F12  
 Electrical Engineering G17  
 Geography and Surveying K17  
 Goldstein College D16  
 Golf House A27  
 Gymnasium B5  
 House at Pooch Corner N8  
 International House C6  
 John Goodsell (Commerce) F20  
 Kensington Colleges C17  
*Basser* C18  
*Goldstein* D16  
*Philip Baxter* D14  
 Main Building K15

Maintenance Workshop B13  
 Mathews F23  
 Mechanical and  
 Industrial Engineering J17  
 Medicine (Administration) B27  
 Menzies Library E21  
 Metallurgy E8  
 Morven Brown (Arts) C20  
 New College (Anglican) L6  
 Newton J12  
 Parking Station H25  
 Philip Baxter College D14  
 Robert Heffron (Chemistry) E12  
 Sam Cracknell Pavilion H8  
 Shalom College (Jewish) N9  
 Sir Robert Webster  
 (Textile Technology) G14  
 Squash Courts B7  
 Swimming Pool B4  
 Unisearch House L5  
 University Regiment J2  
 University Union  
 (Roundhouse) — Stage I E6  
 University Union  
 (Blockhouse) — Stage II G6  
 University Union  
 (Squarehouse) — Stage III E4  
 Wallace Wurch School of Medicine C27  
 Warrane College (Roman Catholic) M7  
 Wool and Pastoral Sciences B8

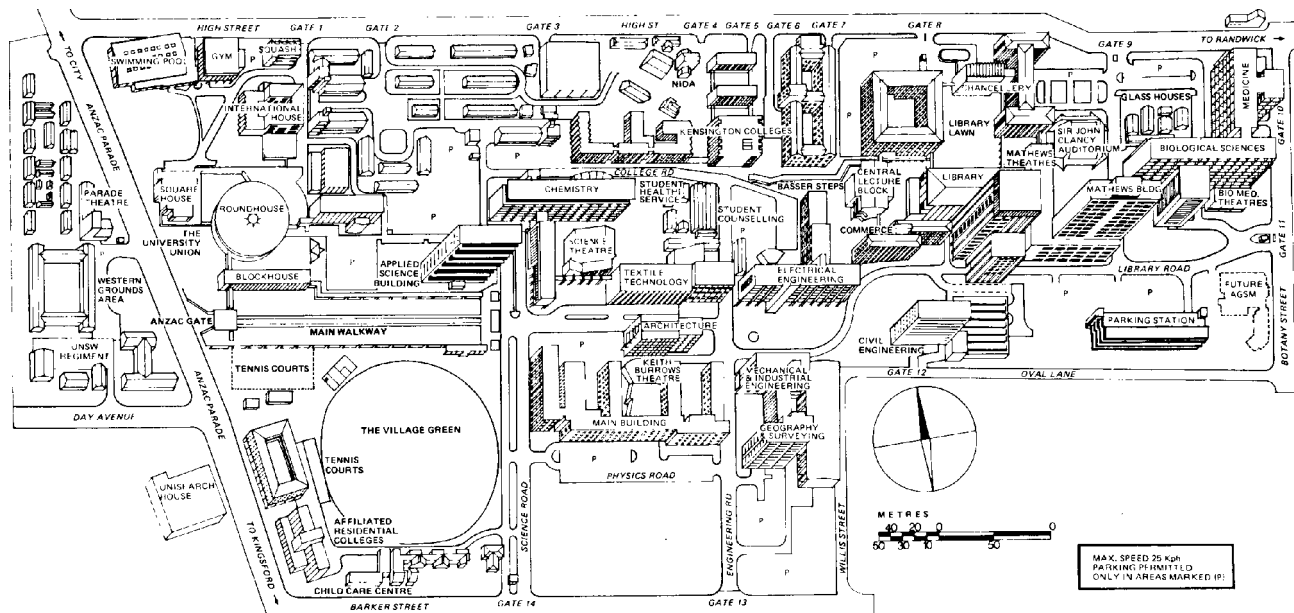
## General

Accountancy F20  
 Admissions Office C22  
 Anatomy C27  
 Applied Geology F10  
 Applied Science (Faculty Office) F10  
 Appointments Office C22  
 Architecture  
 (including Faculty Office) H14  
 Arts (Faculty Office) C20  
 Australian Graduate  
 School of Management F23  
 Biochemistry D26  
 Biological Sciences (Faculty Office) D26

Biological Technology D26  
 Biomedical Library F23  
 Bookshop G17  
 Botany D26  
 Building H14  
 Cashier's Office C22  
 Centre for Medical Education  
 Research and Development C27  
 Chaplains E15a  
 Chemical Engineering F10  
 Chemical Technology F10  
 Chemistry E12  
 Child Care Centre N8  
 Civil Engineering H20  
 Closed Circuit Television Centre F20  
 Commerce (Faculty Office) F20  
 Committee in Postgraduate Medical  
 Education B27  
 Community Medicine D26  
 Computing Services Unit E21  
 Drama D9  
 Economics F20  
 Education G2  
 Electrical Engineering G17  
 Engineering (Faculty Office) K17  
 English C20  
 Examinations and Student Records C22  
 Fees Office C22  
 Food Technology F10  
 French C20  
 General Studies C20  
 Geography K17  
 German C20  
 Graduate School of the Built  
 Environment H14  
 Health Administration C22  
 History C20  
 History and Philosophy of Science C20  
 Industrial Arts C1  
 Industrial Engineering J17  
 Institute of Languages G14  
 Institute of Rural Technology B6  
 Kindergarten (*House at Pooch Corner*)  
 Child Care Centre N8  
 Landscape Architecture H14  
 Law (Faculty Office) E21  
 Law Library E21  
 Librarianship B10

Library E21  
 Lost Property F20  
 Marketing F20  
 Mathematics F23  
 Mechanical Engineering J17  
 Medicine (Faculty Office) B27  
 Metallurgy E8  
 Microbiology D26  
 Mining Engineering K15  
 Music B11  
 National Institute of Dramatic Art C15  
 Nuclear Engineering G17  
 Optometry J12  
 Organizational Behaviour F20  
 Pathology C27  
 Patrol and Cleaning Services F20  
 Philosophy C20  
 Physics K15  
 Physical Education and  
 Recreation Centre (PERC) B5  
 Physiology and Pharmacology C27  
 Political Science C20  
 Postgraduate Extension Studies (Closed  
 Circuit Television) F20  
 Postgraduate Extension Studies (Radio  
 Station and Administration) F23  
 Psychology F23  
 Public Affairs Unit C22  
 Regional Teacher Training Centre C27  
 Russian C20  
 Science and Mathematics Course  
 Office F23  
 Social Work E1  
 Sociology C20  
 Spanish and Latin American Studies C20  
 Student Amenities and Recreation E15c  
 Student Counselling and Research E15c  
 Student Employment C22  
 Student Health E15  
 Students' Union E4  
 Surveying K17  
 Teachers' College Liaison Office F16  
 Tertiary Education Research Centre E15d  
 Textile Technology G14  
 Town Planning K15  
 University Union (Blockhouse) G6  
 Wool and Pastoral Sciences B8  
 Zoology D26

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This Handbook has been specially designed as a source of reference for you and will prove useful for consultation throughout the year.

For fuller details about the University – its organization, staff membership, description of disciplines, scholarships, prizes, and so on, you should consult the Calendar.

The Calendar and Handbooks also contain a summary list of higher degrees as well as the conditions for their award applicable to each volume.

For detailed information about courses, subjects and requirements of a particular faculty you should consult the relevant Faculty Handbook.

Separate Handbooks are published for the Faculties of Applied Science, Architecture, Arts, Commerce, Engineering, Law, Medicine, Professional Studies, Science (including Biological Sciences and the Board of Studies in Science and Mathematics), the Australian Graduate School of Management (AGSM) and the Board of Studies in General Education.

The Calendar and Handbooks are available from the Cashier's Office. The Calendar costs \$3.50 (plus postage and packing, 90 cents). The Handbooks vary in cost. Applied Science, Arts, Commerce, Engineering and Sciences are \$2.50. Architecture, Law, Medicine, Professional Studies and AGSM are \$1.50. Postage is 40c in each case. The exception is General Studies, which is free.