

# UNSW

# Professional Studies

**Kensington Campus**  
**St George Campus**

**1993 Handbook**

THE UNIVERSITY OF NEW SOUTH WALES



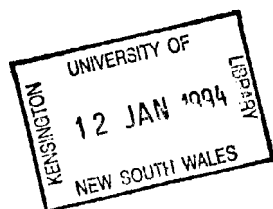


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**Kensington Campus  
St George Campus**



## **1993 Handbook**

**THE UNIVERSITY OF NEW SOUTH WALES**

Subjects, courses and any arrangements for courses including staff allocated as stated in this Handbook are an expression of intent only. The University reserves the right to discontinue or vary arrangements at any time without notice. Information has been brought up to date as at 3 November 1992, but may be amended without notice by the University Council.

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*It is University policy to promote equal opportunity in education (refer to EOE Policy Statement, The University of New South Wales Calendar (Summary Volume) and Student Guide 1993).*



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# Introduction

The Faculty of Professional Studies offers associate diploma, undergraduate and graduate diploma courses which provide the initial preparation for students wishing to enter certain vocations and professions. It offers higher degree courses for the on-going education of members of those professions. Until 1990 the Faculty consisted of the Schools of Education Studies, Health Services Management, Information, Library and Archive Studies and Social Work. As a result of the integration of the St George Institute of Education, the Faculty now includes three additional schools: Arts and Music Education, Sport and Leisure Studies, and Teacher Education. These schools are located on the St George Campus at Oatley.

Recently those functions of the University's Professional Development Centre relating to the teaching of enrolled students have been located within the Faculty of Professional Studies, and the academic staff of the Centre are now members of the Faculty. In addition to general information about the University, this handbook provides, in the pages which follow, information which is specific to the Faculty, its schools, its courses and the subjects within those courses.

The Faculty wishes to ensure that all students have access to appropriate advice. In deciding upon the details of your proposed program you are advised to study the handbook carefully and to consult the contact person listed for the School to seek further information. You are also encouraged to use this contact to seek help with problems which arise during your course.

Professor T. Vinson  
Dean





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# Calendar of Dates

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

Session 1 commences on the Monday nearest 1 March.

## All Faculties (other than Medicine)

|                                | 1993   | 1994   |
|--------------------------------|--|--|
| <b>Session 1</b><br>(14 weeks) | 1 March to 8 April                                   | 28 February to 31 March                              |
| Recess:                        | 9 April to 18 April<br>19 April to 11 June           | 1 April to 10 April<br>11 April to 10 June           |
| Study Recess:                  | 12 June to 17 June                                   | 11 June to 16 June                                   |
| Examinations                   | 18 June to 6 July                                    | 17 June to 5 July                                    |
| Midyear Recess:                | 7 July to 25 July                                    | 6 July to 24 July                                    |
| <b>Session 2</b><br>(14 weeks) | 26 July to 24 September                              | 25 July to 23 September                              |
| Recess:                        | 25 September to 4 October<br>5 October to 5 November | 24 September to 3 October<br>4 October to 4 November |
| Study Recess:                  | 6 November to 11 November                            | 5 November to 10 November                            |
| Examinations                   | 12 November to 30 November                           | 11 November to 29 November                           |

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## Important Dates for 1993

### January 1993

- F 1 New Year's Day - Public Holiday  
M 11 Term 1 begins - Medicine IV  
Term 1 begins - Medicine VI  
M 18 Term 1 begins - Medicine V  
T 26 Australia Day - Public Holiday

### February 1993

- T 2 Enrolment period begins for new undergraduate students and undergraduate students repeating first year  
M 8 Re-enrolment period begins for second and later year undergraduate and graduate students enrolled in formal courses. Students should consult the *Re-enrolling 1993* leaflet for their course for details.  
F 26 Last day for acceptance of enrolment by new and re-enrolling students. (Late fee payable thereafter if enrolment approved.)

### March 1993

- M 1 Session 1 begins - all courses except Medicine IV, V, VI  
Term 1 begins - Australian Graduate School of Management  
Su 7 Term 1 ends - Medicine VI  
M 8 Session 1 begins - University College, Australian Defence Force Academy  
F 12 Last day applications are accepted from students to enrol in Session 1 or whole year subjects  
Su 14 Term 1 ends - Medicine IV  
M 15 Term 2 begins - Medicine IV  
Term 2 begins - Medicine VI  
Su 21 Term 1 begins - Medicine V  
M 29 Term 2 begins - Medicine V  
W 31 HECS Census Date for Session 1  
Last day for students to discontinue without failure subjects which extend over Session 1 only

**April 1993**

- F 9 Good Friday - Public Holiday  
 S 10 Easter Saturday - Public Holiday  
 Mid-session Recess begins  
 M 12 Easter Monday - Public Holiday  
 Su 18 Mid-Session Recess ends  
 Su 25 Term 2 ends - Medicine IV  
 Term 2 ends - Medicine VI  
 M 26 Anzac Day - Public Holiday

**May 1993**

- M 3 Term 3 begins - Medicine IV  
 Term 3 begins - Medicine VI  
 F 7 Term 1 ends - Australian Graduate School of Management  
 S 8 May Recess begins - University College, Australian Defence Force Academy  
 T 11 Publication of Provisional Timetable for June examinations  
 W 19 Last day for students to advise of examination clashes  
 Su 23 May Recess ends - University College - Australian Defence Force Academy  
 Su 30 Term 2 ends - Medicine V  
 M 31 Term 2 begins - Australian Graduate School of Management

**June 1993**

- T 1 Publication of Timetable for June Examinations  
 T 8 Term 3 begins - Medicine V  
 F 11 Session 1 ends  
 S 12 Study Recess begins  
 College of Fine Arts assessment week begins  
 Su 13 Term 3 ends - Medicine IV  
 Term 3 ends - Medicine VI  
 M 14 Queen's Birthday - Public Holiday  
 Term 4 begins - Medicine IV  
 Term 4 begins - Medicine VI  
 Th 17 Study Recess ends  
 F 18 Examinations begin  
 College of Fine Arts assessment week ends  
 F 25 Session 1 ends - University College, Australian Defence Force Academy  
 S 26 Mid-year Recess begins - University College, Australian Defence Force Academy  
 M 28 Examinations begin - University College, Australian Defence Force Academy

**July 1993**

- T 6 Examinations end  
 W 7 Midyear Recess begins  
 S 10 Examinations end - University College, Australian Defence Force Academy  
 Su 11 Midyear Recess begins - University College, Australian Defence Force Academy  
 Su 25 Midyear Recess ends  
 Midyear Recess ends - University College, Australian Defence Force Academy  
 M 26 Session 2 begins - all courses except Medicine IV, V, and VI  
 Session 2 begins - University College, Australian Defence Force Academy

**August 1993**

- F 6 Term 2 ends - Australian Graduate School of Management

Last day applications are accepted from students to enrol in Session 2 subjects  
 Last day for students to discontinue without failure subjects which extend over the whole academic year.

- Su 8 Term 4 ends - Medicine IV  
 Term 3 ends - Medicine V  
 Term 4 ends - Medicine VI  
 M 16 Term 5 begins - Medicine IV  
 Term 4 begins - Medicine V  
 Term 5 begins - Medicine VI  
 M 30 Term 3 begins - Australian Graduate School of Management  
 T 31 HECS Census Date for Session 2  
 Last day for students to discontinue without failure subjects which extend over Session 2 only

**September 1993**

- S 25 Mid-Session Recess begins  
 September Recess begins - University College, Australian Defence Force Academy  
 Su 26 Term 5 ends - Medicine IV  
 Term 5 ends - Medicine VI  
 M 27 Term 6 begins - Medicine IV  
 Term 6 begins - Medicine VI  
 Th 30 Closing date for applications to the Universities Admission Centre

**October 1993**

- M 4 Labour Day - Public Holiday  
 Mid-Session Recess ends  
 September Recess ends - University College, Australian Defence Force Academy  
 T 5 Publication of provisional timetable for November examinations  
 W 13 Last day for students to advise of examination clashes  
 Su 17 Term 4 - Medicine V  
 T 26 Publication of Timetable for November Examinations  
 F 29 Session 2 ends - University College, Australian Defence Force Academy

**November 1993**

- M 1 Examinations begin - University College, Australian Defence Force Academy  
 F 5 Session 2 ends  
 Term 3 ends - Australian Graduate School of Management  
 S 6 Study Recess begins  
 College of Fine Arts assessment week begins  
 Su 7 Term 6 ends - Medicine IV  
 Term 6 ends - Medicine VI  
 Th 11 Study Recess ends  
 F 12 Examinations begin  
 College of Fine Arts assessment week ends  
 F 19 Examinations end - University College, Australian Defence Force Academy  
 T 30 Examinations end

**December 1993**

- Th 23 Last day for acceptance of applications by Admissions Section for transfer to another undergraduate course within the University  
 M 27 Christmas Day - Public Holiday  
 T 28 Boxing Day - Public Holiday

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

**Dean**

Professor T. Vinson

**Presiding Member**

Professor M. Cooper

**Associate Dean**

Associate Professor G. Byrnes

**Senior Administrative Officers**

Mr A. Bavaro

Mr B. O'Halloran

---

## School of Arts Education

### St George Campus

**Senior Lecturer and Head of School**

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

**Senior Lecturer**

David Spurgeon, BA *Macq.*, MA *UNSW*

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Louise Hamby, BFA *Nth. Carolina*, MFA *Georgia*

Margaret Moore, BA DipEd *Macq.*, GradDip(MusEd)

*Kuring-gai C.A.E.*, MEd *Syd.*

Richard Morphew, LMus, AMusA

Vaughan Rees, DipT *Brisbane C.A.E.*, BFA *Calg.*, MA *Nova*

*Scotia Coll.*

Emma Robertson, BA *Glasgow School of Art*, MA *Manc. Poly.*

Guy Sherborne, BA MA DipEd *UNSW*

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**Associate Lecturer**

Arianne Reinhard, BVA *S.C.A.E.*, BEd *City Art Inst.*, MA *UNSW*

**Administrative Officer**

Pam Hilton, BA *N.E.*, DipEd *Syd. Teachers Coll.*

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## School of Education Studies

### Kensington Campus

**Professor of Education and Head of School**

\*Martin Cooper, BSc *Manc.*, MA(Ed) *Dal.*, PhD *Ott.*, DipEd *Syd.*

**Professor**

John Sweller, BA PhD *Adel.*

**Associate Professors**

Robert John Barry, BA PhD DipEd *Syd.*, MSc

*Macq.*, DSc *UNSW*, FIOP, MAIP, MAPsS, MSPR

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Neil Andrew Johnson, BBus *Swin.*, DipEd *Melb.*, MEdAdmin *N.E.*, PhD *Alta.*

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\*Conjoint appointment with the Australian Graduate School of Management

**Visiting Professor**

Fenton George Sharpe, BA BLitt MEdAdmin N.E., PhD Oregon, FACE, FIEA, AFAM

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Sheena Mary Wiard, MA Edin., CertSecEd Moray House, Edin.

## School of Health Services Management

**Kensington Campus****Professor of Health Services Management and Head of School**

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**Professor**

George Rupert Palmer, BSc Melb., MEd Syd., PhD Lond., FCHSE, Hon.FRACMA

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Deborah Ann Black, BSc DipEd MStat UNSW

Pieter Jacob Degeling, BA Old., PhD Syd.

Ian Forbes, BArch Melb., MSc Br. Col., DipAdmin UNSW, FRAIA, MRCIA

Colin Grant, MA Oxf. and Brun., FCHSE

Helen Madeleine Lapsley, BA Auckland, MEd Syd., FCHSE

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**Lecturers**

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**Administrative Officer**

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**Honorary Associates**

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Trevor James Wood, MB BS Melb., MHA UNSW, FRACP, FRACMA, FHA

## School of Information, Library and Archive Studies

**Kensington Campus****Head of School**

Patricia Willard, BA N.E., MLib PhD UNSW, ALAA

**Professor of Librarianship**

Boyd Rayward, BA Syd., MS Ill., PhD Chic., DipLib UNSW, AALA

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**Associate Lecturer**

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**Administrative Officer**

Raymond John Locke

## School of Social Work

**Kensington Campus****Head of School**

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Tony Vinson, BA DipSocStud Syd., MA PhD DipSoc UNSW

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Damian John Grace, BA PhD UNSW

Deirdre Thelma James, BA Syd., PhD Macq.

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 Elizabeth Aureana Fernandez, MA Madr.  
 Carmel Petrea Flaskas, BSW Qld., MA Macq.  
 Karen Susan Heycox, BSW UNSW  
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 Lesley Hughes, BA UNSW, BSocStud MSW Syd.  
 Catherine Humphreys, BSW Qld, PhD UNSW MA Brad.  
 Frederick Edward Trainer, MA PhD Syd.  
 Michael John Wearing, BSW PhD UNSW  
 Louise Webb, BSc Lond., MA Warw., GDip U.T.S.

#### Honorary Associates

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 John Dent, BSocStud Syd., MHA UNSW  
 Andrea Duffy, BSW UNSW  
 Xandra Gerritsen, BSW UNSW  
 Aileen Goss, BSW Qld.  
 Michele Horgan, BSW UNSW  
 Andrew Little, BSW UNSW  
 Kim Lyle, BSW Syd.  
 Andrew Maxwell, BSW UNSW

#### Administrative Officer

Natalie du Gard, BSW UNSW

#### Honorary Associates

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 Barbara Eden, MA Macq., DipSecEd Syd. Teachers Coll.  
 Margaret Keech, BAppSc(Phy) GDipSpSc Cumb.Coll.

#### Administrative Officer

William Baker

## School of Teacher Education

### St George Campus

#### Senior Lecturer and Head of School

John Scheduling, BSc Syd., MSc Macq., PhD Colorado

#### Professor of Teacher Education

Michael Dunkin, BA Syd., PhD Qld.

#### Associate Professors

George Brynes, BA Syd., MLitt N.E.  
 Robert Phillips, BA N.E., PhD Syd.

#### Senior Lecturers

Arthur Anderson, BSc DipEd Syd., MSc PhD UNSW  
 Colin Fraser Gauld, BSc PhD DipEd Syd. MAIP  
 James Harry Gribble, BA PhD Melb., MPhil Lond.  
 Kurt Marder, BA N.E., MEd Syd., MACE  
 Edward Nettle, BA DipEd Syd., MA Macq.  
 Barry Newman, BA MSc PhD Syd.  
 Ken Robinson, MEd Syd., MSc PhD Oregon, Dip PhysEd Syd. Teachers Coll.  
 Alan Watson, BA N.E., MA PhD Syd., DipRE M.C.D.

#### Lecturers

Robert Baker, BSc DipEd Syd., MSc Macq., MCOgSc UNSW  
 Garry Barbuto, BE MPhysics UNSW, DipEd S.C.A.E.  
 William Buckley, BA DipEd N.E., MEd UNSW  
 Rhonda Craven, BA Syd., DipTeach Alexander Mackie C.A.E.  
 Carmel Desmarchelier, BA DipEd UNSW, MLitt MA N.E.  
 William Fraser, MSc UNSW, GDipEdStud Syd. C.A.E.  
 Rosemary Kearney, MA DipEd UNSW  
 Neil Wesley Keast, BA Syd., DipTeach Armidale T.C.  
 Kerry McLeod, MA DipEd Macq., GDipComm Hawkesbury Agric. Coll., LTCL  
 John McCormick, BSc MA MEdAdmin DipEd UNSW  
 Alan Merritt, DipEd MA UNSW  
 Kaye Placing, BSc DipEd Syd., GDipEdStud Syd C.A.E., MEd UNSW  
 Betty Schlesinger, BED E.C.E., MEd Syd.  
 Deborah Scott, BED Syd.  
 Raymond Smith, BA Catholic U. of America, MA Siena Coll., GDipMedia A.F.T.S. AdvCertEd E.Anglia, MA Syd.  
 Denise Tolhurst, DipTeach BMATH W'gong., MEd Syd  
 Claire Wille, DipT Alexander Mackie C.A.E., Dip Arts Syd. C.A.E., MEd W'gong.

#### Administrative Officer

Stephen Scores

## School of Sport and Leisure Studies

### St George Campus

#### Principal Lecturer and Head of School

Vacant

#### Associate Professors

Wilfrid Ewens, BA U.N.E., MEd Syd., PhD Oregon,  
 DipPhysEd Syd. Teachers Coll., FACHPER  
 James Sockler, BS MS Texas A & M, PhD Maryland

#### Senior Lecturers

John Schell, MS Oregon, DipPhysEd Syd. Teachers Coll.  
 Kevin Norton, BEDPE MA Flin., PhD Georgia

#### Lecturers

Paul Batman, MS Oregon, ACTT Victoria Coll., DipPhysEd A.C.P.E.  
 Connell Byrne, MA Calif. State, DipPhysEd Syd. Teachers Coll.  
 Rosemary Caldwell, BA MEd UNSW, DipPhysEd W'gong.  
 John Nolan, MA San Diego State  
 Gay Revie, BED MEd Sus., DipPhysEd Syd. Teachers Coll.  
 Pauline Sky, BA Kuring-gai C.A.E., MA UNSW  
 Bruce Wilson, BS Indiana State, MA Northern Colorado, PhD Florida State

#### Associate Lecturer

Elizabeth Lowe, BSc Syd., DipSpSc Cumberland, DipEd S.C.A.E.





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# Handbook Guide

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

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

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

As changes may be made to information provided in this Handbook, students should frequently consult the noticeboards of the schools and the official noticeboards of the University.

## Information Key

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

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|            |  |
|------------|--|
| <b>C</b>   | credit points  |
| <b>F</b>   | full year (Session 1 plus Session 2)   |
| <b>HPW</b> | hours per week   |
| <b>L</b>   | lecture  |
| <b>P/T</b> | part-time  |
| <b>S1</b>  | Session 1  |
| <b>S2</b>  | Session 2  |
| <b>SS</b>  | single Session, but which Session taught is not known at time of publication |
| <b>T</b>   | tutorial/laboratory  |
| <b>U</b>   | unit value   |
| <b>WKS</b> | weeks of duration  |
| <b>X</b>   | external   |

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## Prefixes

The identifying alphabetical prefixes for each organizational unit offering subjects to students in the Faculty of Professional Studies follow.

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| Prefix | Organizational Unit               | Faculty/Board                     |
|--------|-----------------------------------|-----------------------------------|
| BIOM   | Centre for Biomedical Engineering | Engineering                       |
| BIOS   | School of Biological Science      | Biological & Behavioural Sciences |
| CHEM   | School of Chemistry               | Science                           |
| CMED   | School of Community Medicine      | Medicine                          |

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| Prefix | Organizational Unit   | Faculty/Board                     |
|--------|---|-----------------------------------|
| COMP   | School of Computer Science & Engineering                          | Engineering                       |
| ECOH   | Department of Economic History                                    | Commerce & Economics              |
| ECON   | School of Economics, Departments of<br>Econometrics and Economics | Commerce & Economics              |
| EDST   | School of Education Studies                                       | Professional Studies              |
| EXPA   | School of Arts and Music Education                                | Professional Studies              |
| GENS   | Centre for Liberal & General Studies                              |                                   |
| GEOL   | Department of Applied Geology                                     | Applied Science                   |
| HEAL   | School of Health Services Management                              | Professional Studies              |
| INFS   | School of Information Systems                                     | Commerce & Economics              |
| IROB   | School of Industrial Relations &<br>Organizational Behaviour      | Commerce & Economics              |
| LAWS   | School of Law   | Law                               |
| LIBS   | School of Information, Library & Archive Studies                  | Professional Studies              |
| MATH   | School of Mathematics   | Science                           |
| MEED   | School of Medical Education                                       | Medicine                          |
| PDCS   | Professional Development Centre                                   | Professional Studies              |
| PHYS   | School of Physics   | Science                           |
| PROF   | Faculty of Professional Studies                                   |                                   |
| PSYC   | School of Psychology  | Biological & Behavioural Sciences |
| SAFE   | Department of Safety Science                                      | Applied Science                   |
| SCTS\  |   |                                   |
| HPST   | School of Science & Technology Studies                            | Arts & Social Sciences            |
| SLST   | School of Sport & Leisure Studies                                 | Professional Studies              |
| SOCI   | School of Sociology   | Arts & Social Sciences            |
| SOCW   | School of Social Work   | Professional Studies              |
| TEDG   | School of Teacher Education (graduate)                            | Professional Studies              |
| TEED   | School of Teacher Education (undergraduate)                       | Professional Studies              |

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# Faculty Information

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## Some People Who Can Help You

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

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### Kensington Campus

#### School of Education Studies

**Administrative Officer**  
Sheena Wiard  
(Room 25, Building G2, Western Campus.)

#### School of Health Services Management

**Administrative Officer**  
Juliet Wight-Boycott  
General Office (Room LG29A, The Chancellery)

#### School of Information, Library and Archive Studies

**Administrative Officer**  
Ray Locke  
(Room 403, Level 4, Mathews Building)

#### School of Social Work

**Administrative Officer**  
Natalie du Gard  
(Room 45, Building G2, Western Campus.)

#### Professional Development Centre

**Administrative Assistant**  
Libi Nugent  
(Hut K13, south side of the old main building.)

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### St George Campus

#### School of Arts and Music Education

**Administrative Officer**  
Pam Hilton  
(Room 422, Level 4)

#### School of Sport and Leisure Studies

**Administrative Officer**  
Bill Baker  
(Room 530, Level 5)

#### School of Teacher Education

**Administrative Officer**  
Stephen Scorse  
(Room 527, Level 5)

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## Faculty of Professional Studies Enrolment Procedures

All students re-enrolling in 1993 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1993* and Information for Graduate Students available from School Offices and the Student Centre. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in non-award subjects, locations and hours of Cashiers and late enrolments.

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

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## Faculty Enrolment Restriction

No person shall be permitted to enrol as a full-time student in any course in the Faculty of Professional Studies at the

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

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## Course Outlines

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

Facilities are available in each of the schools for research programs leading to the award of Doctoral or Masters degrees. In addition the following formal coursework Masters degrees are offered on the Kensington Campus: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Public Health; Master of Librarianship and Master of Social Work. A course for the award of a graduate diploma is available in Information Management (Librarianship or Archives Administration). A graduate Bachelor of Education Honours degree course is also available.

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

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

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

**Law Librarian:** Jackie Patrick

**Physical Sciences Librarian:** Rhonda Langford

## St George Campus

The Library at the St George Campus is designed to support courses offered at this location in the areas of Primary and Secondary Education, Computing Studies, Leisure and Sports Studies, Music Education, Arts and Crafts, Dance and Drama.

**Librarian:** Sandra Sullivan

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## Student Clubs and Societies

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.

Additional clubs operate at the St George Campus as part of the St George Chapter of the Students' Union.

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.

## Social Work Students' Association

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

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## Professional Studies Library Facilities

### Kensington Campus

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

**Social Sciences and Humanities Librarian** Pam O'Brien  
**Acting Biomedical Librarian:** David Reeder

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## Students With Disabilities

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

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

A Resource Guide for students and staff with disabilities and a map showing wheelchair access is available from the

Adviser to Students with Disabilities, the EEO Unit, the Library and the Students Union.

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

The Adviser can be contacted on 697 5418 or at Student Services Huts, Physics road (near Barker Street).

## General Education Requirement

The University requires that all undergraduate students undertake a structured program in General Education as an integral part of studies for their degree.

Among its objectives, the General Education program provides the opportunity for students to address some of the key questions they will face as individuals, citizens and professionals.

There are differing requirements for general education for students commencing before, in, and after 1988. Students must complete a program of general education in accordance with the requirements in effect when they commenced their degree program. Students should consult the appropriate course authority or the Centre for Liberal and General Studies in Morven Brown Building, Room G58.

The program requires students to undertake studies in three categories of the program: The key questions addressed by the Program are:

**Category A: The External Context:** An introduction in non-specialist terms to an understanding of the environments in which humans function.

*Course Requirement: 56 hours*

1. Australia and the Development of the World Economy. How do we, can we, generate wealth?
2. Human Inequality. How can we, ought we, distribute wealth, status and power?
3. Science and Civilization. What steps should we take, and what policies should we adopt, in science and technology?
4. Ecosystems, Technology and Human Habitation. What effects do our wealth generating and techno-scientific activities have on the environment?
5. Mass Media and Communication. What are the effects of the new mass media of communication?
6. Australian Society and Culture.. What are the key social and cultural influences on Australia today?

**Category B: The Internal Context of Assumptions and Values:** An introduction to, and a critical reflection upon, the cultural bases of knowledge, belief, language, identity and purpose.

*Course Requirement: 56 hours*

1. The Self and Society. How do we define ourselves in relation to the larger human community?
2. Changing Conceptions of Human Nature and Well-Being. How do our conceptions of human nature and well being influence both individual and social behaviour?
3. The Pursuit of Human Rationality. What are the prevailing conceptions of and challenges to human rationality?
4. The Use of Language, Images and Symbols. How do language, images and symbols function as means and media of communication?
5. The Computer: Its Impact, Significance and Uses What is the impact of the computer on human society and culture?
6. Beliefs, Values and the Search for Meaning. Which systems of belief and configurations of values are most conducive to the survival and enhancement of the human species and the planet earth? *28 hours*

**Category C: An Introduction to the design and responsible management of the human and planetary future:** An introduction to the systems over which human beings exercise some influence and control. This category is required only of students in four-year professional and honours programs

The central question to be addressed by students in a systematic and formal way is: For what purpose or purposes will I use my intellectual skills, my expertise, or my technological prowess?

Will these abilities be used, for example:

- in a creative and innovative way?
- to widen the circle of human participation in the benefits they bring?
- to break down the barriers of exclusion and discrimination?
- to enhance the prospects for survival of the human species?
- to enhance the capacity of the planet earth to sustain life?

The way in which the Category C requirement of the Program will be met varies with each of the Schools and courses in the Faculty. The particular details are shown under each School's handbook entry.





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# School of Arts and Music Education

St George Campus

## **Head of School**

Dr Peter Thursby

## **Administrative Officer**

Ms Pam Hilton

The School of Arts and Music Education offers an Associate Diploma in Expressive and Performing Arts 7250 with specialization in Drama, minor studies in dance and supportive studies in design, music and communication. The course is two years full-time and it is appropriate for those students who want a broad arts education and an opportunity for personal development in dance and drama in preparation for further studies, involvement in the community as a practitioner or employment in an arts related industry.

A four year, full-time course in music education for intending secondary school teachers is offered through enrolment in the Bachelor of Music Education 4130. The course is designed so that students develop their knowledge, skills and understanding about music and the contribution of music to school education.

Professional preparation as a craft artist is available through study in the Bachelor of Applied Arts 4150, a three year full-time course and four years with Honours. The course is structured into three subject strands: Core Studies, Contextual Studies and General Education Studies. Within Core Studies students will complete a Foundation Studio before electing a major sequence from textiles, ceramics or jewellery. Each of the three major elective sequences will not be available each year and students are advised to contact the School for information on major electives available in any one year.

A Graduate Diploma in Arts: Expressive and Performing Arts 5630 is available to persons who have a professional involvement in one or more of the arts areas and who wish to develop an interdisciplinary approach to the study and practice of the arts, persons with teacher education qualifications who wish to extend their formal studies in the arts for personal enrichment and/or professional development, or community leaders and leisure-related activity officers seeking additional art qualifications.

The School also offers a Master of Education in Creative Arts 9330 full-time over one year and part-time over two years. The Master of Education in Creative Arts addresses the needs of art educators involved in teaching at primary and secondary school levels and meets the need for coursework postgraduate degree for arts educators.

## Undergraduate Study

### Course Outlines

#### 7250

#### Associate Diploma of Arts: Expressive and Performing Arts - Dance/Drama

The School offers a two-year full-time course leading to the award of Associate Diploma in Arts: Expressive and Performing Arts. The course allows for some specialization in Dance and Drama, provides other studies that support the specialization and which meet individual student needs, and requires some interdisciplinary studies which promote broader perspectives on a range of expressive and performing arts, for example, Design Studies.

The course is designed for students who are seeking personal achievement and a more active vocational, personal or community role in the arts or who intend to use its broad arts experiences and interdisciplinary studies to enhance their prospects of undertaking more advanced tertiary study in the arts. There is an emphasis on developing students as arts practitioners, and exhibition and performance works are a feature of major course work activities in the latter part of the course.

#### Structure of Course

The Associate Diploma in Arts: Expressive and Performing Arts has three related segments:

Major Studies 52 credit points  
Supportive Studies 30 credit points  
and  
Interdisciplinary Studies 14 credit points  
to a total of 96 credit points

The Major Studies segment is designed to allow students to select a strand in Dance/Drama. In each case foundation studies in two disciplines are undertaken before pursuing one of them in more depth. Students may be required to specialise in Drama in Year 2 and study Dance as a minor study.

The Supportive Studies segment is composed of some compulsory subjects and some elective ones. The former strongly support the Major Studies selection or pursue the course's goal of breadth of experience in the arts. The latter allow students to choose what they see as supportive of their individual needs and developing interests in the arts. All elective subjects will not be available each year and students will be advised of subject offerings.

The subjects in the Interdisciplinary Studies segment are compulsory as the segment is designed to assist students to develop broader perspectives on a range of expressive and performing arts and to integrate theoretical and practical elements into arts practice.

### Schedule of Subjects - Full-Time Attendance

| Year 1   | C  | HPW |
|--|----|-----|
| <b>Session 1</b>   |    |     |
| Major Studies  |    |     |
| EXPA4600 Dance 1   | 8  | 6   |
| EXPA4113 Drama 1   | 8  | 6   |
| Supportive Studies   |    |     |
| EXPA4706 Music in the Arts 1   | 3  | 4   |
| Interdisciplinary Studies  |    |     |
| EXPA4117 Design and the Arts   | 4  | 3   |
| <b>Session 2</b>   |    |     |
| Major Studies  |    |     |
| EXPA4601 Dance 2   | 6  | 4   |
| EXPA4114 Drama 2 & 4   |    |     |
| Supportive Studies   |    |     |
| EXPA4707 Music in the Arts 2   | 4  | 3   |
| EXPA4350 Communication 1   | 4  | 3   |
| Interdisciplinary Studies  |    |     |
| EXPA6600 Arts and Society in Time  | 4  | 3   |
| <b>Year 2</b>  |    |     |
| <b>Session 1</b>   |    |     |
| Major Studies  |    |     |
| One of:  |    |     |
| EXPA4602 Dance 3   | 12 | 6   |
| EXPA4115 Drama 3   | 12 | 6   |
| or   |    |     |
| EXPA4604 Dance 3A (Minor Study)  | 4  | 3   |
| Supportive Studies   |    |     |
| EXPA4351 Communication 2   | 4  | 3   |
| EXPA4126 Design for Theatre  | 4  | 3   |
| EXPA4125 Drama 3A*   | 4  | 3   |
| EXPA4604 Dance 3A*   | 4  | 3   |
| * Year 2 students undertaking Drama as a major study will take EXPA4604 Dance 3A as a minor study. |    |     |
| <b>Session 2</b>   |    |     |
| Major Studies  |    |     |
| One of:  |    |     |
| EXPA4602 Dance 4   | 12 | 6   |
| EXPA4116 Drama 4   | 12 | 6   |
| Supportive Studies   |    |     |
| One of:  |    |     |
| EXPA4708 Music in the Arts 3   | 6  | 3   |
| EXPA4124 Computer Resources for Artists  | 6  | 3   |
| EXPA4659 Video   | 6  | 3   |
| Interdisciplinary Studies  |    |     |
| EXPA6601 Art Production/Exhibition   | 6  | 4   |

## 4150

**Bachelor of Applied Arts**

The course leading to the degree of Bachelor of Applied Arts in the Faculty of Professional Studies is programmed over three years of full-time study. The regulations governing the award of this degree are as follows:

1. Candidature for the award of the degree of Bachelor of Applied Arts shall:

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

2. The degree shall be awarded at Pass or Honours Levels. Honours may be awarded in the following categories:

Honours Class I; Honours Class II, Division I; Honours Class II, Division II

3. Students shall be required to conform with the general rules relating to University courses.

The main aim of the course may be summarised as providing opportunities for students to prepare themselves for a career in one of a variety of applied arts fields including professional practice as a craft arts practitioner, in related crafts industries, as a craftsperson within a professional design team or in a service industry where the practitioner will be required to apply specialist knowledge in the areas of design process, craft production and critical and creative responding.

**Structure of Course**

The course is structured into three subject strands:

Core Studies 210 credit points

Contextual Studies 130 credit points

General Studies 20 credit points

The Core Studies are designed to help students explore the relationship between ideas, materials and processes. The intention in the Foundation Studio is to assist students to develop knowledge and skill in solving fundamental artistic problems through drawing, colour theory and craft design. Since drawing is basic to all artistic activity students will be encouraged to use drawing to assist them in developing their ideas and to help them increase their observational and creative responses to qualitative problem solving through visual media.

Following the completion of Session 1 students will elect a major sequence in their specialist study from textiles, ceramics or jewellery. The specialist subjects are identified under the descriptive title Design Craft with each of the specialist studies focusing upon knowledge, skills and understandings that will assist students to prepare themselves as professional craft artists.

To assist students to gain knowledge and technical information about the science and technology of material and to help them better understand the structure, workability and composition of materials, the School of Fibre Science and Technology and School of Materials Science and Engineering have agreed to co-operate in the development of the course. The two schools will jointly offer within the Core Studies the subject Materials and Techniques in Design Craft 1 (Session 3, Year 2) as an introductory subject dealing with the science and technology of textiles, clay and associated materials and

metal. A second subject, Materials and Techniques in Design Craft 2 (Session 4, Year 2) will allow students to elect one of: textiles, clay and associated materials or metal. Students will select the second subject that supports their specialist design craft study in textiles, ceramics or jewellery.

Contextual Studies are designed to provide students with fundamental and elective studies in history and theory of the craft arts, practical studies and the professional development of students. The history and theory subjects aim to provide students with knowledge, appreciation and critical appraisal of specified historical achievements in European and non-European cultures by studying the applied arts within the social, economic and political context of those selected cultures.

The third strand, General Education Studies, are designed to meet the University requirements for the General Education Program in undergraduate courses.

**Honours Component**

A student who has completed the second year of the full-time course with superior performance may make written application to the Head of School of Arts and Music Education to enrol in the Honours subject in the third year, EXPA 4000 Project A (Honours), in addition to their normal program. A student who then achieves a high level of academic performance in the overall third year program may be admitted to the final year of the Honours degree course. The content of the Honours year subjects, EXPA 4001 Project B (Honours) and EXPA 4002 Research in the Applied Arts, will be planned in collaboration with the student's Project Supervisor.

Normally, students in the fourth year will be expected to complete the Honours year requirements in one academic year, terminating with the submission of a Project. The Project may be in the form of a thesis or exhibition or some combination as determined in consultation with the Project Supervisor and where appropriate, the Head of School.

**Schedule of Subjects**

| Year 1                                |   | C  | HPW |
|---------------------------------------|---|----|-----|
| <i>Session 1</i>                      |   |    |     |
| EXPA1000                              | Foundation Studio 1                           | 30 | 9   |
| EXPA1080                              | History of Applied Arts 1                     | 15 | 3   |
| EXPA1083                              | Applied Arts Workshop 1 (Technology Studies)  | 5  | 2   |
| EXPA1082                              | Design Studies and the Arts                   | 10 | 3   |
| <i>Session 2</i>                      |   |    |     |
| EXPA1100                              | Design Craft 1                                | 20 | 6   |
| EXPA1010                              | Foundation Studio 2                           | 10 | 3   |
| EXPA1081                              | History of Applied Arts 2                     | 15 | 3   |
| EXPA1084                              | Applied Arts Workshop 2 (Computer Technology) | 10 | 3   |
| Category A General Education Elective |   |    |     |
| <i>Year 2</i>                         |   |    |     |
| <i>Session 1</i>                      |   |    |     |
| EXPA2100                              | Design Craft 2A Textiles                      | 20 | 6   |
| EXPA2200                              | Design Craft 2A Ceramics                      | 20 | 6   |
| EXPA2300                              | Design Craft 2A Jewellery                     | 20 | 6   |
| and:                                  |   |    |     |
| MATS9712                              | Materials and Techniques in Design Craft 1    | 10 | 3   |

| Year 2   |    | C  | HPW |
|--|----|----|-----|
| Applied Arts Study Elective                          |    | 10 | 3   |
| Category A General Education Elective                |    | 5  | 2   |
| <b>Session 2</b>                                     |    |    |     |
| One of:  |    |    |     |
| EXPA2110 Design Craft 2B Textiles                    | 20 | 6  |     |
| EXPA2210 Design Craft 2B Ceramics                    | 20 | 6  |     |
| EXPA2310 Design Craft 2B Jewellery                   | 20 | 6  |     |
| and one of:  |    |    |     |
| TEXT7002 Materials and Techniques in Design Craft 2A | 10 | 3  |     |
| MATS9722 Materials and Techniques in Design Craft 2B | 10 | 3  |     |
| MATS9732 Materials and Techniques in Design Craft 2C | 10 | 3  |     |
| and:   |    |    |     |
| EXPA2002 History and Theory of Design Craft 2        | 15 | 3  |     |
| Applied Arts Study Elective                          | 10 | 3  |     |
| Category B General Education Elective                | 5  | 2  |     |
| <b>Year 3</b>  |    |    |     |
| <b>Session 1</b>                                     |    |    |     |
| One of:  |    |    |     |
| EXPA3100 Design Craft 3A Textiles                    | 20 | 6  |     |
| EXPA3200 Design Craft 3A Ceramics                    | 20 | 6  |     |
| EXPA3300 Design Craft 3A Jewellery                   | 20 | 6  |     |
| and:   |    |    |     |
| EXPA1040 Advanced Problems in Design                 | 10 | 3  |     |
| EXPA1050 Selected Study in Design Craft              | 15 | 3  |     |
| Applied Arts Study Elective                          | 10 | 3  |     |
| Category B General Education Elective                | 5  | 2  |     |
| <b>Session 2</b>                                     |    |    |     |
| One of:  |    |    |     |
| EXPA3110 Design Craft 3B Textiles                    | 20 | 6  |     |
| EXPA3210 Design Craft 3B Ceramics                    | 20 | 6  |     |
| EXPA3310 Design Craft 3B Jewellery                   | 20 | 6  |     |
| and:   |    |    |     |
| EXPA1060 Advanced Project                            | 10 | 3  |     |
| EXPA1070 Professional Experience Project             | 10 | 3  |     |
| EXPA3000 Professional Issues in Craft Practice       | 15 | 3  |     |

### Applied Arts Study Electives

Elective studies will deal in-depth with issues of a theoretical nature concerning the craft arts in historical, contemporary and future-oriented social perspectives and in the application of theory to practice. Studio-oriented electives will include a theoretical examination of the nature of practice and critical inquiry that will extend knowledge, skill and understanding. Elective studies are organised into Group A (studio-oriented studies) and Group B (theoretically oriented studies). Students will select a total of 3 subjects from both groups of which only 2 can be selected from Group A. Elective studies will be made available in Sessions 3, 4 and 5 and its assumed selection will be made on the basis of availability, interest, relevance to core studies, ability to connect to other arts disciplinary areas or vocational relevance. Subjects in the Elective Applied Arts Studies are not necessarily each year and students will need to check with the School to ascertain subject offerings in a particular year.

| Group A Electives                     | C  | HPW |
|---------------------------------------|----|-----|
| EXPA2011 Communication 1              | 10 | 3   |
| EXPA2013 Computer Technology 1        | 10 | 3   |
| EXPA2014 Computer Technology 2        | 10 | 3   |
| EXPA2015 Photography 1                | 10 | 3   |
| EXPA2016 Photography 2                | 10 | 3   |
| EXPA2017 Fashion and Costume Design 1 | 10 | 3   |
| EXPA2018 Fashion and Costume Design 2 | 10 | 3   |
| EXPA2021 Drawing 1                    | 10 | 3   |
| EXPA2022 Drawing 2                    | 10 | 3   |
| EXPA2023 Drawing 3                    | 10 | 3   |
| EXPA2031 The Contemporary Mask        | 10 | 3   |
| EXPA2032 Design in Performance        | 10 | 3   |
| EXPA2033 Independent Study            | 10 | 3   |
| EXPA2036 Design in the Theatre        | 10 | 3   |
| EXPA2037 Professional Presentation    | 10 | 3   |

### Group B Electives

|  |    |   |
|--|----|---|
| EXPA2012 Communication 2                                       | 10 | 3 |
| EXPA2019 Design Craft and Community Development                | 10 | 3 |
| EXPA2020 Cultural and Social Issues in Contemporary Crafts     | 10 | 3 |
| EXPA2024 The Applied and Decorative Arts of the Pacific        | 10 | 3 |
| EXPA2025 The Arts in the Pacific                               | 10 | 3 |
| EXPA2026 The Applied and Decorative Arts of Asia               | 10 | 3 |
| EXPA2027 The Arts in Asia                                      | 10 | 3 |
| EXPA2028 Arts of Aboriginal People and Torres Strait Islanders | 10 | 3 |
| EXPA2029 Interdisciplinary study in the Arts                   | 10 | 3 |

### General Education Studies

Students will select two Category A subjects and two Category B subjects from subject offerings.

### Honours Component

|                                       |    |   |
|---------------------------------------|----|---|
| EXPA4000 Project A (Honours)          | 10 | 3 |
| EXPA4001 Project B (Honours)          | 10 | 6 |
| EXPA4002 Research in the Applied Arts | 10 | 3 |

## 4130

### Bachelor of Music Education

The School offers a four-year full-time degree course for intending Secondary School teachers leading to the award of Bachelor of Music Education.

The Course is designed to prepare specialist Music teachers for Secondary Schools, but it develops competencies in Music Education both at the Primary and Secondary School levels.

During the course students will:

- acquire a knowledge of the theory and practice of modern education;
- develop their individual practical musicianship to a high level;
- pursue performance and musicianship studies which contribute to the development of a high level of general musicianship;

- develop awareness of, and sensitivity to, other creative and expressive arts;
- develop an appreciation of the relationship among the arts and their contribution to education;
- develop the ability to assume responsibility for promoting musical activities in the community;
- undertake additional studies, not necessarily career oriented, which contribute to their personal development.

### Structure of the Course

Content of the Bachelor of Music Education Course is grouped in three segments:

**Segment A - Professional Teacher Education Studies**  
Professional Teacher Education Studies aim to develop students' knowledge of modern educational practice, curriculum design and development, and the generic skills of teaching.

**Segment B - Specialist Music Studies**  
Specialist Studies are studies in Performance and Musicianship and Music History. A range of subjects is provided to develop the potential of students as practising musicians.

**Segment C - General Studies**  
General Studies comprises sequences of elective subjects for the general education and for the social and cultural development of students.

Students undertake three Level 1 General Studies, two of which are studied to Level 2. Subjects are selected from the schedule printed on p.67 of this Handbook.

Students may not select the General Studies subjects in Music.

### Practicum Requirements

Most of the Bachelor of Music Education degree course's theoretical and practical studies are applied within a range of in-school experiences which are integral to the Professional Teacher Education Studies which students undertake.

Practicum requirements are graded over the four years of the course. In the first three years of the course they are associated particularly with the sequence of subjects, Teacher Development 1 to 4, and block periods of Practice Teaching conducted outside the teaching semesters. Successful completion of the subjects Teacher Development 1 to 4 and of Practice Teaching for Years 1, 2 and 3 are pre-requisites for admission to the final year. Teacher Development 5 and the within-semester Extended Practice Teaching undertaken over a minimum period of ten weeks.

In the early semesters of the Course, the Professional Teacher Education Studies are sequenced to complement each other, so that students quickly gain initial understandings and competencies in the practice of teaching. In Semester 1, students study child development and the foundations of music education for children while they practise teaching skills introduced in Teacher Development 1, with children in the 5 to 12 years age group. In subsequent semesters they learn about and teach adolescents. In Semesters 3 and 4, Education Psychology, they study from a psychological perspective several of the

teaching realities they have encountered in controlled, practical ways in their linked subjects in Education Studies, and in Teaching and Curriculum Studies, and in Practice Teaching 1.

Expectations of students in the block Practice Teaching periods are indicated more fully in the description of subjects for the Bachelor of Music Education course.

### Schedule of Subjects

| Year 1  | HPW |
|---|-----|
| <i>Session 1</i>                                  |     |
| Segment A Education Studies                       |     |
| EXPA3271 Human Development                        | 3   |
| Teaching and Curriculum Studies                   |     |
| EXPA9071 Teacher Development 1                    | 3   |
| EXPA9750 Foundations of Music Education           | 3   |
| Segment B Musicianship Studies                    |     |
| EXPA4701 Musicology 1                             | 2   |
| EXPA7741 Harmony and Aural Perception 1           | 2   |
| Performance Studies                               |     |
| EXPA7701 Practical Studies (Minor) 1              |     |
| EXPA7791 Practical Studies (Major) 1              |     |
| Performance Elective Workshops (see p.66 Sub Des) | 2   |
| <i>Session 2</i>                                  |     |
| Segment A Education Studies                       |     |
| EXPA3272 Adolescent Growth and Development        | 3   |
| Teaching and Curriculum Studies                   |     |
| EXPA9072 Teacher Development 2                    | 3   |
| EXPA9076 Media and Technology Music Education     | 3   |
| Segment B Musicianship Studies                    |     |
| EXPA4702 Musicology 2                             | 2   |
| EXPA7742 Harmony and Aural Perception 2           | 2   |
| Performance Studies                               |     |
| EXPA7792 Practical Studies (Major) 2              |     |
| EXPA7702 Practical Studies (Minor) 2              |     |
| Performance Elective Workshops (See p.66 Sub Des) | 2   |
| Segment C General Studies                         |     |
| Elective B1                                       | 2   |
| <i>Year 2</i>                                     |     |
| <i>Session 1</i>                                  |     |
| Segment A Education Studies                       |     |
| EXPA3273 Educational Psychology 1                 | 3   |
| Teaching and Curriculum Studies                   |     |
| EXPA9073 Teacher Development 3                    | 3   |
| EXPA9753 Creative Music Workshop                  | 3   |
| Segment B Musicianship Studies                    |     |
| EXPA4703 Musicology 3                             | 2   |
| EXPA7743 Harmony and Aural Perception 3           | 2   |
| EXPA7771 Orchestration 1                          | 2   |
| Performance Studies                               |     |
| EXPA7793 Practical Studies (Major) 3              |     |
| EXPA7703 Practical Studies (Minor) 3              |     |
| Performance Elective Workshops (See p.66 Sub Des) | 2   |
| <i>Session 2</i>                                  |     |
| Segment A Education Studies                       |     |
| EXPA3274 Educational Psychology 2                 | 3   |
| Teaching and Curriculum Studies                   |     |
| EXPA9077 Curriculum Studies in Music Education 1  | 3   |

| Year 2  | HPW | Year 3  | HPW |
|---|-----|---|-----|
| Segment B Musicianship Studies                    |     | EXPA7746 Harmony and Aural Perception 6           | 2   |
| EXPA4704 Musicology 4                             | 2   | EXPA7761 Musical Aesthetics and Philosophy 1      | 2   |
| EXPA7744 Harmony and Aural Perception 4           | 2   | Musicianship elective:                            |     |
| Musicianship Electives:                           | 2   | EXPA7757 History of Opera B or                    | 2   |
| EXPA7772 Orchestration 2 or                       |     | EXPA7772 Orchestration 2 or                       | 2   |
| EXPA7758 Ethnomusicology A                        | 2   | EXPA7758 Ethnomusicology A or                     | 2   |
| Performance Studies                               |     | EXPA7749 Composition Studies                      | 2   |
| EXPA7794 Practical Studies (Major) 4              |     | Performance Studies                               |     |
| EXPA7704 Practical Studies (Minor) 4              |     | EXPA7796 Practical Studies (Major) 6              |     |
| Performance Elective Workshops (See p.66 Sub Des) | 2   | EXPA7706 Practical Studies (Minor) 6              |     |
| Segment C General Studies                         |     | Performance Elective Workshops (See p.66 Sub Des) | 2   |
| Elective C1 2                                     |     | Segment C General Studies                         |     |
|   |     | Elective A, B, or C2                              | 2   |
| <b>Year 3</b>                                     |     | <b>Year 4</b>                                     |     |
| <i>Session 1</i>                                  |     | <i>Session 1</i>                                  |     |
| Segment A Education Studies                       |     | Segment A Education Studies                       |     |
| EXPA3275 Sociology of Education                   | 2   | EXPA3281 Education of Atypical Children           | 3   |
| Teaching and Curriculum Studies                   |     | Teaching and Curriculum Studies                   |     |
| EXPA9074 Teacher Development 4                    | 3   | EXPA9078 Curriculum Studies in Music Education    | 3   |
| EXPA4705 Musicology 5                             | 2   | Segment B Musicianship Studies                    |     |
| Segment B Musicianship Studies                    |     | EXPA7760 Music and Contemporary Society           | 2   |
| EXPA7745 Harmony and Aural Perception 5           | 2   | Musicianship elective:                            |     |
| Musicianship elective:                            | 2   | EXPA7756 History of Opera A or                    | 2   |
| EXPA7756 History of Opera A or                    | 2   | EXPA7762 Musical Aesthetics and Philosophy 2 or   | 2   |
| EXPA7759 Ethnomusicology B or                     | 2   | EXPA7759 Ethnomusicology B or                     | 2   |
| EXPA7748 Composition Studies 1                    | 2   | EXPA7748 Composition Studies 1                    | 2   |
| Performance Studies                               |     | Performance Studies                               |     |
| EXPA7795 Practical Studies (Major) 5              |     | EXPA7797 Practical Studies (Major) 7              |     |
| EXPA7705 Practical Studies (Minor) 5              |     | EXPA7707 Practical Studies (Minor) 7              |     |
| Performance Elective Workshops (See p.66 Sub Des) | 2   | Performance Elective Workshops (See p.66 Sub Des) | 2   |
| Segment C General Studies                         |     | <i>Session 2</i>                                  |     |
| Elective A, B, or C2                              | 2   | Segment A Education Studies                       |     |
| <i>Session 2</i>                                  |     | EXPA9724 Orff Schulwerk Workshop                  | 3   |
| Segment A Education Studies                       |     | Teaching and Curriculum Studies                   |     |
| EXPA3277 Philosophy of Education                  | 3   | EXPA9075 Teacher Development 5                    | 3   |
| Segment B Musicianship Studies                    |     | EXPA0414 Extended Practice Teaching               |     |
| EXPA9723 Movement Education Workshop              | 2   |   |     |

\* At the discretion of the Program Director, a Year 4 student may undertake a General Study elective (A, B, or C2 or 4) instead of a Musicianship elective.

## Subject Descriptions

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

### Associate Diploma of Arts (Expressive and Performing Arts)

#### EXPA4600 Dance 1

Staff Contact: Mr D. Spurgeon  
C8 S1 HPW6

This subject is intended as a beginning point for students. It is intended to introduce the participants to several of the dance techniques available, including Modern Jazz and

Afro-Latin, and to present an overview of relevant dance history. Body conditioning and alignment exercises will be introduced.

#### EXPA4601 Dance 2

Staff Contact: Mr D. Spurgeon  
C6 S2 HPW4

Students will continue their studies, and extend their work from the Dance 1 subject, with the emphasis upon technical development, dance anthropology and evaluation and criticism of dance. Content includes technical classes in various ethnic styles of dance.



**EXPA4602****Dance 3**

*Staff Contact: Mr D. Spurgeon*  
C12 S1 HPW6

This subject caters for those students who have specifically chosen dance in the second year by extending their technical ability in the styles introduced in Dance 1. It also introduces them to the vocabulary of creative dance and to the basic skills of demonstrating and teaching dance.

**EXPA460****Dance 4**

*Staff Contact: Mr D. Spurgeon*  
C12 S2 HPW6

This subject extends the technical work on Ethnic Dance begun in Dance 2 and introduces students to composition, choreography and production. Students compose a brief original dance work and perform in the choreographed works of other class members.

**EXPA4113****Drama 1**

*Staff Contact: Mr G. Sherborne*  
C8 S1 HPW6

This subject introduces students to the basic elements of drama from the viewpoints of acting, production and critical appreciation. Students in the course, and in subsequent Drama units, participate in talks/seminars, critical review activities, class workshops and workshop productions and/or play production. Students will participate in a variety of dramatic exercises including self awareness exercises, workshop experiences with the mask, improvisation and non-verbal communication. Students analyse parts of scripts for use with exercises.

**EXPA4114****Drama 2**

*Staff Contact: Mr G. Sherborne*  
C6 S1 HPW6

This subject is designed to extend the knowledge and skills of students required in acting, producing and evaluating drama. Course activities include voice and speech work, work on characterization, the art of imagery and illusion, and an introduction to back stage technical areas.

**EXPA4115****Drama 3**

*Staff Contact: Mr G. Sherborne*  
C12 S1 HPW6

This subject is designed to introduce the students to some of the theoretical background to acting and production and to cultivate in them an historical perspective on drama whilst continuing to develop their practical theatre skills. Activity includes further work in voice, work on scripted material, studies of approaches to original/ensemble/devised drama, a study of acting/production styles, and a variety of genres.

**EXPA4116****Drama 4**

*Staff Contact: Mr G. Sherborne*  
C12 S2 HPW6

This subject is built around the production of a significant theatre text or group devised play, for a series of public

performances. Students will be involved in research and development, preparatory improvisation workshops, seminars presented by guest artists, technical workshops and rehearsals for public performances.

**EXPA4350****Communication 1**

*Staff Contact: Mr G. Sherborne*  
C3 S2 HPW3

This subject is an introduction to basic communications. Participants take part in activities which explore various communication modes. The relationship of communication (both oral and written) within and between Arts modes and other areas of experience is given special attention.

**EXPA4351****Communication 2**

*Staff Contact: Mr G. Sherborne*  
C6 S1 HPW3

This subject establishes a theoretical foundation for communication based upon a model which views communication studies as a multi-disciplinary area of study. Students are introduced to key concepts in communications and extend some of the skills and awareness developed in Communication 1. The practical component of the subject includes planning and production using photographic and video media; script writing for a variety of purposes related to simple production work; and preparation of graphics material.

**EXPA4706****Music In The Arts 1**

*Staff Contact: Mr R. Morphey*  
C4 S1 HPW3

This introductory subject examines the roles of music in contemporary Australian and selected non-western societies and relationships between music and other art forms. The subject examines elements of music, functions of music in traditional cultures and the multicultural society of contemporary Australia, roles and training of musicians in different cultures, and practical music making activities using simple musical instruments.

**EXPA4707****Music In The Arts 2**

*Staff Contact: Mr R. Morphey*  
C4 S2 HPW3

This subject deals with acoustic and electronic sound media. It is designed to give students with a minimum of musical background, an opportunity to create sound utilizing these media and to interact in a creative way with other art forms.

**EXPA4708****Music In The Arts 3**

*Staff Contact: Mr R. Morphey*  
C6 S2 HPW3

This subject is designed to develop students' voice control and singing ability and to develop an appreciation of music in drama and theatre. At the discretion of the Course Co-ordinator students under taking Major Studies in Drama may be required to do this subject as part of their program.

**EXPA4124****Computer Resources For Artists***Staff Contact: Ms K. Placing*

C6 S2 HPW3

This subject introduces students to the micro computer and to general purpose software applications including word processing, graphics, and spreadsheets that could be applicable to design projects, presentation of layouts or scripts, or procedures associated with small business or community arts activities.

**EXPA6590****Video***Staff Contact: Mr G. Sherborne*

C6 S2 HPW3

The subject assists students to examine the potential of video to present imagery in a variety of creative formats and to gain technical skills in the production of short experimental works from on-site and studio production projects.

**EXPA4126****Design for Theatre***Staff Contact: Mr G. Sherborne*

C4 S1 HPW3

The subject introduces students to the fundamentals of theatre design through a systematic examination of the design needs and the crafts of the theatre. Practical workshop activities in scenic design, colour for special effects, perspective, elementary technical drawing and model construction and costume design and construction enable students to develop very practical skills for small-scale theatrical events.

**EXPA4125****Drama 3A***Staff Contact: Mr G. Sherborne*

C4 S1 HPW3

The subject is designed to give students a knowledge of the historical background which illustrates the various styles of acting and production in drama. Textual study of some plays, selected for their significance within a particular style or period is a major part of the course. Development of practical performance skills will be a course objective.

**EXPA4604****Dance 3A***Staff Contact: Mr D. Spurgeon*

C4 S1 HPW3

The subject introduces students to dance improvisation. It will enable students to understand the principles and practice of improvisation in dance in order to create a cognitive and kinaesthetic understanding of improvisation which allows and encourages students to experiment in movement both as participants and instigators.

**Interdisciplinary Studies****EXPA4117****Design And The Arts***Staff Contact: Ms E. Robertson*

C4 S1 HPW3

This subject is concerned with introducing students to the theory and practice of design in the arts. Practical exercises in design will present the principles of design and assists students to develop technical skills in a range of design-related arts problems.

**EXPA 6600****Arts and Society In Time***Staff Contact: Ms M. Moore*

C4 S2 HPW3

This subject involves students in historical investigation of the expressive and performing arts.

Students gain some research skills through practical experiences involving investigation, description, analysis and interpretation of the arts. Studies from literature, the visual arts and crafts, drama, theatre and music assist students to examine the generation of ideas and the contribution of the arts to cultural identity.

**EXPA6601****Arts Production/Exhibition***Staff Contact: Mr G. Sherborne*

C6 S2 HPW4

This subject involves students in applying their creative skills and conceptual understandings to the planning and presentation of a multi-arts production/exhibition. The arts works invented by individuals or groups investigate and express a response to a common theme, idea or concept.

The subject may take the form of a series of workshops related to technical aspects of production such as lighting and/or stage management and exhibition developments including layout, brochures and presentation.

**Bachelor of Applied Arts****Core Studies****EXPA1000****Foundation Studio 1***Staff Contact: Mr V. Rees*

C30 S1 HPW9

This subject introduces students to basic skills, processes and media used in visual problem solving. Studio practice will examine: a wide range of wet (ink, dye, acrylic paint, watercolours, stains) and dry (graphite, charcoal, coloured pencils, oxide and pigment, pastel, conte) mediums and their individual properties; tonality, and various theories of colour; formal design theories (Western and Eastern); high and low technologies; implications of functional design; purposes and forms of decoration; design processes; translation of ideas through to finished forms of design craft.

**EXPA1010****Foundation Studio 2***Staff Contact: Mr V. Rees*

C10 S2 HPW3

This subject will build upon studies in Foundation Studio 1 with a greater emphasis on visual problem solving through tonal colour and design studies. Contemporary themes, particularly Australian will be investigated.

**MATS9712****Materials and Techniques in Design Craft 1***Staff Contact: Dr P. Thursby***C10 S1 HPW3**

An introduction to the science and technology of materials, emphasizing relationships between structure, composition and properties. Introduction to processing of metallic, ceramic and fibrous materials. Materials recognition and design possibilities are discussed.

**TEXT7002****Materials and Techniques in Design Craft 2A***Staff Contact: Dr P. Thursby***C10 S2 HPW3**

The conversion of fibres to yarns. Properties of yarn. The conversion of yarn to fabric including weaving, knitting, felting. The application of colour to textile materials. Introduction to industrial textile manufacture.

**MATS9722****Materials and Techniques in Design Craft 2B***Staff Contact: Dr P. Thursby***C10 S2 HPW3**

Casting, working and surface finishing of metals and alloys. Soldering, brazing and welding. Joining metals to glasses, ceramics and gemstones.

**MATS9732****Materials and Techniques in Design Craft 2C***Staff Contact: Dr P. Thursby***C10 S2 HPW3**

Structures and properties of clays, non-clays, cements, porcelains, glazes, glasses and other ceramics. Optical properties and colours of glasses, glazes and gemstones. Forming and firing of ceramic bodies, reactions during firing. Kilns and oxidation/reduction effects.

**EXPA1040****Advanced Problems in Design***Staff Contact: Ms E. Robertson***C10 S1 HPW3**

This subject will encourage and assist students to develop advanced individual projects in their area of specialisation. Opportunities for group discussions and tutorials will enable students to share their work with staff and other students. Projects in textiles, ceramics or metal will require a design craft problem, identification of the process and strategies to assist the solution and completion of craft work. Presentation will require submission of documentation of process as well as completed work.

**EXPA1050****Selected Study in Design Craft***Staff Contact: Ms L. Hamby***C15 S1 HPW3**

This subject will assist students to gain aesthetic insight and a better appreciation of design problems by working to a specific design brief for an arts group/organisation or industry. Students will be assisted to make contact with an outside organisation involved in design craft or the arts and so gain a better appreciation of the professional life of a designer-craftsperson. It is anticipated that this experience will assist students in determining a placement for the subject EXPA 1070 Professional Experience Project.

**EXPA1060****Advanced Project***Staff Contact: Dr P. Thursby***C10 S2 HPW3**

The identification of an individual project in the students area of specialisation that will be based on the study of a craft art form or creative process. The project will require both an historical inquiry and studio-production program to produce an individual work or series of works for exhibition. The work will be located within one of the specialisations: textiles, ceramics or jewellery and may extend the inquiry and development of form into newer craft arts areas by the use of technology and other processes and materials.

**EXPA1070****Professional Experience Project***Staff Contact: Dr P. Thursby***C15 S2 HPW3**

Students will be placed in the field to work with an organisation or industry in order to work alongside professionals in the field of craft arts. It is expected that students may undertake either a regular involvement each week over the session or complete their attachment in a more intensive block of time by working on a specific project. Students will be undertaking their work-related activities under the general supervision of a professional colleague in the organisation which will be followed up by a School supervisor.

**EXPA1100****Design Craft 1***Staff Contact: Ms L. Hamby***C20 S2 HPW6**

Introduction to craft arts practice with special attention given to two and three dimensional studio activities that will prepare students for studies in textiles, jewellery and ceramics. Major areas of investigation through studio activity: Constructing three dimensional forms using both flexible and rigid materials from the craft areas (textiles, clay, metal and wood). Investigation of natural and geometric forms; surface treatment emphasizing texture on relief and 3D forms using natural and artificial light. Translation of three dimensional forms into two dimensional images using different design strategies.

**EXPA2100****Design Craft 2A***Staff Contact: Ms L. Hamby***C20 S1 HPW6**

An introduction to the processes involved in working with fibre. Practical exercises in the construction of fibre structures: thread construction, wrapping, coiling, twining. Manipulation of fibre structure: pleats, tucks, folds, smocking, quilting, applique, patchwork. Mark making in surface and structural work: drawn and painted images with textile markers, dyes and pastels.

**EXPA2200****Design Craft 2A Ceramics***Staff Contact: Mr V. Rees***C20 S1, S2 HPW6**

This subject provides an overview of the processes involved in creating objects from clay. Studio practice examines: types of clay bodies, stages of drying process,

building and forming techniques, surface decoration, traditional attitudes to ceramics, and firing technology.

**EXPA2300**  
**Design Craft 2A Jewellery**  
*Staff Contact: Mr V. Rees*  
 C20 S1 HPW6

An overview of traditional and contemporary perceptions of jewellery. Studio activity: tools and techniques of cold joining and forming (hammering, sawing and filing, riveting, drilling); exploration of materials (non-ferrous metals and plastic); translation of ideas into wearable and non-wearable jewellery.

**EXPA2110**  
**Design Craft 2B Textiles**  
*Staff Contact: Ms L. Hamby*  
 C20 S2 HPW6

Processes in designing and working with dyes and fabric. Dye technology: naphthol, fiber reactive and pigments. Use in long dye baths, short applications, spot applications and monoprinting. Techniques and principles: direct painting with dyes on various fibre surfaces, resists with wax and gutta and shibori (Japanese resist shaped dyeing). Use of the Elements and Principles of Design to explore concepts and methods of repeat relevant to this subject.

**EXPA2210**  
**Design Craft 2B Ceramics**  
*Staff Contact: Mr V. Rees*  
 C20 S1, S2 HPW6

This subject critically analyses the aesthetics and function of clay objects. Studio practice will examine: function and domestic purpose, contemporary perspectives of clay objects, wheel-throwing techniques, low-fire and medium-fire glazing, glaze technology and varieties of hand-building techniques. Students will be expected to produce objects ready for exhibiting.

**EXPA2310**  
**Design Craft 2B Jewellery**  
*Staff Contact: Mr V. Rees*  
 C20 S2 HPW6

Examines the technology of metal and its transformation through heat to create three dimensional jewellery objects. Studio activity: experimentation of three dimensional forms and their relationship to the human body; techniques (soldering, welding, casting, fabrication); materials (ferrous and non-ferrous); translating two dimensional drawn designs to three dimensional jewellery objects.

**EXPA3100**  
**Design Craft 3A Textiles**  
*Staff Contact: Ms E. Robertson*  
 C20 S1 HPW6

Processes involved in the surface decoration of fabric. Altered surfaces such as machine embroidery, relief printing. Mixed media techniques incorporating materials other than fibre. Drawing and design inspiration. Presentation of work: mounting, framing, stretching construction.

**EXPA3200**  
**Design Craft 3A Ceramics**  
*Staff Contact: Mr V. Rees*  
 C20 S1 HPW6

This subject examines sculptural ceramic forms. Studio practice will examine: relief and three dimensional forms, surface treatment, scale, mixed media, mass, stress factors, personal and public sculpture, cultural, religious and political icons.

**EXPA3300**  
**Design Craft 3A Jewellery**  
*Staff Contact: Mr V. Rees*  
 C20 S1 HPW6

The role of the contemporary jeweller and the aesthetics of jewellery-making within a commercial context. Studio activity: stone-setting, metal alloying, etching, patterning: setting a design based on consumer research; one-off designs and multiple production; linking studio capabilities with industries (electroplating, metal spinning, die-forming); visual problems involved with aesthetics, jewellery and mass production.

**EXPA3110**  
**Design Craft 3B Textiles**  
*Staff Contact: Ms E. Robertson*  
 C20 S2 HPW6

Self initiated project using concepts and the design process in formulation of work. Use of techniques and skills based on earlier foundation and textile subjects. Development of research skills for historical and contemporary textiles, issues and concepts related to proposed work. Professional work practices: organization, quality control and presentation of work.

**EXPA3210**  
**Design Craft 3B Ceramics**  
*Staff Contact: Mr V. Rees*  
 C20 S2 HPW6

This subject provides an opportunity for the individual production of a major body of work which must contain elements of ceramic material and ceramic process. Studio practice will involve a student initiated design craft brief (approved by subject lecturer).

**EXPA3310**  
**Design Craft 3B Jewellery**  
*Staff Contact: Mr V. Rees*  
 C20 S2 HPW6

Advanced studio practice that requires the student to: initiate a jewellery design proposal; research and investigate appropriate technology, materials and audience; place the design within a conceptual framework; and construct a body of work that relates to the jewellery process.

**Contextual Studies**

**EXPA1080**  
**History of Applied Arts 1**  
*Staff Contact: Ms A. Reinhard*  
 C15 S1 HPW3

Prehistory to High Renaissance - An introduction to exploring the role of the artist/craftsperson within the

framework of society and related arts, with reference to the evolution of craft design from early utilitarian objects to the more sophisticated crafts of the guild system. Examining the expertise, design and workmanship required to produce these decorative and functional items, and the ideas and philosophy behind the production of artifacts within a historical context.

**EXPA1081**  
**History of Applied Arts 2**

*Staff Contact: Ms A. Reinhard*  
C15 S2 HPW3

Enlightenment to 21st Century - An introduction to the emergence of a technical and commercial society, examining the crafts and artifacts produced within the framework of society and the related arts. Developing an understanding of the ideas and philosophy behind the Art and Craft movement and subsequent revivals in the 20th Century. With reference to individual artist/craft persons style, technique, use of media and presentation...

**EXPA1082**  
**Design Studies in the Arts**

*Staff Contact: Ms A. Reinhard*  
C10 S1 HPW3

Theory and practice of design in the arts from different cultures. Presentation and layout of visual materials used in assignments. Translation of a literary mode into a visual form. Research of cultural artefacts. Link between design and technological development within different cultures. Significance of particular cultural artefacts within their social context.

**EXPA1083**  
**Applied Arts Workshop 1 (Technology Studies)**

*Staff Contact: Mr V. Rees*  
C5 S1 HPW2

This Subject will not deal with aesthetic concerns but with simple "how to" technical information and practice. At least three workshop areas will be completed in the semester with individual workshop areas of four weeks duration. Various areas will be offered from the following list: wood, metal, sewing, photography, video, computers, sound-production, mould-making.

**EXPA1084**  
**Applied Arts Workshop 2 (Computer Technology)**

*Staff Contact: Ms L. Hamby*  
C10 S2 HPW3

Introduction to the micro computer. Use of general purpose software applications including word processing, spreadsheets and graphics. Applications for design projects, presentations of layouts combining text and imagery. Use of computer for symbiotics specific to clay, metals and fibre. Preparation of design briefs and resumes.

**EXPA2001**  
**History and Theory of Design Craft 1**

*Staff Contact: Ms A. Reinhard*  
C15 S1 HPW3

To develop a historical, cultural and theoretical base for the study of the design and production of craft and Applied Arts through a series of thematic studies in Textiles, Ceramics, Jewellery and other related Arts. Concepts such as the role

of the crafts person and their immediate environment as a theme, commercial and economic factors and fashions, historical significance and cultural influences as well as aesthetic considerations will all be examined in detail.

**EXPA2002**  
**History and Theory of Design Craft 2**

*Staff Contact: Ms A. Reinhard*  
C15 S2 HPW3

Current issues that directly affect Australian contemporary crafts practice will be studied in detail. Reference will be made to Australian and non Australian historical, cultural, environmental, political and social issues that influence decisions on design factors, techniques and subject-matter. This knowledge will be related to exhibitions and the student's studio workshops to develop an understanding and appreciation of the applied arts.

**EXPA3000**  
**Professional Issues in Craft Practice**

*Staff Contact: Ms A. Reinhard*  
C15 S2 HPW3

This subject introduces students to issues related to professional craft practice in order to educate and prepare them for a range of possible career options. Relevant topics such as arts law, copyright, craft/art/design in industry, exhibiting and photographing work, writing curriculum vitae and public and private commissions will be examined.

**Group A Electives**

**EXPA2011**  
**Communication 1**

*Staff Contact: Dr P. Thursby*  
C10 S1, S2 HPW3

The subject is intended to assist students in understanding key aspects of effective communication. The main focus of this subject is on human relationships and learning communication and problem-solving skills that will maintain these relationships successfully. As part of the communication process students are required to develop their oral and written skills in a variety of appropriate contexts including working as part of a team, in the community and in business.

**EXPA2013**  
**Computer Technology 1**

*Staff Contact: Ms L. Hamby*  
C10 S1, S2 HPW10

Graphic software packages, such as MacDraw Pro and Adobe Illustrator, used to learn basic computer drawing and painting. Drawing from traditional medium altered and reinterpreted. Creation of new style work.

**EXPA2014**  
**Computer Technology 2**

*Staff Contact: Ms L. Hamby*  
C10 S1, S2 HPW10

Varied input devices examined: scanners, frame grabbing. Output from different devices; ink jet printers, plotters. The use of desktop publishing programs in the production of art related activities. Existing flat art works to be scanned and manipulated. Adjusted works to be incorporated into

promotional material created in desktop publishing program.

**EXPA2015**  
**Photography 1**

*Staff Contact: Dr P. Thursby*  
C10 S1, S2 HPW3

This subject introduces students to photography as a means of personal expression and as a medium for recording and communicating to others. Technical processes in using the camera and operating a darkroom will be covered as will techniques in framing and composing photographs. Individual projects in black and white photography.

**EXPA2016**  
**Photography 2**

*Staff Contact: Dr P. Thursby*  
C10 S1, S2 HPW3

This subject will extend student ability in using black and white techniques to prepare a portfolio of black and white prints and introduce students to basic skills in colour work. Colour photography working with prints and slides. Exhibition of worked based on theme or idea.

**EXPA2017**  
**Fashion and Costume Design 1**

*Staff Contact: Ms E. Robertson*  
C10 S1, S2 HPW3

This subject will introduce students to the contemporary and commercial applications of fashion and costume design. Students will learn pattern making, basic garment construction, fashion drawing and design, and they will study applied decoration, embroidery and the uses of fashion accessories. The history of costume and fashion will be explored through the study of museum objects and artworks, and this will be supported by contact with the contemporary fashion industry in Australia.

**EXPA2018**  
**Fashion and Costume Design 2**

*Staff Contact: Ms E. Robertson*  
C10 S1, S2 HPW3

This subject will explore the scope of costume design in a theatrical context, building on the skills gained by students in Level 1. Students will study historical and contemporary costume in theatre, film and television. Cutting, decoration and the construction of theatrical costumes will be explored in order to allow students to develop individual skills and designs from set briefs. Theatrical venues and museum collections will be investigated in order to support the practical component of the subject.

**EXPA2021**  
**Drawing 1**

*Staff Contact: Mr V. Rees*  
C10 S1, S2 HPW10

This subject investigates the historical and contemporary treatment of the nude in the visual arts. Through practical exercises using basic dry media in tone and colour (eg. graphite and pastel) students will examine the human form in terms of structure, proportion, movement and surface qualities.

**EXPA2022**  
**Drawing 2**

*Staff Contact: Mr V. Rees*  
C10 S1, S2 HPW10

Drawing practice will involve: traditional processes and techniques associated with rendering recognizable forms, altering images through replicating processes (eg. photocopying, printing, collage). Traditional themes including: landscape, still-life and portraiture will be investigated through the process of drawing.

**EXPA2023**  
**Drawing 3**

*Staff Contact: Mr V. Rees*  
C10 S1, S2 HPW3

Concepts and techniques used in contemporary Australian and International drawing will be critically reviewed. Students will explore the figurative and non-figurative. Studio practice will involve personal and visual, problem solving through a broad range of drawing media and techniques; creating mood and atmosphere through layered images.

**EXPA2031**  
**The Contemporary Mask**

*Staff Contact: Ms E. Robertson*  
C10 S1, S2 HPW3

This subject aims to develop students knowledge and understanding of the uses of masks in contemporary society. Different mask styles and types of mask making will be studied. The role of the mask in art, performance and film will be explored and specific themes will be examined in depth. Students will develop personal concepts and designs and create thematic masks using paper mache in addition to their written research.

**EXPA2032**  
**Design In Performance**

*Staff Contact: Ms E. Robertson*  
C10 S1, S2 HPW3

This subject will introduce students to design and performance in various contexts. Design in theatre will be the major focus of this subject and students will systematically examine design needs and the crafts of the theatre and participate in practical workshops intended to provide technical and construction experiences. A design craft brief will be set for students to complete.

**EXPA2033**  
**Independent Study**

*Staff Contact: Dr P. Thursby*  
C10 S1, S2 HPW3

This subject is a directed study in a discipline or multi-disciplinary area of interest and of relevance to the professional and vocational interests of the student. It should extend the knowledge and understanding of the subject through a systematic investigation and development of a project in association with a supervisor. Permission of the Head of School may be sought to determine the suitability of undertaking an independent study.

## EXPA2036

### Design in Theatre

Staff Contact: Ms E. Robertson

C10 S1, S2 HPW3

Fundamentals of stage design including technical drawing, plans, renderings and model construction. Scene design, painting and perspective, special effects using colour and synthetic materials. Costume design, patterns and pattern making, cutting and construction. Historical and social research in theatre design.

## EXPA2037

### Professional Presentation

Staff Contact: Mr V. Rees

C10 S1, S2 HPW3

Investigation and creation of ways of presenting design craft work to a variety of clients, including public and business agencies. Studio activity: typography, layout, border designs and logos; creation of personalized graphic package (business cards, stationary); designing content specific portfolio; photographing art works; ways of presenting two dimensional and three dimensional artwork.

## Group B Electives

## EXPA2012

### Communication 2

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW3

This subject examines the relationship between communication and culture in the context of contemporary communications media. It provides an introduction to communication theories and models, concepts of culture and ideology, and semiotic analysis of cultural products. A practical component in the subject includes planning and production using photographic and video media, script writing and preparation of graphics material.

## EXPA2019

### Design Craft and Community Development

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW3

This subject will explore issues involved in the history, theory and practice of community arts with emphasis upon the role and place of the designer-crafts person and how the contribution of the designer-craftsperson can enhance the community and community groups. Case studies of community action through the arts will be studied and field trips organised to investigate community groups aims, funding, craft arts achievements and affect in the community.

## EXPA2020

### Cultural and Social Issues in Contemporary Crafts

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW3

This subject will examine the cultural and social context within which crafts are produced, the role of the contemporary crafts person as an individual, as a link in the community and in contribution in industry. Criticism, theory and models of professional practice in craft arts will be examined as part of an inquiry into the future for craft artists. Guest craft artists will be invited to share their work through presentations and discussion.

## EXPA2024

### The Applied and Decorative Arts of the Pacific

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW3

Examination of stylistic and aesthetic characteristics of the applied and decorative arts of Oceania and the application of technical knowledge to the design and creation of forms. Design and pattern: origins and structures; motifs. Form and function. Materials and technical methods. Symbols and meaning. Use of artefacts in social contexts.

## EXPA2025

### The Arts in the Pacific

Staff Contact: Dr P. Thursby

C10 S1 S2 HPW3

Pacific Arts since the Second World War: the effect of contact with colonial and military powers upon the visual arts in Melanesian cultures. The visual arts examined within the contexts of tradition, cultural change and economic development. Emergence of tourist art. Case studies of Melanesian visual artists. The influence of western art forms, media and style on contemporary artistic practices in Pacific arts.

## EXPA2026

### The Applied and Decorative Arts of Asia

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW3

The subject will examine stylistic and aesthetic characteristics of the applied and decorative arts of Asia with particular attention given to specific or selected cultures that would allow for closer examination of the application of technical and material knowledge to the design and manufacture of crafts. Craft arts practised in Indonesia including craft arts associated with performance.

## EXPA2027

### The Arts in Asia

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW10

The subject will concentrate on contemporary developments in the arts of Asia and emphasis upon visual arts and craft developments. Specific examples and case studies of contemporary artistic developments in specific countries/cultural groups will allow students to develop their knowledge, understanding of technical achievement and critical abilities in appraising the contemporary arts in Asia. Visits to galleries and museums will be included in assisting students to develop their critical appreciation of craft arts. Recent craft arts contacts between Australia and Asia through craft arts and visual arts organisations will be reviewed to determine aims, form of contacts and results. Where appropriate guest lecturers will be included in program.

## EXPA2028

### The Arts of Aboriginals and Torres Strait Islanders

Staff Contact: Dr P. Thursby

C10 S1, S2 HPW3

The subject will concentrate on one form of visual art, such as textiles, from the range of media utilized from the Aboriginal and Torres Strait Islander people. It will examine the subject from a traditional and contemporary viewpoint with emphasis placed on its relationship to other art forms.

The interconnectedness of the art forms with the culture will be studied. Visits to museum and gallery collections will be included. A studio component will be incorporated to complement the art and problem solving activities based on stylistic qualities of various art forms.

**EXPA2029**  
**Interdisciplinary Study in the Arts**  
*Staff Contact: Dr P. Thursby*  
 C3 S1, S2 HPW3

This subject is intended as either a group or individually designed study that investigates either theoretically/historically or creatively the craft arts as part of the larger contribution of the arts in culture and society. This study will allow students to examine and develop a design process that includes investigation of other arts forms in the development of a group or individual project that can be presented to staff and students.

**EXPA4000**  
**Project A (Honours)**  
*Staff Contact: Dr P. Thursby*  
 C10 S2 HPW3

Honours program: investigation of theoretical and practical issues that focus upon the students major area of specialisation. Each student will be required to identify a topic, area of interest, design problem that can be researched, documented and reported in a major illustrated paper of 5000 words. An alternative presentation of an equivalent standard may be individually negotiated.

**EXPA4001**  
**Project B (Honours) - Full Year**  
*Staff Contact: Dr P. Thursby*  
 C10 S1, S2 HPW6

Students accepted into the fourth year of the course (Honours) will be required to complete a research and development project in their specialist craft art area leading to a major presentation/exhibition. The project will need to be fully documented (words/visuals) and the documentation presented as an additional record. This record should identify a research area, methods for investigating the particular creative process and findings. The project will include regular meetings/discussions with a supervisor. At regular periods over the academic year members of the School will be invited to participate in some of these discussions to provide feedback. The project must be approved by the Head of School or the Head of School nominee.

**EXPA4002**  
**Research In the Applied Arts**  
*Staff Contact: Dr P. Thursby*  
 C10 S1 HPW3

This subject will be taken in the first session of Year 4 by students enrolled in the Honours component and it will look at topics of interest in contemporary arts theory and practice that are relevant to craft arts development. Methods of research and planning a special project will also be discussed. Topics for examination will include: the historical perspective within which an examination and critical appraisal of contemporary crafts may be conducted, the relevance of contemporary craft arts within the broader visual arts field; the handmade object; critical writing in the craft arts and the changing role of the craft artist in society.

## Bachelor of Music Education

### Education Studies

**EXPA3271**  
**Human Development**  
*Staff Contact: Mr G. McPherson*  
 C4 S1 HPW3

The subject is designed to give an overview of development during the total life span. Students are introduced to techniques for behavioural study, and to some representative theories of development.

**EXPA3272**  
**Adolescent Growth and Development**  
*Staff Contact: Mr G. McPherson*  
 C4 S2 HPW3

This subject introduces the student to the principles and processes of adolescent development, in particular the physical changes, social requirements and personal needs of adolescent development. Practical work involves gathering data by interview of adolescents and relating these data to various theories of adolescent development.

**EXPA3273**  
**Educational Psychology 1**  
*Staff Contact: Mr G. McPherson*  
 C4 S1 HPW3

This subject provides students with an understanding of human learning, the processes by which it occurs, its outcomes, and the major psychological theories which identify and justify various teaching methods.

**EXPA3274**  
**Educational Psychology 2**  
*Staff Contact: Mr G. McPherson*  
 C3 S2 HPW3

*Prerequisite: EXPA3273*

The subject aims to deepen students' understanding of the concept of individual differences, and of ways to assess and cater for the individual needs of pupils. Special emphasis in this subject is given to the psychology of creativity and methods of fostering it in the classroom.

**EXPA3275**  
**Sociology of Education**  
*Staff Contact: Mr G. McPherson*  
 C3 S2 HPW3

The subject aims to introduce students to the study of the sociology of education and to develop an understanding of how society impinges upon and affects schooling.

**EXPA3277**  
**Philosophy of Education**  
*Staff Contact: Mr G. McPherson*  
 C4 S2 HPW3

This subject is concerned with students' ability to think logically about concepts and problems in education. Study is made of some important philosophies of education with their implications for educational practice in the secondary school.



**EXPA3281****Education of Atypical Children***Staff Contact: Mr K. Marder*

C4 S2 HPW6 (6 weeks)

This subject develops students' knowledge of learner differences and extends their understanding of the psychology of disabilities and aspects of the special needs of exceptional children.

**Teaching and Curriculum Studies****EXPA9071****Teacher Development 1***Staff Contact: Dr F. Murphy*

C3 S1 HPW3

This subject is designed to introduce students to basic teaching skills with opportunities to put the skills into practice through micro teaching experiences.

**EXPA9072****Teacher Development 2***Staff Contact: Dr F. Murphy*

C3 S2 HPW3

*Prerequisite: EXPA9071*

The subject is designed to consolidate and extend the foundations of generic teaching skills established in Teacher Development 1, and to employ and refine a range of music specific teaching procedures and skills.

**EXPA9073****Teacher Development 3***Staff Contact: Dr F. Murphy*

C3 S1 HPW3

*Prerequisite: EXPA9072**Corequisite: EXPA9750*

This subject relates directly to the program aims concerned with developing a sound knowledge of music education ranging from pre-school to matriculation with a focus on the non-elective music classroom

**EXPA9074****Teacher Development 4***Staff Contact: Dr F. Murphy*

C3 S1 HPW3

*Prerequisite: EXPA9073*

This subject underpins the aims concerned with developing a sound knowledge of music education especially in the secondary elective classroom.

**EXPA9075****Teacher Development 5 (Intensive)***Staff Contact: Dr F. Murphy*

C5 S2 HPW6

*Prerequisite: EXPA9074**Corequisite: EXPA0414*

This subject is directly associated with the extended practice teaching period. It consists of an intensive period of preparation for the EPT normally taught before Session 2 commences, and a short session of review following the EPT.

**EXPA9750****Foundations of Music Education***Staff Contact: Mr G. McPherson*

C3 S1 HPW3

This introductory subject provides students with the opportunity to examine general and curriculum issues in Music Education theory and practice. Students examine the philosophical foundations of Music Education and contemporary curriculum policy documents for years K-12. The curriculum emphasis is on contemporary Music Education of the young child and students explore selected approaches to developing concept areas of duration, pitch, dynamics, tone colour and structure.

**EXPA9076****Media and Technology in Music Education***Staff Contact: Mr C. Watts*

C3 S2 HPW3

This subject is the first of two dealing with electronic and computer music. It examines performance keyboards, multi-track tape recording and computer software in music education.

**EXPA9753****Creative Music Workshop***Staff Contact: Mr G. McPherson*

C3 S1 HPW3

This subject is designed to expose students to a range of possibilities in teaching music creativity at all levels of the secondary music curriculum.

**EXPA9077****Curriculum Studies in Music Education 1***Staff Contact: Dr F. Murphy*

C4 S2 HPW3

This subject aims to develop a sound knowledge of music education ranging from pre-school to matriculation, and to develop expertise and confidence in fostering music education over a wide range of curricula.

**EXPA9078****Curriculum Studies in Music Education 2***Staff Contact: Dr F. Murphy*

C5 S1 HPW3

*Prerequisite: EXPA9077*

This subject is designed to develop expertise and confidence in fostering music education over a wide range of curricula with particular emphasis on curricula related to the senior years of secondary schooling.

**EXPA9723****Movement Education Workshop***Staff Contact: Mr G. McPherson*

C3 S2 HPW3

This subject introduces students to a wide range of dance forms and expressive movement experiences, stressing the relationship between music and movement.

**EXPA9724****Kodaly Music Education Workshop***Staff Contact: Mr G. McPherson*

C3 S1 HPW3

This subject introduces students to the Kodaly concept of music education, its philosophy and teaching techniques.

**EXPA9725****Orff-Schulwerk Workshop***Staff Contact: Mr G. McPherson***C3 S1 HPW3**

This subject aims to provide students with an understanding of the philosophy and practices underlying the Orff-Schulwerk approach to music education, and to develop skills required for its application in the school.

**EXPA9726****Suzuki Talent Education Workshop***Staff Contact: Mr G. McPherson***C3 S2 HPW3**

Students develop an understanding of the Suzuki philosophy of music education, and its application to the early development of musical awareness, sensitivity, and the acquisition of instrumental performance skills by young children.

**Specialist Studies – Musicianship****EXPA7741****Harmony and Aural Perception 1***Staff Contact: Mr C. Watts***C2 S1 HPW2**

This subject consolidates students' knowledge of and skills in diatonic harmony in a variety of written and practical contexts.

**EXPA7742****Harmony And Aural Perception 2***Staff Contact: Mr C. Watts***C2 S1 HPW2****Prerequisite: EXPA7741**

This subject aims to broaden and extend students' knowledge of diatonic harmony, involving four-part vocal writing and writing for solo instruments, ensembles and voices with piano accompaniment

**EXPA7743****Harmony And Aural Perception 3***Staff Contact: Mr C. Watts***C2 S1 HPW2****Prerequisite: EXPA7742**

This subject aims to broaden the students' knowledge of diatonic harmony vocabulary, and also to introduce the foundations of counterpoint.

**EXPA7744****Harmony And Aural Perception 4***Staff Contact: Mr C. Watts***C2 S2 HPW2****Prerequisite: EXPA7743**

This subject broadens students' knowledge in the disciplines of harmony and counterpoint writing, and to extend aural awareness in ways that relate aural skills with practical media

**EXPA7745****Harmony And Aural Perception 5***Staff Contact: Mr C. Watts***C2 S1 HPW2****Prerequisite: EXPA7744**

This subject examines further chromatic chordal vocabulary and advanced counterpoint.

**EXPA7746****Harmony And Aural Perception 6***Staff Contact: Mr C. Watts***C2 S2 HPW2**

This subject examines the modern applications of harmony and counterpoint in the structure and styles of 20th century composition.

**EXPA4701****Musicology I***Staff Contact: Dr M. Ryan***C2 S1 HPW2**

This subject provides students with an introduction to the discipline of Musicology. Students investigate the multifaceted nature of the discipline of Musicology and apply musicological skills to general studies of Western music.

**EXPA4702****Musicology 2***Staff Contact: Dr M. Ryan***C2 S2 HPW2****Prerequisite: EXPA4701**

This subject furthers students' introduction to the methodology of musicology. Students explore aspects of musicological method pertinent to a broad study of Western music from the mid-eighteenth century to about 1950. These aspects include historical and analytical methods, theory, primary source work, bibliography and performance practice.

**EXPA4703****Musicology 3***Staff Contact: Dr M. Ryan***C2 S1 HPW2****Prerequisite: EXPA4702**

This subject enables students to apply skills and knowledge acquired in Musicology I and II to the detailed study of a particular period. Students apply musicological skills to detailed studies of selected topics from the Renaissance and Baroque periods.

**EXPA4704****Musicology 4***Staff Contact: Dr M. Ryan***C2 S2 HPW2****Prerequisite: EXPA4703**

This subject requires students to apply musicological skills to detailed analytical studies of selected works from the Classical and Romantic periods. Students undertake detailed study of selected major works of Haydn, Mozart, Beethoven, Schuman, Liszt, Berlioz, Brahms and Elgar.

**EXPA4705****Musicology 5***Staff Contact: Dr M. Ryan***C3 S1 HPW2****Prerequisite: EXPA4704**

This subject requires students to apply musicological skills to the study of the sources and development of 20th Century music. Students examine aspects of the

breakdown of tonality, the emergence of new approaches to tonality and the emergence of new musical styles and musical/artistic movements.

#### **EXPA7760**

##### **Music And Contemporary Society**

*Staff Contact: Dr M. Ryan*

C4 S1 HPW2

This subject examines the role of music of all kinds in the modern world and its impact upon society. It includes an historical survey of jazz and popular forms of music in the 20th century.

#### **EXPA7761**

##### **Musical Aesthetics and Philosophy 1**

*Staff Contact: Mr S. Cheong*

C2 S2 HPW2

This introductory subject aims to develop an understanding of some of the perennial issues arising from the creation and perception of music and other art forms.

#### **EXPA7762**

##### **Musical Aesthetics and Philosophy 2**

*Staff Contact: Mr S. Cheong*

C3 S1 HPW2

*Prerequisite: EXPA7761*

This subject will focus on current issues in aesthetics raised by seminal contemporary philosophers of music and fine arts

#### **EXPA7748**

##### **Composition Studies 1**

*Staff Contact: Mr S. Cheong*

C3 S1 HPW2

*Prerequisite: EXPA7744*

This subject explores the foundation techniques of musical composition. It provides a working knowledge of various styles used by past and contemporary composers.

#### **EXPA7749**

##### **Composition Studies 2**

*Staff Contact: Mr S. Cheong*

C3 S2 HPW2

*Prerequisite: EXPA7748*

This workshop-based subject encourages students to develop a personal style in musical composition through practical assignments

#### **EXPA7756**

##### **History of Opera A**

*Staff Contact: Mr R. Morphew*

C3 S1 HPW2

This subject aims to assist the student to appreciate the significant role of opera in general musical history and to understand the influence of social and political changes on style and subject matter.

#### **EXPA7757**

##### **History of Opera B**

*Staff Contact: Mr R. Morphew*

C3 S2 HPW2

This subject aims to assist students to understand the significance of opera in the community, and to appreciate

opera as a complete musical, dramatic and theatrical experience.

#### **EXPA7758**

##### **Ethnomusicology A**

*Staff Contact: Dr M. Ryan*

C3 S2 HPW2

This subject is designed to introduce students to the discipline of ethnomusicology, concentrating on selected Aboriginal and Indonesian musical works and their structural differences from Western music.

#### **EXPA7759**

##### **Ethnomusicology B**

*Staff Contact: Dr M. Ryan*

C3 S1 HPW2

This subject is designed to provide an introduction to folk and traditional music of Western and other cultures.

#### **EXPA7771**

##### **Orchestration 1**

*Staff Contact: Mr S. Cheong*

C3 S1 HPW2

*Prerequisite: EXPA7742*

This introductory course aims to equip students with the basic techniques of writing for the instruments of the orchestra so that they can achieve the desired effects with in the limitations of the various instruments, and in scoring for a variety of combinations of instruments.

#### **EXPA7772**

##### **Orchestration 2**

*Staff Contact: Mr S. Cheong*

C3 S2 HPW2

*Prerequisite: EXPA7771*

This subject focuses upon the technical and aesthetic aspects of scoring for small and large ensembles

#### **EXPA7791**

##### **Specialist Studies – Performance**

*Staff Contact: Mr G. McPherson*

C3 S1 HPW.5

#### **Practical Studies (Major) 1**

#### **EXPA7792**

##### **Practical Studies (Major) 2**

*Staff Contact: Mr G. McPherson*

C3 S2 HPW.5

These subjects are designed to enable students to under take a major study in a chosen musical medium, vocal or instrumental. Students are required to develop technical facility and demonstrate artistic development through the study of selected repertoire.

#### **EXPA7793**

##### **Practical Studies (Major) 3**

*Staff Contact: Mr G. McPherson*

C3 S1 HPW1

*Prerequisite: EXPA7792*

**EXPA7794****Practical Studies (Major) 4***Staff Contact: Mr G. McPherson***C3 S2 HPW1***Prerequisite: EXPA7792*

These subjects are designed to develop and extend students' practical musicianship in their chosen musical medium.

**EXPA7795****Practical Studies (Major) 5***Staff Contact: Mr G. McPherson***C3 S1 HPW1***Prerequisite: EXPA7794***EXPA7796****Practical Studies (Major) 6***Staff Contact: Mr G. McPherson***C3 S2 HPW1***Prerequisite: EXPA7794*

These subjects are designed to extend and refine students' practical musicianship and to develop confidence in performance

**EXPA7797****Practical Studies (Major) 7***Staff Contact: Mr G. McPherson***C4 S1 HPW2***Prerequisite: EXPA7796*

This subject is the culmination of the student's major study in instrument or voice. Subject expectations focus on artistic and technical maturity and more emphasis is given to self-directed study. Students are also tutored in the methodology of teaching instrument or voice to individual pupils.

**EXPA7701****Practical Studies (Minor) 1***Staff Contact: Mr G. McPherson***C2 S2 HPW2**

This subject is designed to give students the opportunity to become familiar with a brass or woodwind instrument other than their major practical study, and to develop basic technical skills for the instrument. A study of guitar is designed to give students the opportunity to develop technical skills in guitar accompaniment for use in the classroom.

**EXPA7702****Practical Studies (Minor) 2***Staff Contact: Mr G. McPherson***C2 S2 HPW2**

This subject is an extension of the first semester of practical minor studies. It is designed to give students the opportunity to study basic singing techniques, or develop basic technical skill for playing a stringed instrument. The study of guitar is designed to develop further technical facility in guitar for use in the classroom.

**EXPA7703****Practical Studies (Minor) 3***Staff Contact: Mr G. McPherson***C2 S1 HPW2***Prerequisite: EXPA7702***EXPA7704****Practical Studies (Minor) 4***Staff Contact: Mr G. McPherson***C2 S2 HPW2***Prerequisite: EXPA7702*

These subjects are designed to develop technical competency in a chosen area (instrumental or vocal) A study of applied keyboard is concerned with the development of skills of special application to the needs of the classroom music teacher.

**EXPA7705****Practical Studies (Minor) 5***Staff Contact: Mr G. McPherson***C2 S1 HPW2***Prerequisite: EXPA7704***EXPA7706****Practical Studies (Minor) 6***Staff Contact: Mr G. McPherson***C21 S2 HPW2***Prerequisite: EXPA7704*

These subjects are designed to extend students' practical musicianship and competency in the chosen area of study They also include further development of applied keyboard skills to meet the special needs of classroom music teachers.

**EXPA7707****Practical Studies (Minor) 7***Staff Contact: Mr G. McPherson***C2 S1 HPW1***Prerequisite: EXPA7796*

This subject is designed to equip students to perform on their selected medium which is not their Major Study instrument. Students perform at a level of proficiency expected of Secondary School music educators who may demonstrate and teach a second instrument.

**EXPA7711****Opera Workshop***Staff Contact: Mr R. Morphew***EXPA7712****Opera Workshop***Staff Contact: Mr R. Morphew***EXPA7713****Opera Workshop***Staff Contact: Mr R. Morphew***EXPA7714****Opera Workshop***Staff Contact: Mr R. Morphew***C2 S1 or S2 HPW2**

These subjects deal with various aspects of opera and music theatre. Students are encouraged to participate in the design, rehearsal, and presentation of stage productions.

**EXPA7721****Orchestra and Instrumental Ensemble Workshop***Staff Contact: Dr M. Ryan*

**EXPA7722**  
**Orchestra and Instrumental Ensemble Workshop**  
*Staff Contact: Dr M. Ryan*

**EXPA7723**  
**Orchestra and Instrumental Ensemble Workshop**  
*Staff Contact: Dr M. Ryan*

**EXPA7724**  
**Orchestra and Instrumental Ensemble Workshop 2**  
*Staff Contact: Dr M. Ryan*  
 C2 S2 HPW

These subjects provide students with opportunities to play in various instrumental ensembles, thereby developing orchestral and ensemble techniques and a knowledge of suitable repertoire for teaching purposes.

**EXPA7731**  
**Chamber Music Workshop**  
*Staff Contact: Dr M. Ryan*

**EXPA7732**  
**Chamber Music Workshop**  
*Staff Contact: Dr M. Ryan*

**EXPA7733**  
**Chamber Music Workshop**  
*Staff Contact: Dr M. Ryan*

**EXPA7734**  
**Chamber Music Workshop**  
*Staff Contact: Dr M. Ryan*  
 C2 S1 or S2 HPW2

By providing students with a wide range of experience in playing in chamber music groups, this subject aims to develop musicianship and also an understanding of the disciplines of chamber music performance.

**EXPA7764**  
**Jazz Workshop**  
*Staff Contact: Mr S. Cheong*

**EXPA7765**  
**Jazz Workshop**  
*Staff Contact: Mr S. Cheong*

**EXPA7766**  
**Jazz Workshop**  
*Staff Contact: Mr S. Cheong*  
 C2 S1 or S2 HPW2

These workshops enable students with appropriate performance skills to gain experience in the jazz idiom in various instrumental combinations.

**EXPA7774**  
**Conducting Workshop**  
*Staff Contact: Mr G. McPherson*

**EXPA7775**  
**Conducting Workshop**  
*Staff Contact: Mr G. McPherson*  
 C2 S1 or S2 HPW2

This subject aims to develop technical skills in directing and conducting musical ensembles, and to promote qualities of leadership and general musicianship through practical

experiences in working with choral and instrumental groups.

**EXPA7781**  
**Choir And Vocal Ensemble**  
*Staff Contact: Mr R. Morphew*

**EXPA7782**  
**Choir And Vocal Ensemble**  
*Staff Contact: Mr R. Morphew*

**EXPA7783**  
**Choir And Vocal Ensemble**  
*Staff Contact: Mr R. Morphew*

**EXPA7784**  
**Choir And Vocal Ensemble**  
*Staff Contact: Mr R. Morphew*  
 C2 S1 or S2 HPW2

This subject aims to provide students with a range of experiences in singing in various types of choral groups.

**EXPA7769**  
**Electronic Music Workshop**  
*Staff Contact: Mr C. Watts*  
 S1 HPW2

This subject is designed to broaden the students' knowledge of electronic and computer music and serves as a follow-on to Media and Technology in Music Education. The theory of sound synthesis is examined together with a range of computer software and hardware pertaining to music education, music composition and music printing.

### ***The Practicum***

The practicum includes practical educational experiences integral to subjects, on-campus and in-school observations, micro-teaching experiences, and blocks of in-school teaching experiences.

**EXPA0411**  
**Practice Teaching – Year 1**  
*Staff Contact: Dr F. Murphy*  
 3 weeks block

This practice teaching period provides a broader practical introduction to schools and teaching from kindergarten to year 6. The subjects, Teacher Development 1 and Teacher Development 2 are linked through this practical period.

**EXPA0412**  
**Practice Teaching – Year 2**  
*Staff Contact: Dr F. Murphy*  
 3 week block  
*Prerequisite: 69.0411*

This period allows a wide-range experience of secondary music teaching as well as consolidating some of the goals of the subjects Teacher Development 1-3.

**EXPA0413**  
**Practice Teaching – Year 3**  
*Staff Contact: Dr F. Murphy*  
 3 week block

*Prerequisites: EXPA0412 and EXPA9047*  
 This period allows students to consolidate some of the teaching goals of the subjects Teacher Development 1-4,

to demonstrate mastery of many music teaching requirements, to explore areas of the music curriculum with which they are less familiar, and to ensure that their experiences have encompassed a broad sample of secondary school music classes.

**EXPA0414****Extended Practice Teaching**

*Staff Contact: Dr F. Murphy*

**C16 S2**

*Prerequisites:* EXPA0413, EXPA9078, EXPA7796,

**EXPA7760, EXPA7746**

**Notes:** 10 week block

The extended practice teaching period requires students to demonstrate a full commitment to specialist music teaching and associated professional activities in a secondary school over a significant period of time. The associated course unit Teacher Development 5 is integrated into the same semester. Students are not admitted to the Extended Practice Teaching unless adequate educational, teaching and musicianship competencies have been demonstrated.

## Graduate Study

### Course Outlines

#### 1935 Doctor of Philosophy

##### PhD

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

#### 5630 Graduate Diploma of Arts: Expressive and Performing Arts

The School offers a course leading to the award of Graduate Diploma in Arts: Expressive and Performing Arts (GradDipArts). The course is available to:

- candidates who have a professional involvement in one or more arts areas, and who wish to develop an inter-disciplinary approach to the study and practice of the arts;
- graduate teachers wishing to extend their experience in the arts for personal enrichment and/or professional development; and
- community leaders and leisure-related activity officers seeking additional arts qualifications.

The intent of the Course is to provide students with increased knowledge and experiences in the arts that will extend their arts studies from previous Courses, introduce practical and theoretical studies that will challenge them intellectually and encourage competency in the practice of specific visual and performance modes of expression.

The Course presents students with formal and informal learning experiences in specific arts and in interdisciplinary arts studies which lead them to:

- acquire knowledge of the theory and practice of the expressive and performing arts through history;
- use interdisciplinary methods and approaches for historical interpretation of expressive and performing arts theories, practices and forms;
- become familiar with critical models of artistic analysis and interpretation;
- develop and extend fundamental skills and techniques associated with the expressive and performing arts; and
- synthesise perceptual knowledge and conceptual understandings of the arts.

### Structure Of Course

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

- Interdisciplinary Arts Studies; and

- Practical Studies

Interdisciplinary Arts Studies comprise four compulsory units dealing with the study of historical and contemporary forms and their cultural significance. An Independent Study unit is included.

Practical Studies are offered in a variety of expressive and performing arts areas designed to provide students with fundamental and extension studies in the processes and practices of various art forms. In their fourth session students complete a Combined Arts Production.

Elective Course units within the Practical Studies segment are:

|          |               |
|----------|---------------|
| EXPA1810 | Art 1         |
| EXPA1820 | Art 2         |
| EXPA1830 | Craft 1       |
| EXPA1840 | Craft 2       |
| EXPA6300 | Dance 1       |
| EXPA6310 | Dance 2       |
| EXPA1300 | Drama 1       |
| EXPA1310 | Drama 2       |
| EXPA7310 | Music 1       |
| EXPA7320 | Music 2       |
| EXPA6510 | Photography 1 |
| EXPA6520 | Photography 2 |
| EXPA6910 | Video 1       |
| EXPA6920 | Video 2       |
| EXPA3300 | Writing 1     |
| EXPA3310 | Writing 2     |

Students undertake or select course units as set out below.

### Session Progress Pattern – Part-time Study Over Four Sessions

| Year 1                                 | C | HPW |
|--|---|-----|
| <i>Session 1</i>                       |   |     |
| Interdisciplinary Studies/Arts Studies |   |     |
| EXPA6460 Arts and Society in Time      | 4 | 3   |
| <i>Practical Studies*</i>              |   |     |
| Elective                               | 4 | 2   |
| Elective                               | 4 | 2   |
| <i>Session 2</i>                       |   |     |
| Interdisciplinary Studies/Arts Studies |   |     |
| EXPA6470 Modernism in the Arts         | 4 | 3   |
| <i>Practical Studies</i>               |   |     |
| Elective                               | 4 | 2   |
| Elective                               | 4 | 2   |
| <i>Year 2</i>                          |   |     |
| <i>Session 1</i>                       |   |     |
| Interdisciplinary Studies/Arts Studies |   |     |
| EXPA6480 The Arts Experience           | 4 | 2   |

| Year 2   | C | HPW |
|--|---|-----|
| <b>Practical Studies</b>   |   |     |
| Elective   | 4 | 2   |
| Elective   | 4 | 2   |
| <b>Session 2</b>   |   |     |
| Interdisciplinary Studies/Arts Studies                           |   |     |
| EXPA6490 Independent Study                                       | 4 |     |
| EXPA6495 Interdisciplinary Arts Study:<br>The Arts and Education | 4 | 2   |
| <b>Practical Studies</b>   |   |     |
| EXPA6450 Combined Arts Production                                | 8 |     |
| Total 48 Credit Points   |   |     |

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

\*\* Choice of subjects will be restricted in the period 1993 and 1994 and intending applicants should check with the School to determine which subjects are being offered.

### 9330

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

#### Master of Education in Creative Arts MEdCA

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

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

The course has two strands: a core of subjects concerned with education and the arts and an elective strand requiring students to choose subjects in one of the fields of art, dance, drama or music education. Of the eight subjects required to complete the degree, four must come from the core strand and four from the elective strand. Students are expected to complete at least three subject electives in the one arts area. Subject to the discretion of the Head of School students may choose their fourth elective subject from those offered in other courses of the School or from other Schools of the Faculty.

#### Full-time Study

| Year 1                                | Core Strand – School Education and the Arts                                    | HPW |
|---------------------------------------|--|-----|
| <b>Session 1</b>                      |  |     |
| EXPA5000                              | Contemporary Issues in School Education  | 2   |
| EXPA5010                              | Aesthetic Education in Schools   | 2   |
| EXPA5020                              | Introduction to Research in Arts Education                                     | 2   |
| <b>Session 2</b>                      |  |     |
| EXPA5030                              | Applied Research in Arts Education   | 2   |
| <b>Elective Strand - Arts Studies</b> |  |     |
| <b>Session 1</b>                      |  |     |
| EXPA5040                              | Human Development and Art Education: Theory and Practice                       | 2   |
| EXPA5070                              | Human Development and Dance Education: Theory and Practice in Schools          | 2   |
| EXPA5100                              | Drama in Education: Theory and Methodology                                     | 2   |
| EXPA5130                              | Contemporary Studies in Music Education: Jazz Studies                          | 2   |
| <b>Session 2</b>                      |  |     |
| EXPA5050                              | Teaching Art: Contemporary Issues that Influence Classroom Practice            | 2   |
| EXPA5060                              | Studio Practice in Context of Contemporary Art Theory and Criticism            | 2   |
| EXPA5080                              | Improvisation and Composition  | 2   |
| EXPA5090                              | Dance Styles: Historical Antecedents and Modern Developments                   | 2   |
| EXPA5110                              | Drama Curriculum: Implementation in Schools                                    | 2   |
| EXPA5120                              | The Influence of Modern Theories of Performance and Theatre on Drama Education | 2   |
| EXPA5140                              | Contemporary Studies in Music Education: Popular Music/Rock and Roll           | 2   |
| EXPA5150                              | Performance Studies: Jazz Ensemble   | 2   |
| EXPA5160                              | Performance Studies: Studio Production   | 2   |

#### Part-time Study

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

| Year 1 (Two subjects in each Session) |  | HPW |
|---------------------------------------|--|-----|
| <i>Session 1</i>                      |  |     |
| EXPA5000                              | Contemporary Issues in School Education                                | 2   |
| EXPA5010                              | Aesthetic Education in Schools   | 2   |
| <i>Session 2</i>                      |  |     |
| EXPA5040                              | Human Development and Art Education: Theory and Practice, and          | 2   |
| EXPA5050                              | Teaching Art: Contemporary Issues that influence Classroom Practice,   | 2   |
| or                                    |  |     |
| EXPA5070                              | Human Development and Dance Education: Theory and Practice in Schools, | 2   |
| and                                   |  |     |
| EXPA5080                              | Teaching Dance: Dance Improvization and Composition,                   | 2   |
| EXPA5100                              | Drama in Education: Theory and Methodology,                            | 2   |
| and                                   |  |     |



| <b>Year 1 (Two subjects in each Session)</b> |  | <b>HPW</b> |
|--|--|------------|
| EXPA5110                                     | Drama Curriculum: Implementation in Schools,                         | 2          |
| or   |  |            |
| EXPA5130                                     | Contemporary Studies in Music Education: Jazz Studies,               | 2          |
| and  |  |            |
| EXPA5140                                     | Contemporary Studies in Music Education: Popular Music/Rock and Roll | 2          |
| <b>Year 2 (Two subjects in each Session)</b> |  | <b>HPW</b> |
| <i>Session 1</i>                             |  |            |
| EXPA5020                                     | Introduction to Research in Arts Education                           | 1          |
| EXPA5060                                     | Studio Practice in Context of Contemporary Art Theory and Criticism, | 2          |

|                  |   | <b>HPW</b> |
|------------------|---|------------|
| EXPA5090         | Dance Styles: Historical Antecedents and Modern Developments, | 2          |
| EXPA5120         | The Influence of Modern Theories of Performance               | 2          |
| EXPA5150         | Performance Studies: Jazz Ensemble,                           | 2          |
| EXPA5160         | Performance Studies: Studio Production                        | 2          |
| EXPA5170         | Youth Arts and Education                                      | 2          |
| <i>Session 2</i> |   |            |
| EXPA5030         | Applied Research in Arts Education and                        | 2          |
|                  | Elective subject* 0   | 2          |

\* A second elective in Session 2 must be selected from another arts area or, with approval from the Head of School, from subjects offered in other graduate courses of the School or Faculty.

## Subject Descriptions

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

### Graduate Diploma of Arts

#### EXPA6460 Interdisciplinary Arts Studies 1: Arts and Society in Time

*Staff Contact: Mr R. Morphew*  
C4 S1 HPW3

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

#### EXPA6470 Interdisciplinary Arts Studies 2: Modernism in the Arts

*Staff Contact: Mr R. Morphew*  
C4 S2 HPW3

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

#### EXPA6480 Interdisciplinary Arts Studies 3: The Arts Experience

*Staff Contact: Mr R. Morphew*  
C4 S3 HPW2

This subject involves students in examining philosophical issues concerning the nature of the work of art, the creative process and responding to works of art. Students are expected to contribute to the discussion of topics and present, in assigned tasks, responses that are composed from a variety of sources, including the perceptual experiencing and conceptual knowledge of the arts obtained from previous interdisciplinary Arts Studies subjects.

#### EXPA6490 Interdisciplinary Arts Studies 4: Independent Study

*Staff Contact: Mr R. Morphew*  
C4 S2 HPW2

This subject is intended as an individually designed study that investigates (historically or creatively), the nature of two or more art forms that have combined, or have the potential to combine, in some form or format to express, communicate or interpret specific aspects of the human or natural environment. Students develop their studies in consultation with an academic adviser. The final presentation may be in a print format or combination of non print made with print, performance or exhibition.

#### EXPA6495 Interdisciplinary Arts Study: The Arts and Education

*Staff Contact: Mr R. Morphew*  
C4 S2 HPW2

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

**EXPA1300****Drama 1***Staff Contact: Ms P. Tait***C4 S1 or S2 HPW2**

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

**EXPA1310****Drama 2***Staff Contact: Ms P. Tait***C4 S1 or S2 HPW2**

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

**EXPA1810****Art 1***Staff Contact: Mr V. Rees***C4 S1 or S2 HPW2**

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

**EXPA1820****Art 2***Staff Contact: Mr V. Rees***C4 S1 or S2 HPW2**

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

**EXPA1830****Craft 1***Staff Contact: Ms L. Hamby***C4 S1 or S2 HPW2**

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

**EXPA1840****Craft 2***Staff Contact: Ms L. Hamby***C4 S1 or S2 HPW2**

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

**EXPA3300****Writing 1***Staff Contact: Mr R. Morphew***C4 S1 or S2 HPW2**

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

**EXPA3310****Writing 2***Staff Contact: Mr R. Morphew***C4 S1 or S2 HPW2**

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

**EXPA6300****Dance 1***Staff Contact: Mr D. Spurgeon***C4 S1 or S2 HPW2**

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

**EXPA6310****Dance 2***Staff Contact: Mr D. Spurgeon***C4 S1 or S2 HPW2**

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

**EXPA6510****Photography 1***Staff Contact: Mr R. Morphew***C4 S1 or S2 HPW2**

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

**EXPA6520****Photography 2***Staff Contact: Mr R. Morphew***C4 S1 or S2 HPW2**

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

**EXPA6910****Video 1***Staff Contact: Mr R. Morphew***C4 S1 or S2 HPW2**

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

**EXPA6920****Video 2**

*Staff Contact: Mr R. Morphew*  
C4 S1 or S2 HPW2

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

**EXPA7310****Music 1**

*Staff Contact: Mr R. Morphew*  
C4 S1 or S2 HPW2

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

**EXPA7320****Music 2**

*Staff Contact: Mr R. Morphew*  
C4 S1 or S2 HPW2

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

**EXPA6450****Combined Arts Production**

*Staff Contact: Mr R. Morphew*  
C8 S2 HPW2

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

**Master of Education in Creative Arts****Core Strand Subjects****EXPA5000****Contemporary Issues in School Education**

*Staff Contact: Dr P. Thursby*  
S1 or S2 L2

This subject assists teachers to examine contemporary issues in school education and review national and international developments in education that affect school education in the 1990s and into the 21st Century. Government reports on policy and priorities at state and federal level are critically examined and issues bearing on school curricula are studied. Education issues are examined in terms of broad impact upon school curriculum

and more specifically upon the arts in education. Topics include quality of education, purposes of schooling, equity in schooling, school and work, education for the disadvantaged, education for the gifted and talented, school development and change, school evaluation and centres of excellence.

**EXPA5010****Aesthetic Education in Schools**

*Staff Contact: Dr P. Thursby*  
S1 L2

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

**EXPA5020****Introduction to Research in Arts Education**

*Staff Contact: Dr P. Thursby*  
S1 L2

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

**EXPA5030****Applied Research in Arts Education**

*Staff Contact: Dr P. Thursby*  
S2 L2

*Prerequisites or corequisites: EXPA5000, EXPA5010 and EXPA5020*

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

### ***Elective Strand Subjects***

#### **EXPA5040**

#### **Human Development and Art Education Theory and Practice**

*Staff Contact: Dr P. Thursby*

S1 or S2 L2

This subject examines the major phases or stages of individual development through art and the appearance, meaning and function of art at each stage. Alternate theories are examined and compared for their adequacy in dealing with visual evidence and in terms of the respective implications for art education. The application of perceptual and cognitive responding in different facets of art making and critical responding is also introduced and examined to assist students to understand the factors involved in creative practice and aesthetic experiencing.

#### **EXPA5050**

#### **Teaching Art: Contemporary Issues that Influence Classroom Practice**

*Staff Contact: Dr P. Thursby*

S2 L2

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

#### **EXPA5060**

#### **Studio Practice in Context of Contemporary Art Theory and Criticism**

*Staff Contact: Mr V. Rees*

S1 or S2 L2

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

#### **EXPA5070**

#### **Human Development and Dance Education Theory and Practice in Schools**

*Staff Contact: Mr D. Spurgeon*

S1 or S2 L2

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

schools assists students in constructing their own dance program.

#### **EXPA5080**

#### **Teaching Dance: Dance Improvisation and Composition**

*Staff Contact: Mr D. Spurgeon*

S2 L2

The focus of the subject is upon the nature and role of improvisation in dance and ways to encourage and assist students to create dance compositions. Improvisation and composition will be examined in terms of their relevance to dance in education and to performance dance. Participation in practical dance classes is required of students taking this subject.

#### **EXPA5090**

#### **Dance Styles: Historical Antecedents and Modern Developments**

*Staff Contact: Mr D. Spurgeon*

S1 or S2 L2

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

#### **EXPA5100**

#### **Drama in Education: Theory and Methodology**

*Staff Contact: Ms P. Tait*

S1 or S2 L2

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

#### **EXPA5110**

#### **Drama Curriculum: Implementation in Schools**

*Staff Contact: Ms P. Tait*

S2 L2

This subject examines the process of curriculum development for Years K-6, 7-10 and 11-12. Practical work involves structuring units of drama around the framework of the syllabus to create programs that are suitable for particular schools. Areas of knowledge and skills needed are identified and implementation strategies and evaluation procedures explored. Current suggested strategies for curriculum development in drama in education are critically examined and drama documents and practice in educational systems in Australia provide comparative

studies. Syllabus and support documents from the NSW Department of School Education are investigated in conjunction with North American practices in drama and recent applications of curriculum in British schools.

#### **EXPA5120**

##### **The Influence of Modern Theories of Performance and Theatre on Drama Education**

*Staff Contact: Ms P. Tait*

S1 or S2 L2

This subject is designed to provide students with a thorough grasp of the principles of modern theories of performance in theatre and their major influence on the practice of drama education both overseas and in Australia. The origins and current expressions of performance idiom are studied as part of contemporary theatre practice. Their roots in modernism are studied and the applications of these practices and principles to drama education identified, researched and explored in performance studies and studio productions.

#### **EXPA5130**

##### **Contemporary Studies in Music Education: Jazz Studies**

*Staff Contact: Dr F. Murphy*

S1 or S2 L2

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

#### **EXPA5140**

##### **Contemporary Studies in Music Education: Popular Music/ Rock and Roll**

*Staff Contact: Dr P. Thursby*

S1 or S2 L2

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

#### **EXPA5150**

##### **Performance Studies: Jazz Ensemble**

*Staff Contact: Dr P. Thursby*

S1 or S2 L2

*Prerequisites and Corequisites: EXPA5130*

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

#### **EXPA5160**

##### **Performance Studies: Studio Production**

*Staff Contact: Dr P. Thursby*

S1 or S2 L2

*Prerequisites and Corequisites: EXPA5140*

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

#### **EXPA5170**

##### **Youth Arts and Education**

*Staff Contact: Dr P. Thursby*

S1 or S2 L2

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

### **Faculty Electives**

#### **PROF0001**

##### **Professional Ethics**

*Staff Contact: Dr M. Bibby*

S1 HPW2

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

#### **PROF0002**

##### **Understanding Research**

*Staff Contact: Dr R. Connors*

HPW2

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

**PROF0003**

**Qualitative Research Procedures**

*Staff Contact: Ms P. Davies*

HPW2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research,

participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

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# School of Education Studies

Kensington Campus

## Head of School

Professor Martin Cooper

## Administrative Officer

Sheena Wiard

The School of Education Studies offers teacher education courses jointly with several other schools of the University. These courses lead to the award of the degrees of BA BEd, BMus BEd and BSc BEd.

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

In addition the School offers

- the second year of a two-year full-time course for graduates leading to the award of the degree of Bachelor of Education with Honours (BEd Hons). See Graduate Study later in this handbook.
- graduate study programs leading to the award of the degrees Doctor of Philosophy (PhD), Doctor of Education (EdD), Master of Education awarded at Pass and Honours levels (MEd), and Master of Educational Administration awarded at Pass and Honours levels (MEdAdmin). See Graduate Study later in this handbook.

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## Undergraduate Study

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### Course Outlines

4055

#### Bachelor of Arts Bachelor of Education Course

##### Bachelor of Arts Bachelor of Education BA BEd

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

### Pass Degree

Candidates for the award of the BA BEd pass degree are required to:

1. obtain 24 compulsory credit points in the Education subjects offered in Years 1, 2 and 3.

2. obtain at least an additional 90 credit points (including no more than 36 Level I credit points) in subjects offered by the Faculty of Arts and Social Sciences, including *either*:

approved four-year programs including major sequences of at least 36 credit points in areas corresponding to each of two teaching subjects selected from the following list:

Chinese  
Commerce  
Drama  
Economics\*  
English

French  
Geography\*  
History  
Japanese  
Spanish

or

an approved four-year program, including a major sequence of at least 42 credit points in Mathematics or in Music together with suitable complementary subjects from other areas as approved by the School of Education Studies.

3. satisfy requirements in Year 4 Education subjects including one double method subject or two single method subjects, educational electives and teaching experience conducted at the School of Teacher Education, St George Campus.

4. satisfy the University's General Education requirements.

\* *Geography and Economics are not available as teaching subjects to students commencing in 1992 or later.*

## BA BED Course Outline

**Note:** Some parts of this course are under review (General Education Categories A and B and one subject in Year 4). Students will be advised of any changes before 1993 enrolment.

| Year 1   | C  | HPW |
|--|----|-----|
| EDST1101 Educational Psychology 1                                      | 4  | 2   |
| EDST1102 Social Foundations of Education                               | 4  | 2   |
| Major Subject 1*   | 12 | 4   |
| Major Subject 2 (or Level 1 elective/s if Mathematics or Music major)* | 12 | 4   |
| Arts elective subject/s*   | 12 | 4   |

| Year 2  | C  | HPW |
|---|----|-----|
| Two Education Studies electives (2 x 4)                                   | 8  | 2   |
| Major subject 1*  | 12 | 4   |
| Major subject 2 (or Upper Level electives if Mathematics or Music major)* | 12 | 4   |
| General Education Category A subject/s (56 hrs)                           |    |     |

| Year 3   | C  | HPW |
|--|----|-----|
| Two Education Studies electives (2 x 4)                                    | 8  | 2   |
| Major Subject 1*   | 12 | 4   |
| Major Subject 2 (or Upper Level elective/s if Mathematics or Music Major)* | 12 | 4   |
| General Education Category B subject/s (56 hrs)                            |    |     |

| Year 4   | C | HPW |
|--|---|-----|
| Session 1  |   |     |
| Upper Level Arts subject/s*                                | 6 | 4   |
| EDST1401 Education Systems                                 | 2 |     |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |     |
| Appropriate Teaching Method Subject/s (112 hrs)            |   |     |

|  |  |  |
|--|--|--|
| Session 2                                      |  |  |
| TEED1221 Education Elective A (16 hrs)         |  |  |
| TEED1223 Education Elective C (16 hrs)         |  |  |
| Appropriate Teaching Method Subject/s (24 hrs) |  |  |
| TEED1225 Teaching Experience (238 hrs)         |  |  |

\*Average HPW shown. Varies between 3-6 hpw.

## Approved Four-Year Programs

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

In Year 4 students will complete 6 Upper Level credit points in Arts and Social Sciences subjects. These credit points must be drawn from at least one of the Schools where the student has completed a major sequence.

## Subject Descriptions

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

## Honours Degree

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

## Honours in an Arts Discipline

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

1. any additional requirements as prerequisites for entry to the Honours Level program in the school or department concerned (normally in Years 2 and 3) and
2. in their Honours year of study, an approved Honours Level program in the school concerned.

## Honours in Education

Students with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject *EDST 1521 Advanced Education Studies 1* during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

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

| Year 3                                | HPW |
|---------------------------------------|-----|
| Session 2                             |     |
| EDST1511 Advanced Education Studies 1 |     |
| Unit 1                                | 2   |
| <b>Honours Year</b>                   |     |
| EDST1512 Advanced Education Studies 2 |     |
| Unit 1                                | 2   |
| Unit 2                                | 2   |
| Unit 3                                | 2   |
| EDST1901 Thesis                       |     |



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

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

## Conditions for the award

### Enrolment and progression

Satisfactory performance in the subject EDST 1521 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

### Assessment

The four units of the subjects EDST1521 Advanced Education Studies 1 and EDST1522 Advanced Education Studies 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Education Honours Co-ordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated; this is one-fifth of the combined marks awarded for the subjects EDST1521 Advanced Education Studies 1 and EDST1522 Advanced Education Studies 2 and four-fifths of the mark awarded for EDST1901 Thesis. On the basis of this mark, the degree of Bachelor of Arts Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class II Division II, Class III.

## 4065

### Bachelor of Music Bachelor of Education Course

#### Bachelor of Music Bachelor of Education BMus BEd

The Bachelor of Music Bachelor of Education combined degree course is a four year program of studies in Music, Arts and Education subjects. The course qualifies students to teach in Secondary Schools. Studies at the Honours level either in Music or in Education may be undertaken in a fifth year.

### Pass Degree

In order to qualify for the pass degree students must:

1. satisfy requirements in six of the Education subjects offered in Years 1, 2 and 3.
2. obtain at least an additional 90 credit points in Music and Arts subjects including no more than 36 Level 1 credit points as listed in the BMus degree program in the Faculty of Arts and Social Sciences handbook.

3. satisfy requirements in Year 4 Education subjects including the Music method subject, education electives and teaching experience conducted at the School of Teacher Education, St George Campus.

4. satisfy the University's General Education requirements.

5. Complete the subject Year 4 Program in Music which includes 40 contact hours.

For details of the Education subjects in Years 1-3 see later in this handbook under School of Education Studies. For details of Music subjects see the Faculty of Arts and Social Sciences handbook or contact the Department of Music.

### BMus BEd Course outline

**Note:** Some parts of this course are under review (General Education Categories A and B and one subject in Year 4). Students will be advised of any changes before 1993 enrolment.

| Year 1                                   | C  | HPW |
|--|----|-----|
| EDST1101 Educational Psychology 1        | 4  | 2   |
| EDST1102 Social Foundations of Education | 4  | 2   |
| MUSI1002 Music 1C                        | 12 | 6   |
| Arts elective subjects                   | 24 | *8  |

| Year 2  |    |   |
|---|----|---|
| Two Education Studies electives (2 x 4)         | 8  | 2 |
| MUSI2002 Music 2C                               | 12 | 6 |
| MUSI2101 History of Performance Conventions     | 3  | 1 |
| MUSI2102 Orchestration and Arrangement          | 3  | 1 |
| General Education Category A subject/s (56 hrs) |    |   |

| Year 3  |    |   |
|---|----|---|
| Two Education Studies electives (2 x 4)         | 8  | 2 |
| MUSI3002 Music 3C                               | 12 | 6 |
| MUSI3101 Musicology Seminar                     | 6  | 2 |
| MUSI3102 Special Project                        | 12 |   |
| General Education Category B subject/s (56 hrs) |    |   |

| Year 4   |   |
|--|---|
| <i>Session 1</i>   |   |
| Year 4 Program in Music                                    | 6 |
| EDST4101 Education Systems                                 | 2 |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |
| Teaching method subject in Music                           |   |

|  |  |
|--|--|
| <i>Session 2</i>                       |  |
| TEED1221 Education Elective A (16 hrs) |  |
| TEED1223 Education Elective C (16 hrs) |  |
| Teaching method subject in Music       |  |
| TEED1225 Teaching Experience (238 hrs) |  |

\*Average HPW.

### Honours Degree

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

## 1. Honours in Education

Students with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject EDST1521 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

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

|                                       |            |
|---------------------------------------|------------|
| <b>Year 3</b>                         | <b>HPW</b> |
| EDST1511 Advanced Education Studies 1 |            |
| Unit 1                                | 2          |

### Honours Year

|                                       |   |
|---------------------------------------|---|
| EDST1512 Advanced Education Studies 2 |   |
| Unit 1                                | 2 |
| Unit 2                                | 2 |
| Unit 3                                | 2 |
| EDST1901 Thesis                       |   |

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

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

## Conditions for the award

### Enrolment and progression

Satisfactory performance in the subject EDST1521 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

### Assessment

The four units of the subjects EDST1521 Advanced Education Studies 1 and EDST1522 Advanced Education Studies 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Education Honours Co-ordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated; this is one-fifth of the combined marks awarded for the subjects EDST1521 Advanced Education Studies 1 and EDST1522 Advanced Education Studies 2 and four-fifths of the mark awarded for EDST1901 Thesis. On the basis of this mark, the degree of Bachelor of Music Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class II Division II, Class III.

## 2. Honours in Music

In order to proceed to the Honours year of study in Music students require at least a Credit average in all of their

Music subjects. The Honours program includes research methods and other seminars and either a 20,000 word thesis, or an extended recital or an approved special project.

## 4075

### Bachelor of Science Bachelor of Education Course

#### Bachelor of Science Bachelor of Education BSc BEd

The Bachelor of Science Bachelor of Education combined degree course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study. Students who decide not to proceed with the Education component of this course are permitted to transfer to the BSc course at the end of Year 1 or Year 2 with credit for all BSc degree subjects completed.

### Pass Degree

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

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

2. obtain at least 21 units including no more than 10 Level 1 units, in Science subjects (except in the case of the Mathematics program, where elective subjects from the BA degree course may be included), including an approved four-year program which consists of:

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

Biology  
Chemistry  
Geology  
Mathematics  
Physics

b) the Year 4 subject HPST2106 The Scientific Theory

3. satisfy requirements in Year 4 Education subjects including either Mathematics Method or Science method plus educational electives and teaching experience conducted at the School of Teacher Education, St George Campus.

4. satisfy the University's General Education requirements.

### Approved Four-Year Programs

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

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

**Note:** Some parts of this course are under review (General Education Categories A and B and one subject in Year 4). Students will be advised of any changes before 1993 enrolment.

The approved programs are as follows:

## 0158 Physics

| Year 1                                   | U | HPW |
|--|---|-----|
| CHEM1002 Chemistry 1                     | 2 | 6   |
| EDST1101 Educational Psychology 1        |   | 2   |
| EDST1102 Social Foundations of Education |   | 2   |
| MATH1032 Mathematics 1                   | 2 | 6   |
| PHYS1002 Physics 1                       | 2 | 6   |

| Year 2   | U | HPW |
|--|---|-----|
| Two Education Studies elective subjects          |   | 2   |
| MATH2510†, MATH2520†, MATH2100†, MATH2120†       | 2 | *5  |
| PHYS2001, PHYS2011, PHYS2021, PHYS2031           | 4 | *9  |
| Either BIOS1011† or GEOL1101†                    | 1 | 6   |
| General Education Category A elective/s (56 hrs) |   |     |

| Year 3   | U | HPW |
|--|---|-----|
| Two Education Studies Elective subjects                    |   | 2   |
| PHYS3010, PHYS3021, PHYS3030, PHYS3041, PHYS3050, PHYS3060 | 4 | *9  |
| 3 units from BIOS1011, BIOS1021,† GEOL1101 GEOL1201*       | 3 | 10  |
| General Education Category B elective/s (56 hrs)           |   |     |

| Year 4   | U | HPW |
|--|---|-----|
| Session 1  |   |     |
| EDST1401 Education Systems                                 |   | 2   |
| HPST2106 The Scientific Theory                             | 1 | 3   |
| TEED1218 Science Method (168 hrs)                          |   |     |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |     |

| Session 2                              | U | HPW |
|--|---|-----|
| TEED1218 Science Method (36 hrs)       |   |     |
| TEED1221 Education Elective A (16 hrs) |   |     |
| TEED1223 Education Elective C (16 hrs) |   |     |
| TEED1225 Teaching Experience (238 hrs) |   |     |

Students proposing to proceed to Year 5 (Honours) in Physics must complete 6 Level III units

### Year 5 (Honours) PHYS4103 or PHYS4113

†Students proposing to proceed to Year 5 (Honours) should read carefully the note accompanying program 0100 Physics in the Science Handbook. Advice must be obtained from the School of Physics before enrolling in these units, as alternative units may be prescribed.

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

\* Average HPW in each Session for all subjects in this group.

## 0258 Chemistry

| Year 1  | U | HPW |
|---|---|-----|
| CHEM1002 Chemistry 1  | 2 | 6   |
| EDST1101 Educational Psychology 1   |   | 2   |
| EDST1102 Social Foundations of Education  |   | 2   |
| PHYS1002 Physics 1 or   | 2 | 6   |
| PHYS1021 Introductory Physics   | 2 | 6   |
| Either MATH1032 Mathematics 1 or both MATH1011 General Mathematics B and MATH1021 General Mathematics C | 2 | 6   |

| Year 2   | U | HPW |
|--|---|-----|
| Two Education Studies elective subjects          |   | 2   |
| BIOS1011   | 1 | 6   |
| CHEM2011, CHEM2021, CHEM2031, CHEM2041           | 4 | 12  |
| GEOL1101   | 1 | 6   |
| Either GEOL1201 or BIOS1021                      | 1 | 6   |
| General Education Category A elective/s (56 hrs) |   |     |

| Year 3  | U | HPW |
|---|---|-----|
| Two Education Studies elective subjects   |   | 2   |
| 4 Level III Chemistry units including at least three of CHEM3011, CHEM3021, CHEM3031, CHEM3041* | 4 | 12  |
| Science elective units*   | 3 | 8   |
| General Education Category B elective/s (56 hrs)  |   |     |

| Year 4   | U | HPW |
|--|---|-----|
| Session 1  |   |     |
| EDST1401 Education Systems                                 |   | 2   |
| HPST2106 The Scientific Theory                             | 1 | 3   |
| TEED1218 Science Method (168 hrs)                          |   |     |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |     |

| Session 2                              | U | HPW |
|--|---|-----|
| TEED1218 Science Method (36 hrs)       |   |     |
| TEED1221 Education Elective A (16 hrs) |   |     |
| TEED1223 Education Elective C (16 hrs) |   |     |
| TEED1225 Teaching Experience (238 hrs) |   |     |

Students proposing to proceed to Year 5 (Honours) in Chemistry must complete 7 Level III units.

### Year 5 (Honours) CHEM4003

\* Average HPW in each session

## 1058 Mathematics

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

| Year 1                                   | U | HPW |
|--|---|-----|
| COMP1811 Computing 1 Procedural          | 1 | 6   |
| EDST1101 Educational Psychology 1        |   | 2   |
| EDST1102 Social Foundations of Education |   | 2   |
| MATH1032 Mathematics 1                   | 2 | 6   |
| MATH1081 Discrete Mathematics            | 1 | 6   |
| Two units from Level I Science electives | 2 | 6   |

| Year 2  | U | HPW |
|---|---|-----|
| Two Education Studies elective subjects   |   | 2   |
| MATH2501, MATH2510, MATH2120  | 2 |     |
| At least one unit from Level II Statistics  | 1 |     |
| At least one unit from MATH2520, MATH2400, MATH2410, MATH2100, MATH2301   | 1 | 3   |
| Further units from the above list, or Science electives, or electives from the BA course, giving a total of 7 units for the year* | 3 | 15  |
| General Education Category A elective/s (56 hrs)  |   |     |

| Year 3  | U | HPW |
|---|---|-----|
| Two Education Studies elective subjects                     |   | 2   |
| MATH3560 and MATH3570                                       | 1 | 2   |
| 3 units from Level III Mathematics*                         | 3 | 6   |
| 3 units from Science electives or from BA course electives* | 3 | 6   |
| General Education Category B elective/s (56 hrs)            |   |     |

| Year 4   | U | HPW |
|--|---|-----|
| <b>Session 1</b>   |   |     |
| EDST1401 Education Systems                                 |   | 2   |
| HPST2106 The Scientific Theory                             | 1 | 3   |
| TEED1216 Mathematics Method (112 hrs)                      |   |     |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |     |

|  |   |  |
|--|---|--|
| <b>Session 2</b>                       |   |  |
| TEED1216 Mathematics Method            | 8 |  |
| TEED1221 Education Elective A          | 4 |  |
| TEED1223 Education Elective C          | 4 |  |
| TEED1225 Teaching Experience (238 hrs) |   |  |

Students proposing to proceed to Year 5 (Honours) in Mathematics must complete 6 Level III units some of which should be at the Higher Level.

| Year 5 (Honours)                             | U | HPW |
|--|---|-----|
| MATH4003 or MATH4103 or MATH4603 or MATH4903 |   |     |

\*Average HPW in each session

## 1758

### Biology

(with majors in one of the Schools of Biological Science)

| Year 1                                   | U | HPW |
|--|---|-----|
| BIOS1011 Biology A                       | 1 | 6   |
| BIOS1021 Biology B                       | 1 | 6   |
| CHEM1002 Chemistry 1                     | 2 | 6   |
| EDST1011 Educational Psychology 1        | 2 |     |
| EDST1021 Social Foundations of Education | 2 |     |
| Either MATH1032 Mathematics 1 or both    |   |     |
| MATH1011 General Mathematics B and       |   |     |
| MATH1021 General Mathematics C           | 2 | 6   |

| Year 2   | U | HPW |
|--|---|-----|
| Two Education Studies elective subjects                                    |   | 2   |
| BIOS2011   | 1 | 6   |
| BIOS2021   | 1 | 6   |
| BIOC2312   | 2 | 6   |
| Three Level II Science elective units to provide prerequisites for Year 3* | 3 | 9   |
| General Education Category A elective/s (56 hrs)                           |   |     |

| Year 3   | U | HPW |
|--|---|-----|
| Four Level III units in one area from the Schools of Biochemistry and Molecular Genetics, Biological Science or Microbiology and Immunology* | 4 | 12  |
| Three Science elective units.*   | 3 | 9   |
| General Education Category B elective/s (56 hrs)   |   |     |

Students intending to take a major sequence (a minimum of 4 units) from any one of these schools should seek the advice of the school concerned as to a suitable combination of subjects.

| Year 4   | U | HPW |
|--|---|-----|
| <b>Session 1</b>   |   |     |
| EDST1401 Education Systems                                 |   | 2   |
| HPST2106 The Scientific Theory                             | 1 | 3   |
| TEED1218 Science Method (168 hrs)                          |   |     |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |     |

|  |  |  |
|--|--|--|
| <b>Session 2</b>                       |  |  |
| TEED1221 Education Elective A (16 hrs) |  |  |
| TEED1223 Education Elective C (16 hrs) |  |  |
| TEED1218 Science Method (36 hrs)       |  |  |
| TEED1225 Teaching Experience (238 hrs) |  |  |

Students proposing to proceed to Year 5 (Honours) must complete 7 Level III units including a major sequence in the school chosen.

## Year 5 (Honours)

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

\*Average HPW in each Session.

## 2558

### Geology

| Year 1                                   | U | HPW |
|--|---|-----|
| EDST1101 Educational Psychology 1        |   | 2   |
| EDST1021 Social Foundations of Education |   | 2   |
| GEOL1101 Geological Processes            | 1 | 6   |
| GEOL1201 Geological Environments         | 1 | 6   |
| Either MATH1032 Mathematics 1 or both    |   |     |
| MATH1011 General Mathematics B and       |   |     |
| MATH1021 General Mathematics C           | 2 | 6   |
| PHYS1002 Physics 1                       | 2 | 6   |

| Year 2                                  | U | HPW |
|---|---|-----|
| Two Education Studies elective subjects |   | 2   |
| BIOS1011                                | 1 | 6   |
| CHEM1002                                | 2 | 6   |
| GEOL2011 and GEOL2031 and GEOL2022*     | 3 | 9   |
| One Science elective unit               | 1 | 6   |

| Year 3                                   | U | HPW |
|--|---|-----|
| GEOL3011 and GEOL3021                    | 2 |     |
| Two Level III Applied Geology units from |   |     |
| GEOL3031, GEOL3052, GEOL3072, GEOL3082,  |   |     |
| GEOL3092, GEOL3101, GEOL3102,*           | 2 | 9   |
| Two Education Studies elective subjects  |   | 2   |
| Three Science elective units*            | 3 | 9   |

| Year 4   | U | HPW |
|--|---|-----|
| <b>Session 1</b>   |   |     |
| EDST1401 Education Systems                                 |   | 2   |
| HPST2106 The Scientific Theory                             | 1 | 3   |
| TEED1218 Science Method (168 hrs)                          |   |     |
| TEED1224 Professional Issues and Responsibilities (56 hrs) |   |     |

|  |  |  |
|--|--|--|
| <b>Session 2</b>                       |  |  |
| TEED1218 Science Method (36 hrs)       |  |  |
| TEED1221 Education Elective A (6 hrs)  |  |  |
| TEED1223 Education Elective C (16 hrs) |  |  |
| TEED1225 Teaching Experience (238 hrs) |  |  |

Students proposing to proceed to Year 5 (Honours) in Geology must complete 7 Level III units.

\*Average HPW in each Session.

## Year 5 (Honours)

GEOL4303

HPW

|                 |   |
|-----------------|---|
| Unit 2          | 2 |
| Unit 3          | 2 |
| EDST1901 Thesis |   |

## Honours Degree

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

## Honours In a Science Discipline or Mathematics

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

1. any additional requirements as prerequisites to entry to the Honours Level program in the school concerned, and
2. in their fourth or fifth year of study, an approved Honours Level program in the School concerned.

## Honours In Education

Students with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject EDST1521 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

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

|                                       |            |
|---------------------------------------|------------|
| <b>Year 3</b>                         | <b>HPW</b> |
| EDST1511 Advanced Education Studies 1 |            |
| Unit 1                                | 2          |
| <b>Honours Year</b>                   |            |
| EDST1512 Advanced Education Studies 2 |            |
| Unit 1                                | 2          |

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

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

## Conditions for the award

### Enrolment and progression

Satisfactory performance in the subject EDST1521 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

### Assessment

The four units of the subjects EDST1521 Advanced Education Studies 1 and EDST1522 Advanced Education Studies 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Education Honours Co-ordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated; this is one-fifth of the combined marks awarded for the subjects EDST1521 Advanced Education Studies 1 and EDST1522 Advanced Education Studies 2 and four-fifths of the mark awarded for EDST1901 Thesis. On the basis of this mark, the degree of Bachelor of Science Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class II Division II, Class III.

## Subject Descriptions

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

### Core Subjects

#### EDST1101 Educational Psychology 1

Staff Contact: Prof John Sweller  
C4 S2 HPW2

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

#### EDST1102 Social Foundations of Education Staff Contact: Dr Martin Bibby C4 S1 HPW2

Examines sociological and philosophical aspects of Australian education: different forms of school systems; structure and evolution of NSW schooling; role of

government and pressure groups in the determination of curriculum and the distribution of resources; educational testing and inequalities in educational achievement; differing accounts of inequality, sexism in school systems; affirmative action programs and their putative justifications; the educational influence of both schools and families. Philosophical matters: ethics of affirmative action proposals; justice in the distribution of educational resources; justification of curriculum decisions.

## Elective Subjects

### EDST1201

#### Educational Psychology 2

*Staff Contact: Dr Renae Low*

C4 S1 HPW2

Continues the examination of instructional methods. Includes development of learning strategies, basic learning and motivational processes; instructional methods for tutorial learning and classroom processes.

### EDST1202

#### Sociological Perspectives on Education

*Staff Contact:*

C4 HPW2

**Notes:** Subject not offered in 1993.

Examines major sociological perspectives such as structural-functionalism, conflict theory, symbolic interactionism and phenomenology, as they relate to education. The role of the school as an agent of socialization, with particular attention to such issues as gender, deviance, social class and ethnicity.

### EDST1203

#### Special Education: Exceptional Children

*Staff Contact: Dr Miraca Gross, A/Prof Robert Solman*

C4 S2 HPW2

Criteria and tests used for the identification of exceptional children - both learning disabled and intellectually gifted - are examined, and programs of remediation and extension are described. The nature of exceptionality and relevant psychological theories to account for it are examined.

### EDST1204

#### Ability Testing In Schools: Practice and Theory

*Staff Contact: Dr Renae Low*

C4 S1 HPW2

Studies the history and practice of intelligence testing (basic skills test, selective high school entrance test, School Certificate exams) in Australian schools. The evolution of intelligence tests is examined with emphasis on the criticisms that have resulted in the changing of tests. Arguments for and against the use of ability tests in an educational context.

### EDST1301

#### Student Learning, Thinking and Problem Solving

*Staff Contact: Prof John Sweller*

C4 S1 HPW2

Examines detailed procedures for designing instruction in a manner that accords with students' cognitive processes and that facilitates learning, thinking and problem solving. Considers cognitive theories relevant to instruction.

Discusses suitable instructional methods for all curriculum areas.

### EDST1302

#### Ethics and Education

*Staff Contact: Dr Martin Bibby*

C4 S2 HPW2

Discusses the following topics in educational theory: the aims of education; freedom and compulsion in education; authority and students' rights; neutrality and indoctrination in teaching; pressure groups, justice and the control of schools.

### EDST1303

#### Science, Philosophy and Education

*Staff Contact:*

C4 HPW2

**Notes:** Subject not offered in 1993.

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

### EDST1304

#### Stress and Anxiety In Students and Teachers

*Staff Contact: A/Prof Robert Barry*

C4 S2 HPW2

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

### EDST1401

#### Education Systems

*Staff Contact: Prof Fenton Sharpe*

C4 S1 HPW2

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

## Year 4 Subjects

**Note:** For 1993 Year 4 students must undertake either EDST1401 Education Systems or EDST1203 Special Education: Exceptional Children. Contact the School of Education Studies for further details

### TEED1201

#### Commerce/Economics Method

*Staff Contact: Mr Stephen Scorsa*

F

A workshop approach is adopted in lectures and tutorials with the students playing an active part in the interpretations of the Junior Commerce and Senior Economics Syllabuses. The technological revolution has resulted in dramatic changes to our society and these changes are particularly pertinent to the teaching of Commerce and Economics. The

tutorials give students a practical guide as to how lessons should be presented to take account of the mixed ability levels of their classes. The most recent innovations in presenting materials are explored, the emphasis being on the relationship between ability level, student motivation and teacher effectiveness. Forays into the local community are undertaken in an attempt to develop in the beginning teacher an appreciation of the resources of the community.

#### **TEED1203**

##### **Drama Method**

*Staff Contact: Mr Stephen Scorse*

F

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

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

#### **TEED1204**

##### **English Method**

*Staff Contact: Mr Stephen Scorse*

F

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

#### **TEED1206**

##### **Chinese Method**

#### **TEED1207**

##### **French Method**

#### **TEED1208**

##### **Japanese Method**

#### **TEED1209**

##### **Spanish Method**

F

These language method subjects involve the study of a variety of methodological approaches to the teaching of these subjects in secondary schools. Some attention is also given to the historical development of these methods and to linguistics as a discipline. Current syllabuses and means

for implementing them are discussed. Issues such as motivational problems, assessment procedures and management issues are also considered. Practical sessions involving different audio-visual approaches are provided.

#### **TEED1212**

##### **Geography Method**

*Staff Contact: Mr Stephen Scorse*

F

Lectures, discussions and workshops are used in interpreting the junior and senior syllabuses through a variety of approaches, in understanding the structuring of individual lessons as part of work units, and in examining methods of presentation of material in relation to student motivation, classroom management and varying class ability levels. This is followed by an in-depth treatment of various aspects of Geography teaching through workshop and seminar activities, structured around a range of audio-visual, written and pictorial materials. The latest ideas in presenting information are explored, and experience is gained in the production of fieldwork units, printed materials, wall charts, maps, overhead transparency materials, sound cassettes and multi-media kits.

#### **TEED1213**

##### **History Method**

*Staff Contact: Mr Stephen Scorse*

F

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

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

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

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

#### **TEED1216**

##### **Mathematics Method (Double)**

*Staff Contact: Mr Stephen Scorse*

F

There are six main segments to this method: an examination of the objectives of teaching Mathematics at the secondary level; the consideration of elementary notions concerning a Mathematics curriculum and its construction; a comparison of the secondary Mathematics syllabuses of New South Wales with those of other systems; a discussion of strategies and method for teaching Mathematics with special reference to the School and Higher School Certificates; the preparation of

Mathematics aids for classroom use; the consideration of various aspects of evaluation and related matters.

#### **TEED1218**

##### **Science Method (Double)**

*Staff Contact: Mr Stephen Scorse*

**F**

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

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

In addition to assisting students to develop skills in planning lessons, units or work and programs, presenting demonstrations, managing science classrooms, using school science equipment and developing audio-visual aids, students learn in workshop sessions how to teach aspects of various topics in biology, chemistry, geology, physics and integrated programs at both junior and senior levels. A number of issues, including pupil preconceptions in science, individualisation, mastery learning, primary science teaching, enquiry approaches, assessment and evaluation, pupil differences, the use of microcomputers, safety, and legal considerations for the science teacher, are dealt with in both workshop and lecture sessions.

#### **TEED1221**

##### **Educational Elective A**

*Staff Contact: Mr Stephen Scorse*

**S2**

*Prerequisite: TEED1224*

*Corequisite: TEED1223, TEED1225, Two single or one double Method Subject(s)*

#### **TEED1223**

##### **Educational Elective C**

*Staff Contact: Mr Stephen Scorse*

**S2**

*Prerequisite: TEED1224*

*Corequisite: TEED1221, TEED1225, Two single or one double Method Subject(s)*

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

The electives offered depend upon staff availability and student demand.

#### **TEED1224**

##### **Professional Issues and Responsibilities**

*Staff Contact: Mr Stephen Scorse*

**S1**

*Corequisites: Two single or one double method subject(s)*

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

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

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

#### **TEED1225**

##### **Teaching Experience**

*Staff Contact: Mr Stephen Scorse*

**S2**

*Prerequisite: TEED1224*

*Corequisite: Two single or one double Method subject(s)*

**Two strands: Microteaching and School Experience**

##### **Microteaching:**

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

##### **Teaching Practice:**

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

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



## Graduate Study

### Course Outlines

#### 8905

#### Bachelor of Education Course (Honours)

The School of Education Studies at the Kensington Campus offers a three-session extension of the graduate Diploma in Education to complete the BEd (Honours) degree course. Usually, the first of these sessions is completed by study in an intensive mode in summer or winter (ie three hours attendance daily at seminars over a two-week period in January or July). In the following two sessions students enrol in a further four seminars and undertake research for and writing of the thesis.

#### Summer or Winter Session

EDST1412 Advanced Education 1 (30 hours over 2 week period)

#### Two Further Sessions

EDST1512 Advanced Education 2 (F)

|        |   |
|--------|---|
| Unit 1 | 2 |
| Unit 2 | 2 |
| Unit 3 | 2 |
| Unit 4 | 2 |

EDST1901 Thesis (F)

Each student proceeding to Advanced Education 2 and the thesis is assigned a supervisor and co-supervisor if necessary. The supervisor normally recommends the choice of units of study in Advanced Education 2 after consultation with the student and the BEd(Hons) degree Adviser in the School.

### Conditions for the Award

#### Enrolment and Progression

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

Students normally enrol in the subject Advanced Education 1 in Summer session and must complete this satisfactorily before proceeding to Advanced Education 2 and the thesis in the following 2 sessions.

#### Assessment

The four units of Advanced Education 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Bachelor of Education Honours Course Committee from two or more whose

names have been provided by the Supervisor. The thesis is awarded a single final mark.

A final 'honours mark' will be calculated; this is one-fifth the mark for EDST1512 Advanced Education 2 and four-fifths of the mark for EDST1901 Thesis. Based on this mark the Bachelor of Education Degree is awarded with a class of Honours of one of:

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

#### 2990

#### Master of Education Course (Honours)

#### 8910

#### Master of Education Course

#### Master of Education MED

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

The degree awarded at Pass Level is studied by taking subjects to the value of eight units.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education (or other relevant subject) and are expected to complete subjects to the value of four units at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level may apply for registration after completing subjects to the value of 6 units, including a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the project report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

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

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

New South Wales or another recognised institution. In addition the Faculty offers three interdisciplinary subjects which may be counted towards the award of the MED degree (see under Faculty Electives in the Subject Descriptions Section of this handbook.)

#### **Med degree subjects**

- EDST2101 Introduction to Design and Analysis
- EDST2102 Experimental Design and Analysis
- EDST2103 Survey Design and Analysis
- EDST2104 Educational Assessment and Measurement
- EDST2201 Philosophical Issues in Education
- EDST2202 The Nature of Intelligence
- EDST2203 Social Philosophy and Education
- EDST2204 History and Philosophy in Science Education
- EDST2301 Psychological Bases of Instruction
- EDST2302 Introduction to Psychophysiology
- EDST2303 Human Problem Solving
- EDST2304 Psychology of Reading
- EDST2305 Learning Disabilities
- EDST2306 Child Growth and Development
- EDST2307 Mental Processes and Instructional Procedures in Mathematics and Science
- EDST2308 Learning Theory and Practice
- EDST2309 Issues in Mathematical Problem Solving Research
- EDST2401 Social Aspects of Education
- EDST2402 Socialization and Education
- EDST2602 Values in Teaching and Reading Literature
- EDST2603 The Filming of Literature: Implications for Teaching
- EDST2607 Research on the Learning and Teaching of Mathematics
- EDST2608 Computers and the Teaching-Learning Process
- EDST2610 Personal Development Programs in Schools
- EDST2702 Distance Education
- EDST2704 Contemporary Issues in Education
- EDST2706 Introduction to Computer Assisted Instruction
- EDST2801 Social and Emotional Development of Intellectually Gifted Children
- EDST2802 Introduction to the Identification of Intellectually Gifted Children
- EDST2803 Educational Programs and Curricula for Intellectually Gifted Children
- EDST2804 Current Issues in the Education of Intellectually Gifted Children
- EDST3801 One-unit Project
- EDST3802 Two-unit Project

#### **Notes:**

1. All subjects listed above have a unit value of one except for the two-unit project. A one-unit subject is of 2 hours per week for one session.
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 Faculty Higher Degree Committee.)
3. Candidates who have the approval of the Faculty Higher Degree Committee to transfer from the Pass Level to the

Honours Level in the Master of Education (MEd) degree course after the completion of six units are reminded of the conditions governing maximum time.

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

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## **2945**

### **Master of Educational Administration Course (Honours)**

#### **Master of Educational Administration (Honours) MEdAdmin (Hons)**

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

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education or a related area and are expected to satisfy in subjects to the value of four units, including at least two from the core, at a suitable standard and to submit a thesis. Alternatively, students without a bachelor degree awarded at Honours Level may apply for registration after completing subjects to the value of 6 units, including at least two of the core subjects and a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the project report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

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## **8960**

### **Master of Educational Administration Course**

#### **Master of Educational Administration MEdAdmin**

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

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

Candidates for the degree are normally required to take subjects to the value of eight units including four compulsory core units.

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

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the faculty or by other faculties within The University of New South Wales, or may receive credit for a maximum of two units for subjects of a

comparable standard successfully completed within the faculty of Professional Studies, other faculties of the University of New South Wales or another recognised institution.

### Core Subjects

Each subject has a unit value of one except for the two-unit project.

EDST4101 Organization and Administration of Education in Australia

EDST4102 Administrative and Organizational Behaviour in Education

EDST4103 Organization Theory in Education  
PROF0002 Understanding Research\*

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

### Elective Subjects

EDST4205 Supervision and Development of Educational Personnel

EDST4206 Development and Evaluation of Educational Programs

EDST4207 Planned Change in Education

EDST4208 Leadership Theory, Research and Development

EDST4209 Legal Aspects of Educational Administration

EDST4210 Women in Educational Administration

EDST4211 Financial Issues in Educational Administration

EDST4212 Policy Making in Education

EDST4213 Communication and Human Relations

EDST4214 Social Issues and Educational Policy

EDST4215 Supervised Fieldwork in Educational Administration

EDST4216 Selected Aspects of Educational Administration 1

EDST4217 Selected Aspects of Educational Administration 2

EDST3801 One-unit Project

EDST3802 Two unit Project

Students may choose up to four of their electives from subjects in the Master of Education course if class places are available.

\* For description see under Faculty Electives later in this handbook.

of top-level educational professionals who wish to consolidate, refine and expand their theoretical bases for the benefit of educational practitioners in general. The orientation of the course is towards the improvement of professional practice by the application of research findings to the problems, issues and development of teaching, learning, educational management and politics.

The EdD degree course may be completed over 3 1/2 years full-time or 7 years part-time for students who have previously completed a Bachelor degree at pass level.

For those who have acquired the degree of Bachelor with Honours or the degree of Master advanced standing may be granted.

### Academic Program (Full time)

|  | Duration   |
|--|------------|
| Part 1 Eight subjects selected from the MEd and/or MEd Admin courses | 2 sessions |
| Part 2 Four EdD subjects   | 2 sessions |
| Part 3 EdD Project   | 1 session  |
| Part 4 EdD Thesis  | 2 sessions |

It should be noted that progression to Part 2 will be permitted only if students are able to demonstrate a high standard of performance in Part 1 subjects. Students who do not proceed to Part 2 will be entitled to graduate with the appropriate degree of Master after the successful completion of 8 units in Part 1.

### Part 2 Subjects

|          |  |
|----------|--|
| EDST5011 | Issues in Educational Management                             |
| EDST5012 | Theory and Practice of Organizational and Program Evaluation |
| EDST5013 | Education Policy Analysis                                    |
| EDST5014 | Science and Humanities: Bridging the Two Cultures            |
| EDST5015 | Modes of Thought and their Instructional Implications        |
| EDST5016 | Knowledge Structures in Mathematical Problem Solving         |
| EDST5017 | Assessment and Measurement in Education                      |
| EDST5018 | Reading Acquisition and Reading Failure                      |
| EDST5019 | Socialization and Deviance in Families and Schools           |
| EDST5020 | Education of Intellectually Gifted Children                  |
| EDST5021 | Directions for Leadership                                    |
| EDST5022 | Current Research on Computers in Instruction                 |

## 1970

### Doctor of Philosophy

#### Doctor of Philosophy

#### PhD

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

## 1975

### Doctor of Education

#### Doctor of Education

#### EdD

This degree course involves both formal coursework and a significant research thesis. It is intended to serve the needs

## Subject Descriptions

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

### Master of Education Degree Course

#### EDST2101

##### Introduction to Design and Analysis

*Staff Contact: Prof M. Cooper*

S2 HPW2

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

#### EDST2102

##### Experimental Design and Analysis

*Staff Contact: A/Prof R. Solman*

S2 HPW2

*Prerequisite:* EDST2101

Factorial experimental designs - one-way, two-way and three-way. A priori and post hoc comparison procedures. Planned orthogonal contrasts and polynomial trend analysis. Analysis of variance designs with repeated measures. Statistical control of variables through analysis of covariance. Experience with computer analysis of data; particular emphasis on and use of the SPSS-X packages.

#### EDST2103

##### Survey Design and Analysis

*Staff Contact:*

HPW2

*Prerequisite:* EDST2101

*Notes:* Subject not offered in 1993.

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

#### EDST2104

##### Educational Assessment and Measurement

*Staff Contact: Prof M. Cooper*

S1 HPW2

Purposes of assessment and types of test. Objectives and outcomes. Characteristics of different types of objective

test items. Administration and scoring of a test or examination. Correlation, validity and reliability. Standard scores, norms and profiles. Improvement of test quality through item analysis. Descriptive factor analysis and its use in test construction. Personality, attitude, vocational interest and other tests. Evaluation of teaching and other professional performance. Higher School Certificate scoring, scaling and reporting. University selection. Tertiary Entrance Rank procedures.

#### EDST2201

##### Philosophical Issues in Education

*Staff Contact: Dr M. Matthews*

HPW2

*Notes:* Subject not offered in 1993.

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

#### EDST2202

##### The Nature of Intelligence

*Staff Contact: Dr J. Gribble*

S1 and S2 HPW2

Theories about intelligence and their relation to educational practice. Alternative concepts of intelligence and philosophical problems of definition, testing and the evaluation of tests. Intelligence and other mental attributes, eg creativity, flair, intellect, imagination, insight. Intelligence and the ethics of educational selection. A philosophical critique of psychological and sociological contributions.

#### EDST2203

##### Social Philosophy and Education

*Staff Contact: Dr M. Bibby*

X2 HPW2

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

#### EDST2204

##### History and Philosophy in Science Education

*Staff Contact: Dr M. Matthews*

HPW2

*Notes:* Subject not offered in 1993.

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

**EDST2301****Psychological Bases of Instruction***Staff Contact: A/Prof R. Barry*

S1 HPW2

Consideration of those variables which may be manipulated to optimise the instructional process, with the aim of providing a firm foundation for pre-planned instructional sequences. Application of these principles in the evaluation of computer software packages. Practical report.

**EDST2302****Introduction to Psychophysiology***Staff Contact: A/Prof R. Barry*

S2 HPW2

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.

**EDST2303****Human Problem Solving***Staff Contact: Prof J. Sweller*

HPW2

Notes: Subject not offered in 1993.

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

**EDST2304****Psychology of Reading***Staff Contact: A/Prof R. Solman*

S2 HPW2

Notes: Subject not offered in 1993.

The theoretical concepts underlying the study of reading, and the relationship of these concepts to the development of reading skills. Reading as a complex and interrelated skill. Aspects of orthography and language. Psychological and neurological aspects relevant to reading. Theoretical and empirical studies of lexical access and comprehension. Affective and social factors in reading and learning to read.

**EDST2305****Learning Disabilities***Staff Contact: A/Prof R. Solman*

S2 HPW2

Notes: Subject not offered in 1993.

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

**EDST2306****Child Growth and Development***Staff Contact: Dr R. Low*

S1 HPW2

An examination of the principles of child development and how these principles interact with the educational process, including a study of individual differences and the manner

in which these differences relate to education. Analysis of learning and how learning principles can be translated into educational practice is also discussed.

**EDST2307****Mental Processes and Instructional Procedures in Mathematics and Science***Staff Contact: Prof J. Sweller*

S2 HPW2

Notes: Subject not offered in 1993.

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

**EDST2308****Learning Theory and Practice***Staff Contact: Dr R. Low*

HPW2

Notes: Subject not offered in 1993.

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

**EDST2309****Issues in Mathematical Problem Solving Research***Staff Contact: Dr R. Low*

S1 HPW2

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

**EDST2401****Social Aspects of Education***Staff Contact: Mrs P. Davies*

S2 HPW2

A review of some of the social factors in relation to education. Topics include both factors within the school and classroom as well as those external to it. Areas include the family, community groups, classroom interaction, curriculum and peer relationships.

**EDST2402****Socialization and Education***Staff Contact: School Office*

HPW2

Notes: Subject not offered in 1993.

The ways in 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. The socialization of teachers in colleges and universities and the influence on teacher attitudes and behaviours of anticipatory socialization and work experience. Critical examination of the outcomes of socialization for pupils and teachers, and the appropriateness of the educational experiences provided by pupils and teachers.

**EDST2602****Values in Teaching and Reading Literature***Staff Contact: Dr J. Gribble*

S1 HPW2

Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.

**EDST2603****The Filming of Literature: Implications for Teaching***Staff Contact: Dr J. Gribble*

S2 HPW2

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

**EDST2607****Research on the Learning and Teaching of Mathematics***Staff Contact: Prof M. Cooper*

S1 HPW2

Notes: Subject not offered in 1993.

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

**EDST2608****Computers and the Teaching-Learning Process***Staff Contact: Dr A. Anderson*

S1 HPW2

Notes: This subject will be conducted on the St George Campus of UNSW (at Oatley) to make use of the computer resources.

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

**EDST2610****Personal Development Programs in Schools***Staff Contact: Dr M. Matthews*

Notes: Subject not offered in 1993.

Personal Development as a compulsory part of the school curriculum in NSW. Examines the history of personal development in schools, the content matter of the curriculum - health, sexuality, moral, social and spiritual aspects of human development, familial arrangements, - and educational issues raised in the teaching and evaluation of the program, in particular the issues raised by the teaching about controversial issues such as AIDS, contraception, and the teaching of ethics. Research on the effectiveness of sex education programs.

**EDST2702****Distance Education***Staff Contact: Mrs P. Davies*

S1 HPW2

Examines the worldwide scope of distance education; the effect of distance education on traditional educational institutions; the social implications of distance education; the management of distance learning. The impact on teaching and learning at a distance of technology such as cassette tapes, radio, video tapes, computing and teleconferencing. Opportunity to design learning packages with some of these technologies.

**EDST2704****Contemporary Issues in Education***Staff Contact: Administrative Officer*

S1 or S2 HPW2

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

**EDST2706****Introduction to Computer-Assisted Instruction***Staff Contact: A/Prof R. Barry*

S2 HPW2

Prerequisite: EDST2301

Notes: No previous computer experience is expected. Students with previous programming experience may be admitted but will be required to present a more advanced project.

Introduces students to the mechanics of computer-assisted instruction via a simple computer language commonly implemented in microcomputers (BASIC). Evaluation of this component of the subject involves regular problem-solving activities using BASIC, and a small project in the student's teaching area. In addition, a selected range of recent literature, illustrating the effects of computer-assisted instruction on performance measures and attitude changes, is discussed in seminars. Students are required to submit an evaluative summary of an agreed topic in this component of the subject.

**EDST2801****Social and Emotional Development of Intellectually Gifted Children***Staff Contact: Dr M. Gross*

S1 HPW2

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

#### **EDST2802**

##### **Introduction to the Identification of Intellectually Gifted Children**

*Staff Contact: Dr M. Gross*  
S2 HPW2

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

#### **EDST2803**

##### **Educational Programs and Curricula for Intellectually Gifted Children**

*Staff Contact: Dr M. Gross*  
HPW2

*Notes: This subject not offered in 1993.*

Focuses on current research on appropriate curriculum design, teaching methodologies and program development for gifted and talented children. Critical evaluation of program models and enrichment paradigms currently used in Australia and internationally. Students are required to develop differentiated curricula appropriate for use with academically gifted students in the regular classroom or in special settings. Examines research on the effectiveness of in-class enrichment, acceleration, and various forms of ability, achievement and interest grouping with particular attention to the effects of these strategies on the students' academic and social development.

#### **EDST2804**

##### **Current Issues in the Education of Intellectually Gifted Children**

*Staff Contact: Dr M. Gross*  
S1 HPW2

Focuses on current philosophic and social attitudes within Australia and internationally, to the education of children of high intellectual potential. Explores the concept of giftedness beginning with an analysis of its historical and cultural roots and leading through to an examination of the

current focus on different domains and levels of giftedness. Students analyse and evaluate a range of techniques for identifying giftedness and high ability in both primary and secondary students, with particular focus on strategies to identify gifted children in disadvantaged and minority groups. Current research evidence of the academic, social and emotional needs of gifted children is explored and teaching strategies and school organizational structures which have been shown to facilitate or impede the full development of high potential are investigated. Examines strategies by which teachers and administrators can facilitate school change to meet the needs of gifted students.

#### **EDST3801**

##### **One-Unit Project**

*Staff Contact: Various, depending on supervision.*  
S1 S2 F

#### **EDST3802**

##### **Two-Unit Project**

*Staff Contact: Various, depending on supervision.*  
S1 S2 F

On a topic approved by the Head of School, with appropriate consultation and supervision.

### **Master of Educational Administration Degree Course**

#### **Core Compulsory Subjects**

#### **EDST4101**

##### **Organization and Administration of Education in Australia**

*Staff Contact: Prof F. Sharpe*  
X1 or S1 HPW2

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

#### **EDST4102**

##### **Administrative and Organizational Behaviour in Education**

*Staff Contact: Dr N. Johnson*  
S2 HPW2

Considers issues central to the administration and organization of education: educational leadership, decision making, administrative power and individual influence, individual perceptions, communication with staff, behaviour of educational groups, staff motivation and satisfaction, coping with stress, educational and administrative dilemmas, responding to change. Study of research into these issues in educational settings.

**EDST4103****Organization Theory in Education**

*Staff Contact: Dr N. Johnson*  
S1 X2 HPW2

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

**Elective Subjects****EDST4205****Supervision and Development of Educational Personnel**

*Staff Contact: Dr R. Connors*  
X1 S1 S2 HPW2

**Notes:** Excluded EDST2611 and TEDG1202.

Deals with the management of human resources in educational organizations. Recruitment, selection and induction of staff; appraisal and development of teaching and administrative performance; administrative dilemmas, conflict, and career paths for educational personnel; and professional improvement strategies for educational administrators. Further attention to staff motivation, satisfaction and stress.

**EDST4206****Development and Evaluation of Educational Programs**

*Staff Contact: Dr R. Connors*  
S1 HPW2

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

**EDST4207****Planned Change in Education**

*Staff Contact: Dr N. Johnson*  
S1 HPW2

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

**EDST4208****Leadership Theory, Research and Development**

*Staff Contact: Dr N. Johnson*  
S1 HPW2

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

**EDST4209****Legal Aspects of Educational Administration**

*Staff Contact: Dr N. Johnson*  
HPW2

**Notes:** This subject not offered in 1993.

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

**EDST4210****Women In Educational Administration**

*Staff Contact: Dr N. Johnson*  
HPW2

**Notes:** This subject not offered in 1993.

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

**EDST4211****Financial Issues In Educational Administration**

*Staff Contact: Dr N. Johnson*  
S2 HPW2

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



**EDST4212**  
**Policy Making in Education**  
*Staff Contact: Prof F. Sharpe*  
 S1 or S2 HPW2

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

**EDST4213**  
**Communication and Human Relations**  
*Staff Contact:*  
 HPW2

**Notes:** This subject not offered in 1993.

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

**EDST4214**  
**Social Issues and Educational Policy**  
*Staff Contact: Dr M. Bibby*  
 S1 HPW2

Major issues in educational policy and its application in the school. The issues, which arise at both institutional and national levels of policy making and decision making, involve the competing demands of equity, efficiency and expediency, the rights of individuals and the struggle for control of education policy.

**EDST4215**  
**Supervised Fieldwork in Educational Administration**  
*Staff Contact: Dr N. Johnson*  
 S1 or S2  
**Notes:** May not be taken in a program containing EDST3802 or equivalent.

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

**EDST4216**  
**Selected Aspects of Educational Administration 1**  
*Staff Contact: Dr N. Johnson*  
 X2 S2 HPW2

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

**EDST4217**  
**Selected Aspects of Educational Administration 2**  
*Staff Contact: Dr N. Johnson*  
 X2 S2 HPW2

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

**EDST3801**  
**One-Unit Project**  
*Staff Contact: Various, depending on supervision.*  
 S1 S2 F

**EDST3802**  
**Two-Unit Project**  
*Staff Contact: Various, depending on supervision.*  
 S1 S2 F

On a topic approved by the Head of School, with appropriate consultation and supervision.

**Doctor of Education Degree Course**

**Part 2 subjects**

**EDST5011**  
**Issues in Educational Management**  
*Staff Contact: Dr N. Johnson*  
 S1 HPW4

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

**EDST5012**  
**Theory and Practice of Organizational and Program Evaluation**  
*Staff Contact: Dr R. Connors*  
 S2 HPW4

The role of evaluation in improving educational organizations and programs is explored and analysed. The theory and research underpinning evaluation practices is studied in order for students to gain knowledge and skills relating to conventional and alternative approaches to educational evaluation, guidelines for planning and

conducting evaluations, dealing with political, ethical and interpersonal aspects of evaluation, collecting evaluation information, reporting and using evaluation information and evaluating evaluations.

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

#### **EDST5013**

##### **Education Policy Analysis**

*Staff Contact: Dr M. Bibby*

S2 HPW4

An examination of existing and proposed Australian educational policies (federal and various states) and of policies being proposed or implemented in other countries which are likely to influence Australian policy. Students are required to determine the desirability of these policies in relation to their theoretical and practical background, to improve on them where possible, and to examine and develop solutions for the problems of implementation and evaluation.

#### **EDST5014**

##### **Science and Humanities: Bridging the Two Cultures**

*Staff Contact: Dr Michael Matthews*

HPW4

**Notes:** This subject not offered in 1993.

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

#### **EDST5015**

##### **Modes of Thought and their Instructional Implications**

*Staff Contact: A/Prof J. Sweller*

S2 HPW4

Cognition and instruction. The manner in which instructional material is designed and taught can be guided usefully by cognitive theory. Current findings based on schema theory and cognitive load theory suggest that many commonly used instructional techniques are ineffective. The same theories and findings provide alternatives structured to facilitate learning, thinking and problem solving. Procedures for designing instruction that accords with our mental processes, and research techniques to test the effectiveness of novel instructional methods are central issues that are discussed.

#### **EDST5016**

##### **Knowledge Structures in Mathematical Problem Solving**

*Staff Contact: Dr R. Low*

HPW4

**Notes:** This subject not offered in 1993.

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

#### **EDST5017**

##### **Assessment and Measurement in Education**

*Staff Contact: Prof M. Cooper*

S1 HPW4

Educational objectives and outcomes; assessment and measurement of outcomes. Objective tests; characteristics of different types of test items. True and error components of test scores. Validity, reliability and other psychometric properties of tests; Spearman-Brown formula. Measurement of change. Standard scores, norms and profiles. Item analysis and its use in improving test quality. Testing for literacy and numeracy. Intelligence tests; ability tests; aptitude tests. School and state testing schemes; School Certificate "moderator" examinations; Higher School Certificate scoring, scaling and reporting; University selection (local, national and international); Tertiary Entrance Rank procedures. Use of simple and multiple regression analysis in estimating and predicting measured performance; shrinkage. Stepwise regression and discriminant analysis procedures. Descriptive factor analysis and its use in test construction. The semantic differential technique. Personality characteristics, attitudes, vocational interests, field dependence/independence and leadership styles, and their management. Evaluation of professional performance.

#### **EDST5018**

##### **Reading Acquisition and Reading Failure**

*Staff Contact: A/Prof R. Solman*

S2 HPW4

**Notes:** This subject not offered in 1993.

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

**EDST5019****Socialization and Deviance in Families and Schools****Staff Contact:**

HPW4

**Notes:** Subject not offered in 1993.

Socialization in childhood and in later life is examined, with an emphasis on the impact of families and schools on human development. The socialization of children is then related to learning theories such as behaviourism and the social learning perspective. Sociological theories of socialization, especially those deriving from structural functionalist and symbolic interactionist theories are examined. The failures of socialization, deviants and deviance are examined also. The objective is to seek an answer to the question "What impact does society have on the formation of the individual?" in the context of major sociological theories.

**EDST5020****Education of Intellectually Gifted Children****Staff Contact:** Dr M. Gross

S2 HPW4

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

**EDST5021****Directions for Leadership**

HPW4

**Notes:** This subject not offered in 1993.

Determining the directions in which an education institution or a division (region, cluster, school) of it will develop is the most obvious function of an educational leader. This subject is concerned with evaluating the procedures which can be used to set directions and the principles which are called upon for guidance.

**EDST5022****Current Research on Computers in Instruction****Staff Contact:** A/Prof R. Barry

F HPW4

A critical examination of current research on the usage of computers in education, with a major emphasis on computer assisted instruction. The recent literature, and local work in progress, is scrutinised to ascertain the relative advantages and disadvantages of computer assisted

instruction in a range of subject areas and educational levels; the choice of these areas and levels will vary from year to year, depending upon current issues in the literature as well as students' backgrounds and interests. In general, attention is focused on motivational aspects in addition to the traditional achievement measures.

**EDST5023****Research Methods****Staff Contact:** A/Prof R. Barry

S1 or S2 HPW4

A program of study prescribed to meet individual needs which takes account of the student's background in research methods. Unless prescribed, enrolment in this subject requires the permission of the Head of School.

**Faculty Electives****PROF0001****Professional Ethics****Staff Contact:** Dr M. Bibby

S1 HPW2

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

**PROF0002****Understanding Research****Staff Contact:** Dr R. Connors

HPW2

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

**PROF0003****Qualitative Research Procedures****Staff Contact:** Ms P. Davies

L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.



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# School of Health Services Management

Kensington Campus

**Head of School**

Professor J. S. Lawson

**Administrative Officer**

Juliet Wight-Boycott

**Administrative Assistants**

Natasha Batianoff

Kim A. Eirth

The School of Hospital Administration was founded in 1956 with a grant from the W.K. Kellogg Foundation to provide training in hospital administration. In 1969 the name was changed to School of Health Administration, and in 1989 to School of Health Services Management, in accordance 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 of Health Services Management offers both undergraduate and graduate programs. The undergraduate course may be taken on a full-time or part-time basis and leads to the award of the degree of Bachelor of Health Administration. As from 1990 all new students must study the BHA internally; students who enrolled as external students prior to 1990 may continue to study externally. At present it is planned to discontinue the BHA once current students have completed their studies and no new entrants are planned for 1993 or thereafter.

The School also offers three formal courses in health services management leading to the awards of the degree of Master of Health Planning, Master of Health Administration and the Master of Public Health. These courses may be undertaken by coursework on a full-time or part-time basis, they (with the exception of the Master of Public Health) may also be undertaken on an external basis for students residing outside the Sydney metropolitan area. In addition, the degrees of Master of Health Administration, Master of Public Health and Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service management.

## Undergraduate Study

### Course Outlines

#### Bachelor of Health Administration

**Note: No new enrolments in 1993.**

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

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

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

1. The degree of Bachelor of Health Administration may be awarded as a Pass degree or as an Honours degree. Three classes of Honours are awarded: Class 1, Class 2 in two divisions and Class 3.
2. A candidate for the degree of the Bachelor of Health Administration (Pass or Honours) shall:
  - (1) comply with the requirements for admission;
  - (2) follow the prescribed course of study in the School of Health Services Management and satisfy the examiners in the necessary subjects.
3. A student who is in the later stages of the course as an external student shall in each year attend the residential school conducted by the School of Health Services Management in the middle of the academic year.
4. Students who are enrolled internally but who are permitted to undertake an additional subject on an external enrolment basis will be required to attend lectures at a residential school in the subject.
5. (1) A student enrolled in the external or part-time internal course shall not normally be permitted to enrol in more than four subjects (inclusive of general education subjects) in any one year.
- (2) A student enrolled in the full-time course shall not normally be permitted to enrol in more than eight subjects (inclusive of general education subjects) in any one year.

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

#### Honours Degree

6. A student who has completed the second year of the full-time course, or the corresponding stage of the external course, normally with grades of Credit or better in all subjects, may make a written application to the Head of School of Health Services Management to enrol in the Honours subjects of the third year. These subjects are: HEAL0340 Management of Health Services (Honours) and HEAL3130 Research and Evaluation Methods (Honours).
7. A student who then achieves a high level of academic performance in the third year Honours subjects is normally admitted to the final year of the Honours degree course. External students who have demonstrated outstanding achievement throughout the Pass course may be permitted to enrol in the final year of the Honours course even though they are unable to attend on a full-time internal basis during the final year.
8. The content of the Honours year subjects, HEAL8900 Thesis, HEAL8910 Advanced Studies in Health Administration A, and HEAL8920 Advanced Studies in Health Administration B, should be planned in collaboration with the student's thesis supervisor.
9. Normally, full-time internal students are expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students are required to complete at least one month of full-time attendance at the University during the two years of Honours enrolment in order to complete satisfactorily Honours course requirements. The timing of University attendance is arranged with the student's thesis supervisor.

#### General Education Program

10. The University requires that undergraduate students undertake a structural program in General Education as an integral part of their degree. For further details, please locate General Education in the Contents.
- One 56 hour or two 28 hour Category A electives are taken in Year 2 of the full-time 4040 course and one 56 hour or two 28 hour Category B electives in Year 3. The subject HEAL6110 satisfies the Category C requirement.
- Students who are granted six or more subject exemptions towards the BHA degree can apply to the Centre for Liberal and General Studies for exemption from one 28 hour Category A subject on the basis of advanced standing.
- Students should establish their advanced standing with the School of Health Services Management before applying to the Centre for Liberal and General Studies. The granting of this one 28 hour exemption does not preclude application for further exemptions or substitution of previous learning (except that the subjects used for advanced standing cannot form the basis of such further applications).

#### 4040 Health Administration Degree Course Full-time (Pass) Internal Mode

##### Bachelor of Health Administration † BHA

| Year 1   | HPW |
|--|-----|
| <i>Session 1</i>                               |     |
| HEAL0310 Management of Work                    | 4   |
| HEAL1110 Health Care Systems                   | 4   |
| HEAL5400 Health Information Systems            | 4   |
| <i>Session 2</i>                               |     |
| HEAL1120 Public Health and Epidemiology        | 4   |
| HEAL4000 Field Experience 1*                   |     |
| HEAL4210 Health Planning 1                     | 4   |
| HEAL5210 Law 1 or HEAL5200 Law 1T              | 4   |
| <i>Year 2</i>                                  |     |
| <i>Session 1</i>                               |     |
| HEAL0320 Management of Organizations           | 4   |
| HEAL4010 Field Experience* 2                   |     |
| HEAL5410 Accounting and Financial Management 1 | 4   |
| HEAL6110 Sociology, Ethics and Health 1        | 4   |
| General Studies Cat.A                          | 4   |
| <i>Session 2</i>                               |     |
| HEAL5510 Health Economics 1                    | 4   |
| HEAL7110 Quantitative Methods and Statistics 1 | 4   |
| Elective                                       | 4   |
| <i>Year 3</i>                                  | HPW |
| <i>Session 1</i>                               |     |
| HEAL0330 Management of Health Services         | 4   |
| Elective                                       | 4   |
| Elective                                       | 4   |
| <i>Session 2</i>                               |     |
| Elective                                       | 4   |
| Elective                                       | 4   |
| Elective                                       | 4   |
| General Studies Cat.B                          | 4   |

\* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

Notes: (i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course co-ordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

#### 4040 Health Administration Degree Course Part-Time Internal Mode

##### Bachelor of Health Administration† BHA

| Year 1   | HPW |
|--|-----|
| <i>Session 1</i>                               |     |
| HEAL1110 Health Care Systems                   | 4   |
| HEAL5400 Health Information Systems            | 4   |
| <i>Session 2</i>                               |     |
| HEAL1120 Public Health and Epidemiology        | 4   |
| HEAL5210 Law 1 or HEAL5200 Law 1T              | 4   |
| <i>Session 1</i>                               |     |
| HEAL0310 Management of Work                    | 4   |
| HEAL5410 Accounting and Financial Management 1 | 4   |
| <i>Session 2</i>                               |     |
| HEAL6110 Sociology, Ethics and Health 1        | 4   |
| HEAL7110 Quantitative Methods and Statistics 1 | 4   |
| <i>Year 3</i>                                  |     |
| <i>Session 1</i>                               |     |
| HEAL0320 Management of Organizations           | 4   |
| HEAL4210 Health Planning 1                     | 4   |
| <i>Session 2</i>                               |     |
| HEAL5510 Health Economics 1                    | 4   |
| General Studies Cat A                          | 4   |
| <i>Year 4</i>                                  |     |
| <i>Session 1</i>                               |     |
| HEAL0330 Management of Health Services         | 4   |
| Elective                                       | 4   |
| <i>Session 2</i>                               |     |
| Elective                                       |     |
| General Studies Cat B                          | 4   |
| <i>Year 5</i>                                  |     |
| <i>Session 1</i>                               |     |
| Elective                                       | 4   |
| Elective                                       | 4   |
| <i>Session 2</i>                               |     |
| Elective                                       | 4   |
| Elective                                       | 4   |

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

#### 4040 Health Administration Degree Course External Mode

##### Bachelor of Health Administration † BHA

(External mode offered only to continuing students; no new enrolments after 1989)

| Year 1                  |                                       | HPW |
|-------------------------|---------------------------------------|-----|
| HEAL0310                | Management of Work                    | 4   |
| HEAL1110                | Health Care Systems                   | 4   |
| HEAL5400                | Health Information Systems            | 4   |
| Year 2                  |                                       |     |
| HEAL1120                | Public Health and Epidemiology        | 4   |
| HEAL5210                | Law 1 or HEAL5200 Law 1T              | 4   |
| HEAL5410                | Accounting and Financial Management 1 | 4   |
| Year 3                  |                                       |     |
| HEAL0320                | Management of Organizations           | 4   |
| HEAL6110                | Sociology, Ethics and Health 1        | 4   |
| HEAL7110                | Quantitative Methods and Statistics 1 | 4   |
| Year 4                  |                                       |     |
| HEAL4210                | Health Planning 1                     | 4   |
| HEAL5510                | Health Economics 1                    | 4   |
| Elective                |                                       | 4   |
| General Studies Cat A * |                                       | 4   |
| Year 5                  |                                       |     |
| HEAL0330                | Management of Health Services         | 4   |
| Elective                |                                       | 4   |
| Elective                |                                       | 4   |
| General Studies Cat B * |                                       | 4   |
| Year 6                  |                                       |     |
| Elective                |                                       | 4   |
| Elective                |                                       | 4   |
| Elective                |                                       | 4   |

\*Internal BHA part-time students complete the Category A and B General Education requirement on the Kensington campus. External students who are unable to attend the Kensington campus may undertake approved subjects by correspondence through the Context Curriculum Unit at the Royal Melbourne Institute of Technology. Contact the Centre for Liberal and General Studies for further information.

#### 4040 Health Administration Degree Course Full-time (Honours) Internal Mode

##### Bachelor of Health Administration † BHA

| Year 1                |   | HPW |
|-----------------------|---|-----|
| Session 1             |   |     |
| HEAL0310              | Management of Work                          | 4   |
| HEAL1110              | Health Care Systems                         | 4   |
| HEAL5400              | Health Information Systems                  | 4   |
| Session 2             |   |     |
| HEAL1120              | Public Health and Epidemiology              | 4   |
| HEAL4000              | Field Experience 1*                         | 4   |
| HEAL4210              | Health Planning 1                           | 4   |
| HEAL5210              | Law 1 or HEAL5200 Law 1T                    | 4   |
| Year 2                |   |     |
| Session 1             |   |     |
| HEAL0320              | Management of Organizations                 | 4   |
| HEAL4010              | Field Experience 2*                         | 4   |
| HEAL5410              | Accounting and Financial Management 1       | 4   |
| HEAL6110              | Sociology, Ethics and Health 1              | 4   |
| General Studies Cat A |   | 4   |
| Session 2             |   |     |
| HEAL5510              | Health Economics 1                          | 4   |
| HEAL7110              | Quantitative Methods and Statistics 1       | 4   |
| Elective              |   | 4   |
| Year 3                |   |     |
| Session 1             |   |     |
| HEAL0340              | Management of Health Services (Honours)     | 4   |
| Elective              |   | 4   |
| Elective              |   | 4   |
| Session 2             |   |     |
| HEAL3130              | Research and Evaluation Methods (Honours)   | 4   |
| General Studies Cat B |   | 4   |
| Elective              |   | 4   |
| Elective              |   | 4   |
| Year 4                |   |     |
| HEAL8900              | Thesis                                      |     |
| HEAL8910              | Advanced Studies in Health Administration A |     |
| HEAL8920              | Advanced Studies in Health Administration B |     |

\* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

Notes: (i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course co-ordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.



## Elective Subjects

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

The electives have been specifically chosen to provide an opportunity for students to develop in some depth their particular vocational interests, eg three planning electives may be taken.

The following subjects have been approved as electives in the School of Health Services Management; not all subjects are necessarily available each year:

- HEAL3010 Political Science
- HEAL3020 Social Policy Administration
- HEAL3030 Research and Evaluation Methods
- HEAL3040 Management Skills
- HEAL3060 Administration of Nursing Services
- HEAL3070 Special Topic in Health Administration
- HEAL3080 Epidemiology for Health Administrators
- HEAL3090 Long Term Care Administration

- HEAL3100 Human Resource Management
- HEAL3110 Computer Techniques for Health Service Management
- HEAL3120 Industrial Relations
- HEAL3160 Current Issues in Nursing
- HEAL4220 Health Planning 2A
- HEAL4230 Health Planning 2B
- HEAL4240 Health Planning 2C
- HEAL5220 Law 2
- HEAL5420 Accounting and Financial Management 2
- HEAL5520 Health Economics 2
- HEAL6120 Sociology, Ethics and Health 2
- HEAL7120 Quantitative Methods and Statistics 2

## Non-Award Students

Non-Award students enrolled on an external basis in subjects of the Bachelor of Health Administration degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at one of the residential schools held in the middle of the academic year.

## Subject Descriptions

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

### HEAL0310

#### Management of Work

*Staff Contact: Ms J. Osborn*

S1 L4

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers in a variety of settings. Analyses the interrelationships between the forms of work organization which are used in different health care settings and the experiences and responses of workers located in these settings. Develops analytical abilities and practical skills and interpersonal skills.

### HEAL0320

#### Management of Organizations

*Staff Contact: Dr P. Degeling*

S1 L4

*Prerequisite:* HEAL0310

Emphasis on analytical skills. Develops the student's understanding of organization theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organizational level rather than micro-perspective of HEAL0310.

### HEAL0330

#### Management of Health Services

*Staff Contact: Mr C. Grant*

S1 L4

*Prerequisites:* HEAL0310, HEAL0320

Analyses values, structures, management approaches and relationships within component organizations and programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organizations, departments or programs; roles of the manager; professional development; concepts of micro-structure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

### HEAL0340

#### Management of Health Services (Honours)

*Staff Contact: Mr C. Grant*

S1 L4

*Prerequisites:* HEAL0310, HEAL0320

Includes and extends the theoretical and practical studies in HEAL0340. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.

### HEAL1110

#### Health Care Systems

*Staff Contact: Mr C. Grant*

S1 L4

The system of organizations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic

environment in which the system operates. Main characteristics of public and private hospitals, nursing homes and other institutions. Community health and other non-institutional services. The financing of health services. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

#### **HEAL1120**

##### **Public Health and Epidemiology**

*Staff Contact: Professor J. Lawson*

S2 L4

Definitions of health and disease; basic epidemiological concepts; medical terminology; body systems, classification of disease; disease causation. Protection and promotion of health with emphasis on contemporary risk factors; diagnosis; treatment practices. Evaluation of health and health care; health status indicators; preventive and therapeutic trends; research strategies.

#### **HEAL3010**

##### **Political Science**

*Staff Contact: Dr P. Degeling*

S1 or S2 L4

The study of politics, with special reference to Australian political institutions and administrative practices. Topics include: concepts and theories of politics; Australian political institutions and the party system; the Constitution and intergovernmental financial and legal relations; public administration with special reference to the Commonwealth and New South Wales public services.

#### **HEAL3020**

##### **Social Policy and Administration**

*Staff Contact: Mr C. Grant*

S1 or S2 L4

The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

#### **HEAL3030**

##### **Research and Evaluation Methods**

*Staff Contact: Dr M. McLaws*

S1 or S2 L4

*Prerequisites: HEAL5400, HEAL7110*

The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; identifying appropriate research areas; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non experimental models; sample selection; means of acquiring data; introduction to analysis of data; methods of presenting findings; research and decision making policy issues.

#### **HEAL3040**

##### **Management Skills**

*Staff Contact: Ms J. Osborn*

S1 or S2 L4

*Notes: Not offered in 1993*

An opportunity for students to extend their theoretical knowledge and to develop practical skills in communication, including consulting, negotiating and

bargaining, conflict management, interviewing, conducting meetings, giving instructions and making requests, writing reports, submissions and memos, public speaking and dealing with the media.

#### **HEAL3060**

##### **Administration of Nursing Services**

*Staff Contact: Ms P. Spencer*

S1 or S2 L4

Content is organized in terms of the material suggested by the standards for the Nursing Division of Hospitals compiled by the Australian Nursing Federation. Major foci are the goals, structures, processes and control mechanisms common to nursing service departments.

#### **HEAL3070**

##### **Special Topic In Health Administration**

*Staff Contact: Professor J. Lawson*

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.

#### **HEAL3080**

##### **Epidemiology for Health Administrators**

*Staff Contact: Dr M. McLaws*

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. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

#### **HEAL3090**

##### **Long Term Care Administration**

*Staff Contact: Professor J. Lawson*

S1 or S2 L4

*Notes: Not offered in 1993*

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and non-residential agencies and programs. Topics include: patient assessment and rehabilitation; psychiatric care; social factors; financial and economic aspects; quality measurement and control.

#### **HEAL3100**

##### **Human Resource Management**

*Staff Contact: Ms J. Osborn*

S1 L4

*Prerequisite: HEAL0310*

Topics include: the employment relationship; the legislative and institutional context; current issues in industrial relations in health services; discrimination and work; EEO; participation of women in the health workforce; recruitment and selection policies and processes; employee training and development; personnel appraisal/performance review; disciplinary actions, appeal procedures, termination of employment, redundancy; occupational health and safety; new management techniques such as Total Quality Management (TQM).

### **HEAL3110** **Computing Techniques for Health Service Management**

*Staff Contact: Ms D. Black*

S1 or S2 L4

*Prerequisite:* HEAL7110

*Notes:* Not offered in 1993.

Programming and principles of operation of commercial software, including database management systems, word processors and spreadsheets. Application of software to, and development of, programming skills for health service management.

### **HEAL3120** **Industrial Relations: A Health Sector View**

*Staff Contact: Ms J. Osborn*

S1 or S2 L4

*Notes:* Not offered in 1993

The role of the health administrator, the employing authority, the unions and the industrial tribunal will be examined within the context of the Australian health care system.

### **HEAL3130** **Research and Evaluation Methods (Honours)**

*Staff Contact: Dr M. McLaws*

S1 or S2 L4

*Prerequisites:* HEAL5400, HEAL7110

An extension of topics in HEAL3030 stressing the choice of constructive research problems, critical evaluation of the literature and formulation of a research protocol as background to the formal presentation of a thesis in Year 4.

### **HEAL3160** **Current Issues in Nursing**

*Staff Contact: Ms P. Spencer*

S1 or S2 L4

Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the workforce.

### **HEAL4000** **Field Experience 1**

*Staff Contact: Prof J. Lawson*

*Notes:* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

### **HEAL4010** **Field Experience 2**

*Staff Contact: Prof J. Lawson*

S1 or S2

*Notes:* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

In order to relate theoretical instruction to practical experience, first and second year full-time students are attached to a number of health service agencies. The attachment program is a compulsory part of the first and second year full-time BHA degree course, although

students with general experience in health service agencies may be eligible for exemption with the approval of the Head of School.

### **HEAL4210** **Health Planning 1**

*Staff Contact: Mr I. Forbes*

S1 L4

Planning concepts, principles and approaches. Processes and procedures of planning. Sources of planning information. Health service planning at the national, regional and local levels. Facilities planning, building and evaluation.

### **HEAL4220** **Health Planning 2A**

*Staff Contact: Mr I. Forbes*

S1 or S2 L4

*Prerequisite:* HEAL4210

Building design processes and procedures; health facility design and construction; location, layout, space allocation, traffic systems, supply and disposal systems, energy conservation. Construction and contract management, commissioning and equipping, maintenance and renovation; cost control and site supervision; briefing and evaluation techniques.

### **HEAL4230** **Health Planning 2B**

*Staff Contact: Mr I. Forbes*

S1 or S2 L4

*Prerequisite:* HEAL4210

Environmental psychology and perception; anthropometrics, physiology of comfort and work performance; accident prevention, safety and security; building performance measurement, design in use surveys. Design for particular groups of users: aged, children, handicapped; design for clinical and supportive service functions and activities, eg inpatient care, surgery, consultation, catering, cleaning, etc.

### **HEAL4240** **Health Planning 2C**

*Staff Contact: Mr I. Forbes*

S1 or S2 L4

*Prerequisite:* HEAL4210

Techniques and models for planning health services including elementary location theory; definition of catchment areas; measuring population characteristics and needs; formulae for allocation of resources. Prediction, forecasting and operations research techniques. Introduction to use of computers in health service planning.

### **HEAL5200** **Law 1T**

*Staff Contact: Mr P. Bates*

S2 L4

This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses which did not have a health services law component. Eligible students should enrol in HEAL5200 Law 1T instead of enrolling in HEAL5210 Law 1. HEAL5200 briefly revises elementary legal concepts of

the kind covered more fully in HEAL5210, and then deals with selected health law topics.

#### **HEAL5210**

##### **Law 1**

*Staff Contact: Mr P. Bates*

##### **S2 L4**

General introduction to law with health service applications, designed for students who have not previously studied law subjects. Topics: how to study law; the role of law in health administration and planning; Australia's legal origins and the role of English law; federalism and the constitutional framework; types of legal rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner.

#### **HEAL5220**

##### **Law 2**

*Staff Contact: Mr P. Bates*

##### **S1 or S2 L4**

*Prerequisite: HEAL5210*

An elective subject. Legal areas of special vocational concern for health administration and health planning. Relationships between existing laws and law reform proposals. The precise subject matter may vary from year to year depending partly on student's preferences and career expectations. Health law topics introduced in HEAL5210 also studied in more depth.

#### **HEAL5400**

##### **Health Information Systems**

*Staff Contact: Ms D. Black*

##### **S1 L4**

An introductory subject with a financial and quantitative emphasis, having special reference to the application of measurement techniques to health services data. Elementary statistics for health services management with an introduction to the uses of computing in health care. Information systems relevant to hospital management. Introduction to concepts of accounting, costs and budgeting.

#### **HEAL5410**

##### **Accounting and Financial Management 1**

*Staff Contact: Mr A. Malley*

##### **S1 L4**

*Prerequisite: HEAL5400*

Introduction to accounting with particular reference to hospitals and health services institutions: basic accounting concepts; doctrines and conventions of accounting, analysis and interpretation of accounting data; Governmental budgeting and accounting systems; Introduction to the theory and practice of hospital fund accounting; Federal-State financial relations and their implications.

#### **HEAL5420**

##### **Accounting and Financial Management 2**

*Staff Contact: Mr A. Malley*

##### **S1 or S2 L4**

*Prerequisites: HEAL5400, HEAL5410*

An overview of hospital management and financing. The theory and practice of hospital and government fund accounting. The preparation, analysis and interpretation of accounting records, cash and accrual accounting systems.

Capital budgeting techniques. Introductory treatment of management accounting in hospitals and health service institutions. Internal control, hospital budget preparation and utilization, cost analysis in the hospital context.

#### **HEAL5510**

##### **Health Economics 1**

*Staff Contact: Mr K. Forde*

##### **S2 L4**

*Prerequisite: HEAL5400*

An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the economic approach; demand for and supply of medical services; the impact of insurance on the health care market; the efficient production and distribution of health services; the operation of the price system; the theory of costs and production; monetary and fiscal policy.

#### **HEAL5520**

##### **Health Economics 2**

*Staff Contact: Mr K. Forde*

##### **S1 or S2 L4**

*Prerequisites: HEAL5400, HEAL5510*

Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

#### **HEAL6110**

##### **Sociology, Ethics and Health 1**

*Staff Contact: Ms S. Short*

##### **S1 L4**

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include: colonization and Aboriginal health; gender, patriarchy and health; bioethics and medical research; madness and medicine.

#### **HEAL6120**

##### **Sociology Ethics and Health 2**

*Staff Contact: Ms S. Short*

##### **S1 or S2 L4**

*Prerequisite: HEAL6110*

Extension of HEAL6110. In this subject health sociology issues are analysed with increasing theoretical and methodological rigour.

#### **HEAL7110**

##### **Quantitative Methods and Statistics 1**

*Staff Contact: Ms D. Black*

##### **S2 L4**

*Prerequisite: HEAL5400*

Quantitative and statistical methods pertaining to the administration, planning and management of health services.

#### **HEAL7120**

##### **Quantitative Methods and Statistics 2**

*Staff Contact: Ms D. Black*

##### **S1 or S2 L4**

*Prerequisite: HEAL7110*

More advanced examination of quantitative and statistical methods.

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## Graduate Study

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### Course Outlines

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1950

#### Doctor of Philosophy

##### Doctor of Philosophy PhD

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

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2960

#### Master of Health Administration (by Research)

##### Master of Health Administration MHA

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

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2845/2965

#### Master of Public Health (by Research)

##### Master of Public Health MPH

The Master of Public Health course has been developed in response to changing health needs in the community. The program combines studies in management, development and education, in addition to the necessary knowledge of epidemiology, quantitative methods and health issues. The course integrates development of health programs with development of the people who run the programs. It embraces the skills necessary for successful change through planning, inter-personal communication and persuasion, leadership and management, as well as political and cultural sensitivity to the effects of change.

The course is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the

Faculty of Medicine, and the School of Health Services Management within the Faculty of Professional Studies.

Facilities are available in the Schools for students to undertake research studies leading to the degree of Master of Public Health, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have considerable experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the Course Co-ordinator.

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8900

#### Master of Health Administration (by Formal Course Work)

##### Master of Health Administration MHA

The degree course has been designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services. The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about 'Public Health' (the health status of the Australian and other communities) and the Australian health care system, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time basis, internal basis or external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. However, students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field. The maximum time for completion of the course is eight academic sessions.

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

Students must complete 12 two credit point subjects or equivalent. (Each single credit point is equivalent to one class contact hour per week.)

**Master of Health Administration (by Course Work)****Full time Internal Mode**

| <b>Year 1</b>    |                                       | <b>C</b> | <b>HPW</b> |
|------------------|---------------------------------------|----------|------------|
| <i>Session 1</i> |                                       |          |            |
| HEAL9011         | Quantitative Methods and Statistics 1 | 2        | 2          |
| HEAL9041         | Health Care Systems                   | 2        | 2          |
| HEAL9421         | Public Health                         | 2        | 2          |
| HEAL9711         | Management of Organizations           | 2        | 2          |
| <i>Session 2</i> |                                       |          |            |
| HEAL9071         | Accounting and Financial Management 1 | 2        | 2          |
| HEAL9351         | Health Economics 1                    | 2        | 2          |
| HEAL9701         | Management of Work                    | 2        | 2          |
| HEAL9811         | Sociology, Ethics and Health          | 2        | 2          |
| <b>Year 2</b>    |                                       |          |            |
| <i>Session 1</i> |                                       |          |            |
| HEAL9331         | Health Service Law 1                  | 2        | 2          |
| HEAL9411         | Epidemiology                          | 2        | 2          |
| Elective         |                                       | 2        | 2          |
| Elective         |                                       | 2        | 2          |

**Part-time and External Mode**

|                  |                                       |   |   |
|------------------|---------------------------------------|---|---|
| <b>Year 1</b>    |                                       |   |   |
| <i>Session 1</i> |                                       |   |   |
| HEAL9041         | Health Care Systems                   | 2 | 2 |
| HEAL9711         | Management of Organizations           | 2 | 2 |
| <i>Session 2</i> |                                       |   |   |
| HEAL9351         | Health Economics 1                    | 2 | 2 |
| HEAL9701         | Management of Work                    | 2 | 2 |
| <b>Year 2</b>    |                                       |   |   |
| <i>Session 1</i> |                                       |   |   |
| HEAL9421         | Public Health                         | 2 | 2 |
| HEAL9111         | Quantitative Methods and Statistics 1 | 2 | 2 |
| <i>Session 2</i> |                                       |   |   |
| HEAL9071         | Accounting and Financial Management 1 | 2 | 2 |
| HEAL9811         | Sociology, Ethics and Health          | 2 | 2 |
| <b>Year 3</b>    |                                       |   |   |
| <i>Session 1</i> |                                       |   |   |
| HEAL9331         | Health Services Law 1                 | 2 | 2 |
| HEAL9411         | Epidemiology                          | 2 | 2 |
| <i>Session 2</i> |                                       |   |   |
| Elective         |                                       | 2 | 2 |
| Elective         |                                       | 2 | 2 |

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organization) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

**8940****Master of Health Planning****Master of Health Planning  
MHP**

The degree course is designed to provide the knowledge and skills required by health service planners and policy developers. The objective of the course is to develop graduates who are: 1. competent planners and policy developers, 2. knowledgeable about 'Public Health' (the health status of the Australian and other communities) and the Australian health care system, 3. competent in quantitative skills, and 4. equipped with a working knowledge of finance.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time internal basis, an external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. The maximum time for completion of the course is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

The normal time for completion for part-time internal students and for external students is six academic sessions (three calendar years).

Students must complete 12 two credit point subjects or equivalent. (Each single credit point is equivalent to one class contact hour per week.)

**Master of Health Planning  
Full time Internal Mode**

| <b>Year 1</b>    |                                       | <b>C</b> | <b>HPW</b> |
|------------------|---------------------------------------|----------|------------|
| <i>Session 1</i> |                                       |          |            |
| HEAL9011         | Quantitative Methods and Statistics 1 | 2        | 2          |
| HEAL9041         | Health Care Systems                   | 2        | 2          |
| HEAL9711         | Management of Organizations           | 2        | 2          |
| HEAL9411         | Epidemiology                          | 2        | 2          |
| <i>Session 2</i> |                                       |          |            |
| HEAL9301         | Health Services Planning 1            | 2        | 2          |
| HEAL9351         | Health Economics 1                    | 2        | 2          |
| HEAL9371         | Research and Evaluation Methods 2     | 2        | 2          |
| HEAL9381         | Policy Studies                        | 2        | 2          |
| HEAL9811         | Sociology, Ethics and Health          | 2        | 2          |
| <b>Year 2</b>    |                                       |          |            |
| <i>Session 1</i> |                                       |          |            |
| HEAL9421         | Public Health                         | 2        | 2          |
| Elective         |                                       | 2        | 2          |
| Elective         |                                       | 2        | 2          |

## Part-time and External Mode

| Year 1           |                                       | C | HPW |
|------------------|---------------------------------------|---|-----|
| <i>Session 1</i> |                                       |   |     |
| HEAL9041         | Health Care Systems                   | 2 | 2   |
| HEAL9711         | Management of Organizations           | 2 | 2   |
| <i>Session 2</i> |                                       |   |     |
| HEAL9351         | Health Economics 1                    | 2 | 2   |
| Elective         |                                       | 2 | 2   |
| <i>Year 2</i>    |                                       |   |     |
| <i>Session 1</i> |                                       |   |     |
| HEAL9421         | Public Health                         | 2 | 2   |
| HEAL9011         | Quantitative Methods and Statistics 1 | 2 | 2   |
| <i>Session 2</i> |                                       |   |     |
| HEAL9301         | Health Services Planning 1            | 2 | 2   |
| HEAL9811         | Sociology, Ethics and Health          | 2 | 2   |
| <i>Year 3</i>    |                                       |   |     |
| <i>Session 1</i> |                                       |   |     |
| HEAL9411         | Epidemiology                          | 2 | 2   |
| Elective         |                                       | 2 | 2   |
| <i>Session 2</i> |                                       |   |     |
| HEAL9371         | Research and Evaluation Methods       | 2 | 2   |
| HEAL9381         | Policy Studies                        | 2 | 2   |

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organization) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

## 9045

### Master of Public Health (by Formal Course Work)

## MPH

The course is generally needs and problem oriented. The program for each student can, within limits, be tailor-made in terms of their disciplinary and workforce backgrounds, and their interests. It is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the Faculty of Medicine, and the School of Health Services Management within the Faculty of Professional Studies. Elective subjects may also be taken in other relevant schools within the University. The provision of independent studies within the three Schools also allows for the provision of highly specific subjects or small projects, given the appropriate teaching or supervisory resources. Some areas of knowledge, skills, theoretical and conceptual bases are, however, considered necessary as a foundation for public health planning, program

implementation and operation, and evaluation. These are nominated for all students unless previous formal education at an acceptable level can be demonstrated.

The course may be taken either full-time (3 academic sessions, 2 of which must be spent in formal course work within the University), or part-time (a minimum of 5 academic sessions).

## Outline

Students are to undertake 12 two credit point subjects, which may include independent studies, and a major project to a total of 30 credit points. (Each credit point is equivalent to one class contact hour per week.)

(i) Of these 12 subjects:  
2 must be chosen from Population and Methodological Studies  
2 must be chosen from Health Issues Studies  
1 must be chosen from Management Studies  
1 must be chosen from Educational, Social and Developmental Studies

(ii) The remaining six subjects will normally be chosen from those listed as being relevant and available in the Schools of Community Medicine, Medical Education and Health Services Management. Two of the six subjects may be Independent Studies in any of the three Schools (CMED9100, MEED9001, HEAL9921).

(iii) The total program of each student must be approved by the Master of Public Health Degree Committee which will be the final arbiter of course content. There are some constraints upon the choice available. For example, unless students can demonstrate adequate background in the nominated areas, they must complete courses in epidemiology, quantitative methods and management.

A major project of contemporary public health significance is to be started, by the latest, on completion of six subjects and finished by the end of the course. The following subjects are currently offered by the School of Community Medicine (CMED), School of Medical Education (MEED) and School of Health Services Management (HEAL). All subjects are assumed to be of equal credit value that is, two credit points.

### Population and Methodological Studies

|          |  |
|----------|--|
| HEAL9011 | Quantitative Methods and Statistics 1              |
| HEAL9021 | Quantitative Methods and Statistics 2              |
| HEAL9371 | Research and Evaluation Methods                    |
| HEAL9411 | Epidemiology                                       |
| HEAL9421 | Public Health                                      |
| HEAL9461 | Management Information Systems                     |
| HEAL9501 | Computing Techniques for Health Services Research  |
| CMED9500 | Epidemiology: Principles and Research Designs      |
| CMED9518 | Epidemiology, Health and Society                   |
| CMED9513 | Research Planning                                  |
| CMED9514 | Biostatistics I                                    |
| CMED9516 | Research Designs                                   |
| CMED9517 | Biostatistics II                                   |
| CMED9514 | Genetic Epidemiology                               |
| MEED9108 | Program Evaluation and Planned Change              |
| MEED9127 | Research in Education for the Health Professions 1 |
| MEED9128 | Research in Education II                           |

**Health Issues Studies**

- HEAL9221 Project (equivalent to Independent Studies)  
 HEAL9421 Public Health  
 HEAL9921 Project (equivalent to Independent Study)  
 MEED9001 Independent Studies  
 MEED9012 Current Approaches to Health Promotion  
 MEED9013 Influencing Health Beliefs and Health Behaviour  
 MEED9122 Primary Health Care  
 CMED9100 Independent Studies  
 CMED9600 Disability  
 CMED9611 Health of the Elderly  
 CMED9602 Health and Illness Behaviour  
 CMED9604 Alcohol and Drug Related Problems  
 CMED9605 Health in Developing Countries  
 CMED9606 Women and Health  
 CMED9607 Researching Womens Health  
 CMED9608 Rural Health Studies 1  
 CMED9609 Community Genetics  
 CMED9610 Community Nutrition  
 CMED9612 Environmental Health  
 CMED9615 Primary Health Care (General Practice)  
 CMED9617 Community Paediatrics  
 CMED9620 Health Promotion in Rural Areas

**Management Studies**

- HEAL9041 Health Care Systems  
 HEAL9071 Accounting and Financial Management  
 HEAL9301 Health Service Planning 1  
 HEAL9331 Health Services Law 1  
 HEAL9351 Health Economics 1  
 HEAL9701 Management A  
 HEAL9711 Management B  
 HEAL9741 Management of Health Services  
 MEED9104 Organization and Management for Health Personnel Education  
 MEED9111 Consultation Process  
 MEED9112 Management of Human Resources in Health

**Educational, Social and Developmental Studies**

- CMED9603 Communications and Writing in Health  
 CMED9613 Health and Public Policy  
 CMED9618 Ethics in Medicine and Community Health  
 HEAL9811 Sociology, Ethics and Health  
 MEED9010 Understanding and Working in Communities  
 MEED9014 Communication & Educational Skills for Community Health Practitioners  
 MEED9102 Educational Process in Small Groups  
 MEED9108 Program Evaluation and Planned Change  
 MEED9113 Evaluation of Instructors  
 MEED9125 Planning, Conducting and Evaluating Educational Workshop

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**Subject Descriptions**

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

**HEAL3091****Long Term Care Administration**

*Staff Contact: Prof J. Lawson*

S1 or S2 L2

*Notes:* Not offered in 1993

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and non-residential agencies and programs.

**HEAL9011****Quantitative Methods and Statistics 1**

*Staff Contact: Ms D. Black*

S1 L2

Collection, collation and analysis of data and the interpretation of statistical information for the purposes of health services management. The use of computers for these purposes. An introduction to statistical methods. The application of statistical methods to health planning and administration problems.

**HEAL9021****Health Services Statistics**

*Staff Contact: Ms D. Black*

S1 or S2 L2

*Prerequisite:* HEAL9011 or equivalent

*Notes:* Not offered in 1993

The application of statistical methods to health planning and administration problems and other problems of direct relevance to the health care field.

**HEAL9031****Ethics of Resource Allocation**

*Staff Contact: Ms. H. Lapsley*

S1 or S2 L2

*Prerequisites:* HEAL9351 and HEAL9811, or equivalents  
 Management of scarce resources in relation to concepts of equity and justice. An examination of the ways in which choices are made, and the organizational structures which determine how and by whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues. Case studies which demonstrate value judgements, ethical and economic conflicts and the determination of priorities.

**HEAL9041****Health Care Systems**

*Staff Contact: Ms H. Lapsley*

S1 L2

Examination of the structure and function of health care systems with special reference to the Australian health care



system: constitutional, economic and political environments within which health care systems operate; characteristics of institutional and non-institutional care; expenditure, funding arrangements and systems of health insurance and the health workforce; current policy issues are reviewed.

#### **HEAL9051**

##### **Health Services Accounting**

*Staff Contact: Mr A. Malley*

S1 or S2 L2

*Notes: Not offered in 1993*

Basic accounting theory with particular reference to hospitals and health service institutions; cash and accrual accounting systems, hospital fund accounting in theory and practice; formulation and use of operational and capital budgeting; the nature and use of cost data; accounting for planning and control, cost analysis and reporting formats.

#### **HEAL9071**

##### **Accounting and Financial Management 1**

*Staff Contact: Mr A. Malley*

S2 L2

Introduction to double-entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash-based accounting systems, utilization of accounting records for the presentation and interpretation of profit and loss accounts, balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital-specific fund accounting.

#### **HEAL9081**

##### **Accounting and Financial Management 2**

*Staff Contact: Mr A. Malley*

S1 or S2 L2

*Prerequisite: HEAL9071 or equivalent*

An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures; cost analysis and control; investment evaluation and discounted cash flow techniques; accounting for investment; cost allocation procedures. An overview of the 'subjectivity' of accounting numbers; political and financial pressures placed upon reporting and report formats. Alternative valuation techniques.

#### **HEAL9111**

##### **Quality Assurance for Health Administrators**

*Staff Contact: Ms H. Lapsley*

S1 or S2 L2

*Prerequisite: HEAL9041 or equivalent*

An overview of quality assurance within the health care system, and of the development of quality assurance programs in Australia and overseas. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health administrators.

#### **HEAL9301**

##### **Health Services Planning 1**

S2 L2

*Staff Contact: Mr I. Forbes*

Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Techniques used in data collection, analysis and modelling for health planning. Analysis of environments external to health service organizations of a societal, political and health status nature. Assessment of organizations within service areas. Management skills appropriate for policy making, program evaluation and health services resource distribution.

#### **HEAL9311**

##### **Introduction to Organization Behaviour**

*Staff Contact: Ms J. Osborn*

S1 or S2 L2

*Notes: Not offered in 1993*

Aims to encourage students to develop a greater understanding and analysis of behaviour in health organizations. Micro-level theories are covered from various organizational perspectives: psychology, sociology, political science, and anthropology. Topics include: values and attitudes; motivation, communication, leadership and power; group dynamics and conflict; organizational culture and decision-making.

#### **HEAL9331**

##### **Health Services Law 1**

*Staff Contact: Mr P. Bates*

S1 L2

Review of the role of law in the professional practice of health services management administration, planning and public health; relationships and interactions between law, ethics and morality in the regulation of health services; study of selected areas of legal doctrinal rules and court procedure of special relevance to the health services including relevant material from the fields of international, public and private law.

#### **HEAL9341**

##### **Health Services Law 2**

*Staff Contact: Mr P. Bates*

S1 or S2 L2

*Prerequisite: HEAL9331 or equivalent*

Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations.

#### **HEAL9351**

##### **Health Economics 1**

*Staff Contact: Ms H. Lapsley*

S2 L2

Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and non-pricing methods of allocation, welfare analysis, ethics of resource allocation, economic

planning of health services, cost benefit evaluation, cost effectiveness analysis, economics of hospitals and economic impact of health insurance.

#### **HEAL9361**

##### **Physical Planning and Design**

*Staff Contact: Mr I. Forbes*

S1 or S2 L2

Planning processes applied to physical and environmental design. Regional, urban and local planning issues. Building design and building project management. Cost planning, network analysis and commissioning. Briefing, design and evaluation methods. Ergonomics and environmental psychology. Applications to health and welfare facilities. Administrative, medical and nursing policy implications.

#### **HEAL9371**

##### **Research and Evaluation Methods**

*Staff Contact: Dr M. McLaws*

S2 L2

Special problems of health services research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non-experimental models; sample selection; questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decision-making; policy issues. A knowledge of epidemiology and statistics is desirable prior to the commencement of this subject.

#### **HEAL9381**

##### **Policy Studies**

*Staff Contact: Dr P. Degeling*

S2 L2

*Prerequisites:* HEAL9041, HEAL9711

*Corequisite:* HEAL9351

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Past topics have included: health care technology; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalized administration of health services; health policy issues in developing countries.

#### **HEAL9391**

##### **Health Services Planning 2**

*Staff Contact: Mr I. Forbes*

S1 or S2 L2

*Prerequisite:* HEAL9301 or equivalent

*Notes:* Not offered in 1993

The application of health planning concepts and techniques to the formulation and evaluation of plans for the provision of community-based and institutional health services.

#### **HEAL9401**

##### **Medical Care Organization**

*Staff Contact: Mr C. Grant*

S1 or S2 L2

*Prerequisite:* HEAL9311 or equivalent

*Notes:* Not offered in 1993

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.

#### **HEAL9411**

##### **Epidemiology**

*Staff Contact: Dr M. McLaws*

S1 L2

Principles and methods of epidemiologic investigation of both communicable and non-communicable 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, operation and evaluation of health services.

#### **HEAL9421**

##### **Public Health**

*Staff Contact: Professor J. Lawson*

S1 L2

Distribution patterns and determinants of disease and disability with particular reference to diseases of major Australian concern. Preventive, treatment and rehabilitation strategies. The uses of epidemiology in the planning, operation and evaluation of health services.

#### **HEAL9431**

##### **Interpersonal Communication in Organizations**

*Staff Contact: Prof J. Lawson*

S1 or S2 L2

*Notes:* Not offered in 1993

A theoretical and practical subject which aims to increase students' understanding of, and capacity to deal with, communication problems in organizations. Teaches students to improve their own communication skills by a series of communications exercises, role plays, simulations and games. Students are able to chart their progress with a check-list developed for the course.

#### **HEAL9441**

##### **Health Economics 2**

*Staff Contact: Ms H. Lapsley*

S1 or S2 L2

*Prerequisite:* HEAL9351 or equivalent

*Notes:* Not offered in 1993.

Builds on Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost-benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

#### **HEAL9451**

##### **Workforce Planning**

*Staff Contact: Professor J. Lawson*

S1 or S2 L2

*Prerequisites:* HEAL9301 and HEAL9351, or equivalents

*Notes:* Not offered in 1993.

Systems approach to workforce planning in the health services. Task analysis as a workforce planning technique;

career mobility; supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce.

#### **HEAL9461 Management Information Systems**

*Staff Contact: Ms D. Black*

S1 or 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.

#### **HEAL9471 Comparative Health Care Systems**

*Staff Contact: Ms H. Lapsley*

S1 or S2 L2

*Prerequisite:* HEAL9041 or equivalent

*Notes:* Not offered in 1993.

A comparative study of personal, public and hospital health services in 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.

#### **HEAL9481 Operations Research for Health Planning and Administration**

*Staff Contact: Ms D. Black*

S1 or S2 L2

*Prerequisite:* HEAL9011 or equivalent

*Notes:* Not offered in 1993

Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queuing, inventory, allocation, search and scheduling problems as they appear in a health services environment.

#### **HEAL9491 Organizational Analysis In Health Services**

*Staff Contact: Dr P. Degeling*

S1 or S2 L2

*Prerequisite:* HEAL9311 or equivalent

*Notes:* Not offered in 1993

Students conduct an analysis of one health organization according to a specific organizational theory perspective (eg systems, contingency, administrative, action). The level of analysis is at the organizational level, and students are instructed in measurement, data collection and analysis of organizational attributes. This exercise forms a backdrop to discussions of key organizational issues relating to centralization, complexity, uncertainty, and resource dependency etc.

#### **HEAL9501 Computing Techniques for Health Services Management**

*Staff Contact: Ms D. Black*

S1 or S2 L2

*Prerequisite:* HEAL9011 or equivalent

*Notes:* Not offered in 1993.

Introduction to, and practice of, transferable skills for the utilization of personal computers in the workplace. The nature of tasks performed in statistical computing. The nature of computing systems, databases and programming languages. Use of SPSS and MINITAB. Introduction to NAG, IMSL and other advanced computing packages. BASIC and FORTRAN programming for 'one off' applications and interfacing packages. Largely conducted at terminals.

#### **HEAL9511 Special Topic In Health Administration or Planning**

*Staff Contact: Professor J. Lawson*

S1 or S2 L2

An occasional elective dealing with some aspect of health administration or planning, selected according to current demand and availability of local and visiting lecturers.

#### **HEAL9531 Fieldwork In Health Service Organization**

*Staff Contact: Professor J. Lawson*

S1 or S2 L2

Supervised placement in health service organization. Emphasis on students acquiring knowledge of organization and departmental functioning, day-to-day problems faced by health service managers.

#### **HEAL9611 Nursing Theory**

*Staff Contact: Ms P. Spencer*

S1 or S2 L2

Analysis of extant nursing theories for the purpose of synthesising coherent statements of philosophy of nursing services.

#### **HEAL9621 Nursing Administration**

*Staff Contact: Ms P. Spencer*

S1 or S2 L2

The relationship and interdependence of the structural and control aspects of nursing management is explored. Topics include staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with a range of topics; practical application of skills.

#### **HEAL9631 The Nurse Executive Role**

*Staff Contact: Ms P. Spencer*

S1 or S2 L2

The interdependent and collaborative aspects of health executive roles with particular emphasis on the nurse executive role. Concepts examined include: responsibility, authority, accountability. Professional development aspects, such as networking and mentoring, are integrated throughout the subject.

**HEAL9641****Nursing Research***Staff Contact: Ms P. Spencer***S1 or S2 L2***Prerequisites:* HEAL9011, HEAL9371 or equivalents

Topics include: critical analysis of research studies, writing a research protocol, the nursing administrator's role in developing strategies for utilizing research in practice.

**HEAL9651****Historical Trends in Nursing***Staff Contact: Ms P. Spencer***S1 or S2 L2**

The view of 'history as progress' in nursing is examined to enable the student to understand the past as a guide to present and future action. Theoretical positions originating from different perspectives are studied in an attempt to challenge the conventional broad-brush approach to nursing history. Topics include: the influence of the Women's Movement and changing ideologies of nursing; comparative analyses of trends overseas.

**HEAL9661****Current Issues in Nursing***Staff Contact: Ms P. Spencer***S1 or S2 L2**

Controversial issues involving the nursing profession are critically examined. Topics addressed include: minimal educational preparation, mandatory continuing education, nontraditional education, unionism vs professionalism, political action in the health arena, government involvement, clinical specialization, cost effectiveness, consumer's rights, factors affecting nurses participation in the workforce, ethics in practice.

**HEAL9671****Politics, Policies and Power in Nursing***Staff Contact: Ms P. Spencer***S1 or S2 L2**

The concept of power is examined as it relates to the nursing profession's increasing involvement in health policy-making and politics. The impact of professional nursing organizations and representative nursing groups on government decision-making bodies in Australia is discussed. Strategies which promote the political acumen among nurses at various organizational levels are examined.

**HEAL9701****Management of Work***Staff Contact: Ms J. Osborn***S2 L2**

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers. Analyses the interrelationships between the forms of work organization and the experiences and responses of workers located in these settings. Develops knowledge and skills in implementing and critically evaluating techniques and methods for organising work and for managing the responses of workers, including containing conflict, constituting and maintaining management control, motivating and focusing the attention of staff.

**HEAL9711****Management of Organizations***Staff Contact: Dr P. Degeling***S1 L2**

Examines the current theories of organization and management, and evaluates their recommendations for managerial work; examines the relationship between theory and practice in the management of organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in the constitution and maintenance of managerial control; develops a model of management which will facilitate conceptualization of the nature of managers' involvement in organizational adaptation and change; and the accomplishment of managerial control.

**HEAL9731****Industrial Relations in the Health Services***Staff Contact: Ms J. Osborn***S1 or S2 L2****Notes:** Not offered in 1993

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.

**HEAL9741****Management of Health Services***Staff Contact: Mr C. Grant***S1 or S2 L2**

The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organization; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, role-modelling and value-critical analysis in the health service context.

**HEAL9811****Sociology, Ethics and Health***Staff Contact: Ms S. Short***S2 L2**

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include racism and migrant health, colonization and Aboriginal health; gender and health; bioethics, medical research; medical dominance; the body in medical discourse; madness and medicine.

**HEAL9821****Health and Society***Staff Contact: Ms S. Short***S1 or S2 L2***Prerequisite:* HEAL9811 or equivalent

This subject provides students with the opportunity to enhance their understanding of social research methodology, to learn about the social research process

and to develop some specific social research skills. Students who chose the research project option offered in the prerequisite subject may wish to continue with the same topic.

#### **HEAL9921**

##### **Project**

*Staff Contact: Dependent on the subject chosen*  
S1 or S2 28 hours

#### **HEAL9931**

##### **Project**

*Staff Contact: Dependent on the subject chosen*  
F 56 hours

#### **HEAL9941**

##### **Project**

*Staff Contact: Dependent on the subject chosen*  
F 28 hours

#### **HEAL9951**

##### **Research Project A**

*Staff Contact: Dependent on the subject chosen*  
F 28 hours

#### **HEAL9961**

##### **Research Project B**

*Staff Contact: Dependent on the subject chosen*  
S1 or S2 28 hours

#### **HEAL9971**

##### **Dissertation (MPH)**

*Staff Contact: Dependent on the subject chosen*  
S1 or S2 or F 84 hours

### **Faculty Electives**

#### **PROF0001**

##### **Professional Ethics**

*Staff Contact: Dr M. Bibby*  
S1 HPW2

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

#### **PROF0002**

##### **Understanding Research**

*Staff Contact: Dr R. Connors*  
HPW2

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

analysis and interpretation of data and the preparation and evaluation of reports.

#### **PROF0003**

##### **Qualitative Research Procedures**

*Staff Contact: Ms P. Davies*  
L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

### **Servicing Subjects**

#### **CMED9100**

##### **Independent Studies**

*Staff Contact: Dr L. Lai*  
C2

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore specific community health problems within their own communities or areas.

#### **CMED9500**

##### **Epidemiology: Principles and Research Designs**

*Staff Contact: Dr L. Lai*  
C2

Defining epidemiology and related concepts in community health, identification of a "case", defining priorities, population at risk and taking samples, basic statistics, sources and collection of data, some important epidemiological variables and attributes; numbers and rates, prevalence and incidence, morbidity and mortality; measurement - repeatability and validity, observer variation and errors; interpretation of data, the role of significance tests, interaction of causes; introduction to the key components of a study; principles and methods of descriptive, case-controlled longitudinal and intervention studies in community health; randomized controlled trials; assess the relevance of study type to a given research question, assess the extent of bias in measurement and confounding variables as they relate to study validity, and critically appraise published papers.

#### **CMED9513**

##### **Research Planning**

*Staff Contact: Dr L. Lai*  
C2

Using the knowledge and techniques acquired in Epidemiology, students prepare and present for their research project. Students critically evaluate model research plans and the projects proposed by other students in the course.

#### **CMED9514**

##### **Biostatistics 1**

*Staff Contact: Dr L. Lai*  
C2

Introduction to statistical methods; concepts and models of variation, sampling, probability, descriptive measures,

graphical presentation, interpretation of data using tests and estimates, regression and correlation, analysis of variance, rates and proportions, contingency tables, robust statistics, computing procedures.

#### **CMED9517** **Biostatistics 2**

*Staff Contact: Dr L. Lai*  
**C2**

Statistical design, analysis and reporting; a selection of topics from clinical trials and other controlled studies, non-experimental studies, rates and proportions, multi-way tables, analysis of covariance and repeated measures, multiple regression and other multivariate analysis, life tables and survival analysis; use of statistical software.

#### **CMED9518** **Epidemiology, Health and Society**

*Staff Contact: Dr L. Lai*  
**C2**

The subject deals with epidemiological methods in community health and health screening; uses and limitations of epidemiology; epidemiology as a framework for research and evaluation, health policy development, surveillance systems for community based disease, field studies of physical, chemical and biological hazards, investigation of communicable disease outbreak, field research in the HIV epidemic, and for understanding the relationship between disease, impairment, disability and handicap; planning and organising a study.

#### **CMED9519** **Demography**

*Staff Contact: Dr L. Lai*  
**C2**

Introduction to demography; sources and processing of data, principles and applications. Life tables, mortality, marriage and divorce, natality, reproductivity. Marital characteristics and family groups. Migration. Distribution by area, sex, age, race; educational and economic characteristics. Population estimates and projections. Computer techniques.

#### **CMED9520** **Planning and Techniques 1**

*Staff Contact: Dr L. Lai*  
**C2**

Hands-on experience in developing and carrying out a research project; critical appraisal of literature and research designs; students to identify a research topic area, then collect, code and analyse data using appropriate statistical techniques already acquired in this degree program; undertake analysis using the SPSSx package through the University's Vax computer.

#### **CMED9521** **Planning and Techniques 2**

*Staff Contact: Dr L. Lai*  
**C2**

Continuation of Planning and Techniques 1; critical appraisal of statistical applications; analysis of data using the SPSSx package; student presentations at seminars and submit project reports written in the form of a journal article; provides skills, knowledge and competence to

students for subsequent work on their selected research topics for their Major Projects.

#### **CMED9600** **Disability**

*Staff Contact: Dr L. Lai*  
**C2**

Epidemiology of disabling physical and mental conditions; the nature of disability and handicap (including developmental disability); perceptions of handicap; disabled persons' consumer movement and organisation; sociology of disability; social inequality and disability; rehabilitation; community and specialist rehabilitation services; relevant legislation, government services, special needs of disabled persons health accommodation and the physical environment, transport, work, income support, legal rights and public policy.

#### **CMED9602** **Health and Illness Behaviour**

*Staff Contact: Dr L. Lai*  
**C2**

Self-care, personal health action and help-seeking behaviour; attitudes and beliefs about health and illness; media influences and sources of health advice; the media and public health; coping with illness, stress, anxiety, loss or bereavement; the sick role; expectations of health care; counselling techniques; doctor-patient communication; psychological, social and ethnic factors influencing health behaviour; health education and promotion; community mental health; rehabilitation; concepts and strategies.

#### **CMED9603** **Communications and Writing In Health**

*Staff Contact: Dr L. Lai*  
**C2**

Writing and preparation for the media; preparation of material for health education and promotion, including audiovisual material; preparation of scientific papers, reports and theses; practical skills in planning and writing articles; logical organisation, clear and concise scientific prose; presentation of data and overall layout.

#### **CMED9604** **Alcohol and Drug Related Problems**

*Staff Contact: Dr L. Lai*  
**C2**

Concepts of drug dependence, including pharmacological aspects; management of these problems in primary care; rehabilitation programmes, smoking cessation; weight control; social and psychological factors and their impact on the family; drug problems and their impact on the community; public health aspects; population indices and surveillance; control programmes; legislation; law enforcement; medical and legal aspects of drug dependence.

#### **CMED9605** **Health In Developing Countries**

*Staff Contact: Dr L. Lai*  
**C2**

Economic, demographic and epidemiological aspects; communicable diseases, for example, diarrhoea and parasitism, chronic diseases including mental health in the

Third World context; maternal and child health; family planning; nutrition, and food and nutrition policy; breast feeding promotion; immunisation; water supply and environmental sanitation; organisation of health services; primary health care; health personnel training; health education; pharmaceutical problems; role of international and non-governmental agencies; self-reliance.

#### **CMED9606**

##### **Women and Health**

*Staff Contact: Dr L. Lai*

**C2**

Current issues relevant to the health of women, both consumer and provider perspectives. Common health risks facing women. Special needs in health and health care for particular populations of women. Traditional role of women as health carers, and the impact this has on health and health services. Short lectures, group discussions and student presentations. Assessment is a combination of marks given in written tutorial papers, end of session essay and group facilitation and class participation.

#### **CMED9607**

##### **Researching Womens Health**

*Staff Contact: Dr L. Lai*

**C2**

Examines the socio-cultural aspects of women's health. Emphasis will be on reading and critically examining recent social, behavioural science, public health and primary care literature. Case studies will be used to look at determinants of women's health, woman and health care systems, promoting women's health, and woman and disability.

#### **CMED9608**

##### **Rural Health Studies 1**

*Staff Contact: Dr L. Lai*

**C2**

**Notes:** External course, 4 teleconferences, one 2 day workshop mid-term.

Examine roles, needs, and particular health and welfare issues of rural general practitioner services; explore methods for professional development of rural GPs; study public health issues of particular relevance to rural general practice; study data collection and analysis to help identify rural health problems, their management and prevention; plan and evaluate the promotion of health, and prevention of disease through individual and community health education programs in rural communities.

#### **CMED9609**

##### **Community Genetics**

*Staff Contact: Dr L. Lai*

**C2**

Brief discussion of essentials of human genetics and new development; role of genetics in community health; individuals at risk; genetic disorders including congenital, chromosomal and single-gene defects; their causes and distribution in different populations; health services comprising genetic counselling, screening, carrier detection, pre-symptomatic diagnosis, prenatal diagnosis, and laboratory investigation, and their planning and funding; support groups as related to types of genetic disorder; basic training of genetics in medicine; education and prevention; social, moral and ethical issues involved in the provision of genetic services.

#### **CMED9610**

##### **Community Nutrition**

*Staff Contact: Dr L. Lai*

**C2**

Introduction to nutrition and health; increasing interest in nutrition by population in general, epidemiological evidence of nutrition-related diseases and the increasing cost of treating these diseases, and common nutrition-related health disorders in the Australian community; various nutritional assessment techniques; nutrition information versus misinformation; location and utilisation of nutrition resources; recommendations about nutrition by instrumentalities such as the Health For All Taskforce and the Better Health Commission.

#### **CMED9611**

##### **Health of the Elderly**

*Staff Contact: Dr L. Lai*

**C2**

Demography of ageing; epidemiology of health, illness and disability in an ageing population; 'aged persons' perspectives; gerontology - biological, sociological and psychological perspectives; problems and special needs of an ageing population; health maintenance; health policy for an ageing population; health services; institutional care; community and domiciliary services; non-government organisations; poverty; community attitudes; accommodation; income support; social and ethical issues.

#### **CMED9612**

##### **Environmental Health**

*Staff Contact: Dr L. Lai*

**C2**

To introduce the principles of epidemiology, particularly in reference to environmental risk factors of disease and in reference to such principles as incidence and prevalence, aetiology and risk factors, epidemics and endemics, and primary, secondary and tertiary prevention of disease. In particular, it deals with environment and disease, radiation, chemical, hazards, air and water pollution, biological hazards, urban environment, ecology, ecosystems and interdependence and how these factors affect health, public health issues related to sustainable development.

#### **CMED9613**

##### **Health and Public Policy**

*Staff Contact: Dr L. Lai*

**C2**

The subject deals with 'health' debate over time, elements of health policy, health outcomes and international comparisons. Health in the Federal System, systematic development of health outcomes, stakeholders, program cycle, work of a Minister for Health, discussion of means and ends, Cabinet Government and health policy, concepts and strategies.

#### **CMED9614**

##### **Genetic Epidemiology**

*Staff Contact: Dr L. Lai*

**C2**

Introduction to the study of the interaction of environmental and genetic determinants of diseases; 'simple' Mendelian, polygenic and multifactorial models of disease causation and corresponding patterns of distribution; estimation of

genetic parameters; methods of discriminating between models, including recognition of genetic heterogeneity, linkage analysis, segregation analysis, path analysis, the design and interpretation of twin and family studies, 'cohort of genealogies' technique; calculation of risks; effects of genetic intervention; progress of research into diseases such as diabetes and schizophrenia; computing techniques.

#### **CMED9615**

##### **Primary Health Care**

*Staff Contact: Dr L. Lai*  
C2

The subject provides an overview of primary care in Australia and the application of the PHC approach to Australia and other developed countries. Topics to be covered include, primary care and PHC in Australia, primary medical care and family practice, primary nursing care and generalist community nursing, integration of Community Health Services, healthy cities, self help groups and self care, health promotion, surveillance/monitoring in primary care, advocacy/community development, aboriginal health, community participation.

#### **CMED9618**

##### **Ethics in Medicine and Community Health**

*Staff Contact: Dr L. Lai*  
C2

Principles and theories of medical ethics are examined in relation to current ethical issues in medicine and community health. Topics include ethical issues in: artificial birthing techniques; resource allocation; termination of life sustaining treatment; drug and alcohol provision and treatment; human experimentation and epidemiological research; aboriginal health care research and delivery; and accountability of health professionals.

Reading is required in preparation each week. The subject is conducted by seminar in which invited speakers give a brief presentation and students contribute from their reading. Assessment is based on student presentation on 2 or 3 of the seminar topics and an end of session essay.

#### **MEED9001**

##### **Independent Studies**

*Staff Contact: Jan Ritchie*

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore solutions to specific educational problems within their own institutions or disciplines.

#### **MEED9010**

##### **Understanding and Working in Communities**

*Staff Contact: Jan Ritchie*

C2 S1 HPW2

**Notes:** An Academic Elective

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation.

#### **MEED9011**

##### **Practicum In Developing Community Projects**

*Staff Contact: Jan Ritchie*

C2 S2 HPW2

**Notes:** An Academic Elective

Participants design and participate in a project related to community health development in an area geographically close to the University of NSW.

#### **MEED9012**

##### **Current Approaches to Health Promotion**

*Staff Contact: Jan Ritchie*

C2 S1 HPW2

An introduction to the concept of health promotion as a major component of primary health care. A theoretical framework provides the basis for an overview of the various approaches used to promote health, and allows consideration of which option to choose in different situations.

#### **MEED9013**

##### **Influencing Health Beliefs and Health Behaviours**

*Staff Contact: Jan Ritchie*

C2 S2 HPW2

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

#### **MEED9102**

##### **Educational Process In Small Groups**

*Staff Contact: Phillip Godwin*

C2 S1 HPW2

How people operate as members and leaders of groups; conditions underlying effective group work in educational planning, teaching and learning, and the provision of health care; basic concepts of group structure. Stress on experiential learning, observation of group process, improving skills in facilitating group learning and designing appropriate learning activities.

#### **MEED9104**

##### **Organization and Management for Health Personnel Education**

*Staff Contact: Graham Roberts*

C2 S1 HPW2

Students critically examine existing organizational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organizations and the effect of organizations on their individual performance. Description and analysis of participants' own organizations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

#### **MEED9108**

##### **Program Evaluation and Planned Change**

*Staff Contact: Arie Rotem*

C2 S2 HPW2

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a



program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

#### **MEED9111**

##### **The Consultation Process**

*Staff Contact: Graham Roberts*

**C2 S2 HPW2**

*Recommended Prerequisite:* MEED9104 or equivalent

*Corequisites:* MEED9108, MEED9113, MEED9112

*Notes:* An Academic Elective.

The subject is designed to introduce concepts and practical approaches used by consultants in the development of organisations, programs, teams and individuals. The subject will focus on the internal process of change as well as on 'third party' interventions.

#### **MEED9112**

##### **Managing Human Resources in Health**

*Staff Contact: Graham Roberts*

**C2 S2 HPW2**

*Recommended Prerequisite:* MEED9104 or equivalent

*Recommended Corequisite:* MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.

#### **MEED9113**

##### **Evaluation of Instructors**

*Staff Contact: Graham Roberts*

**C2 S2 HPW2**

*Notes:* An Academic Elective.

This seminar pertains to concepts, research and development in the evaluation of instructors. Emphasis on the methods by which evaluative feedback could be provided and used for the purpose of improvement of instruction. It is expected that candidates would acquire skills in the design and use of evaluation instruments which are effective in improving instruction.

#### **MEED9122**

##### **Primary Health Care**

*Staff Contact: Jan Ritchie*

**C2 S2 HPW2**

The concept of primary health care and its emergence as the priority health care approach in developing countries.

Emphasis on the training implications of primary health care programs together with different definitions of the concept including the role of primary health care in social and economic development, and its relationship to existing health care systems.

#### **MEED9125**

##### **Planning, Conducting and Evaluating Educational Workshops**

*Staff Contact: Raja Bandaranayake*

**C1 S1 HPW1**

In an attempt to develop their skills in all aspects of conducting workshops, participants are guided to formulate a plan for workshop for their colleagues in an important educational area, with opportunity to practise various techniques for enhancing active participation, and subsequently to conduct the workshop, evaluate its process and outcomes, and report on it.

#### **MEED9127**

##### **Research In Education for the Health Professions 1**

*Staff Contact: Magnis Stjernborg*

**C2 S1 HPW2**

Enables participants to become aware of 'ways of knowing', in general, and of the scientific method in particular. Different methods of educational research examined in depth so that the method(s) most appropriate to given research problems can be selected. Participants develop skills in evaluating research papers exemplifying the different methods.

#### **MEED9128**

##### **Research In Education for the Health Professions 2**

*Staff Contact: Magnus Stjernborg*

**C2 S2 HPW2**

*Prerequisite:* MEED9127 or equivalent

*Notes:* An Academic Elective.

Raises awareness of current research interests in education for each of the health professions from which participants come and of the problems encountered in conducting an educational research project. Participants are expected to plan, conduct and report a pilot project in education.



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# School of Information, Library and Archive Studies

Kensington Campus

**Head of School**  
Dr Patricia Willard

**Administrative Officer**  
Ray Locke

The School of Information, Library and Archive Studies offers both undergraduate and graduate programs. The undergraduate program leads to the award of the Bachelor of Information Studies (Conservation). At the postgraduate level the School offers programs 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 Information Management Archives Administration (DiplIM-ArchivAdmin) and the Diploma in Information Management Librarianship (DiplIM-Lib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

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## Undergraduate Study

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### Course Outlines

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#### 4090 Bachelor of Information Studies (Conservation)

##### BLInfSt(Cons)

The Bachelor of Information Studies (Conservation) is a three year full-time course with a strong emphasis on the application of chemical principles to the conservation and preservation of paper and non-paper formats including micrographics, imaging systems and electronic records. Students will also receive instruction in the basics of computing; the historical, intellectual, philosophical and ethical bases of the conservation profession; managing preservation programs; and exhibition management.

At the completion of the undergraduate degree, students would normally undertake the Diploma in Information Management (in either Librarianship or Archives Administration) in the School of Information, Library and Archive Studies, the Master of Art Administration program at the College of Fine Arts, UNSW, or a similar professional equivalent.

Graduates from the combined undergraduate and postgraduate programs will be eligible for employment as professional personnel in a variety of information agencies, such as archives, libraries, records offices and museums, where the focus of their work will be the preservation and conservation of published and documentary materials. Relevant position classifications include: Conservators, Preservation Officers, Librarians, Archivists, Information Managers, Manuscript Curators, Records Managers and Arts Administrators.

#### Condition for the Award of the Degree

The course leading to the degree of Bachelor of Information Studies (Conservation) in the Faculty of Professional

Studies is programmed over three years of full-time study. The regulations governing the award of this degree are as follows:

1. A candidate for the award of the degree of Bachelor of Information Studies (Conservation) shall:

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

2. The degree shall be awarded at Pass or Honours levels. Honours may be awarded in the following categories: Honours Class I; Honours Class II, Division I; Honours Class II, Division II.

3. Students shall be required to conform with the general rules relating to University courses.

### Aims of the Course

The main aims of the course may be summarized as providing opportunities to students to prepare themselves for careers in a variety of information agencies which require personnel with specialist knowledge in the areas of:

Preservation an overall concept encompassing any action that prevents, retards or arrests the deterioration or damage of the published and documentary record;

Conservation the application of specialised technical processes for the maintenance and protection of individual items.

### Objectives of the course

1. To impart the theoretical and practical knowledge required by a practitioner of preservation/conservation of documentary records;
2. To allow study at some depth of the principles and concepts of the chemistry of all media on which records are made and of the chemical and biological processes involving in their ageing and other deterioration;
3. To acquaint students with the most appropriate measures for the storage, use, protection, repair and salvage of materials embodying cultural records;
4. To create awareness of the historical and social contexts within which records have been created and of the intellectual, philosophical, ethical and economic bases of decisions about appropriate programs and procedures for their conservation;
5. To explain the organizational, social and technological contexts within which information agencies, such as archives [institutions] and libraries, are formed, supported and operated;
6. To create awareness of the importance of records and of sound record-keeping practice in the current operations of all organizations, as well as their historical context;
7. To provide state of the art knowledge of information technology especially in the areas of reprography and image management;
8. To explain the theoretical and practical aspects of computer-based information storage and retrieval, and to relate them to the record-keeping environment;
9. To emphasise the importance of operating within the constraints of a budget and to recognise the financial implications of any decision made in the preservation and conservation of documentary records;

10. To instruct students in the conduct of needs assessment studies for any collection of records in any organization and the preparation of strategic plans focussed on storage conditions, the physical state of the records, policies for their use and disaster preparedness;

11. To require students to undertake a project or engage in specialized study as a means of demonstrating their ability to apply theories and skills taught in the classroom and laboratory.

### 4090

#### Bachelor of Information Studies (Conservation)

##### BlInfSt(Cons)

##### Year 1 HPW

###### Session 1

|          |                                 |   |
|----------|---------------------------------|---|
| LIBS1001 | Conservation 1A                 | 6 |
| LIBS1003 | History of the Written Record A | 3 |
| TEED1134 | Fundamentals of Computing       | 4 |

###### Session 2

|          |   |   |
|----------|---|---|
| LIBS1002 | Conservation 1B                                 | 6 |
| LIBS1004 | History of the Written Record B                 | 3 |
| LIBS1005 | Conservation within the Information Environment | 3 |

###### Full Year

|          |             |   |
|----------|-------------|---|
| CHEM1002 | Chemistry 1 | 6 |
|----------|-------------|---|

##### Year 2 HPW

###### Session 1

|          |                                   |   |
|----------|-----------------------------------|---|
| CHEM2031 | Inorganic Chemistry and Structure | 6 |
| LIBS2001 | Conservation 2A                   | 6 |
| LIBS2004 | Information Technology and Media  | 2 |

###### Session 2

|          |                    |   |
|----------|--------------------|---|
| CHEM2021 | Organic Chemistry  | 6 |
| LIBS2002 | Conservation 2B    | 6 |
| LIBS2005 | Records Management | 2 |

###### Full Year

|                                |                                |   |
|--------------------------------|--------------------------------|---|
| LIBS2003                       | Managing Preservation Programs | 3 |
| General Education (Category A) |                                | 2 |

##### Year 3

###### Session 1

|          |                                    |   |
|----------|------------------------------------|---|
| LIBS3001 | Conservation 3A                    | 6 |
| LIBS3003 | Micrographics and Image Management | 3 |
| LIBS3005 | Environmental Control              | 2 |

###### Session 2

|          |   |   |
|----------|---|---|
| LIBS3002 | Conservation 3B   | 6 |
| LIBS3004 | Management and Preservation of Machine-Readable Records | 3 |
| LIBS3006 | Exhibition Management                                   | 2 |

###### Full Year

|                                |  |   |
|--------------------------------|--|---|
| General Education (Category B) |  | 2 |
|--------------------------------|--|---|

##### Year 4

|                                |                          |  |
|--------------------------------|--------------------------|--|
| LIBS4001                       | Conservation 4 (Honours) |  |
| General Education (Category C) |                          |  |

## Subject Descriptions

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

### **LIBS1001**

#### **Conservation 1A**

*Staff Contact: Ms A.E. Pederson*

S1 L2 T4

The application of theoretical principles taught in Chemistry 1 to establish the chemical and physical structure of paper-based record materials most commonly found in archives and libraries, and the causes for their deterioration.

### **LIBS1002**

#### **Conservation 1B**

*Staff Contact: Ms A.E. Pederson*

S2 L2 T4

Continues from the subject LIBS1001 Conservation 1A and examines various preservation options for the protection of record materials. Stress will be placed on the need to evaluate all options from the point-of-view of the employing organization's purpose and goals.

### **LIBS1003**

#### **History of the Written Record A**

*Staff Contact: Ms A.E. Pederson*

S1 L2 T1

The evolution of information media from handwritten communication to the development of printing processes. Areas include manuscripts, incunabula, papermaking, typesetting, bookbinding and book illustration.

### **LIBS1004**

#### **History of the Written Record B**

*Staff Contact: Ms A.E. Pederson*

S2 L2 T1

Continues from the subject LIBS1003 History of the Written Record A with a focus on more recent developments in book production and examines such issues as the structure and organization of the book trade, collecting and the role of libraries, rare book and special collections, the social impact of the book, and the changing media of communication.

### **LIBS1005**

#### **Conservation within the Information Environment**

*Staff Contact: Ms A.E. Pederson*

S2 L3

An examination of the nature and management of information in different types of agencies, including libraries and archives. The role of conservation in organizations and society, emphasising the historical, intellectual, philosophical and ethical bases of the conservation profession.

### **LIBS2001**

#### **Conservation 2A**

*Staff Contact: Ms A.E. Pederson*

S1 L2 T4

Builds on the theoretical and practical work undertaken in Conservation 1A and 1B. The focus will be on library and archival conservation techniques including book binding, boxing and the manufacture of enclosures.

### **LIBS2002**

#### **Conservation 2B**

*Staff Contact: Ms A.E. Pederson*

S2 L2 T4

Examines the preservation and conservation requirements of non-paper record materials such as photographs, motion pictures, video recordings, aural (sound) recordings, and optical and video disks.

### **LIBS2003**

#### **Managing Preservation Programs**

*Staff Contact: Ms A.E. Pederson*

F L3

Examines managerial and financial considerations relating to preservation programs within information institutions and agencies. Topics include: surveys; needs and priorities; research; policy and programs; staffing levels; budgeting and funding; disaster preparedness and recovery; staff and user education; security measures; proposal writing.

### **LIBS2004**

#### **Library, Archives and Records Management**

*Staff Contact: Ms A.E. Pederson*

F L2

An introduction to the elements of human communication and to the various technologies and media used to accomplish and record it. Emphasis will be placed on information media, their qualities as records, and the requirements for their handling, storage, retrieval and preservation.

### **LIBS2005**

#### **Records Management**

*Staff Contact: Ms A.E. Pederson*

S2 L2

Elements and functions of a records management program. Topics include: overview and status of records management; establishing a records management program; controlling the records; storage and retrieval; managing the records centre; forms design and report writing; automated records management.

### **LIBS3001**

#### **Conservation 3A**

*Staff Contact: Ms A.E. Pederson*

S1 L2 T4

The emphasis will be on special problems in conservation treatment as work in this field often tests the analytical and innovative skills of the practitioner. Students will be confronted with a problem situation in which decisions must be made.

**LIBS3002****Conservation 3B***Staff Contact: Ms A.E. Pederson***S2 L2 T4**

Students will undertake a research project in a specialist area of conservation treatment and spend a period of time working in a major conservation facility under the general supervision of a member of the academic staff.

**LIBS3003****Preservation Reprography***Staff Contact: Ms A.E. Pederson***S1 L3**

The use of alternative techniques to reformat or reproduce the original record thereby preserving its intellectual content. Methods employed include preservation photocopying, microfilm, microfiche, and optical disk technology.

**LIBS3004****Management & Preservation of Machine-Readable Records***Staff Contact: Ms A.E. Pederson***S2 L3**

Electronic, or machine readable records include data files, databases, wordprocessing files and electronic spreadsheets. The record format presents a variety of concerns for information managers and preservation administrators which will be addressed in the course.

**LIBS3005****Environmental Control***Staff Contact: Ms A.E. Pederson***S1 L2**

Environmental conditions affect the stability and hence the longevity of record materials. Areas of focus include the conservation implications of building design; methods of controlling the environment; pest control; the use of monitoring equipment; and the need to interface with architects and environmental control specialists.

**LIBS3006****Exhibition Management***Staff Contact: Ms A.E. Pederson***S2 L2**

Exhibition work is assuming importance in libraries, archives and museums due to the public's demand for greater access to collections. Topics include: planning and developing themes; design principles and display techniques; program coordination; assessing environmental conditions; loans, contracts, insurance; documentation; handling, storage and transportation.

**LIBS4001****Conservation 4 (Honours)***Staff Contact: Ms A.E. Pederson*

An honours program consisting of a series of seminars on advanced topics in Conservation and a research project. Students intending to seek admission to this program should apply to the Head of School for consideration for admission at the end of Year 3.

**Servicing Subjects****Chemistry****CHEM1002****Chemistry 1***Staff Contact: Dr P. Chia***F L3 T3**

*Prerequisites:* HSC Exam Score Range Required - 2 unit Mathematics 55-100, or 3 unit Mathematics 1-50, or 4 unit Mathematics 1-100, and 2 unit Chemistry 53-100, or 3 unit Science 90-150, or 4 unit Science 1-50, or 2 unit Physics 53-100

*Notes:* CHEM1002 is the normal prerequisite for Level 11 Chemistry.

Stoichiometry and solution stoichiometry. Atomic and molecular structure. Changes of state, phase diagrams, gases, liquids, solids, solutions. Thermodynamics, equilibrium constants, acid-base and solubility. Oxidation and reduction. Kinetics. Molecular geometry, hybridization of orbitals. Periodicity of physical and chemical properties of elements and compounds. Organic chemistry including stereoisomerism.

**CHEM2021****Organic Chemistry***Staff Contact: Prof R. Clezy***F or S2 L3 T3***Prerequisite:* CHEM1002

Discussion of the major types of organic reaction mechanisms eg addition, substitution, elimination, free-radical, molecular rearrangement within context of important functional groups. Introduction to the application of spectroscopic methods to structure determination.

**CHEM2031****Inorganic Chemistry and Structure***Staff Contact: Dr D. Phillips***S1 or S2 L3 T3***Prerequisite:* CHEM1002

Experimental basis for theories of electronic structure of atoms and molecules. Concepts and consequences of quantum theory. Structure, energetics and bonding in the solid state. Principles of co-ordination chemistry. Occurrence, preparation, properties and reactions of selected compounds of transition and main group elements.

**Teacher Education****TEED1134****Fundamentals of Computing***Staff Contact: Mr Robert Baker***S1 HPW4**

This subject provides an introduction to the structure, use and operation of computers in the small business and office environment. Students are required to demonstrate a knowledge of the nature of the computer and its peripherals, including the internal structure and internal functioning of computers. They are also introduced to small data processing systems.

## Graduate Study

### Course Outlines

1990

#### Doctor of Philosophy

##### Doctor of Philosophy PhD

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

#### Master of Archives Administration

The conditions governing the award of the degree of Master of Archives Administration by research are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.

2985

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

##### Master of Archives Administration MArchivAdmin

In addition to the thesis which represents 75 percent of the requirements, each candidate must complete the following two subjects to be taken in one year.

|                  |  | HPW |
|------------------|--|-----|
| <i>Session 1</i> |  |     |
| LIBS0806         | Issues in Archival Development         | 3   |
| <i>Session 2</i> |  |     |
| LIBS0808         | Archival Development Project Proposals | 3   |

#### 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. Advanced study in librarianship by formal course work is designed to provide education in broad areas of specialization beyond the basic professional level. In addition to a general course of study for this degree there is a course for those who wish to

specialize in Library Management and a course for those who wish to specialize in Information Science. There may be occasional field excursions at times to be arranged.

2980

#### Master of Librarianship (by Research)

##### Master of Librarianship MLib

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.

|                  |                                   | HPW |
|------------------|-----------------------------------|-----|
| <i>Session 1</i> |                                   |     |
| LIBS0807         | Research Methods in Librarianship | 3   |
| <i>Session 2</i> |                                   |     |
| LIBS0805         | Issues in Librarianship           | 3   |

8920

#### Master of Librarianship (by Formal Course Work)

##### Master of Librarianship MLib

##### General Program

The general course of studies for the award of the degree of MLib may be taken in one year of full-time study or a longer period of part-time study. Candidates must complete a minimum course work requirement of the equivalent of eight 42-hour subjects. Subjects may be chosen from those offered in the General program and those offered in the Library Management and Information Science programs. Up to two subjects may be chosen from graduate subjects offered by other schools or departments with approval of the Head of the School of Information, Library and Archive Studies and the Head of School in which the subjects are offered. Students may choose to undertake a major or minor project in lieu of two 42-hour subject or one 42-hour subject respectively. Candidates electing to undertake a project, will normally take LIBS0844 Project Seminar listed below or LIBS0807 Research Methods in Librarianship or LIBS0822 Operations Research. The course work requirements for students undertaking the Project will be reduced by the equivalent of one or two 42-hour subjects. Students in the specialist MLib programs listed below, with the permission of the Head of School, may transfer to the General program at any time during their course of studies.

|                               |  | C | HPW |
|-------------------------------|--|---|-----|
| <i>Session 1 or Session 2</i> |  |   |     |
| LIBS0830                      | Bibliographic Control  | 6 | 3   |
| LIBS0833                      | Seminar in the History of the Book                                   | 6 | 3   |
| LIBS0836                      | Seminar in Bibliometric and<br>Scientometric Indicators              | 6 | 3   |
| LIBS0838                      | Preservation Administration  | 6 | 3   |
| LIBS0842                      | Evaluation and Performance<br>Measurement in Information<br>Agencies | 6 | 3   |
| LIBS0843                      | Special Topic in Library and<br>Information Science                  | 6 | 3   |
| LIBS0844                      | Project Seminar  | 6 | 3   |
| LIBS0845                      | Information Technology in Asia                                       | 6 | 3   |
| LIBS0846                      | Information Sources and<br>Online Searching                          | 6 | 3   |
| LIBS0847                      | Marketing of Library and<br>Information Services                     | 6 | 3   |
| LIBS0902                      | Project Report (Minor)   | 6 | 3   |
| <i>Full Year</i>              |  |   |     |
| LIBS0901                      | Project Report (Major)   | 6 | 3   |

**8921****Master of Librarianship (by Formal Course Work) Full-time §****Master of Librarianship  
MLib****Library Management**

|                               |   | C | HPW |
|-------------------------------|---|---|-----|
| <i>Session 1</i>              |   |   |     |
| IROB5901                      | Organizational Behaviour A*                       | 6 | 3   |
| LIBS0807                      | Research Methods in Librarianship                 | 6 | 3   |
| LIBS0811                      | Library and Information Services<br>Management 1  | 6 | 3   |
| LIBS0815                      | Economics of Information<br>Systems S1            | 4 | 2   |
| <i>Session 2</i>              |   |   |     |
| LIBS0805                      | Issues in Librarianship                           | 6 | 3   |
| LIBS0812                      | Library and Information Services<br>management 2+ | 6 | 3   |
| LIBS0816                      | Information Processing<br>Technology              | 4 | 2   |
| <i>Full Year</i>              |   |   |     |
| LIBS0901                      | Project Report (Major)++                          | 6 | 3   |
| <i>or</i>                     |   |   |     |
| <i>Session 1 or Session 2</i> |   |   |     |
| Electives++                   |   | 6 | 3   |

§ One year program.

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

+ Prerequisite LIBS0811.

++ Students may choose either LIBS0901 or two electives which can be other MLib degree subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subjects are offered.

**8921****Master of Librarianship (by Formal Course Work) Part-time****Master of Librarianship  
MLib****Library Management**

|                   |   | C | HPW |
|-------------------|---|---|-----|
| <i>Year 1</i>     |   |   |     |
| <i>Session 1</i>  |   |   |     |
| IROB5901          | Organizational Behaviour*                         | 6 | 3   |
| LIBS0811          | Library and Information Services<br>Management 1  | 6 | 3   |
| <i>Elective++</i> |   |   |     |
| <i>Session 2</i>  |   |   |     |
| LIBS0812          | Library and Information Services<br>Management 2+ | 6 | 3   |
| <i>Elective++</i> |   |   |     |

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

+ Prerequisite LIBS0811.

**Year 2**

|                  |                                   |   |   |
|------------------|-----------------------------------|---|---|
| <i>Session 1</i> |                                   |   |   |
| LIBS0807         | Research Methods in Librarianship | 6 | 3 |
| LIBS0815         | Economics of Information Systems  | 4 | 2 |
| <i>Session 2</i> |                                   |   |   |
| LIBS0805         | Issues in Librarianship           | 6 | 3 |
| LIBS0816         | Information Processing Technology | 4 | 2 |
| <i>Full Year</i> |                                   |   |   |
| LIBS0901         | Project Report (Major)++          | 6 | 3 |

++ Students may choose either LIBS0901 or two electives which can be other MLib degree subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subjects are offered.

**8922****Master of Librarianship (by Formal Course Work) Part-time****Master of Librarianship  
MLib****Information Science**

This degree program of studies in Information Science may be offered on a full-time basis, by arrangement with the Head of School.

|                   |                                   | C | HPW |
|-------------------|-----------------------------------|---|-----|
| <i>Year 1</i>     |                                   |   |     |
| <i>Session 1</i>  |                                   |   |     |
| LIBS0815          | Economics of Information Systems  | 4 | 2   |
| LIBS0823          | Files and Database Systems        | 6 | 3   |
| <i>Elective++</i> |                                   |   |     |
| <i>Session 2</i>  |                                   |   |     |
| LIBS0816          | Information Processing Technology | 4 | 2   |
| <i>Elective++</i> |                                   |   |     |



| Year 2    |  | C | HPW |
|-----------|--|---|-----|
| Session 1 |  |   |     |
| LIBS0820  | Diffusion and Dissemination of Information | 4 | 2   |
| LIBS0821  | Human Computer Interface Design            | 6 | 3   |
| Session 2 |  |   |     |
| LIBS0817  | Information Storage and Retrieval Systems  | 6 | 3   |
| LIBS0822  | Operations Research                        | 6 | 3   |
| Full Year |  |   |     |
| LIBS0901  | Project Report (Major)++                   | 6 | 3   |

+ Prerequisite LIBS0823.

++ Students may choose either LIBS0901 or two electives which can be other MLib degree subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subjects are offered.

## Graduate Diploma Courses

The School's two graduate diploma courses both share a compulsory basic common core of three subjects, collectively called Information Management, which then branch into separate specialist strands – Librarianship and Archives Administration respectively.

### Progression

A candidate who fails in half or more of his or her 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

## 5591

### Diploma in Information Management Librarianship (Full-time)+

#### Diploma in Information Management – Librarianship DipIM-Lib

The graduate diploma course leading to the award of the Diploma in Information Management – Librarianship is designed to provide university graduates with a basic education in librarianship and the opportunity to specialize. The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

Candidates must hold a degree, other than in librarianship, from The University of New South Wales or other approved university or tertiary institutions. The course is a one-year full-time program. There is a fieldwork/field trip component in some subjects which is assigned in handouts at the beginning of each session.

The course is made up of seven compulsory subjects (three Common Core subjects and four Librarianship Core subjects) and 112 hours of electives. Choice of all elective subjects must be approved by the Head of the School of

Information, Library and Archive Studies. The Special Project may be substituted, upon approval, for 28 hours of electives.

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

### Compulsory Subjects

| Common Core      |                                   | C  | HPW |
|------------------|-----------------------------------|----|-----|
| <i>Session 1</i> |                                   |    |     |
| LIBS0401         | Information Technology and Media  | 6  | 3   |
| LIBS0402         | The Information Environment       | 4  | 2   |
| <i>Full Year</i> |                                   |    |     |
| LIBS0400         | Information Storage and Retrieval | 12 | 2.8 |

### Librarianship Core

|                  |  |   |     |
|------------------|--|---|-----|
| <b>Session 1</b> |  |   |     |
| LIBS0503         | Bibliographic Organization                         | 8 | 4   |
| LIBS0504         | Information Sources: Selection, Collection and Use | 8 | 4   |
| LIBS0505         | Role of Libraries and Librarians                   | 2 | 0.9 |
| <b>Session 2</b> |  |   |     |
| LIBS0506         | Library and Information Services Management        | 3 | 1.4 |

### Electives ++

#### Session 2 only

|          |   |   |   |
|----------|---|---|---|
| LIBS0507 | Indexing Languages and Processes                            | 4 | 2 |
| LIBS0508 | Information Needs in Educational Environments               | 4 | 2 |
| LIBS0509 | Information Needs in the Community                          | 4 | 2 |
| LIBS0510 | Information Needs in Industry, Business and Government      | 4 | 2 |
| LIBS0511 | Health Sciences: Literature, Information Needs and Services | 4 | 2 |
| LIBS0512 | Literature of Pure and Applied Sciences                     | 4 | 2 |
| LIBS0513 | Literature of the Arts and Humanities                       | 4 | 2 |
| LIBS0514 | Law: Literature, Information Needs and Services             | 4 | 2 |
| LIBS0515 | Government Publications                                     | 4 | 2 |
| LIBS0516 | Children's and Young Adults' Materials                      | 4 | 2 |
| LIBS0517 | Literature of the Social Sciences                           | 4 | 2 |
| LIBS0518 | Marketing and Promotion of Information Services             | 4 | 2 |
| LIBS0519 | Staff Management and Staff Development in Libraries         | 4 | 2 |
| LIBS0520 | Automated Processing Systems                                | 4 | 2 |
| LIBS0521 | Computer Programming for Bibliographic Systems              | 4 | 2 |
| LIBS0522 | Library Networks  | 4 | 2 |
| LIBS0523 | Special Project Seminar *                                   | 4 | 2 |
| LIBS0644 | Records Management  | 4 | 2 |

++ Not all electives are necessarily available each year.

\* Equivalent to 28 hours

5601

### Diploma in Information Management – Archives Administration (Full-time)+

#### Diploma in Information Management – Archives Administration DiplM-ArchivAdmin

The Graduate Diploma course leading to the award of the Diploma in Information Management 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 or tertiary institution. It is desirable that candidates have studied history.

Each candidate completes the program of study comprising 10 compulsory subjects, three of which are core subjects common to both diplomas offered by the School. 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. The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

| Common Core      |                                  | C | HPW |
|------------------|----------------------------------|---|-----|
| <i>Session 1</i> |                                  |   |     |
| LIBS0401         | Information Technology and Media | 6 | 3   |
| LIBS0402         | The Information Environment      | 4 | 2   |

|                  |                                   |    |     |
|------------------|-----------------------------------|----|-----|
| <i>Full Year</i> |                                   |    |     |
| LIBS0400         | Information Storage and Retrieval | 12 | 2.8 |

| Archives Core    |                            |   |   |
|------------------|----------------------------|---|---|
| <i>Session 1</i> |                            |   |   |
| LIBS0641         | Archive Theory and History | 4 | 2 |
| LIBS0643         | Administrative History     | 4 | 2 |

|                  |                                   |   |   |
|------------------|-----------------------------------|---|---|
| <i>Session 2</i> |                                   |   |   |
| LIBS0644         | Records Management                | 4 | 2 |
| LIBS0645         | Conservation of Archive Materials | 6 | 3 |
| LIBS0647         | Special Project *                 | 4 | 2 |

|                  |                        |    |     |
|------------------|------------------------|----|-----|
| <i>Full Year</i> |                        |    |     |
| LIBS0642         | Management of Archives | 12 | 2.8 |
| LIBS0646         | Archives Field Work+   | 12 | 4.3 |

\* Equivalent to 28 contact hours + Number of hours of attendance required per week is approximately 18.

5601

### Diploma in Information Management – Archives Administration (Part-time)

#### Diploma in Information Management – Archives Administration DiplM-ArchivAdmin

##### Stage 1

| Common Core      |                                  | C | HPW |
|------------------|----------------------------------|---|-----|
| <i>Session 1</i> |                                  |   |     |
| LIBS0401         | Information Technology and Media | 6 | 3   |
| LIBS0402         | The Information Environment      | 4 | 2   |

| Archives Core    |                            |   |   |
|------------------|----------------------------|---|---|
| <i>Session 1</i> |                            |   |   |
| LIBS0641         | Archive Theory and History | 4 | 2 |
| LIBS0643         | Administrative History     | 4 | 2 |

|                  |                                   |   |   |
|------------------|-----------------------------------|---|---|
| <i>Session 2</i> |                                   |   |   |
| LIBS0644         | Records Management                | 4 | 2 |
| LIBS0645         | Conservation of Archive Materials | 6 | 3 |

|                  |                        |    |     |
|------------------|------------------------|----|-----|
| <i>Full Year</i> |                        |    |     |
| LIBS0642         | Management of Archives | 12 | 2.8 |

##### Stage 2

| Common Core      |                                   |    |     |
|------------------|-----------------------------------|----|-----|
| <i>Full Year</i> |                                   |    |     |
| LIBS0400         | Information Storage and Retrieval | 12 | 2.8 |

| Archives Core    |                      |    |     |
|------------------|----------------------|----|-----|
| <i>Full Year</i> |                      |    |     |
| LIBS0647         | Special Project *    | 4  | 2   |
| LIBS0646         | Archives Field Work+ | 12 | 4.3 |

\* Equivalent to 28 contact hours

+ Enrolment is permitted in either Stage 1 or 2. Assessment is finalized in the stage in which the subject enrolment takes place.

## Subject Descriptions

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

### **Diploma In Information Management – Librarianship** **Diploma In Information Management – Archives Administration**

#### **Common core subjects**

##### **LIBS0400**

##### **Information Storage and Retrieval**

*Staff Contact: Mrs C.S. Wilson*  
S1 HPW2, S2 W1-7 HPW3

LIBS0400 Information Storage and Retrieval Introduction to computer systems; Indexing; Thesaurus construction; Online searching and information retrieval; Database construction; database software evaluation using a variety of database software packages.

##### **LIBS0401**

##### **Information Technology and Media**

*Staff Contact: Mr W.W. Hood*  
S1 HPW3

This subject has two components: 1. A review of the technologies used to record, manipulate, communicate, duplicate, and store information. 2. Overview and specific preservation policies required to ensure long-term retention of information media.

##### **LIBS0402**

##### **The Information Environment**

*Staff Contact: Dr P. Willard*  
S1 HPW2

Nature and diversity of information-providing agencies in contemporary society. Human, environmental and organizational factors influencing the provision of information services. Introduces techniques for analyzing information related behaviour and evaluating the effectiveness of information agencies and services.

##### **LIBS0503**

##### **Bibliographic Organization**

*Staff Contact: Dr J.R. Nelson*  
S1 HPW4

Introduction to bibliography. Elements of description of bibliographic materials and indication of their content. Bibliographic standards. Application of codes and formats (especially MARC) in library cataloguing. Indexing and classification systems. Physical forms of catalogues and indexes. Regional, national and international co-operation in bibliographic organization.

##### **LIBS0504**

##### **Information Sources: Selection Collection and Use**

*Staff Contact: Dr H.M. Jarvis*  
S1 HPW4

Surveys available information sources. Examines policies and criteria for evaluating them in different media and for different user groups, the publication industry, collection development and management and the reference process

##### **LIBS0505**

##### **Role of Libraries and Librarians**

*Staff Contact: A/Prof C.J. Maguire*  
S1 W1-6 HPW2

The historical evolution of libraries. Sources of their cultural and legislative authority and responsibility. Their relationship to other information agencies. Library standards. The work of librarians and the profession of librarianship.

##### **LIBS0506**

##### **Library and Information Services Management**

*Staff Contact: Dr P. Willard*  
S2 W1-10 HPW2

Introduces management practices in libraries and the management theory on which they are based. Particular attention is paid to library systems analysis; planning and objective setting; budgeting and costing; human resources management; and marketing and promotion.

##### **LIBS0507**

##### **Indexing Languages and Processes**

*Staff Contact: Mrs C.S. Wilson*  
S2 HPW2

Indexing principles and practice. Nature and examples of indexing languages, e.g. thesauri. Thesaurus construction. Usefulness of vocabulary control. Advances in indexing methods, including computer-assisted and automatic indexing.

##### **LIBS0508**

##### **Information Needs In Educational Environments**

*Staff Contact: Dr J.R. Nelson*  
S2 HPW2

Information needs of teachers, researchers, students, and administrators in schools, colleges and universities. Information services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

##### **LIBS0509**

##### **Information Needs In the Community**

*Staff Contact: Prof W.B. Rayward*  
S2 HPW2

Examines information needs of individuals in the conduct of their personal and business affairs and to support self-education and recreation. The roles of and procedures used by libraries and other information agencies in meeting these needs.

**LIBS0510****Information Needs in Industry, Business and Government**

*Staff Contact: A/Prof C.J. Maguire*  
**S2 HPW2**

Organizations as information processing systems and communication systems within them. The role and function of the special library or information centre. Assessment of information need and evaluation of information services.

**LIBS0511****Health Science: Literature, Information Needs and Services**

*Staff Contact: Mrs C.S. Wilson*  
**S2 HPW2**

Information needs of health scientists. Role of health sciences libraries and librarians. Generation, flow and documentation of health sciences information. Structure and characteristics of health sciences literature. Major Biomedical databases.

**LIBS0512****Literature of the Pure and Applied Sciences**

*Staff Contact: Mrs C.S. Wilson*  
**S2 HPW2**

Generation, flow and documentation of scientific and technical information. Structure and characteristics of the science literature. Major scientific and technological databases. Information needs of scientists and technologists. Role of scientific and technical libraries and librarians.

**LIBS0513****Literature of the Arts and Humanities**

*Staff Contact: Dr J.R. Nelson*  
**S2 HPW2**

The structure of the literature, with special reference to major reference works in the field. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

**LIBS0514****Law: Literature, Information Needs and Services**

*Staff Contact: Mrs C.S. Wilson*  
**S2 HPW2**

Information needs of legal practitioners and institutions. Structure and characteristics of legal information sources. Role of libraries and librarians. Major legal information sources in print and electronic format.

**LIBS0515****Government Publications**

*Staff Contact: Head of School*  
**S2 HPW2**

Major categories of publications produced by Australian and overseas governments: parliamentary, executive and judicial. Particular attention paid to publications generated by the Commonwealth Government of Australia and various state governments, especially NSW.

**LIBS0516****Children's and Young Adults' Materials**

*Staff Contact: Head of School*  
**S2 HPW2**

Consideration of the child and young adult and their information and recreation needs. Criteria for selecting materials suitable for children and young adults. Strategies, programs and methods for encouraging use of the library's resources.

**LIBS0517****Literature of the Social Sciences**

*Staff Contact: Dr J.R. Nelson*  
**S2 HPW2**

Generation, structure and use of the literature of political science, economics, law, psychology, sociology, anthropology, geography and education. Control of and access to published and unpublished literature using both printed and machine-readable information sources.

**LIBS0518****Marketing and Promotion of Information Services**

*Staff Contact: Dr P. Willard*  
**S2 HPW2**

Introduces marketing theory considering its application to the development and delivery of information products and services. Particular attention is given to the planning, design and evaluation of promotional activities and publicity.

**LIBS0519 Staff Management and Staff Development in Libraries**

*Staff Contact: Head of School*  
**S2 HPW2**

The management, supervision and development of staff in libraries and other information services. Multiskilling and award restructuring. The role of training. Legal, social and economic factors which influence staff management and staff development.

**LIBS0520****Automated Processing Systems**

*Staff Contact: Mr W.W. Hood*  
**S2 HPW2**

Use of and principles of Integrated Library Management Systems; Desk top publishing; Scanning and computer graphics; Optical Character Recognition; Networks and telecommunications; Personal bibliographic database management.

**LIBS0521****Computer Programming for Bibliographic Systems**

*Staff Contact: Mr W.W. Hood*  
**S2 HPW2**

An introduction to the principles and practice of computer programming with an emphasis on programming examples associated with bibliographic systems. The language Turbo Pascal on microcomputers is used for this course.

**LIBS0522****Library Networks**

*Staff Contact: Dr H.M. Jarvis*  
**S2 HPW2**

Analyses the development and characteristics of Australian library based networks and compares them with overseas examples. Considers issues such as standardization, network organisation and governance. Students gain practice in the use of the software and procedures for these networks.

**LIBS0523****Special Project Seminar***Staff Contact: Head of School***S2 HPW2****Notes:** Equivalent to 28 hours.

This is a formal seminar for students wishing to develop a project. For the project, students are required to submit a critical state-of-the-art review or essay or an equivalent project report on an approved topic.

**LIBS0644****Records Management***Staff Contact: Ms. A.E. Pederson***S2 W1-7 HPW4**

Offered as a Librarianship elective and an Archives core subject. See description under Diploma in Information Management Archives Administration.

**Diploma in Information Management Archives Administration****LIBS0641****Archives Theory and History***Staff Contact: Dr P. Orlovich***S1 HPW2**

Archive literature, concepts and terminology. Physical and intellectual control of archives. Evolution of archive science and profession. Rationale and standards for archive services. Archival legislation. Archive development in the Asia - Pacific region. International archival cooperation.

**LIBS0642****Management of Archives***Staff Contact: Ms A.E. Pederson***S1 HPW4, S2 HPW2**

Archival systems, function and services. Planning programs and repositories; development of archival policies, procedures and effectiveness; measures; acquisition and appraisal. Arrangement and description. Finding aids; Access and reference; educational programs and PR; Electronic and audio visual archives; legal and ethical problems; professional issues and challenges.

**LIBS0643****Administrative History***Staff Contact: Dr P. Orlovich***S1 HPW2**

Role of Administrative History. Administrative context analysis techniques and sources. The intellectual control of archives in accordance with the Commonwealth Record Series [C.R.S.] system. Evolution of record-keeping systems.

**LIBS0644****Records Management***Staff Contact: Ms A.E. Pederson***S2 W1-7 HPW4**

Principles and historical development; access and retrieval systems; applications of technology; record registries and storage centres; records equipment and vital records protection; forms design; management studies, proposals and reports; consultancy work; professional issues and challenges.

**LIBS0645****Conservation of Archive Materials***Staff Contact: Dr P. Wilson***S2 W1-5 HPW8**

Builds on principles established in preservation component of LIBS0401 Information Technology and Media. Greater emphasis on conservation treatments for paper and non-paper materials through laboratory practicums.

**LIBS0646****Archives Field Work***Staff Contact: Dr P. Orlovich***S1 HPW3, S2 HPW5**

A programme of supervised field work in an agency approved by the School, normally involving an archive survey, administrative context analysis and inventory of archive series, analysis of record-keeping systems, evaluation of archive services and policies, and identification of other measures for improving archive services.

**LIBS0647****Special Project***Staff Contact: Dr P. Orlovich***F****Notes:** Equivalent to 28 hours.

The Special Project normally consists of a report on the Archives Field Work, including an administrative history synopsis, analysis of record - keeping procedures and evaluation of the physical and intellectual control of the archives, an inventory of archive series, and the recommendation of measures for the establishment or improvement of the archive service.

**Master of Archives Administration****LIBS0806****Issues in Archival Development***Staff Contact: Dr P. Orlovich***S2 HPW3**

Role of archive agencies in the protection of cultural heritage. Archives and citizenship status. Census records. Alienation and repatriation of archives. Archives and movable cultural heritage legislation. Microreproduction and archival patrimony. Archival education and training. Role of the International Council on Archives in archival development.

**LIBS0808****Archival Development Project Proposals***Staff Contact: Dr P. Orlovich***S1 HPW3**

Identification of project proposals for archival development. Planning, formulating, appraising and implementing archival development project proposals. Monitoring, controlling, evaluating and reporting on archival development projects. Archival development funding strategies.

## Master of Librarianship

### LIBS0805

#### Issues in Librarianship

*Staff Contact: Prof W. B. Rayward*

S2 HPW3

Contemporary issues in the provision of libraries and information services by governments and by private enterprise; Information science and libraries; bibliographical control; publication growth and library response; libraries in the social environment.

### LIBS0807

#### Research Methods in Librarianship

*Staff Contact: A/Prof C.J. Maguire*

S1 HPW3

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.

### LIBS0811

#### Library and Information Services Management 1

*Staff Contact: A/Prof C.J. Maguire*

S1 HPW3

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.

### LIBS0812

#### Library and Information Services Management 2

*Staff Contact: A/Prof C.J. Maguire*

S2 HPW3

*Prerequisite: LIBS0811*

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.

### LIBS0815

#### Economics of Information Systems

*Staff Contact: A/Prof C.J. Maguire*

S1 HPW2

Information as a resource. Effects of information technology on work and the distribution of wealth. Copyright, patents, licences and other systems aimed at ensuring appropriability of economic benefits from information. Market research and the pricing and distribution of information products and services.

### LIBS0816

#### Information Processing Technology

*Staff Contact: Mr W.W.Hood*

S2 HPW2

Integrated Library Management Systems; Desk top publishing; Scanning and computer graphics; Optical Character Recognition; Networks and telecommunications; Personal bibliographic database management; hypertext; Graphical user interfaces; Spreadsheets and charting; advances in information processing technologies.

### LIBS0817

#### Information Storage and Retrieval Systems

*Staff Contact: Mrs C.S. Wilson*

S2 HPW3

Automatic indexing; Automatic thesaurus construction and maintenance; Online searching and information retrieval; Database construction and database software evaluation; Advanced information retrieval techniques; systems analysis, design and costing; advanced technologies for information storage and retrieval.

### LIBS0820

#### Diffusion and Dissemination of Information

*Staff Contact: A/Prof C.J. Maguire*

S1 HPW2

Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

### LIBS0821

#### Human Computer Interface Design

*Staff Contact: Head of School*

S1 HPW3

*Prerequisite: LIBS0823*

Includes discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the requesting, assimilation and presentation of information. The incorporation of these factors into the design of computer interfaces and the development of expert systems.

### LIBS0822

#### Operations Research

*Staff Contact: Mrs C.S. Wilson*

S2 HPW3

Application of mathematical models and statistical techniques for solution in managing information agencies. Introduces mathematical programming, probability and statistical decision theory, simulation, network analysis, inventory and queueing theory.

### LIBS0823

#### Files and Database Systems

*Staff Contact: Head of School*

S1 HPW3

File structures, database management systems and file interrogation systems in text and image processing environments. Mapping and normalization of relations, access methods, data organization, independence, integrity and security. Databases and query languages.

### LIBS0830

#### Bibliographic Control

*Staff Contact: Dr J.R.Nelson*

S1 or S2 HPW3

Issues and problems in the area of bibliographic control. Topics include: online public access catalogues, developments in automated classification, bibliographic formats and standards, catalogue code revision and non-traditional subject indexing systems such as PRECIS and NEPHIS.

**LIBS0833****Seminar in History of The Book***Staff Contact: Prof W.B. Rayward***S1 or S2 HPW3**

Examines the social impact of the invention and diffusion of printing through the modern period, the history of reading and book ownership, the publishing and printing industries and the development of book-related custodial institutions such as libraries of various kinds.

**LIBS0836****Seminar in Bibliometrics and Scientometric Indicators***Staff Contact: Head of School***S1 or S2 HPW3**

Application of mathematical and statistical methods to documents and surrogates. Quantitative aspects of the generation, propagation and utilization of scientific information as applied to research and policy making.

**LIBS0838****Preservation Administration***Staff Contact: Head of School***S1 or S2 HPW3**

Examination and analysis of long-term conservation and preservation problems and issues facing information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, information transfer, and de-acidification and cooperative planning for inter-institutional preservation projects.

**LIBS0842****Evaluation and Performance Measurement in Information Agencies***Staff Contact: Dr P. Willard***S1 or S2 HPW3**

Political and administrative contexts. Design of various kinds of measures; their integration into the planning cycle and management information system and use in staff and organizational development. Implementation of evaluations. Analysis and interpretation of data.

**LIBS0843****Special Topic in Library and Information Science***Staff Contact: Head of School***S1 or S2 HPW3**

An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of appropriate local or visiting lecturers.

**LIBS0844****Project Seminar***Staff Contact: Prof W.B. Rayward***S1 or S2 HPW3**

This provides a context for students to formulate problems for investigation as projects, to explore the background of these problems, to examine methodological issues to which they give rise and to prepare a formal proposal to guide subsequent study.

**LIBS0845****Information Technology in Asia***Staff Contact: Dr H.M. Jarvis***S1 or S2 HPW3**

Examines different models employed in information technology education, innovation and social experimentation. Focuses on issues such as disparities in adoption rates; oral versus literate traditions and roman versus non-roman scripts, and other historical and cultural variables.

**LIBS0846****Information Sources and Online Searching***Staff Contact: Mrs C.S. Wilson***S1 or S2 HPW3**

Explores the availability, retrieval and transfer of electronic information. Examines the theory of information storage and retrieval. Looks at repackaging of information and creation in-house databases. (Recommended as background for LIBS0817).

**LIBS847****Marketing of Library and Information Services***Staff Contact: Dr P. Willard***S1 or S2 HPW3**

The relevance and applicability of marketing theory to library and information services. Product life cycle; product planning; promotion; pricing and distribution; marketing strategy and its relation to organizational strategy.

**LIBS0901****Project Report (Major)***Staff Contact: Head of School***F**

Each subject undertaking a project in the Master of Librarianship degree by formal course work is required to submit a project report involving individual study and investigation.

**LIBS0902****Project Report (Minor)***Staff Contact: Head of School***S1 or S2**

Each student undertaking a minor project in the Master of Librarianship (by Formal Course Work) General Program is required to submit a project report involving individual study and investigation.

**Faculty Electives****PROF0001****Professional Ethics***Staff Contact: Dr M. Bibby***S1 HPW2**

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional

conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

**PROF0002**

**Understanding Research**

*Staff Contact: Dr R. Connors*  
HPW2

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

**PROF0003**

**Qualitative Research Procedures**

*Staff Contact: Ms P. Davies*  
L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning,

ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

**Servicing Subject**

**IROB5901**

**Organizational Behaviour A**

*Staff Contact: Dr J. Mathews*  
SS L3

Notes: Excluded IROB5906, PSYC7100.

This subject seeks to explain human behaviour within organizations. It draws upon a range of disciplines, but with particular reliance on behavioural sciences of psychology and social psychology and their derived disciplines. Its foci are the individual, the group, and the behavioural processes of organization integration, change and development. Topics covered include personality, perception, attitudes and values, motivation, learning, interpersonal behaviour (and skills), group dynamics, leadership and teamwork, decision - making, power and control, and the behavioural implications of change and development. Wherever appropriate, case examples from Australia will be used. Organization, administrative and management theories and constructs serve as integrating and explanatory frameworks for the subject.



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# School of Social Work

Kensington Campus

## Head of School

Dr Diane Barnes

## Administrative Officer

Natalie du Gard

At the undergraduate level, the School of Social Work offers courses leading to the award of the degree of Bachelor of Social Work, and of the combined degrees of Bachelor of Social Work/Bachelor of Laws. At the graduate level the School offers courses leading to the award of the degrees of Doctor of Philosophy (PhD) and the Master of Social Work (MSW) by 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.

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## Undergraduate Study

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### Course Outlines

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#### 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 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 systems (political, economic, and social) in which people live. This involves teaching materials which give insights into what values people hold, how they attain them, and competing views of what ought to be the situation;
- the nature and extent of social problems and social conditions for people at different stages of the life cycle and in various socio-economic, psycho-social, biological and geographic circumstances;
- policies and services, and various 'helping' occupations, specifically created and maintained to enhance the 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 gains understanding of the main dimensions of contemporary and future social work practice at the various levels and in

the various fields of social work intervention. Features of the course are a problem-solving approach in the first year, and a range of electives on selected aspects of social work in the final two years.

### Field Education

An integral aspect of the course is organized learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects, a field instructor, usually in a social welfare agency, is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From half-way through Year 2, a total of 161 seven-hour days are taken up in this way. Thirty-four of these days are scheduled during academic recess periods. A student's three field education placements are in more than one type of practice setting. The settings vary and can include medical, psychiatric, community health, community, family and child welfare, services to disabled groups, services to the aged, services to migrants, income security, and corrective services. Non-government social welfare agencies and agencies at all levels of government are utilized. For some students, their third field education placement may be located outside the Sydney metropolitan area.

The widening range of social work tasks and roles means that a variety of people are suited for social work practice. However, all forms of professional social work require interpersonal skills, a disciplined mind, and adherence to the profession's community service ethic, and social work often involves working with people and organizations under stress and in situations where there is conflict.

### Admission to the Course

Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they have completed at least three full Year 1 BA degree course subjects, or their equivalent, including Sociology and Psychology at a level approved by the Faculty's Admissions Committee. These students may be permitted to undertake SOCW8193 Social Work Practice 1 as a 4-hour per week Session 1 subject in Year 2.

### Progression

Except with the permission of the Head of School, students may not proceed to the next year of the course until they have fulfilled all the requirements of the previous year.

### General Education Requirement

General Education electives totalling 56 hours must be taken from each of Categories A and B of the General Education Program. The Category C requirement is met through discussion of relevant issues in the subjects SOCW8342 and SOCW8441.

### 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 Degree Course Full-time

#### Bachelor of Social Work BSW

##### Year 1 HPW

*Session 1*  
6 Level 1 credit points approved as counting towards the BA degree 4

*Session 2*  
1 Category A General Education Elective (56 hrs) 4

*Whole Year*  
PSYC1002 Psychology 1 5  
SOCI1230 Introduction to Australian Society 3  
SOCW8193 Social Work Practice 1 4

*Year 2*  
*Session 1*  
SOCW8211 Social & Behavioural Science 1 2  
1 Category B General Education Elective (56 hrs) 4

*Session 2*  
SOCW8232 Research Methods 1 3  
SOCW8282 Social Work Practice - First Placement \*  
SOCW8292 Social Work Practice - Community Work 2

*Whole Year*  
SOCW8203 Human Behaviour 1 3/2  
SOCW8253 Social Welfare 1 2.5/2  
SOCW8293 Social Work Practice 2 3/2

*Year 3*  
*Session 1*  
SOCW8331 Research Methods 2 3  
SOCW8381 Social Work Practice - Second Placement \*\*  
SOCW8391 Social Work Practice - Casework, Group Work 4

*Session 2*  
SOCW8312 Social and Behavioural Science 2 2  
SOC28342 Social Philosophy 1 2  
SOCW8352 Social Welfare 2 4  
SOCW8392 Social Work Practice - Selected Studies - Strand A 4

*Whole Year*  
SOCW8303 Human Behaviour 2 3

*Year 4*  
*Session 1*  
SOCW8441 Social Philosophy 2 2  
SOCW8451 Social Welfare 3 - Strand A 3  
SOCW8461 Social Welfare 3 - Strand B 3  
SOCW8471 Social Work Practice - Administration 2  
SOCW8491 Social Work Practice - Selected Studies - Strand B 4

*Session 2*  
SOCW8481 Social Work Practice - Third Placement +

\*3-week block in the mid-year recess + 2 days a week (no recess) to end week 12, Session 2 (41 days).

\*\*3-week block in February + 3 days a week (no recess) for Session 1 (60 days.)

+ 12-week block, Session 2, week 1 to week 12, no recess, one week of university based seminars at mid session.

4785

**Combined Social Work/Law Course****Bachelor of Social Work/Bachelor of Laws  
BSW LLB**

This unique and challenging six year full-time course qualifies students for the professional practice of both social work and law. In the first four years, core social work and legal subjects are combined, while in the final two years students are able to choose from a wide range of specialized electives in both professional disciplines. The final Social Work field placement is undertaken in a legal setting.

Graduates will be equipped with the knowledge and skills to work in a variety of emerging areas which require an understanding of the law, social work theory and practice and a commitment to social justice. Such areas include consumer protection, tenancy obligations and entitlements, land rights, child custody and family property disputes, social security and welfare rights.

The main features of the Combined Social Work/Law course are as follows:

1. The course is a six-year full-time combined course leading to the award of the two degrees of Bachelor of Social Work (BSW) and Bachelor of Laws (LLB).
2. There are no general course prerequisites for the Social Work course but students must study Social Work subjects in a sequence approved by the Faculty of Professional Studies.

There are no general course prerequisites to courses offered by the Faculty of Law but students must study Law subjects in a sequence approved by the Faculty of Law.

3. The degree of Bachelor of Social Work is not awarded until the completion of the full six-year program, but any student who fails to complete the full program may apply for advanced standing in the Faculty of Professional Studies Social Work degree course. Alternatively a student may apply for advanced standing in the Faculty of Law Jurisprudence degree course.

The structure of the combined Social Work/Law course is set out below. Students who began their course before 1990 should consult the handbook of the year in which they commenced their Law studies for the compulsory subjects which apply to them. For complete details of Law subjects students must consult the Faculty of Law handbook.

**General Education Requirements**

The General Education requirement to study subjects in Category A of the General Education Program is not applicable to Law students enrolled in a course leading to the award of two degrees in different disciplines such as BSW LLB. The Category B requirement is satisfied through completion of the subjects LAWS8820 and LAWS8320. The Category C requirement is satisfied through completion of the subjects SOCW8342 and LAWS6210.

4785

**Combined Social Work/Law Course Full-time****Bachelor of Social Work/Bachelor of Laws  
BSW LLB****Social Work/Law**

| <b>Year 1</b>  | <b>HPW</b> |
|--|------------|
| <i>Session 1</i>   |            |
| SOCW8193 Social Work Practice 1                              | 4          |
| <i>Whole Year</i>  |            |
| PSYC1002 Psychology 1  | 5          |
| SOCI1230 Introduction to Australian Society                  | 3          |
| SOCW8253 Social Welfare 1*                                   | 2          |
| LAWS1120 Legal System - Torts                                | 4          |
| LAWS7410 Legal Research and Writing 1                        | 2          |
| <i>Year 2</i>  |            |
| <i>Session 1</i>   |            |
| SOCW8211 Social and Behavioural Science 1                    | 2          |
| SOCW8282 Social Work Practice 1st Placement<br>(45 days)     | **         |
| LAWS6210 Law, Lawyers and Society                            | 4          |
| <i>Session 2</i>   |            |
| SOCW8232 Research Methods 1                                  | 3          |
| SOCW8292 Social Work Practice<br>- Community Work            | 2          |
| <i>Whole Year</i>  |            |
| SOCW8203 Human Behaviour 1                                   | 3/2        |
| SOCW8293 Social Work Practice 2                              | 3/2        |
| LAWS1410 Contracts   | 4          |
| <i>Year 3</i>  |            |
| <i>Session 1</i>   |            |
| LAWS2160 Administrative Law                                  | 4          |
| <i>Session 2</i>   |            |
| SOCW8342 Social Philosophy 1                                 | 2          |
| SOCW8352 Social Welfare 2                                    | 4          |
| <i>Whole Year</i>  |            |
| SOCW8203 Human Behaviour 1                                   | 3          |
| LAWS1610 Criminal Law  | 4          |
| LAWS3010 Property and Equity                                 | 4          |
| <i>Year 4</i>  |            |
| <i>Session 1</i>   |            |
| SOCW8391 Social Work Practice - Casework,<br>Group Work      | 4          |
| SOCW8451 Social Welfare 3 - Strand A                         | 3          |
| LAWS7420 Legal Research and Writing 2                        | 1          |
| LAWS7430 Research Component+                                 |            |
| <i>Session 2</i>   |            |
| SOCW8312 Social and Behavioural Science 2                    | 2          |
| SOCW8381 Social Work Practice - 2nd Placement<br>(45 days.)  | **         |
| SOCW8392 Social Work Practice - Selected Studies<br>Strand A | 4          |
| LAWS2150 Federal Constitutional Law                          | 4          |
| LAWS8320 Legal Theory or                                     |            |
| LAWS8820 Law and Social Theory                               | 4          |

|   |            |  |            |
|---|------------|--|------------|
| <b>Whole Year</b>   | <b>HPW</b> | <b>Year 6</b>  | <b>HPW</b> |
| LAWS1010 Litigation   | 4          | <b>Session 1</b>   |            |
| <b>Year 5</b>   |            | SOCW8491 Social Work Practice - Selected Studies   |            |
| <b>Session 1</b>  |            | Strand B   |            |
| SOCW8461 Social Welfare 3 - Strand B                            | 3          | <b>Whole Year</b>  |            |
| SOCW8471 Social Work Practice - Administration                  | 2          | Law Electives 21 credit pts  | 16 /12     |
| <b>Session 2</b>  |            | <i>* Students do not take 0.5 hour/week law component of this subject in session 1.</i>  |            |
| SOCW8482 Social Work Practice - Final Placement<br>(60 days) ++ | ++         | <i>** The first two fieldwork placements commence with a 2 or 3 week block (5 days per week) and continue on either 2 or 3 days per week during session time. The final placement is a 60 day block.</i> |            |
| <b>Whole Year</b>   |            | <i>+ A Research Component is taken either after or concurrently with Legal Research and Writing 2.</i>   |            |
| LAWS7210 Clinical/Legal Experience++                            |            | <i>++ These subjects are taken concurrently. The Social Work placement is served at Kingsford Legal Centre.</i>  |            |
| Law electives 12 credit points                                  | 12/4       |  |            |

## Subject Descriptions

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

### SOCW8193

#### Social Work Practice 1

*Staff Contact: Barbara Ferguson*

F L1 T3

Introduces the basic repertoire of concepts and skills which social workers use in analysing and responding to problems encountered within different levels and types of professional practice. Helps students to develop greater self awareness and responsiveness to social concerns.

### SOCW8203

#### Human Behaviour 1

*Staff Contact: Diandra James*

F S1 L2 T1, S2 L1 T1

Life cycle growth and development from birth to death with particular reference to the interrelationship of sociological, psychological and socio-economic aspects of living. The developmental theories of Freud, Piaget and Erikson and concepts such as critical periods, sensitive periods, attachment and bonding are critically reviewed and contrasted with other approaches to development and placed in their cultural context.

### SOCW8211

#### Social and Behavioural Science 1

*Staff Contact: Patricia Davies*

S1 L1 T1

Theories and concepts in sociology of particular relevance for social work. Five broad theoretical perspectives are presented; functionalism, power-conflict theory, feminist theories, systems analysis and symbolic-interactionist theory. These perspectives are applied to the family, groups and stratification.

### SOCW8232

#### Research Methods 1

*Staff Contact: Michael Wearing*

S2 L1 T2

General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive statistics, hypothesis testing using one or more samples. Introduction to multiple comparison procedures.

### SOCW8253

#### Social Welfare 1

*Staff Contact: Rosemary Berraen*

S1 L1.5 T1, S2 L1 T1

Theories of welfare are examined using current issues as the focus for analysis. Basic economic, political and legal systems and concepts are outlined and demographic patterns considered. The roles of the state, family and informal networks, the voluntary sector and the market in delivering welfare as well as the history of welfare in Australia are examined. A special strand of the course is devoted to the interface between Social Work and the law.

### SOCW8292

#### Social Work Practice - Community Work

*Staff Contact: Helen Meekosha*

S2 T2

Reviews the history and the contemporary social, political and economic context of the various types of community work. Selected skills in local research and assessment, communication, local social planning, program design and community organization are pursued.

### SOCW8293

#### Social Work Practice 2

*Staff Contact: Natalie Bolzan*

S1 T3 S2 T2

Workshops to develop skills in: basic communication in a range of social work contexts; basic social work interviewing skills focussing on the beginning and ending stages, assessment of interpersonal and community

situations using a variety of theoretical perspectives and integrating material from other subjects.

### **SOCW8303**

#### **Human Behaviour 2**

*Staff Contact: Deirdre James*  
F L2 T1

The first session deals with health and disease and social implications thereof. Students are introduced to the theories of Durkheim, interactionist and political theories. In session 2 psychiatric issues are dealt with. Mental health and illness and major theories of anxiety - Freud, Behaviourist, Existential, are dealt with.

### **SOCW8312**

#### **Social and Behavioural Science 2**

*Staff Contact: Ted Trainer*  
S2 L1 T1

Applications of the social theories studied in Social and Behavioural Science 1 with the addition of post-structuralist theory to organizations, social change, institutions, urban society and the state.

### **SOCW8331**

#### **Research Methods 2**

*Staff Contact: Michael Wearing*  
S1 L1 T2

Various forms of experimental and survey research designs. Forms of data collection and the development of measuring devices. Validity and reliability concepts. Correlation analysis and prediction problems. Introduction to multivariate analysis.

### **SOCW8342**

#### **Social Philosophy 1**

*Staff Contact: Damian Grace*  
S2 L1 T1

A general introduction to normative ethics, its scope and some important doctrines about morality in the Western tradition.

### **SOCW8352**

#### **Social Welfare 2**

*Staff Contact: Martin Mowbray*  
S2 L2 T2

The formation, nature and implications of social and economic policy. Specific consideration of the following substantive areas of public policy: social security and taxation, health, education, urban and regional planning and housing, work and leisure.

### **SOCW8391**

#### **Social Work Practice - Casework, Group Work**

*Staff Contact: Sandra Regan*  
S1 T4

Provides specialised knowledge needed for social work intervention at the personal level. The two separate but clearly related components of the courses are (i) direct practice with individual cases, and (ii) use of the group as a vehicle for change. In both components, the phases of the change process (beginning, middle, end) are addressed, with major emphasis being placed on experiential learning and skills development in addition to theoretical/conceptual understanding.

### **SOCW8392**

#### **Social Work Practice - Selected Studies Strand A**

*Staff Contact: Diane Barnes*  
S2 T4

A range of options each of which focuses on a selected aspect of social work practice; for example, practice in a functional social welfare field like health, housing, education, a legal setting or income security, or in relation to particular population groups. Options offered depend on staff expertise and student interest. Each student selects 2 options.

### **SOCW8441**

#### **Social Philosophy 2**

*Staff Contact: Damian Grace*  
S1 L1 T1

A consideration of different philosophical perspectives on equality and justice, rights and obligations, freedom, human needs and punishment.

### **SOCW8451**

#### **Social Welfare 3 - Strand A**

*Staff Contact: Gillian Calvert*  
S1 L2 T1

This strand continues the examination of major social goals using theories and frameworks of welfare. It considers health care, the legal system and child and family welfare within their historical and contemporary contexts. Particular attention is given to the roles of the state, the market, the family and information networks and voluntary organizations in delivering welfare. Class, gender, race, sexual preference, rural/urban location and stage in the life cycle will be discussed as important factors influencing life chances and outcomes of policy.

### **SOCW8461**

#### **Social Welfare 3 - Strand B**

*Staff Contact: Allen Borowski*  
S1 L2 T1

The historical development and contemporary social arrangements for people within major population groupings will be considered from local, national and international perspectives. Patterns of life chances and policy outcomes for groups including children and youth, women, aged persons, persons with a disability, immigrants and Aborigines will be analysed using theories and frameworks of welfare.

### **SOCW8471**

#### **Social Work Practice - Administration**

*Staff Contact: Gillian Calvert*  
S1 T2

An introductory overview of management theory and skills which will inform and guide students' participation in their place of employment whether or not they become administrators. It considers the values, knowledge and skills involved in the design, management and evaluation of the human service organizations.

**SOCW8491****Social Work Practice - Selected Studies Strand B***Staff Contact: Diane Barnes***S1 T4**

A range of options as outlined in SOCW8392 Social Work Practice - Selected Studies Strand A. Students choose 2 options to complement those selected for SOCW8392.

**Field Education**

Each student undertakes three placements in the BSW Degree Course. These placements are designed to develop knowledge and skills in different social work methods and to enable students to gain a critical understanding of the values and principles of social work at different levels of intervention. The aim is to provide experience in a range of settings and assist in the integration of theory and development of appropriate professional behaviours.

Each placement involves a student being assigned to a field teacher in a social welfare agency for a particular period of time. During this time the student will undertake work considered appropriate by the agency and university. The university provides expectations and guidelines which are the basis for planning and evaluation of performance.

**SOCW8282****Social Work Practice - First Placement***Staff Contact: Lesley Hughes***S2**

First placement is located in a wide range of settings. Basic skills and responsibilities of practice and a beginning understanding of working in a welfare organization are emphasised. This placement occurs in Session II of year 2. Commences in the mid year break with a three week block, then two days per week until week 12 of Session II (41 days July - October).

**SOCW8381****Social Work Practice - Second Placement***Staff Contact: Karen Heycox***S1**

The focus in this placement will depend on what students have learned in First placement and what they intend to do in Third placement. The placement may be used to develop new areas of knowledge and skill in direct service such as case work and/or group work or, indirect service such as research, community work, and policy/planning. This placement occurs in Session I of year 3. It commences with a three week block during the long vacation and continues for three days per week until week 14 of Session I (60 days, February - June).

**SOCW8481****Social Work Practice - Third Placement***Staff Contact: Jan Breckenridge***S2**

Third placement is available in a variety of settings. Placements which are relevant to students' Social Work Practice Electives, and which help prepare them for their future career in Social Work, are offered.

Students are encouraged to undertake placements in regional cities and rural areas of NSW.

This is a 60 day full time placement. It commences in week 1 of Session II of year 4 and ends in week 12 of that Session.

The placement includes a week-long series of university based integrative seminars.

**Servicing Subjects****LAWS1010****Litigation***Staff Contact: Dr Jill Hunter***C6 F HPW4**

An introduction to issues and problems in three areas:

**Civil procedure:** focus on selected topics - parties to an action; pleadings and the discovery and exchange of information. Supreme court rules are examined to determine the extent to which they facilitate just, accurate and speedy resolution of disputes.

**Criminal procedure:** the law and related issues associated with arrest, the use of warrants, police searches, interrogation and the formulation of pleadings. Comparisons drawn between the civil and criminal pre-trial processes.

**Evidence:** a basic understanding of the legal and philosophical principles related to the presentation of evidence in court. In particular, examination of the rules designed to protect the accused at trial; the rule against hearsay evidence; the use of expert evidence; the treatment of unreliable evidence and some analysis of the philosophy of proof and probability theory.

The effect of pre-trial procedures on the final outcome at trial highlighted.

**LAWS1120****Legal System Torts***Staff Contact: Ms Prue Vines/Mr Angus Corbett***C6 F HPW4**

The legal significance of the arrival of the British in Australia; the principal institutions of the legal system, particularly the courts, the legislature, and the executive arms of government; the judiciary; the legal profession; their history, roles, interrelationships, operation and techniques; general constitutional principles and institutions; the notion and consequences of federalism; Bill of Rights proposals; precedent and statutory interpretation, practice and theory; sources of Australian law, including the past and present status of Aboriginal customary law; origins of the common law; classifications within the common law; jurisdiction of Australian courts; the development of compensation law, with particular reference to workers' compensation and occupational health and safety; modern statutory compensation schemes; the rules and concepts of the law of torts, their origins, growth, operation and limitations; tort law protection from assault, injury and death; negligence; interests in another's life and services; false and misleading statements affecting economic interests; loss distribution; employers' liability; occupiers' liability; causation; remoteness of damage; product liability; interference with interest in land; interference with personal liberty. Some of these topics are dealt with in outline only.

**LAWS1410****Contracts***Staff Contact: Mr Denis Harley***C6 F HPW4**

This course examines the nature of contractual obligations and how parties make and break contracts.

Topics include: how contracts are formed and the necessary elements of a validly constituted contract; express and implied terms of a contract and how such terms are imported into the contract; how courts interpret the terms of a contract; the consequences where a contract is induced by misrepresentation, mistake or unconscionability; exemption clauses; estoppel and contract; contracts which are illegal under statute or contrary to public policy; remedies for breach of contract and the damages payable for such breach.

Students are encouraged to examine the role of contract law from an historical and contemporary standpoint.

#### **LAWS1610 Criminal Law**

*Staff Contact: A/Prof David Brown*  
C6 F HPW4

The principles of criminal law and criminal liability. Aims to: promote and refine research and social policy analysis skills; develop a rigorous analytic and socially oriented approach to the study of criminal law; investigate the constitution of concepts like crime, criminal and criminal law; question traditional approaches which assume a unified set of general principles; suggest an approach to criminal law as a number of diverse fields of regulation; acknowledge the importance of forms of regulation outside the criminal law; examine empirical material on the actual operation of the N.S.W criminal process such as court statistics and a court observation exercise; examine the substantive rules developed in selected criminal offence areas; stress the importance and relevance of criminal law in an understanding of law, even (and especially) for those who do not intend to practice in the area. Topics include: the phenomenon of crime, the criminal process, criminal responsibility, homicide offences, public order offences, drug offences, offences against the person, offences of dishonest acquisition, general defences, complicity, conspiracy, sentencing and penal practices.

#### **LAWS2150 Federal Constitutional Law**

*Staff Contact: Prof George Winterton*  
C3 S1 or S2 HPW4

Federal constitutional law, stressing the legislative and judicial powers of the Commonwealth and the judicial interpretation by the High Court of the extent of those powers, in particular: trade and commerce, external affairs, corporations, appropriation, grants and taxation powers, family law and industrial law powers, inconsistency of Commonwealth and State laws, freedom of interstate trade and commerce, excise and implied limitations on Commonwealth and State powers. Techniques and approaches adopted by the High Court in interpreting the Australian Constitution, and occasionally, federal executive power.

Further study of constitutional law may be undertaken in LAWS2100 The High Court of Australia.

#### **LAWS2160 Administrative Law**

*Staff Contact: Prof Garth Nettheim*  
C3 S1 or S2 HPW4

Principles and procedures for review of administrative action. Topics: relations between different agencies of government (legislative, administrative, judicial); delegated legislation; judicial power; the Ombudsman; the Administrative Appeals Tribunal; principles of judicial review (denial of natural justice, going beyond power, error of law); procedures for judicial review; the Administrative Decisions (Judicial Review) Act, 1977 (Cth.).

#### **LAWS3010**

##### **Property and Equity**

*Staff Contact: Dr Chris Rossiter*  
C6 F HPW4

The basic principles of the law of property, transcending the traditional boundaries of real and personal property. For reasons of time and convenience, most topics are those usually considered under the rubric of 'real property'.

Enquiry into the meaning of the concepts of property and the purposes that are or ought to be fulfilled by the law of property. Some of the traditional concepts and classifications adopted by the common law in the content of the study of fixtures. Topics: possession as a proprietary interest in land and goods; some basic concepts such as seisin and title; the fragmentation of proprietary interests, including the doctrines of tenure and estates, an introduction to future interests; the development of legal and equitable interests, including a comparative treatment of their nature, extent and sphere of enforceability and an introduction to trusts; legal and equitable remedies; the statutory regulation of proprietary interests in land, including an examination of the Torrens and deeds registration systems; co-ownership; an introduction to security interests; the acquisition of proprietary interests; the alienability of interests including trusts for sale; commercial transactions involving leasehold estates in land and bailment of goods.

#### **LAWS6210**

##### **Law, Lawyers and Society**

*Staff Contact: Dr Stan Ross*  
C3 S1 or S2 HPW4

1. The lawyer-client relationship, including who exercises control and the lawyers' duties to accept work, to keep client confidences, to act competently and to avoid conflicts of interest; the social implications of lawyers' professional behaviour. 2. The adversary system of litigation and the lawyers' role therein, both generally and specifically as defence counsel and as prosecutor in criminal cases. 3. The structure of the profession and methods of regulation including discussion of the concept of professionalism, control of admission, discipline generally and conduct in court specifically; selection and control of the judiciary. 4. Issues relating to the delivery of legal services, including advertising and solicitation by lawyers, specialization in lawyers' practice, the structure and availability of legal aid, the regulation of lawyers' fees, the extent of the lawyers' monopoly and the role of non-lawyers in delivering legal services.

#### **LAWS7210**

##### **Clinical Legal Experience**

*Staff Contact: Mr Simon Rice*  
C3 F HPW8  
*Prerequisite:* LAWS1010  
*Corequisite:* LAWS6210

Clinical legal education takes students out of the classroom and places them in a law practice. This is both to enable

students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculties clinic, the Kingsford Legal Centre, one full day a week. The clinic is a community legal centre which provides a free legal service to the local community. Students work on client files under the supervision of experienced solicitors. This involves the interviewing and counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

Students are also required to attend a number of evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of the students' experiences, and for instruction in legal procedure and skills. There are also regular opportunities to attend court.

As well as clients' files, the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions and over the summer vacation. It is recommended that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

#### **LAWS7410 Legal Research and Writing 1**

*Staff Contact: Mr Joe Ury*  
C2 S1 HPW2

The literature, both legal and non-legal, relevant to the law in Australia. The contents of a law library, how it works and is ordered and how lawyers go about using it to find the law. Practice in handling the principal legal materials in the law library, notably law reports, collections of statutes, digests and material on law reform. An introduction to case analysis and statutory interpretation. An introduction to the use of computerized legal research methods. The methods and objectives of legal and empirical research.

#### **LAWS7420 Legal Research and Writing 2**

*Staff Contact: Mr Joe Ury*  
C1 S2 HPW2

A revision of legal research skills acquired in LAWS7410 Legal Research and Writing 1, particularly the use of Australian digests, law reform materials and indexes to legal periodicals. Practice in ascertaining delegated legislation, in using English, Commonwealth and US digests and in tracing recent amendments to case-law, statutes and regulations. Further instruction on the use of computers for retrieval of legal materials.

#### **LAWS7430 Research Component**

*Staff Contact: A/Prof Adrian Brooks*  
**Notes:** Taken after or concurrently with LAWS7420.

This subject must be taken either concurrently with or after LAWS7420 Legal Research and Writing 2, but students are advised where possible to complete Legal Research and

Writing 2 first so that they have a command of the relevant research techniques. Students are required to write an essay or present an argument in a moot, on the basis that their performance in conducting research carefully and thoroughly for the essay or moot is assessed by the subject teacher on a pass-fail basis. This assessment of the quality of the research will be made in addition to a separate assessment, in the normal fashion, of the standard of an essay or moot performance for the purposes of awarding a mark in the subject as a whole. The subject to which this requirement applies will be chosen by the student, and all subjects offered in the Law School are *prima facie* available to Research Component students for this purpose. Where for compelling reasons no provision for a suitable essay or moot is or can be made in the program of assessment of a particular subject, the teacher of that subject may ask the student to select another subject. There is no formal teaching in LAWS7430 Research Component and no credit points are awarded for it. It is compulsory for all students except those taking any one or more of the Research Thesis electives (LAWS6510, LAWS6520, LAWS6530).

#### **LAWS8320 Legal Theory**

*Staff Contact: A/Prof Martin Krygier*  
C3 S1 or S2 HPW4

Introduction to theoretical - particularly philosophical questions which underlie the practical workings of the law. The course concentrates on questions to do with the reasoning, particularly the reasoning of judges, and of moral reasoning; and the interrelationships between law and morals and law and politics.

#### **LAWS8820 Law and Social Theory**

*Staff Contact: A/Prof Martin Krygier*  
C3 S1 or S2 HPW4

Examination of sociological assumptions about law, about society, and about the relationships between law, legal institutions and social ordering. Topics include: The role and functions of law within modern society, the extent to which law embodies implicit social theories and the nature of these theories, and the implications of empirical social research on our understanding of the place of law in society.

LAWS8320 and LAWS8820 form part of the compulsory core of the LLB and BJuris degree courses with respect to students who entered the Faculty in 1981 or later. Students are required to take one of these two subjects to fulfil compulsory requirements and are permitted to take the other as an elective.

#### **PSYC1002 Psychology 1**

*Staff Contact: Dr A. Adams*  
C2 F L3 T2

**Notes:** Excluded GENS4620 and GENS5050. A high proficiency in English is necessary to pass this subject.

Introduces the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.



Credit is given for participating in various School-approved research studies for up to six hours during the year (an alternative is available).

#### **SOCI1230**

#### **Introduction to Australian Society**

*Staff Contact: Andrew Metcalfe, Ann Game*

C12 F HPW3

**Notes:** Excluded SOCI1130, SOCI1330.

Primarily concerned with themes of power, identity and difference, subjectivity, knowledge and representation. We consider the processes by which we come to know who we

are (and who others are) and by which we make ourselves, and are made, what we are. These themes lead through topics such as the self, sexuality, class, community, ethnicity, ritual, myth, memory, dreams, the unconscious and commodification. Topics are explored in a very wide and interesting range of social settings and through the work of some of the most famous social thinkers. Students are encouraged to link their own experiences to the topics under consideration; they are also encouraged to take their own intellectual capacities seriously. While the subject is about life in Australia, it is not necessarily about the 'Australianness' of this life.

## Graduate Study

### Course Outlines

#### 1980 Doctor of Philosophy

##### Doctor of Philosophy PhD

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

In addition to a thesis, each candidate is required to complete two one-session subjects, usually SOCW7741 Social Policy Analysis and SOCW7726 Social Work Research Methods A or SOCW7727 Social Work Research Methods B, normally in the first year of registration.

#### 2970 Master of Social Work (by Research)

##### MSW

In addition to a thesis, each candidate is required to complete two one-session subjects, usually SOCW7741 Social Policy Analysis and either SOCW7726 Social Work Research Methods A or SOCW7727 Social Work Research Methods B, normally in the first year of registration.

#### 8930 Master of Social Work (by Formal Course Work)

##### MSW

**Note:** There will be no intake in 1993. A revised program will be offered in 1994.

- In 2.5 years part-time
  - In 1 year full-time and 6 months part-time
- This degree course aims to provide experienced social workers and others with learning opportunities which enable them to function at advanced levels of practice from a social work perspective.

The Professional Ethics subject aims to develop capacity for ethically justified professional conduct. Subjects on recent developments in the social and behavioural sciences, the analysis of social policy, social planning and management, and research methods, concentrate on the common knowledge base for all forms of advanced social

work practice. The advanced social work practice subjects concentrate on contemporary practice theories, drawing on the common knowledge base.

To provide for some degree of specialisation in education for advanced practice, and to conserve teaching resources, there are two set programs for the degree. It is intended that each year there is an intake of students who undertake a program emphasising social work intervention at the interpersonal levels of social organization and interventions with individuals, groups and families. In addition, there will be an intake of students who will undertake a program emphasising social work at the organizational, community, societal, and inter-societal levels. These differences in emphasis are reflected in the contents of the advanced social work practice subjects, the research subjects, and the project with which each student completes the course.

The project is an original but limited investigation related to social work practice, and is expected to draw on all the subjects studied in the degree program. In the course of the research methods subjects, a student is expected to develop a project proposal.

This course is planned as a part-time program extending over two and a half years. Classes for the requisite subjects are usually scheduled on one afternoon and evening each week.

Full-time students attend the first two years of the program concurrently on two afternoons and evenings.

Those students without a prior social work qualification are required to successfully complete a qualifying program which consists of the subject, 'The Nature and Scope of Social Work' (SOCW7002) before entering the program. This subject (21 hours) is offered in a concentrated time form immediately prior to Session I, using guided readings, seminars and distance education techniques.

This, together with the graduate degree does not, however, constitute a professional practice degree recognized by the Australian Association of Social Workers.

|  |            |
|--|------------|
| <b>Year 1</b>                            | <b>HPW</b> |
| <i>Session 1</i>                         |            |
| SOCW7741 Social Policy Analysis          | 2          |
| <i>Session 2</i>                         |            |
| SOCW7726 Social Work Research Methods A  | 1.5        |
| <i>Whole Year</i>                        |            |
| SOCW7713 Social and Behavioural Science  | 1.5        |
| SOCW7733 Advanced Social Work Practice 1 | 2          |
| <b>Year 2</b>                            |            |
| <i>Session 1</i>                         |            |
| PROF0001 Professional Ethics             | 2          |
| SOCW7727 Social Work Research Methods B  | 1.5        |
| <i>Whole Year</i>                        |            |
| SOCW7753 Advanced Social Work Practice 2 | 2 1/4      |
| <b>Year 3</b>                            |            |
| <i>Session 1</i>                         |            |
| SOCW7761 Project                         | 12*        |

\*This is an indication only of the time students are expected to spend on the project.

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

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

## 5550

### Graduate Diploma in Couple and Family Therapy

- Two year course/part-time only.
- 2 x 14 week sessions/yr, 6 hours/wk (total 336 hours)
- Jointly mounted and taught by School of Social Work and Marriage Guidance NSW

Fee: \$3,500 per academic year, \$7000 for course.

#### Admission requirements:

1. Successful completion of undergraduate degree
2. Ability in basic therapeutic skills
3. Aptitude for intensive therapeutic training.

#### Desirable and taken into account in the selection process:

1. Capacity within current employment to work with couples and/or families in therapy.

2. Completed 2 years' work experience in a clinical setting. Enrolment is restricted to 16 students each year. All applicants are required to attend an interview with a Selection Committee. Applications to be submitted by mid-November; notification of acceptance by end December. Course begins end February/early March. The central goal of the program is to train clinical workers in the theory and practice of couple and family therapy so that they will become skilled in working professionally with a wide range of couple and family arrangements and difficulties.

| Year 1  | HPW |
|---|-----|
| Session 1   |     |
| SOCW7781 Research Issues in Couple and Family Therapy | 2   |
| SOCW7782 Sociology of Marriage and the Family         | 2   |
| Session 2   |     |
| SOCW7783 Clinical Practice I                          | 4   |
| Whole Year  |     |
| SOCW7780 Theory of Couple and Family Therapy          | 2   |
| Year 2  |     |
| Session 1   |     |
| SOCW7784 Clinical Practice II                         | 6   |
| Session 2   |     |
| SOCW7785 Special Issues in Couple and Family Therapy  | 3   |
| SOCW7786 Individual Learning Contract                 | 3   |

## Subject Descriptions

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

### SOCW7002

#### The Nature and Scope of Social Work

Staff Contact: Diane Barnes

The subject is designed for experienced and qualified people working in the human services field, but who do not possess a social work qualification. The subject covers the development of social work as an organized occupation in Australia and elsewhere in the world.

### SOCW7713

#### Social and Behavioural Science

Staff Contact: Damian Grace

F1 HPW1.5

Recent developments in the social and behavioural sciences, which have implications for the various forms of social work intervention at different levels of social organization - intra-personal, family, group, organization, community, societal, and intersocietal.

### SOCW7726

#### Social Work Research Methods A

Staff Contact: Michael Wearing

S2 HPW1.5

Quantitative research methods using mainframe and micro computer program packages to give students experience in statistical manipulation of data and introduction to a range of multivariate techniques appropriate to social work research.

### SOCW7727

#### Social Work Research Methods B

Staff Contact: Michael Wearing

S1 HPW1.5

An overview of the research process and its application to knowledge building, theory testing and evaluation in social work and welfare settings. Covers quantitative and qualitative methods and deals with the problems of values in research as well as the political context of research activity. By the end of the research sequence, each student must have completed a formal project proposal, to be implemented in the Project subject.

**SOCW7733****Advanced Social Work Practice 1***Staff Contact: Diane Barnes*

F HPW2

See SOCW7753 for description

**SOCW7741****Social Policy Analysis***Staff Contact: Allan Borowski*

S1 HPW2

An overview of the current stage of development of the analysis of social policy. The scope and nature of social policy choices. Frameworks and models. Important topics in social policy analysis such as values, research, political economy, economics, fiscal welfare, the welfare state, the voluntary sector, religion, families, consumer interests, geographic location, social class, gender, race, ethnicity and the Third World are examined through student presentations.

**SOCW7753****Advanced Social Work Practice 2***Staff Contact: Sandy Regan*

F HPW4

These subjects provide an overview and critical analysis of contemporary social work practice theory, with the examination of assumptions, ideologies and primary concepts that underpin various orientations.

**SOCW7761****Project***Staff Contact: Allan Borowski*

S1 HPW12

**Notes:** This is an indication only of time that students are expected to spend on the subject.

A study project undertaken by each candidate. It is an original but limited investigation which is related to social work practice or social welfare policy, depending on the course the student is enrolled in. Each candidate has a project supervisor.

**SOCW7771****Special Topic in Welfare Studies A***Staff Contact: Allan Borowski*

S1 or S2 HPW2

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

**SOCW7780****Theory of Couple & Family Therapy***Staff Contact: Carmel Flasks*

F HPW 2

Introduces students to methods of working with couples and families as these approaches have evolved over time. Critically explores the origins of couple and family work in systemic therapy from perspectives of structural therapy and strategic approaches. Later approaches based on Michael White's ideas, and the narrative emphasis in therapy also reviewed. A framework for understanding human problems will be presented, including the theory behind clinical assessment and therapy. Special emphasis will be placed on the recent relationship-focussed developments of the Milan approach, and this will provide

students with the theoretical basis for intervention in their clinical practice subjects.

**SOCW7781****Research Issues In Couple and Family Therapy***Staff Contact: Michael Wearing*

S1 HPW 2

Examines specific research issues relevant to the field of couple and family therapy. Particular attention will be given to quantitative and qualitative research methods. Some of the special difficulties of research in therapy will be explored, and examples of contemporary research in the area will be examined and critically reviewed.

**SOCW7782****Sociology of Marriage and the Family***Staff Contact: Helen Meekosha*

S1 HPW2

Considers wider sociological issues related to marriage and the family, specific to the context of contemporary Australian society. The impact of ethnicity, class and disability on the form of partnerships and the family will be considered. Power relations with respect to gender, sexuality and parent-child issues will be explored, with a view to linking the wider social context with patterns of interpersonal family relationships.

**SOCW7783****Clinical Practice I***Staff Contact: Jac Brown, Kerrie James*

S2 HPW4

*Corequisite:* SOCW7780

Focus on an application of the theory of couple and family work, with special emphasis on the recent relationship-focussed developments of the Milan approach. It will rely on role play practice, live clinical demonstrations and video tape presentations of clinical work. Students will work in small groups of four with a clinical supervisor who will direct their clinical work.

**SOCW7784****Clinical Practice II***Staff Contact: Kerrie James, Jac Brown*

S1 HPW6

*Prerequisites:* SOCW7780, SOCW7783

Extends students' clinical training to supervised work with clients. Though further role play practice may be required, the subject will essentially involve the actual therapy and observation of other students conducting therapy with the client population of Marriage Guidance New South Wales. Students will work in groups of four and will function as a team to facilitate their theoretical and clinical understanding and actual therapeutic skills.

**SOCW7785****Special Issues In Couple and Family Therapy***Staff Contact: Carmel Flasks*

S2 HPW3

*Prerequisites:* SOCW7780, SOCW7783, SOCW7784

Presents current thought in complex areas of couple and family work. Emphasises current controversies in the knowledge and practice of systemic therapy, in ethics and values, and in the application of systemic therapy to specific problems and client populations. Special attention will be

given to therapy relating to issues of domestic violence and child abuse.

#### **SOCW7786**

##### **Individual Learning Contract**

*Staff Contact: Carmel Flasks*

SW HPW 3

*Prerequisites:* SOCW7780, SOCW7781

Students will be required to develop and undertake an individual learning contract. Individual supervision and class seminars will provide the formal learning context for the contracts. The content of the contract is negotiable according to the student's interests, and formal approval rests with the Co-ordinator of the subject. Students will be encouraged to undertake contracts in one of three broad areas - developing a research plan in the field of therapy using quantitative or qualitative methodology; undertaking a theory research contract relevant to contemporary therapy knowledge; exploring a particular practice area or issue.

#### **Faculty Electives**

##### **PROF0001**

##### **Professional Ethics**

*Staff Contact: Dr M. Bibby*

S1 HPW2

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular

judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

##### **PROF0002**

##### **Understanding Research**

*Staff Contact: Dr R. Connors*

HPW2

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

##### **PROF0003**

##### **Qualitative Research Procedures**

*Staff Contact: Ms P. Davies*

L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.



# School of Sport and Leisure Studies

St George Campus

## Head of School

Vacant

## Administrative Officer

William H Baker

The School of Sport & Leisure Studies offers degree courses in Sports Science and Leisure Studies at the undergraduate level and a Master of Sports Science, and a PhD program at the graduate level.

## Undergraduate Study

### Course Outlines

#### 4140

#### Bachelor of Leisure Studies

The School offers a course leading to the award of the degree of Bachelor of Leisure Studies. Students enrolled in Leisure Studies undertake specialist subjects in areas such as outdoor recreation, leisure theory, leisure for specific populations and leisure management. The course supports these specialized areas with a broad experience in human and community studies appropriate for people to enter the Leisure industry.

#### Schedule of Subjects

| Year 1           |                        | C  | HPW |
|------------------|------------------------|----|-----|
| <i>Session 1</i> |                        |    |     |
| SLST1141         | Communication Skills   | 10 | 3   |
| SLST4111         | Sociology of Community | 10 | 3   |
| SLST4217         | Leisure in Society     | 15 | 4   |
| SLST6411         | Outdoor Recreation 1   | 15 | 4   |
| SLST6532         | Music for Recreation   | 15 | 4   |
| SLST7721         | Practicum 1            |    |     |

#### Year 1

##### *Session 2*

|          |                                 |    |   |
|----------|---------------------------------|----|---|
| SLST4122 | Human Development               | 10 | 3 |
| SLST4228 | Leisure in Australia            | 15 | 4 |
| SLST6322 | Studies in Specific Populations | 10 | 3 |
| SLST6422 | Outdoor Recreation 2            | 15 | 4 |
| SLST6544 | Art in Society                  | 15 | 4 |
| SLST7721 | Practicum 1                     |    |   |

#### Year 2

##### *Session 1*

|                |   |    |   |
|----------------|---|----|---|
| SLST4133       | Social Psychology of Leisure                  | 15 | 3 |
| SLST4239       | Recreation Leadership                         | 15 | 4 |
| SLST6333       | Servicing Specific Populations 1 (Disability) | 15 | 4 |
| SLST6531       | Sport for Recreation                          | 15 | 4 |
| Elective Cat A | General Education                             | 5  | 2 |
| SLST7742       | Practicum 2                                   |    |   |

##### *Session 2*

|                |   |    |   |
|----------------|---|----|---|
| SLST1142       | Administration Studies 1                  | 10 | 2 |
| SLST4240       | Programming for Leisure                   | 17 | 4 |
| SLST6344       | Servicing Specific Populations 2 (Ageing) | 17 | 4 |
| SLST6543       | Dance for Recreation                      | 16 | 4 |
| Elective Cat A | General Education                         | 5  | 2 |
| SLST7742       | Practicum 2                               |    |   |

| Year 3                   |  | C  | HPW |
|--------------------------|--|----|-----|
| <i>Session 1</i>         |  |    |     |
| SLST4155                 | Admin. & Management Studies                                | 15 | 3   |
| SLST4251                 | Recreation Promotion & Marketing                           | 15 | 4   |
| SLST6355                 | Servicing Specific Populations 3 (Integration) or          | 15 | 4   |
| SLST6453                 | Outdoor Recreation 3                                       | 15 | 4   |
| SLST7651                 | Professional Ethics & Social Responsibility in Leisure     | 15 | 3   |
| Elective Cat B           | General Education  | 5  | 2   |
| SLST7763                 | Practicum 3  |    |     |
| <i>Session 2</i>         |  |    |     |
| SLST4166                 | Applied Business Studies in Recreation                     | 15 | 4   |
| SLST4262                 | Computer Applications for Recreation                       | 15 | 4   |
| SLST6366                 | Servicing Specific Populations (Adapted Environments) 4 or | 15 | 4   |
| SLST6464                 | Outdoor Recreation (Expedition Planning & Leadership) 4    | 15 | 4   |
| SLST7662                 | Professional Issues in Leisure Seminar                     | 15 | 3   |
| Elective Cat B           | General Education  | 5  | 2   |
| SLST7763                 | Practicum 3  |    |     |
| Total Hours: 102         |  |    |     |
| Total Credit Points: 390 |  |    |     |

## 4120

## Bachelor of Sports Science

The School offers a course leading to the award of Bachelor of Sports Science with major studies in Exercise Science and Sports Coaching. Students study a common core of subjects in the first year of the course. In the second and third years of the course students progressively undertake subjects relevant to their major area of specialisation.

## Schedule of Subjects

| Year 1           |                                   | C | HPW |
|------------------|-----------------------------------|---|-----|
| <i>Session 1</i> |                                   |   |     |
| SLST1149         | Motor Skill Learning              | 5 | 4   |
| SLST3200         | Human Anatomy & Physiology        | 5 | 4   |
| SLST3211         | Computers in Sports Science       | 4 | 3   |
| SLST3222         | Concepts in Bio-Science           | 5 | 4   |
| SLST3234         | Social Issues in Sport & Exercise | 5 | 3   |
| <i>Session 2</i> |                                   |   |     |
| SLST0805         | Practicum 1 (Exercise Science) or | * |     |
| SLST0808         | Practicum 1 (Sports Coaching)     | * |     |
| SLST1145         | Functional Anatomy                | 5 | 4   |
| SLST1147         | Exercise Physiology 1             | 5 | 4   |
| SLST1151         | Skill Acquisition                 | 5 | 4   |
| SLST3245         | Psychology of Sport and Exercise  | 5 | 3   |
| SLST3305         | Understanding Personal Health     | 4 | 3   |

\* 80 hours of field experience

| Year 2                         |  | C  | HPW |
|--------------------------------|--|----|-----|
| <i>Session 1</i>               |  |    |     |
| SLST1146                       | Kinesiology                              | 4  | 3   |
| SLST1148                       | Exercise Physiology 2                    | 5  | 4   |
| SLST1150                       | Exercise Programs & Prescription         | 14 | 3   |
| SLST2132                       | Introduction to Coaching or              | 4  | 3   |
| SLST3256                       | Nutrition for Health                     | 4  | 3   |
| SLST3267                       | Statistics for Sports Science            | 4  | 3   |
| Category A                     | General Education Elective               | 3  | 2   |
| <i>Session 2</i>               |  |    |     |
| SLST0806                       | Practicum 2 (Ex Science) or              | *  |     |
| SLST0809                       | Practicum 2 (Sp Coaching)                | *  |     |
| SLST2129                       | Exercise Programs & Prescription         | 24 | 3   |
| SLST2133                       | Coaching Methodology                     | 5  | 4   |
| SLST3278                       | Laboratory Fitness Assessment Procedures | 4  | 3   |
| SLST3289                       | Biomechanics-Theory & Practice           | 4  | 3   |
| SLST3300                       | Administration Studies                   | 4  | 3   |
| SLST3312                       | Advanced Exercise Physiology or          | 5  | 4   |
| Category A                     | General Education Elective               | 3  | 2   |
| * 80 hours of field experience |  |    |     |

## Year 3

|                                |  |   |   |
|--------------------------------|--|---|---|
| <i>Session 1</i>               |  |   |   |
| SLST2128                       | Exercise and Sports Injuries                             | 4 | 3 |
| SLST3184                       | Sports Management  | 5 | 3 |
| SLST3324                       | Advanced Laboratory Assessment Procedures or             | 5 | 3 |
| SLST3336                       | Exercise Programs & Prescription for Special Populations | 4 | 3 |
| SLST3348                       | Stress and Performance                                   | 4 | 3 |
| Elective                       |  | 4 | 3 |
| Category B                     | General Education Elective                               | 3 | 2 |
| <i>Session 2</i>               |  |   |   |
| SLST0807                       | Practicum 3 (Ex Science) or                              | * |   |
| SLST0810                       | Practicum 3 (Sp Coaching)                                | * |   |
| SLST3351                       | Training the Elite Athlete                               | 6 | 4 |
| SLST3363                       | Current Issues in Sports Science                         | 5 | 3 |
| SLST3375                       | Assessment Program Design & Implementation or            | 6 | 4 |
| SLST3387                       | Sport Skills Assessment                                  | 6 | 4 |
| Elective                       |  | 4 | 3 |
| Category B                     | General Education  |   |   |
| Elective                       |  | 3 | 2 |
| * 80 hours of field experience |  |   |   |

## Elective Subjects

|                  |  |   |   |
|------------------|--|---|---|
| <i>Session 1</i> |  |   |   |
| SLST2132         | Introduction to Coaching (Exercise Science)              | 4 | 3 |
| SLST3184         | Sports Management (Ex Science)                           | 4 | 3 |
| SLST3256         | Nutrition for Health (Sp Coaching)                       | 4 | 3 |
| SLST3324         | Advanced Lab Assess Procedures (Sports Coaching)         | 4 | 3 |
| SLST3410         | Application in Biomechanics                              | 4 | 3 |
| SLST3421         | Electromyographic Analysis of Movement                   | 4 | 3 |
| <i>Session 2</i> |  |   |   |
| SLST3375         | Assessment Program Design & Implementation (Sp Coaching) | 4 | 3 |
| SLST3443         | Nutrition in Sport & Exercise                            | 4 | 3 |



|                                      | C | HPW |
|--------------------------------------|---|-----|
| SLST3465 Sport Psycho-physiology     | 4 | 3   |
| SLST3476 Corporate Health Management | 4 | 3   |
| SLST9897 Independent Study           | 4 | 3   |

Not all electives will be offered each session.

Students may choose elective subjects from other undergraduate degree courses, with the approval of the Head of School.

### BSPSc (Honours)

Students who complete the BSPSc Pass Degree with a superior academic record (normally with grades of credit or better in all subjects) may make written application to the

Head of the School of Sport & Leisure Studies to be admitted to the Honours Program (4th year).

In the Honours year, students complete a research-based subject and a Thesis. Students may be required to undertake additional course work to support their thesis topic.

| Year 4 (Honours)  | C | HPW |
|---|---|-----|
| <i>Session 1</i>  |   |     |
| SLST3487 Research Procedures & Design in Sports Science | 6 | 3   |
| SLST3498 Thesis   |   |     |
| <i>Session 2</i>  |   |     |
| SLST3498 Thesis   |   |     |

## Subject Descriptions

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

### Bachelor of Leisure Studies

#### SLST1141

##### Communication Skills

*Staff Contact: J. Schell*

C10 S1 HPW3

The subject is designed to provide an overview of several contemporary modes of effective communication including both inter-personal and intra-personal aspects. It has a strong practical emphasis. Students are introduced to aspects of communication theory and be given wide practical experience in a range of communication modes.

#### SLST1142

##### Administration Studies 1

*Staff Contact: W. Ewens*

C10 S2 HPW2

This subject is designed to develop an understanding of administration, its theory and practice. The content explores selected theories useful in explaining administrative functioning and variables associated with administrator behaviour. Decision making and communication networking are also considered.

#### SLST4111

##### Sociology of Community

*Staff Contact: P. Sky*

C10 S1 HPW3

This subject involves the student in the study of social life, symbolic interactions and the concept of culture. Social organization and social systems is analysed with an emphasis on the impact of conflict, instability and change. The view that all which is distinctively human about humans derives from society is studied.

#### SLST4122

##### Human Development

*Staff Contact: J. Schell*

C10 S2 HPW3

This subject is designed to provide an understanding of the psychological and physiological aspects of development during the years from conception to old age. The psychological context is emphasised when examining the relationship between the development of the individual and the individual's involvement in fitness, sport and leisure activities.

#### SLST4133

##### Social Psychology of Leisure

*Staff Contact: R. Neumayer*

C15 S1 HPW3

This subject is designed to give an understanding of the actions of human individuals in relation to the social environments in which they develop and act. The study of the importance and impact of leisure, recreation and sport on the social life of the individual throughout the life span is stressed.

#### SLST4155

##### Administration and Management Studies

*Staff Contact: J. Schell*

C15 S1 HPW3

*Prerequisite: SLST1142*

This subject extends the students knowledge of administration in government and non-government settings. Administrative reform, accountability and efficiency is analysed with emphasis of facilities management, corporate cost containment, budgeting and financial management. Administration and the law receives special attention.

#### SLST4166

##### Applied Business Studies in Recreation

*Staff Contact: J. Schell*

C15 S2 HPW4

*Prerequisite: SLST4155*

This subject introduces the student to standard business practices and provides knowledge of the details associated

with some of these practices. Students learn features of business organizations, goods and services, financial and banking procedures, office systems and documentation in applicable recreation settings. The computerization of selected business systems is studied.

**SLST4217****Leisure in Society**

*Staff Contact: P. Sky*  
C15 S1 HPW4

Provides a focused perspective on the history of recreation in society, the changing patterns of work and leisure, and the way in which social meanings of leisure and recreation influence lifestyle patterns. Analyses the impact of technologies on time use patterns. An introduction to the background issues and methods of analysis basic to developing a personal philosophy of leisure.

**SLST4228****Leisure in Australia**

*Staff Contact: P. Sky*  
C15 S2 HPW4  
*Prerequisite:* SLST4217

Examines Australian leisure patterns, for example, those inherited through British colonization, and those attributed to cultural socialization. National research studies into the recreation participation patterns of Australians gives insight into leisure time and resources demand, and are analysed to distinguish real from assumed demand. The role and forms of leisure in Australian lifestyle are explored.

**SLST4239****Recreation Leadership**

*Staff Contact: R. Neumayer*  
C15 S1 HPW4

Aims to equip students with the necessary conceptual foundation and practical skills to lead recreation participants, and to supervise recreation staff. Reviews various styles of leadership appropriate to the range of recreation settings, and discusses methods and materials for recreation instruction. Explores theories of leadership and how they apply in practice.

**SLST4240****Programming for Leisure**

*Staff Contact: P. Sky*  
C17 S2 HPW4  
*Prerequisite:* SLST4228

Examines strategies for facilitating leisure opportunities through the systematic design and implementation of needs-responsive recreation programming. Professional methods of client needs assessment, leisure service delivery, and program evaluation are explored with the emphasis on planning for positive leisure experience.

**SLST4251****Recreation Promotion and Marketing**

*Staff Contact: J. Schell*  
C15 S1 HPW4

Discusses marketing functions, appropriate market orientation for recreation promotion, and the relevance of marketing concepts to the success of leisure programs and services. Reviews types of revenue producing marketing activities and methods for identifying and targeting

constituent publics in the leisure field. Defining the 'product', pricing strategies, and methods of promotion are covered.

**SLST4262****Computer Applications for Recreation**

*Staff Contact: J. Schell*  
C15 S2 HPW4

This subject provides an introduction to the structure, use and operation of computers in the small business and recreational environments. Students are exposed to selected word processing packages, spreadsheets and graphic programs used to communicate and summarise information in the commercial environment.

**SLST6322****Studies in Specific Populations**

*Staff Contact: R. Neumayer*  
C10 S2 HPW4

Overview of some specific populations within Australian society and their need for leisure services. Emphasis is on populations distinguished by gender, race, ethnicity, locality (urban/rural), disability, age, and socio-economic status. Examines current issues and predicted future trends related to associations, institutions, and community services that represent or cater for specific populations.

**SLST6333****Servicing Specific Populations 1 (Disability)**

*Staff Contact: R. Neumayer*  
C15 S1 HPW4  
*Prerequisite:* SLST6322

Explores the psychological dimensions of illness and disability. Students examine the application of psychological principles to people with disability in the general community, and to those people requiring a specialised environment to meet their needs.

**SLST6344****Servicing Specific Populations 2 (Ageing)**

*Staff Contact: R. Neumayer*  
C17 S2 HPW4  
*Prerequisite:* SLST6322

Provides an overview of the lifestyle changes and associated events and issues which may affect the leisure patterns of older people. Students are led to understand the significance of recreation to older people, and to appreciate the individual nature of leisure choice. Theories of ageing are studied to place in context the characteristics and patterns of leisure participation for older age groups.

**SLST6355****Servicing Specific Populations 3 (Integration)**

*Staff Contact: R. Neumayer*  
C15 S1 HPW4  
*Prerequisite:* SLST6333

Aims to build students' appreciation of individual difference so as to equip them to understand the unique abilities and life potentials possessed by people who are seen to be atypical. The value of integrated group leisure experience in terms of personal development, cohesion of community, and human rights, is explored through direct engagement of students in planning and organising an integrated recreation program.

**SLST6366**  
**Servicing Specific Populations 4 (Adapted Environments)**

*Staff Contact: R. Neumayer*

C15 S2 HPW4

*Prerequisite:* SLST6344

Examination of practices and procedures for the direction and conduct of social research in leisure. Methods and techniques for investigating leisure related questions are reviewed including: literature search, research design, interpretation, and analysis. Focuses on the leisure experience of older people in institutional care, day care, and in retirement.

**SLST6411**  
**Outdoor Recreation 1**

*Staff Contact: J. Nolan*

C15 S1 HPW4

This subject is designed to introduce the student to basic concepts and contemporary movements in outdoor recreation and the application of these to popular outdoor recreational pursuits. Students explore and participate in basic outdoor recreational and leisure activities. Outdoor recreational concepts, the organization and planning of activities, and future directions in outdoor recreation are examined.

**SLST6422**  
**Outdoor Recreation 2**

*Staff Contact: J. Nolan*

C15 S2 HPW4

This subject is designed to provide students with an understanding and appreciation of the outdoor recreation activities most common in recreational camps for children and young adult groups. Students learn camp craft, bushwalking, abseiling, canoeing and sailing. Apart from skills formation, the subject focuses on client safety procedures and teaching techniques. Where appropriate to the particular activities, navigation principles and knowledge of survival techniques are also taught.

**SLST6453**  
**Outdoor Recreation 3**

*Staff Contact: J. Nolan*

C15 S1 HPW4

*Prerequisite:* SLST6411, SLST6422

This subject focuses on the more advanced knowledge and skills associated with outdoor recreation. As future instructors in outdoor recreation, students study and develop high levels of competency in techniques associated with activities such as caving, rock climbing, canyoning, scuba diving and white water canoeing. A key component of this subject is the learning of appropriate methods of teaching these activities to future clients. Such teaching methods will emphasise the relevant safety procedures associated with each of these activities. Due to the nature of this subject, student numbers will be restricted. Entry will be based on academic performance in the prerequisite subjects.

**SLST6464**  
**Outdoor Recreation 4 (Expedition Planning and Leadership)**

*Staff Contact: J. Nolan*

C15 S2 HPW4

*Prerequisite:* SLST6453, approval of the Head of School of Sport and Leisure Studies

This subject is designed to enable the student to understand and acquire the leadership skills and knowledge required to mount an outdoor recreation expedition. Students are required to demonstrate skill in planning outdoor recreation programs for diverse populations in a variety of settings. Planning, budgeting, promoting, conducting and evaluating outdoor recreation expeditions is emphasised.

**SLST6531**  
**Sport for Recreation**

*Staff Contact: J. Nolan*

C15 S1 HPW4

This leisure experience is designed to provide participants with knowledge of and experience in a selected number of individual and team type sports. It develops personal abilities and skills to enable participants to coach the sport at an elementary, recreational level. Sports will be selected from the range of individual and team games currently played in the community.

**SLST6532**  
**Music for Recreation**

*Staff Contact: J. Schell*

C15 S1 HPW4

This subject provides a practical introduction to music as social activity, an avenue of creative expression, and an enjoyable study of particular music styles. The subject examines elements of music, functions of music in recreational settings, traditional cultures and the multicultural society of contemporary Australia. Practical music making activities using simple musical instruments and learning basic teaching strategies will be undertaken.

**SLST6543**  
**Dance for Recreation**

*Staff Contact: J. Schell*

C16 S2 HPW4

This subject provides a practical introduction to dance as a social activity, an avenue of creative expression, and an enjoyable study of particular movement styles. Students study the theory and participate in technique classes in social dance, folk dance and square dance. They explore movement experiences especially via the work of Laban and learn basic teaching strategies.

**SLST6544**  
**Art In Society**

*Staff Contact: J. Schell*

C15 S2 HPW4

The basic principles and practices of art in society will be introduced by this subject. Students will develop technical skills in the creation of graphic design images, develop knowledge of and skills in painting or sculpture, and introduce ways of critically responding to historical and contemporary works of art. Students have the opportunity

to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

#### **SLST7651**

##### **Professional Ethics and Social Responsibility in Leisure**

*Staff Contact: P. Sky*  
C15 S1 HPW3

An examination of leisure focused on professional ethics and social responsibility, with specific reference to Australian society. Social and political dimensions of leisure policy are discussed in terms of alternative values perspectives. Professional accountability; quality of life impacts of modern technologies; values, ethics and social responsibilities confronting the leisure industry will form the basis of discussion topics.

#### **SLST7662**

##### **Professional Issues in Leisure Seminar**

*Staff Contact: R. Neumayer*  
C15 S2 HPW3

Extension of SLST7651. Professional Ethics and Social Responsibility in Leisure and quality of life issues are analysed, with increasing theoretical and methodological rigour. Students provide research as the basis for discussion in seminars throughout the subject. The provision of leisure services to various socioeconomic, ethnic and gender groups is examined.

#### **Practicum**

#### **SLST7721**

##### **Practicum 1**

*Staff Contact: P. Sky*  
S2

**Notes:** No credit points 80 hours per year

This practicum of 80 hours requires student participation in a wide range of activities associated with community recreation servicing. Practicum 1 requirements are divided into two parts. The first session of 20 hours is to allow the student to become familiar with agency operations. The second session may involve working as a staff member or, in some cases being responsible for a particular program or series of work related activities, under the general supervision of a centre staff member.

#### **SLST7742**

##### **Practicum 2**

*Staff Contact: P. Sky*  
F

**Notes:** No credit points 80 hours per year

Second year practicum requires the student to undertake an 80 hour commitment to one agency in order to engage in a continuous experience of work in the field of leisure services. The practicum requirements may be met through regular involvement with an agency over an extended period of time or by a concentrated period of activity. For example, in a camp setting, vacation play centre or a short-run agency program.

#### **SLST7763**

##### **Practicum 3**

*Staff Contact: P. Sky*  
F

**Notes:** No credit points 80 hours per year.

This final practicum of 80 hours, requires students to participate in programs associated with the delivery of leisure services to the special population or major studied Students plan, lead and evaluate sessions with individuals and groups; and provide advice on the appropriateness of recreational and leisure activities. Students are required to demonstrate a positive professional attitude and commitment in activities of the recreation setting where they are placed.

#### **Bachelor of Sports Science**

#### **SLST1145**

##### **Functional Anatomy**

*Staff Contact: P. Batman*  
C5 S2 HPW4

**Prerequisite:** SLST3200

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

#### **SLST1146**

##### **Kinesiology**

*Staff Contact: P. Batman*  
C4 S1 HPW3

**Prerequisite:** SLST1145

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

#### **SLST1147**

##### **Exercise Physiology 1**

*Staff Contact: J. Schell*  
C5 S2 HPW4

**Prerequisite:** SLST3200

This subject introduces students to basic physiological functions involved in the performance of work and exercise. Students study the role of the neuro-muscular system and cardio-respiratory system in the performance of work and exercise. Emphasis is placed on the importance of the body's energy systems in optimal human performance.

#### **SLST1148**

##### **Exercise Physiology 2**

*Staff Contact: J. Schell*  
C5 S1 HPW4

**Prerequisite:** SLST1147

This subject is designed to extend knowledge gained in the prerequisite course and to examine the effects of important physiological responses, environmental elements and induced substances on physical performance. Students study the effects of environmental conditions, prescribed

drugs and common ergogenic substances on exercise performance.

#### **SLST1149**

##### **Motor Skill Learning**

*Staff Contact: C. Byrne*

C5 S1 HPW4

This subject is designed to give students an adequate foundation in the ways in which motor skills are developed, improved and effectively taught. It focuses on the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

#### **SLST1150**

##### **Exercise Programs and Prescription 1**

*Staff Contact: P. Batman*

C4 S1 HPW3

This subject is designed to introduce the student to the underlying concepts of exercise programming and prescription. Principles of aerobic fitness and flexibility development are applied to appropriate exercise programming. Students study the general principles of exercise prescription and programming, as they relate to aerobic fitness performance and flexibility. Students are involved in the performance of a wide variety of activities and exercise programs designed to enhance aerobic fitness.

#### **SLST1151**

##### **Skill Acquisition**

*Staff Contact: C. Byrne*

C5 S2 HPW4

*Prerequisite: SLST1149*

This subject is designed to enable students to understand the ways in which people learn to perform sporting skills efficiently and strategies for teaching such skills. Students develop the ability to demonstrate skills, analyse performance and provide remediation. Competence in planning coaching sessions and use of coaching aids is developed.

#### **SLST2128**

##### **Exercise and Sports Injuries**

*Staff Contact: M. Keech*

C4 S1 HPW3

*Prerequisite: SLST1146*

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

#### **SLST2129**

##### **Exercise Programs and Prescription 2**

*Staff Contact: J. Schell*

C4 S2 HPW3

This subject aims to extend the student's knowledge of exercise programming and prescriptions. Specifically the subject focuses on resistance training and physiological training regimens designed to enhance sports performance. Students study and are actively involved in a

wide variety of strength training programs and relate these programs to specific sports conditioning requirements.

#### **SLST2132**

##### **Introduction to Coaching**

*Staff Contact: C. Byrne*

C4 S1 HPW3

*Prerequisite: SLST1151*

This subject is designed to allow students to integrate the theories, concepts, and principles of coaching in a number of modes and situations. Practical experiences develop an understanding of the coach's role. Tactical drill patterns and team play strategies are major activities undertaken.

#### **SLST2133**

##### **Coaching Methodology**

*Staff Contact: C. Byrne*

C5 S2 HPW4

*Prerequisite: SLST2132*

The subject is designed to allow students to develop specialised coaching techniques and strategies in their particular sport. The material complements the National Coaching Accreditation Scheme Program. Development of individual and group practices; analysis and remediation techniques are treated in some detail.

#### **SLST3184**

##### **Sports Management**

*Staff Contact: W. Ewens*

C5 S1 HPW3

*Prerequisite: SLST3300*

This unit is designed to provide knowledge and understanding of the principles and practical skills required by the successful sports coaching administrator. Constitutions, by-laws and club administration are reviewed. Tournament and competition scheduling skills are developed.

#### **SLST3200**

##### **Human Anatomy & Physiology**

*Staff Contact: P. Batman*

C5 S1 HPW4

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

#### **SLST3211**

##### **Computers in Sports Science**

*Staff Contact: J. Schell*

C4 S1 HPW3

This subject is to give an overview of the use of the computer as an information processing tool within the administration of sport and coaching. Word processing, spread sheets, data base, graphics will be applied to sports specific administrative processes.

**SLST3222****Concepts in Bio-Science**

*Staff Contact: J. Schell*  
C5 S1 HPW4

This subject aims to develop an understanding of the basic concepts in chemistry, physics and mathematics as they relate to sports science. It is an integrated subject designed to provide a foundation in elementary science in preparation for specific study in human anatomy and physiology and applied subjects in these areas. Topics covered include biological chemistry, metabolic processes and biophysics.

**SLST3234****Social Issues in Sport & Exercise**

*Staff Contact: B. Wilson*  
C5 S1 HPW3

This subject is designed to provide students with an appreciation of the role of Sport and Recreation in Society and an understanding of the social norms and forces that influence behaviour related to sport and recreation. The subject examines sport as a social institution and a social process. These concepts are addressed in the context of current issues of education, communication, professionalism and politics.

**SLST3245****Psychology of Sport and Exercise**

*Staff Contact: B. Wilson*  
C5 S2 HPW3

This subject analyses the competitive exercise and sports process. Students study how personality and situational variables affect motivation, anxiety and aggression in sport and exercise. It focuses on the psychological skills needed by leaders, coaches and athletes for successful and enjoyable sport and exercise participation. Subject content is considered in terms of the sporting and exercise environment, coaching techniques and performance.

**SLST3256****Nutrition for Health**

*Staff Contact: B. Eden*  
C4 S1 HPW3

This subject is designed as an introduction to the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.

**SLST3267****Statistics for Sports Science**

*Staff Contact: J. Schell*  
C4 S1 HPW3

This subject is an introduction to applied descriptive and inferential statistics. Areas covered will include the logical-mathematical rationale of statistical procedure measures of central tendency and variability, characteristics of the normal distribution, transformed scores, effect sizes and confidence limits, students' t-tests, one-way ANOVA (factorial and repeated measures), the

Pearson product-moment correlation coefficient and linear regression and basic nonparametric statistics. The emphasis will be on exercise science-specific applications, such as understanding the use of statistics in scholarly journals and the use of statistics in reporting the results of tests of physical ability. Students will gain a working knowledge of at least one computerised statistical package.

**SLST3278****Laboratory Fitness Assessment Procedures**

*Staff Contact: J. Schell*  
C4 S2 HPW3

In this subject students explore the concept of physical fitness and are introduced to the component of physical fitness. Students attain the knowledge and skills associated with conducting a broad range of assessment procedures designed to measure individual status in health and performance related fitness components. Testing procedures appropriate for the assessment of groups of individuals will be emphasised.

**SLST3289****Biomechanics - Theory and Practice**

*Staff Contact: E. Lowe*  
C4 S2 HPW3  
*Prerequisite:* SLST3222

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement. Students study the effects of various forms of motion and types of forces on human movement, particularly with respect to correct exercise performance and sport skills techniques.

**SLST3300****Administration Studies**

*Staff Contact: W. Ewens*  
C4 S2 HPW3

The subject will develop a general understanding of the theory and practice of Administration. It will explore various theories useful in explaining administrative functioning; relationships between task achievement, structure, workforce and leaders; decision making and communications. Legal implications for sports and fitness agencies, promotion and sponsorships will be discussed. Appropriate financial and accounting procedures necessary for sound business practice will be investigated.

**SLST3305****Understanding Personal Health**

*Staff Contact: R. Neumayer*  
C4 S2 HPW3

This subject is designed to assist the student to gain an improved understanding of personal health. The topic examines the social, emotional, intellectual, physical and spiritual aspects of the individual, and how these different dimensions interact with one another in health-related issues. Health is discussed in holistic terms by studying the many factors involved in the regulation of a healthy lifestyle. Particular issues include the health-related topics of fitness, nutrition, leisure, stress management and the causes and prevention of disease and illness.

**SLST3312****Advanced Exercise Physiology***Staff Contact: J. Sockler***C5 S2 HPW4***Prerequisite: SLST1148*

The subject is designed to examine in depth, selected topics in exercise physiology which are pertinent to the area of exercise science. Students study topics related to electrocardiography, anaerobic threshold, prolonged exercise involvement and other selected topics in Exercise Physiology. Also, students are required to study a specific topic of interest in Exercise Physiology and present their findings in class.

**SLST3324****Advanced Laboratory Assessment Procedures***Staff Contact: J. Schell***C5 S1 HPW3***Prerequisite: SLST3278*

In this subject students gain knowledge and skills associated with more complex procedures for the assessment of physical fitness and human performance. Students learn to calibrate and operate sophisticated scientific equipment associated with the detailed assessment of elite athletic performance. Assessment procedures include graded exercise testing for the determination of maximal oxygen consumption and anaerobic threshold, and tests of anaerobic power and capacity.

**SLST3336****Exercise Programs & Prescription for Special Populations***Staff Contact: K. Norton***C4 S1 HPW3***Prerequisites: SLST1150 and SLST2129*

This subject is designed to extend the student's knowledge of exercise programming and prescription. Specifically the subject focuses on training programs for special populations. Students are introduced to a wide variety of exercise programs designed for specific subgroups within the Australian community. Such groups include the elderly, disabled, asthmatics, cardiac prone, obese and diabetics.

**SLST3348****Stress and Performance***Staff Contact: B. Wilson***C4 S1 HPW3**

This subject is designed to help sports performers meet the cognitive and affective demands of situational stressors during competition. The concept of anxiety, stress responses, temporal patterning, the role of individual differences, self-regulation, and theoretical models of stress will be investigated. Students will develop techniques which focus on coping strategies specific to performance needs.

**SLST3351****Training the Elite Athlete***Staff Contact: K. Norton***C6 S2 HPW4***Prerequisites: SLST3245 and SLST2132*

This subject is designed to introduce the student to performance enhancement techniques for the elite athlete.

It combines both the physiological and psychological in program design. Specifically, the focus will be on the physiological basis of overload, overtraining, recovery, reversibility, detraining and periodization. The psychological will review coaching strategies, such as coach-athlete relationships, goal setting strategies and advanced diagnostic techniques.

**SLST3363****Current Issues in Sports Science***Staff Contact: J. Schell***C5 S2 HPW3**

The aim of this subject is to address and discuss current issues of interest to Exercise Technicians and Sports Coaches. In particular it will provide opportunities to discuss subjects that are in a state of change and/or development. Examples of current issues are: accreditation certification and registration of professional providers; sport and the law; legal liability and the Fitness Industry; sponsorship; commercialisation of sport; the media; lifestyle management; women in sport.

**SLST3375****Assessment Program Design & Implementation***Staff Contact: J. Schell***C6 S2 HPW4***Prerequisite: SLST3324*

This subject is designed to give students experience in the planning, organization and administration of a variety of fitness assessment programs. Students will gain experience in working as a team in the planning and administering of fitness assessment programs for specific community and sporting groups. They are responsible for the analysis of data and the writing of the assessment reports.

**SLST3387****Sport Skills Assessment***Staff Contact: J. Schell***C6 S2 HPW4***Prerequisite: SLST2132*

The subject will investigate appropriate methods of assessing specific sports skills. It will review fitness, motor performance and psychological parameters and assess their relevance to effective performance. The appropriateness of assessment as a talent identification tool will be addressed.

**SLST3410****Application in Biomechanics***Staff Contact: J. Schell***C4 S1 HPW3***Prerequisite: SLST3289*

This subject aims to extend the students' knowledge of both qualitative and quantitative biomechanics. Emphasis will be placed on identifying and describing the instrumentation commonly used in Biomechanics, as well as identifying strategies that can be employed to interpret the data collected. Specifically, students will also focus on developing protocols and procedures that can be used to communicate the results of data gathering to exercise and sports communities. It is expected that students will complete a number of laboratory exercises/projects over the duration of the subject.

**SLST3421****Electromyographic Analysis of Movement***Staff Contact: P. Batman***C4 S1 HPW3***Prerequisite: SLST1146*

This subject aims to extend the students' knowledge of applied anatomy and movement analysis. Specifically, students focus on EMG apparatus, detection and recording techniques, as well as the decomposition of the EMG signal as applied to muscle movements in exercise and sports. Emphasis is placed on EMG detection and interpretation to movements of the upper limb, lower limb and trunk in exercise and sport.

**SLST3443****Nutrition in Sport & Exercise***Staff Contact: B. Eden***C4 S2 HPW3***Prerequisite: SLST3256*

This subject is designed to present the latest in knowledge on all aspects of diet, to improve understanding of sound nutrition with specific reference to health and fitness activities. Students are introduced to a range of issues related to optimising the nutritional value of a variety of foods. Also, students study in detail, various dietary regimens related to weight control, athlete training and sports competition.

**SLST3465****Sport Psycho-Physiology***Staff Contact: B. Wilson***C4 S2 HPW3***Prerequisites: SLST3245 and SLST1148*

This subject is designed to integrate knowledge from related psychological and physiological research associated with sport and exercise. A multilevel approach to cognitive and affective responses and their relationship to somatic parameters will be explored.

**SLST3476****Corporate Health Management***Staff Contact: J. Schell***C4 S2 HPW3***Prerequisites: SLST3305 and SLST3324*

In this subject students become aware of the nature of corporate health management programs conducted in Australia. Students study in depth, the content of corporate health management programs, together with the organisation and implementation of such programs.

**SLST9897****Independent Study***Staff Contact: J. Schell***C4 S2 HPW3**

This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in practical studies. Students study in depth a particular aspect of sports science or leisure and present their work in the form of a major essay or practical project.

**Practicum****SLST0805****Practicum 1 (Exercise Science)***Staff Contact: P. Batman*

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organizations. The first 30 hours are conducted on campus with the remaining 50 hours consisting of one 10 hour visitation module involving visits to 4 different agencies, plus two 20 hour work experience modules conducted at an approved centre.

**SLST0806****Practicum 2 (Exercise Science)***Staff Contact: P. Batman**Prerequisite: SLST0805*

Practicum 2 consists of 80 hours duration requiring students to participate in a wide range of activities associated with fitness evaluation, exercise prescription and exercise leadership. Of the 80 hours, 60 hours are conducted on campus and 20 hours in a health centre.

**SLST0807****Practicum 3 (Exercise Science)***Staff Contact: P. Batman**Prerequisite: SLST0806*

Practicum 3 consists of 80 hours of satisfactory work in an approved agency, of which 60 hours must be of a practical nature. It involves a wide range of practical work associated with organising and leading Sports Science activities in an agency setting.

**SLST0808****Practicum 1 (Sports Coaching)***Staff Contact: C. Byrne*

This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level One NCAS (National Coaching Accreditation Scheme) accreditation for their particular sport.

**SLST0809****Practicum 2 (Sports Coaching)***Staff Contact: C. Byrne**Prerequisite: SLST0808 including a current NCAS Level 1 Coaching Accreditation in the chosen sport.*

This 80 hour subject aims to extend the students practical knowledge and experience in the sport they have chosen to study. Activities are campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours are conducted on campus with the remaining 60 hours being in the field with a supervising coach.

**SLST0810****Practicum 3 (Sports Coaching)***Staff Contact: C. Byrne**Prerequisite: SLST0809*

This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they have chosen to study. The subject specifically focuses on the students undertaking independent coaching in an approved sports coaching setting. Alternative practical activities may be



approved for some students. Students must complete a NCAS Level 2 Accreditation or its equivalent in their chosen sport to satisfy requirements for Practicum 3.

### **(Honours)**

#### **SLST3487**

#### **Research Procedures & Design in Sports Science**

*Staff Contact: J. Sockler*

C6 S1 HPW3

This subject is designed to give students an insight into research through an examination of the qualitative and quantitative techniques used in the research process and to philosophical considerations underlying research. Students will apply principles of research design to specific issues associated with particular areas of sport and

exercise science. The content is tailored to the needs of the enrolled students, enabling them to apply empirical and inferential research techniques appropriate to their research interests and needs.

Students become familiar with computer based statistical packages and their use.

#### **SLST3498**

#### **Thesis**

*Staff Contact: J. Schell*

The honours student will be required to submit a thesis involving an original investigation of a topic relevant to the area of Sports Science and approved by the Head of School. A Supervisor, appointed from the full-time academic members of the School of Sport and Leisure Studies, will advise and monitor student progress.

## Graduate Study

### Course Outlines

The School of Sport & Leisure Studies offers courses leading to the award of Doctor of Philosophy (PhD), Master of Sports Science, and Master of Sports Science (with Honours).

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

#### 1930

#### Doctor of Philosophy

##### Doctor of Philosophy PhD

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

#### 9340

#### Master of Sports Science

##### Master of Sports Science MSPSc

The course is structured in three strands:

- (1) A sequence of two subjects in research methodology.
- (2) Elective specialization: student selects four (4) subjects from the Human Performance area, with particular emphasis on Exercise Physiology, Motor Control/Sports Psychology and Sports Administration.
- (3) A major project which provides the student with an opportunity to pursue an area of interest within the discipline.

Each subject has a value of one unit, while the major project has a value of two units. To qualify for the degree, candidates are required to complete a minimum of eight (8) units.

Candidates must complete the required research subject core, the major project and a selection of four (4) subjects from the Human Performance strand.

Subject to the discretion of the Head of School, a candidate may choose up to two (2) electives from subjects offered by other schools in the Faculty or other faculties within The University of New South Wales, or another recognized institution.

A candidate for the Masters Degree must have been awarded an appropriate degree of Bachelor from The

University of New South Wales or a qualification, or qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

The course is offered on a full and part time basis. Full-time students complete the degree in a minimum of two sessions, part-time students in a minimum of four sessions.

### Core Strand Research Methods

Students are required to complete both subjects.

- SLST9000 Research Methods and Design 1 Unit
- SLST9010 Application of Research to Sport and Exercise Science 1 Unit

### Human Performance Strand

Students will select four (4) subjects each of one unit value in this strand or undertake other subjects conditional on the approval of the Head of School.

- SLST9100 Sports Administration - Theory and Practice
- SLST9110 Current Issues in Sports Administration
- SLST9200 Advanced Topics in Exercise Physiology
- SLST9210 Scientific Principles of Human Performance
- SLST9220 Exercise Testing and Fitness Evaluation
- SLST9250 Nutrition for Peak Performance
- SLST9300 Motor Learning and Performance
- SLST9310 Motor Control and Behaviour
- SLST9350 Psychological Enhancement for Sport
- SLST9360 Applied Sport Psychology

### Major Project 2 Units

- SLST9400 Major Project

Students must complete a major project. The project must be in a specific area of the discipline. Prior to commencing, students are required to have their topic approved by a committee consisting of the Head of School, the Graduate Course Coordinator and the Project Supervisor.

### Alternative Subjects – Master of Sports Science

Subject to the approval of the Head School of Sport and Leisure Studies and the Head of the appropriate School, students in the Master of Sports Science may enrol in subjects offered outside the School of Sport & Leisure Studies. It is expected that these subjects will complement the specific discipline area the student wishes to follow. Students will be allowed to select no more than two subjects outside the School of Sport & Leisure Studies. A list of such courses, which is not exhaustive or exclusive, includes:

#### Centre for Safety Science

- SAFE9224 Principles of Ergonomics

#### School of Psychology

- PSYC7300 Psychology 1: Experimental Psychology in Cognitive Science

**School of Information Systems**

- INFS5988 Information Systems A  
INFS5992 Data Management

**School of Industrial Relations and Organizational Behaviour**

- IROB5701 Industrial Relations A  
IROB5702 Industrial Relations B  
IROB5901 Organizational Behaviour A  
IROB5902 Organizational Behaviour B  
IROB5906 Human Resource Management A  
IROB5907 Human Resource Management B

**School of Economics**

- ECON5114 Economics A  
ECOH5352 The Modern Business Corporation  
ECOH5357 International Economic Relations since the Nineteenth Century  
ECOH5355 Aspects of Australian Economic Development

**Centre for Biomedical Engineering**

- BIOM9510 Introductory Biomechanics  
BIOM9541 Mechanics of the Human Body

**School of Medical Education**

- MEED9010 Understanding and Working in Communities  
MEED9013 Influencing Health Beliefs and Health Behaviours  
MEED9104 Organisation and Management for Health Personnel Education  
MEED9105 Educational Planning  
MEED9108 Program Evaluation and Planned Change  
MEED9112 Managing Human Resources in Health

**9341****Master of Sports Science (Hons)****Master of Sports Science (Hons)  
MSPSc (Hons)**

A candidate for the award of the degree of Masters Degree (Hons) must have been awarded an appropriate degree of Bachelor (Hons) from The University of New South Wales or a qualification, or qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

Students will be required to complete, at credit level or better, two (2) subjects in the Human Performance strand and complete a thesis (SLST9450) embodying the results of an original investigation.

Students may also be required to undertake further specific research subjects appropriate to their thesis.

Students with a creditable academic record leading to the award of the MSPSc pass degree may be invited to transfer to enrol in the MSPSc(Hons) degree course. Permission to transfer requires the approval of the Head of School and the Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours level before completing requirements for the award of the pass degree shall have completed at credit level or better in the two core research subjects and two subjects in the Human Performance strand.

Students transferring to the honours degree will be required to complete two additional subjects at credit level or better in the Human Performance strand and a thesis.

**Subject Descriptions**

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

**SLST9000****Research Methods and Design**

*Staff Contact: J. Sockler*  
S1 HPW2

Introduction to a range of quantitative and qualitative techniques used in research and to philosophical considerations underlying research. Pre-suppositions of research: Principles, assumptions and problems with specific research techniques, such as statistics, participant observation, interviewing etc. Purpose of this subject is to enable students to read academic literature in an informed manner.

**SLST9010****Application of Research to Sport and Exercise Science**

*Staff Contact: J. Sockler*  
S2 HPW2

The application of principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of students enrolled in the subject and will include research designs which enable students to apply empirical and inferential research techniques appropriate to their research interests and needs.

**SLST9100****Sports Administration - Theory and Practice**

*Staff Contact: J. Sockler*  
S1 HPW2

This subject examines selected theories of administration and management and their application in a sporting context. Organizations, bureaucracies, contingency and

open system theories: motivation, leadership, supervision and staff development; negotiation procedures, conflict resolutions, organizational change, communication, decision making and evaluation are considered.

#### **SLST9110**

##### **Current Issues in Sport Administration**

*Staff Contact: J. Sockler*

S2 HPW2

This subject addresses current issues in sport and their relevance to sports administrators. Particular attention will be given to sport and the law; sponsorship, promotion and marketing; professionalism; international sport; women in sport; children in sport; violence in sport and sport safety. Other topics relevant at the time are included.

#### **SLST9200**

##### **Advanced Topics in Exercise Physiology**

*Staff Contact: J. Sockler*

S2 HPW2

The subject is designed to examine advanced and current topics of exercise physiology related to acute and chronic exercise. Topics include: Cardiac and peripheral (including morphological and enzymological) adaptations to various modes of training; skeletal muscle fibre recruitment; metabolic pathways and substrate utilization during various work situations; and haematology.

#### **SLST9210**

##### **Scientific Principles of Human Performance**

*Staff Contact: J. Sockler*

S2 HPW2

Designed to extend the students knowledge in assessment and programming for exercise prescriptions and sports performance. Focuses on time and motion analysis of exercise programs and sports activities, advanced movement analysis techniques, theories and methods of aerobic and anaerobic conditioning, designing resistance training programs for exercise prescription and sports conditioning and exercise prescription for special populations.

#### **SLST9220**

##### **Exercise Testing and Fitness Evaluation**

*Staff Contact: J. Sockler*

S1 HPW2

Students are involved in critically evaluating specific popular exercise testing procedures, developing specific purpose graded exercise testing protocols and examining recent developments in exercise testing, including sport specific assessment programs. Students are also introduced to electrocardiogram use at rest and during exercise. Students are required to present a seminar paper on an approved subject related topic.

#### **SLST9250**

##### **Nutrition for Peak Performance**

*Staff Contact: J. Sockler*

S1 HPW2

This subject provides an examination of the theoretical and practical aspects of nutrition as a basis for peak performance. The use of epidemiological studies and the analysis of nutrition research exemplifies these aspects. This subject also provides the student with skills to assist

in the provision of nutrition information and the guidance and successful changes in nutrition behaviour. Each student is required to research topics dealing with current issues and trends in nutrition for peak performance.

#### **SLST9300**

##### **Motor Learning and Performance**

*Staff Contact: J. Sockler*

S1 HPW2

A theoretical and practical subject which aims to introduce and increase the students understanding of the variables of learning and performance that influence motor skill acquisition and performance. Teaches students to improve their research and reporting skills and understand the intricacies of experimental research.

#### **SLST9310**

##### **Motor Control and Behaviour**

*Staff Contact: J. Sockler*

S2 HPW2

Students conduct an exploration of current research and theories in the motor control of skill domain. The level of analysis involves a depth of understanding of present theories/research; use of technical equipment; and the application of these to the field setting.

#### **SLST9350**

##### **Psychological Enhancement for Sport**

*Staff Contact: J. Sockler*

S1 HPW2

Study of psychological theories and concepts and their relationship to human behaviour in sport. Sport viewed in the context of participant and the coach. Particular emphasis is placed on motivational variables, emotional states, personality, psychology and competition, coach/athlete interaction and enhancement strategies.

#### **SLST9360**

##### **Applied Sport Psychology**

*Staff Contact: J. Sockler*

S2 HPW2

Study and development of specific enhancement techniques in the manipulation of performance. The elite athlete and mental preparation, relaxation, imagery, positive mental attitude, biofeedback, affirmations and organization (self discipline) procedures. Students are exposed in seminar and group sessions to diary and interview techniques.

#### **SLST9400**

##### **Major Project**

*Staff Contact: J. Sockler*

The subject offers students an opportunity to study in depth a particular aspect of sport or exercise science. They are required to plan and design a study which leads to a major essay or practical project on a significant topic. Students would be expected to demonstrate responsibility and confidence in a basically self-directed approach to scholarship.

#### **SLST9450**

##### **Thesis**

*Staff Contact: J. Sockler*

The student will be required to submit a thesis embodying the results of an original investigation on a topic relevant to

the area of Sports Science and approved by the Head of School. Such work to be carried out under the direction of a supervisor appointed from the full-time academic members of the School of Sport and Leisure Studies.

## Faculty Electives

### PROF0001

#### Professional Ethics

*Staff Contact: Dr M. Bibby*  
S1 HPW2

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

### PROF0002

#### Understanding Research

*Staff Contact: Dr R. Connors*  
HPW2

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

### PROF0003

#### Qualitative Research Procedures

*Staff Contact: Ms P. Davies*  
L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

## Servicing Subjects

## Biomedical Engineering

### BIOM9510

#### Introductory Biomechanics

*Staff Contact: A/Prof C.D. Bertram*  
C3 S1 L2 T1

**Note:** Mechanics Bridging Course recommended for students with NO mechanics background.

The principles of the mechanics of solid bodies; force systems; kinematics and kinetics of rigid bodies; stress-strain relationships; stress analysis of simple elements application to musculoskeletal system.

### BIOM9541

#### Mechanics of the Human Body

*Staff Contact: Prof N.L. Svensson*  
C3 SS L2 T1

**Prerequisites:** BIOM9510 and ANAT2111

Statics and dynamics of the musculoskeletal system; mathematical modelling and computer simulation, analysis of pathological situations.

## Economics

### ECON5114

#### Economics A

*Staff Contact: Dr. C. Freedman*  
S1 HPW3

Microeconomic theory and applications including consumer behaviour and the theory of demand; costs, production and the theory of the firm price determination under competition, monopolistic and oligopolistic markets; investment and technology; wages, and the distribution of income; welfare, economic efficiency and public policy.

Department of Economic History

### ECON5352

#### The Modern Business Corporation

*Staff Contact: A/Prof. S. Nicholas*  
S2 HPW3

The origin, history and attributes of the modern business corporation in industrial economies including Australia; growth of the large firm in its external economic, political, social and institutional environment; impact of the modern corporation on the structure of the economy; the changing internal organization of the corporation and the growth of modern management; the history of the multi-national enterprise and an evaluation of home and host-country impacts; business policy in the context of government regulation and trade unions; the economic and social implications of the modern corporation.

### ECON5355

#### Aspects of Australian Economic Development

*Staff Contact: Dr.D.Clark*  
S2 HPW3

The choice of Botany Bay, the search for a staple, the pastoral economy effects of the gold rushes, the long boom. Economic collapse of the 1890s and readjustment. Changing structure of the Australian economy in the 20th century; population change and labour supply; capital accumulation; growth of manufacturing; rural problems; external economic relationships; institutional developments; tariffs, banking, State enterprises, wage determination, Federal-State finances; the Great Depression and its aftermath; war economy; post-war developments.

### ECON5357

#### Comparative Economic History

*Staff Contact: A/Prof. S. Nicholas*  
S2 HPW3

Major issues in comparative Economic History. Case studies will be drawn from the economic history of some or all of the following areas: Australia, New Zealand, Southern Africa, South America, Asia and Europe. These will be analysed in a historical and theoretical framework with

regard to the different roles played by industrialisation, political structures, capital flows, ideology and external forces in the evolution of these economies.

## **Industrial Relations and Organizational Behaviour**

**IROB5701**

**Industrial Relations A**

*Staff Contact: Dr. M. Hess*

**S1 L3**

Concepts and issues in Australian industrial relations at the macro or systems level, with overseas comparisons where appropriate. Labour movements and the evolution of employee-employer relations in the context of industrialization and change; origins and operations of industrial tribunals at the national and state levels; their instrumentalities; nature of industrial conflict and procedures for conflict resolution such as arbitration and bargaining; national wage policy.

**IROB5702**

**Industrial Relations B**

*Staff Contact: Mr. C. Leggett*

**S2 L3**

*Prerequisite: IROB5701*

The development of industrial relations in several advanced industrial and/or newly industrialising countries; theories of convergence, divergence, late development and changes in the world division of labour; characteristics of employer organizations, unions and the state in these societies; determinants of industrial relations arrangements and processes; the efficacy of these structures and processes; the strategies and industrial relations practices of multi-national corporations; supra-national attempts at industrial regulation with special reference to the ILO.

**IROB5901**

**Organizational Behaviour A**

*Staff Contact: Dr. J. Mathews*

**SS L3**

*Notes: Excluded IROB5906, PSYC7100.*

This subject seeks to explain human behaviour within organizations. It draws upon a range of disciplines, but with particular reliance on behavioural sciences of psychology and social psychology and their derived disciplines. Its foci are the individual, the group, and the behavioural processes of organization integration, change and development. Topics covered include personality, perception, attitudes and values, motivation, learning, interpersonal behaviour (and skills), group dynamics, leadership and teamwork, decision - making, power and control, and the behavioural implications of change and development. Wherever appropriate, case examples from Australia will be used. Organization, administrative and management theories and constructs serve as integrating and explanatory frameworks for the subject.

**IROB5902**

**Organizational Behaviour B**

*Staff Contact: Mr. C. Leggett*

**S2 L3**

*Prerequisite: IROB5901*

This subject aims to complement Organizational Behaviour A with a macrolevel analysis of organizations and the behaviour of individuals and groups within them. Although Organizational Behaviour B draws upon several disciplines, its orientation is primarily, but not exclusively, towards sociological perspectives. As such it focuses on structures, processes and functions. Topics covered include the following: the rationalization of work in organizations; organization design, goals and effectiveness; organizational learning; technology and technological change; structure and communications; the dynamics of organizational growth, change and decline; and the role played by organizations in specific sectors and in society as a whole.

**IROB5906**

**Human Resource Management A**

*Staff Contact: Ms. L. Taksa*

**SS L3**

*Note: Excluded IROB5901.*

Theories of organizational behaviour and management will be examined in order to locate Human Resource Management in historical, conceptual and practical contexts. Changing factors that shape the organization of work, worker and managerial responses and action will be considered with specific focus on their relationship to power, conflict, control, motivation, group interaction and culture. The role of Human Resource Management in the implementation of organizational change will be included.

**IROB5907**

**Human Resource Management B**

*Staff Contact: Dr. R. Kramar*

**SS L3**

*Prerequisites: IROB5906 or IROB5701 or IROB5901 or equivalent*

Theoretical foundations of Human Resource Management; power and authority of HRM function. Examination of policies and strategies developed by employers to organise and reward their employees. Values underlying such policies; controversies surrounding their development and implementation; the way in which organizational dynamics influence their operation. The interface between HRM policies and the regulatory, social and organizational contexts; the operation of HRM policies in different business sectors and countries.

## **Medical Education**

**MEED9010**

**Understanding and Working In Communities**

*Staff Contact: Jan Ritchie*

**C2 S1 HPW2**

*Notes: An Academic Elective*

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation.

**MEED9013****Influencing Health Beliefs and Health Behaviours***Staff Contact: Jan Ritchie***C2 S2 HPW2**

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

**MEED9104****Organization and Management for Health Personnel Education***Staff Contact: Graham Roberts***C2 S1 HPW2**

Students critically examine existing organizational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organizations and the effect of organizations on their individual performance. Description and analysis of participants' own organizations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

**MEED9105****Educational Planning***Staff Contact: Raja Bandaranayake***C2 S2 HPW2**

Builds on the competency based model of instructional development introduced in MEED9103 but looks at alternative approaches to curriculum planning; considers

the factors leading to developments in curricula for the health professions, and the methods by which changes have been introduced. Emphasis on a number of institutional case studies from different health professions; the processes used in making decisions between curriculum options for new courses and in introducing changes into existing courses.

**MEED9108****Program Evaluation and Planned Change***Staff Contact: Arie Rotem***C2 S2 HPW2**

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

**MEED9112****Managing Human Resources In Health***Staff Contact: Graham Roberts***C2 S2 HPW2***Recommended Prerequisite:* MEED9104 or equivalent*Recommended Corequisite:* MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.





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# School of Teacher Education

St George Campus

**Head of School**  
Dr John Scheduling

**Administrative Officer**  
Stephen Scorse

The School of Teacher Education offers undergraduate and graduate courses in Primary and Secondary Education and in Computing for educational and business purposes. It also offers a Doctor of Philosophy degree, a Master of Education in Teaching (by Research) and a Master of Education in Teaching (by Formal Coursework).

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## Undergraduate Study

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### Course Outlines

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**7210**

**Associate Diploma of Applied Science  
(Business Computing)**

**AssocDipAppSc**

#### **The Program**

The course provides students with computer skills appropriate for such positions as account clerks, stock controllers, software sales or support, computer operators, drafting assistants, and other positions at similar levels which benefit from the application of Business Computing.

The course is intermediate in level between introductory computing subjects and a full degree course in computing. In addition to learning about computing, and learning to program microcomputers, students study commercial and industrial information systems and learn to implement them using microcomputers. Course graduates are able to operate, maintain, develop, and modify commercial, industrial, and administrative microcomputer-based information processing systems.

#### **Structure of Program**

The information below summarises the course requirements for the Associate Diploma of Applied Science: Business Computing and indicates the titles of individual subjects. All subjects require 4 hours per week class contact and have a value of 6 credit points. This program requires a total of 96 credit points.

#### **Schedule of Subjects**

| <b>Year 1</b>    |   | <b>C</b> | <b>HPW</b> |
|------------------|---|----------|------------|
| <i>Session 1</i> |   |          |            |
| TEED1133         | Principles of Programming 1             | 6        | 4          |
| TEED1134         | Fundamentals of Computing               | 6        | 4          |
| TEED1135         | Small Systems Software: Word Processing | 6        | 4          |
| TEED1136         | Business Mathematics and Communications | 6        | 4          |
| <i>Session 2</i> |   |          |            |
| TEED1137         | Principles of Programming 2             | 6        | 4          |
| TEED1138         | Operating Systems and Communications    | 6        | 4          |
| TEED1139         | Software Applications 1: Spreadsheets   | 6        | 4          |
| TEED1140         | Business Studies 1                      | 6        | 4          |

| Year 2           |                                       | C | HPW |
|------------------|---------------------------------------|---|-----|
| <i>Session 1</i> |                                       |   |     |
| TEED2121         | BASIC Programming                     | 6 | 4   |
| TEED2113         | Systems Analysis                      | 6 | 4   |
| TEED2114         | Software Applications 2:<br>Databases | 6 | 4   |
| TEED2115         | Business Studies 2                    | 6 | 4   |
| <i>Session 2</i> |                                       |   |     |
| TEED2122         | Database Languages                    | 6 | 4   |
| TEED2117         | Systems Design Project                | 6 | 4   |
| TEED2118         | Work Experience                       | 6 | 4   |
| TEED2119         | Computers and People                  | 6 | 4   |

- the capacity to implement these plans with sensitivity and to evaluate their performance and that of their pupils;
- the ability to initiate, sustain and evaluate their own professional growth; and
- a general and strategic understanding of the major fields and traditions of learning beyond their professional discipline as provided by the General Education program of the University

### Structure of Years 1-3

The Bachelor of Teaching (Primary) degree course is planned to emphasise vocational and professional issues. It is considered that a broad introduction to the range of experiences encountered in schools is appropriate early in the course to provide an overview of the requirements of the teaching role. The provision of core and elective studies is also a feature of the course.

### Fieldwork Requirements

Field experience is integrated with relevant subjects studied during the academic session. It includes field visits, practical activities on campus eg microteaching and a block practicum.

The practicum provides students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginner teachers.

Specific periods of practice teaching provide opportunities for the students to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
- demonstrate effective teaching and management skills;
- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and
- develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

In the practicum, the students are systematically exposed to a carefully graded set of tasks that require increasingly demanding levels of performance. In all tasks, theory and practice are closely linked.

### Schedule of Subjects

Each of the four years of study is broken into two 14 week sessions. Each subject is presented as a one session unit of study.

| Year 1                                 |  | C | HPW |
|--|--|---|-----|
| <i>Session 1</i>                       |  |   |     |
| <i>Education Studies</i>               |  |   |     |
| TEED7110                               | Developmental Psychology 1:<br>The Life Span | 3 | 2   |
| TEED7111                               | Psychology of Teaching and Learning          | 3 | 2   |
| <i>Teaching and Curriculum Studies</i> |  |   |     |
| TEED7130                               | Teaching 1: Introduction Skills              | 3 | 2   |

## 4101 Bachelor of Teaching (Primary)

### BTeach

## 4102 Bachelor of Education (Primary)

### BEd

The School offers these courses for intending and practising primary school teachers leading first, after Years 1-3, to the award of the degree of Bachelor of Teaching (Primary), and then, after a minimum of two years part-time study and relevant professional experience, to the award of the degree of Bachelor of Education (Primary) at Pass or Honours level. These courses prepare students to teach grades Kindergarten to Year 6. Students must apply directly to the University for admission to this course.

1. Years 1-3. 4101 Bachelor of Teaching (Primary): Three years full-time study as pre-service preparation. This is followed by a period of relevant professional experience.
2. Year 4. 4102 Bachelor of Education (Primary): This is conducted part-time over two years.

## 4101 Bachelor of Teaching (Primary)

### BTeach

Since teaching is a practical activity, the course begins with, and builds upon, practical experience with children as the basis for learning the principles and theory of the profession.

The course seeks to provide students with opportunities to acquire the knowledge, skills and attitudes required for effective performance as teachers in Primary Education. This implies that students will develop;

- an understanding of children and of forces within society which influence education and in particular Primary Education;
- specific content knowledge as may be needed to form the basis of the subject matter of school instruction;
- the capacity to make informed decisions in planning for teaching;

| Year 1                            | C | HPW |
|-----------------------------------|---|-----|
| <b>Key Learning Areas</b>         |   |     |
| TEED7150 English 1                | 3 | 3   |
| TEED7151 Mathematics 1            | 3 | 3   |
| TEED7152 Science and Technology 1 | 3 | 3   |

**Session 2****Education Studies**

|  |   |   |
|--|---|---|
| TEED7112 Developmental Psychology 2: Children 5-12 | 3 | 2 |
|--|---|---|

**Teaching and Curriculum Studies**

|                                      |   |   |
|--------------------------------------|---|---|
| TEED7131 Teaching 2: Advanced Skills | 3 | 2 |
| TEED7132 Technology in Education     | 3 | 2 |

**Key Learning Areas**

|   |   |   |
|---|---|---|
| TEED7153 Human Society and Environment 1                        | 3 | 3 |
| TEED7154 Personal Development - Health and Physical Education 1 | 3 | 3 |
| TEED7155 Creative and Practical Arts 1                          | 3 | 3 |
| TEED7160 Practicum 1 (20 days min)                              | 4 |   |

**Year 2****Session 1****Education Studies**

|  |   |   |
|--|---|---|
| TEED7210 Developmental Psychology 3: Children with Special Needs | 3 | 2 |
|--|---|---|

**Teaching and Curriculum Studies**

|                                       |   |   |
|---------------------------------------|---|---|
| TEED7230 English as a Second Language | 3 | 2 |
|---------------------------------------|---|---|

**Key Learning Areas**

|  |   |   |
|--|---|---|
| TEED7255 Creative and Practical Arts 2 | 3 | 3 |
| TEED7260 Practicum 2 (20 days min)     | 4 |   |

**Session 2****Education Studies**

|                              |   |   |
|------------------------------|---|---|
| TEED7211 Schools and Society | 3 | 2 |
|------------------------------|---|---|

**Teaching and Curriculum Studies**

|                                |   |   |
|--------------------------------|---|---|
| Choose one from Group A below: | 3 | 2 |
|--------------------------------|---|---|

**Group A Teaching & Curriculum for the:**

|   |  |  |
|---|--|--|
| TEED7231 Child with Disabilities                  |  |  |
| TEED7232 Gifted and Talented Child                |  |  |
| TEED7233 Aboriginal Child                         |  |  |
| TEED7234 Child in the Western Metropolitan Region |  |  |

|  |  |  |
|--|--|--|
| TEED7235 Child with English as a Second Language |  |  |
|--|--|--|

|                                |  |  |
|--------------------------------|--|--|
| TEED7236 Child in a Rural Area |  |  |
|--------------------------------|--|--|

These subjects may also be taken in Year 3

**Key Learning Areas**

|   |   |   |
|---|---|---|
| TEED7250 English 2  | 3 | 3 |
| TEED7251 Mathematics 2  | 3 | 3 |
| TEED7252 Science and Technology 2                               | 3 | 3 |
| TEED7253 Human Society & Environment 2                          | 3 | 3 |
| TEED7254 Personal Development - Health and Physical Education 2 | 3 | 3 |

**General Education Program****Category A:**

Choose one 28 hour subject each session or the 56 hour full year subject. See Centre for Liberal and General Studies handbook.

**Year 3****Session 1****Teaching and Curriculum Studies**

|   |   |   |
|---|---|---|
| TEED7330 Teaching 3: Programming and Evaluation | 3 | 2 |
|---|---|---|

| Year 3                            | C | HPW |
|-----------------------------------|---|-----|
| <b>Key Learning Areas</b>         |   |     |
| TEED7350 English 3                | 3 | 3   |
| TEED7351 Mathematics 3            | 3 | 3   |
| TEED7352 Science and Technology 3 | 3 | 3   |

**Session 2****Education Studies**

|                                  |   |   |
|----------------------------------|---|---|
| TEED7310 Philosophy of Education | 3 | 2 |
|----------------------------------|---|---|

**Teaching and Curriculum Studies**

Choose one each session from Groups A and B below. One must come from A.

|  |   |   |
|--|---|---|
|  | 2 | 2 |
|--|---|---|

**Group A Teaching & Curriculum for the:**

|   |  |  |
|---|--|--|
| TEED7231 Child with Disabilities                  |  |  |
| TEED7232 Gifted and Talented Child                |  |  |
| TEED7233 Aboriginal Child                         |  |  |
| TEED7234 Child in the Western Metropolitan Region |  |  |
| TEED7235 Child with English as a Second Language  |  |  |
| TEED7236 Child in a Rural Area                    |  |  |

**Group B Teaching and Curriculum in:**

|  |  |  |
|--|--|--|
| TEED7331 English   |  |  |
| TEED7332 Mathematics   |  |  |
| TEED7333 Science and Technology                              |  |  |
| TEED7334 Human Society and Environment                       |  |  |
| TEED7335 Personal Development, Health and Physical Education |  |  |
| TEED7336 Creative and Practical Arts                         |  |  |

**Key Learning Areas**

|  |   |   |
|--|---|---|
| TEED7353 Human Society and Environment 3 | 3 | 3 |
| TEED7354 Health and Physical Education 3 | 3 | 3 |
| TEED7355 Creative and Practical Arts 3   | 3 | 3 |
| TEED7360 Practicum 3 (20 days min)       | 4 |   |

**General Education Program****Category B:**

Choose one 28 hour subject each session.

See Centre for Liberal and General Studies Handbook.

**4102****Bachelor of Education (Primary)****BEd**

In the part-time mode two subjects are studied in each of the four sessions over the two years. The two subjects of General Education are compulsory. The remaining six are chosen from the other three strands. Year 4 is offered as part-time study over two years with a field experience of 120 days as prerequisite for completion.

**Schedule of Subjects****Session 1****Education Studies**

|   |   |   |
|---|---|---|
| TEED8110 Recent Research in Primary Education                   | 5 | 2 |
| TEED8111 Educational Psychology                                 | 5 | 2 |
| TEED8112 Developmental Psychology 4                             | 5 | 2 |
| TEED8115 Trends in Research on Children and Classrooms **       | 5 | 2 |
| TEED8117 Education Research Methods A** (Prerequisite TEED8116) | 5 | 2 |
| TEED8119 Thesis Design and Preparation                          | 5 | 2 |

C HPW

|   | C  | HPW |
|---|----|-----|
| Teaching and Curriculum Studies   |    |     |
| TEED8130 Models of Curriculum Development                                     | 5  | 2   |
| TEED8132 Current Approaches in English as a Second English                    | 5  | 2   |
| TEED8133 Current Approaches in Education of Gifted and Talented Children      | 5  | 2   |
| Key Learning Areas  |    |     |
| TEED8150 English 4A   | 5  | 2   |
| TEED8151 English 4B   | 5  | 2   |
| TEED8152 Mathematics 4A   | 5  | 2   |
| TEED8153 Mathematics 4B   | 5  | 2   |
| TEED8154 Science and Technology 4A  | 5  | 2   |
| TEED8155 Science and Technology 4B  | 5  | 2   |
| TEED8156 Human Society and Environment 4A                                     | 5  | 2   |
| TEED8157 Human Society and Environment 4B                                     | 5  | 2   |
| <b>General Education Program</b>  |    |     |
| Category C: Contemporary Issues in Education and Social Responsibilities      | 5  | 2   |
| Session 2   |    |     |
| Education Studies   |    |     |
| TEED8113 Contemporary Developments in Primary Education                       | 5  | 2   |
| TEED8114 Sociology of Education   | 5  | 2   |
| TEED8116 Introduction to Research Methods in Education†**                     | 5  | 2   |
| TEED8118 Education Research Methods B** (Prerequisites TEED8116 and TEED8117) | 5  | 2   |
| TEED8120 Honours Thesis   | 15 | n/a |
| TEED8121 Thesis Seminar   |    |     |
| Teaching and Curriculum Studies   |    |     |
| TEED8131 Field-based Project  | 5  | 2   |
| TEED8134 Current Approaches in Education of Children with Disabilities        | 5  | 2   |
| TEED8135 Current Approaches in Aboriginal Education                           | 5  | 2   |
| Key Learning Areas  |    |     |
| TEED8158 Personal Development - Health and Physical Education 4A              | 5  | 2   |
| TEED8159 Personal Development - Health and Physical Education 4B              | 5  | 2   |
| TEED8160 Creative and Practical Arts 4 - Music                                | 5  | 2   |
| TEED8161 Creative and Practical Arts 4 - Art                                  | 5  | 2   |
| TEED8162 Creative and Practical Arts 4 - Design                               | 5  | 2   |
| TEED8163 Creative and Practical Arts 4 - Drama                                | 5  | 2   |

**General Education Program**

Category C: Professional Ethics for Teachers 5 2

†TEED8116 is a prerequisite for TEED8117 and TEED8118.

\*\*Students in Years 2 and 3 of the Bachelor of Teaching course may enrol in these subjects with the permission of the Head of the School.

**Structure of the BEd Program**

The BEd program builds directly onto the BTeach and the professional experience gained before or during the BTeach. A range of choice is offered across and within all strands except General Education. This choice permits students to pursue special interests begun in the first three years, to strengthen subject-content knowledge and study emerging issues in research and practice.

**Honours**

The degree may be awarded with Honours at Class I level or Class II, Division 1, or Class II, Division 2 levels. Students seeking the award of the degree at Honours level must have completed the degree of Bachelor of Teaching with Merit, or its equivalent, and have received a grade level of at least Credit in the following Year 4 subjects:

TEED8115, TEED8116, TEED8117, TEED8118, TEED8119 and TEED8120. They must also have satisfied attendance requirements in TEED8121.

**Credit Points Requirement**

The credit points allocated for successful completion of each subject over the four years of the courses are shown below. Successful completion of the Bachelor of Teaching requires three years of full-time study and a total of 120 points. Successful completion of the Bachelor of Education at Pass level requires a further two years part-time study and an additional 40 credit points. At honours level, an additional 50 credit points following the Bachelor of Teaching are required together with TEED8121.

**BTeach**

Each subject = 3 points

Practice Teaching = 4 points

Total for 1 year = 12 (subjects) x 3 (points) + 4 (Prac) = 40 points

**BEd**

Each subject = 5 points

Total for Pass level = 8 (subjects) x 5 (points) = 40 points

Total for Honours level = 7 (subjects) x 5 (points) = 35 points plus TEED8120 (15 points) = 50 points, plus TEED8121

## Subject Descriptions

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

### Associate Diploma of Applied Science (Business Computing)

**TEED1133**  
**Principles Of Programming 1**  
*Staff Contact: Mr Robert Baker*  
C6 S1 HPW4

This subject is designed to develop the fundamental knowledge and skills needed to program microcomputers at an introductory level. Pascal will be used as the example of a programming language.

Students apply structured programming skills to the development of simple computer programs in Pascal.

**TEED1134**  
**Fundamentals Of Computing**  
*Staff Contact: Mr Robert Baker*  
C6 S1 HPW4

This subject introduces the structure, use and operation of computers in the small business and office environment. Students are required to demonstrate a knowledge of the nature of the computer and its peripherals, including the internal structure and internal functioning of computers. They are also introduced to small data processing systems.

**TEED1135**  
**Small Systems Software: Word Processing**  
*Staff Contact: Mr Robert Baker*  
C6 S1 HPW4

This subject introduces the student to selected word processing packages. Students are required to develop keyboard skills using a computer-based typing tutor.

**TEED1136**  
**Business Mathematics and Communication**  
*Staff Contact: Mr Robert Baker*  
C6 S1 HPW4

This subject extends the student's previous knowledge and skills in mathematics and communication applicable to business and commercial situations. Students explore the different modes of commercial communication and correspondence, and learn to apply mathematics, statistics and graphics to business settings.

**TEED1137**  
**Principles Of Programming 2**  
*Staff Contact: Mr Robert Baker*  
C6 S2 HPW4  
*Prerequisites: TEED1133*

This subject extends students' skills needed for programming small business computer systems. Students refine their knowledge of data structures in Pascal; develop and integrate program modules into menu driven software; apply common computer algorithms to the solving of simple

business applications; and use computer graphics to communicate business information.

**TEED1138**  
**Operating Systems and Communications**  
*Staff Contact: Mr Robert Baker*  
C6 S2 HPW4  
*Prerequisite: TEED1134*

This subject familiarises students with the operating systems and interfaces of small computers. Students learn essential features of some standard computer operating systems such as MAC DOS and MS/DOS. They are also introduced to computer codes and protocol associated with computer communication.

**TEED1139**  
**Software Applications 1: Spreadsheets**  
*Staff Contact: Mr Robert Baker*  
C6 S2 HPW4

This subject introduces the use of spread sheets and graphics programs with emphasis on applications in the small business and office environment. Students learn the nature of spreadsheets and graphics programs, selected spreadsheet applications and the use of graphics programs in communicating and summarising information in the commercial environment.

**TEED1140**  
**Staff Contact: Mr Robert Baker**  
C6 S2 HPW4

This subject introduces the student to standard business practices and provides knowledge of the details associated with some of these practices. Students learn features of business organizations, goods and services, banking procedures, office systems and business documentation.

**TEED2113**  
**Systems Analysis**  
*Staff Contact: Mr Robert Baker*  
C6 S1 HPW4  
*Prerequisite: TEED1138*

This subject introduces the student to systems analysis as applied to the development of information systems on micro computers. Students learn the fundamentals of systems and apply systems analysis to the development of business-oriented information systems for microcomputers.

**TEED2114**  
**Software Applications 2: Databases**  
*Staff Contact: Mr Robert Baker*  
C6 S1 HPW4

This subject introduces the use of data bases with emphasis on applications in the small business and office environment. Students learn the nature of hierarchical and relational data bases and their application in selected commercial and professional settings.

**TEED2115****Business Studies 2***Staff Contact: Mr Robert Baker***C6 S1 HPW4***Prerequisite: TEED1140*

This subject extends the students' knowledge of office procedures and practices. Students study the structure, procedures and operation associated with more complex business systems, including the computerization of selected business systems.

**TEED2117****Systems Design Project***Staff Contact: Mr Robert Baker***C6 S2 HPW4***Prerequisite: TEED2113, TEED2114*

This subject enables students to design, produce and implement a small computer-based business project. Students gain experience in applying software and systems design principles in the development and evaluation of a small applications project in business.

**TEED2118****Work Experience***Staff Contact: Mr Robert Baker***C6 S2 HPW4**

This subject is designed to provide monitored work experience for all students in selected business settings. It requires synthesis and application of some of the practical learnings and related experiences acquired during the program. Students undertake supervised and delegated clerical and business administration tasks, including tasks requiring competent use of microcomputers.

**TEED2119****Computers and People***Staff Contact: Mr Robert Baker***C6 S2 HPW4**

This subject considers the impact of computer and communication technology on people especially in their roles as individuals or as members of a team in the workforce. Students study the impact of computer technology on business, government and society in general, and the implications for individuals in the workplace and in other social contexts.

**TEED2121****BASIC Programming***Staff Contact: Mr Robert Baker***C6 S1 HPW4***Prerequisites: TEED1137*

This subject introduces the fundamental concepts of the programming language called BASIC with an emphasis on structured programming. Students learn the fundamental constructs of the BASIC programming language, apply structured programming principles in designing solutions to business-oriented problems, and code these solutions.

**TEED2122****Database Languages***Staff Contact: Mr Robert Baker***C6 S2 HPW4***Prerequisite: TEED2114*

This subject develops in students the knowledge and skills needed to create database applications using commercially available database language packages. Students learn to implement database designs in a variety of specific commercial microcomputer database systems and on a variety of microcomputers.

**Bachelor of Teaching (Primary)****TEED 7110****Developmental Psychology 1: The Life Span***Staff Contact: Mr Stephen Scorse***C3 S1 HPW2**

An introduction to the principles and methodology of developmental psychology will be provided by the study of human development across the life span. Particular focus on early childhood language and cognition and on the techniques of child study will prepare for a detailed examination of the primary school child in Developmental Psychology 2.

**TEED7111****Psychology of Teaching and Learning***Staff Contact: Mr Stephen Scorse***C3 S1 HPW2**

This subject introduces students to the ways in which school aged children learn and to the ways in which the teachers' behaviour can contribute to this process. Students will have opportunities to work with individuals and small groups of children to observe their learning patterns and to plan teaching and learning activities for them. Students will gain insights into the ways children at different ages think and feel about different subjects and the influences which peers, teachers, educational resources and the school and community context have upon the child's subsequent learning.

**TEED7112****Development Psychology 2 – Children 5 to 12 years***Staff Contact: Mr Stephen Scorse***C3 S2 HPW2**

The development of children aged five to twelve years will be studied. Attention will be given to physical, cognitive, social, moral and spiritual development. An historical perspective on child development and developmental problems associated with family breakdown and child abuse will be considered. Emphasis will be given to the further use of child study techniques and to the relationship of development to primary school education.

**TEED7130****Teaching 1: Basic Skills***Staff Contact: Mr Stephen Scorse***C3 S1 HPW2**

This subject introduces students to the basic principles of teaching in primary classrooms. Students will have an opportunity to plan, to teach and to evaluate their teaching in a carefully controlled classroom setting. This subject also serves as a preparation for the students' first block practice teaching experience. Students will focus on teacher behaviours which have been shown through extensive research on teaching to contribute positively to student learning.

**TEED7131****Teaching 2: Advanced Skills***Staff Contact: Mr Stephen Scorse***C3 S2 HPW2***Prerequisite: TEED7130*

This subject aims to provide opportunities for students to further develop the teaching skills introduced in Teaching 1: Basic Skills, but with a specific focus on classroom relations and management strategies. Positive discipline practices will be explored as a function of teacher leadership that fosters maximum self control in students. Disruptive behaviour will be studied as a phenomenon occurring in the group as well as by the individual. Some essential protocols of effective conflict resolution will be included.

**TEED7132****Technology in Education***Staff Contact: Mr Stephen Scorse***C3 S2 HPW2**

This subject will focus on the use of computers and other technology as classroom tools. Students will be introduced to a variety of resources and issues that affect the implementation of technology in the teaching/learning environment.

**TEED7150****English 1***Staff Contact: Mr Stephen Scorse***C3 S1 HPW3**

This subject is designed to enable students to read and evaluate a wide range of children's books suitable for use within a K-6 context. It aims to provide a basis in theory and practice, from which to consider the role of literature in the primary curriculum. Students will learn how to encourage children to read both extensively and intensively. A number of theoretical perspectives from which selected books can be studied will be presented, with a focus on strategies for classroom practice. The development of students' own analytical and teaching skills will be emphasised, in order to enrich children's learning through literature.

**TEED7151****Mathematics 1***Staff Contact: Mr Stephen Scorse***C3 S1 HPW3**

This subject introduces the student to the K-6 Mathematics curriculum. An overview of the syllabus is provided. The role of the teacher as an active classroom researcher and reflective practitioner focussing on how children learn Mathematics is emphasised. In particular, this subject concentrates on how the child develops an understanding of Mathematical concepts. Appropriate early experiences in problem solving are explored. The skills and understanding required to teach the curriculum strand, Space, are given specific attention.

**TEED7152****Science and Technology 1***Staff Contact: Mr Stephen Scorse***C3 S1 HPW3**

The subject aims to introduce students to K-6 Science/Technology teaching and basic Computer skills. Emphasis will be placed on the processes of Investigating,

Designing and Making, the Cognitive Development of K-6 children and appropriate lesson types for Primary Science and Technology classes. Subject content will include lesson planning, Science processes skills, Science and Technology lesson types, pupil-centred teaching and the needs of special groups using Living Things, Information and Service as topics. Students will engage in Science Microteaching in schools. Computer skills will be Word Processing and Database with emphasis on their use in writing Science and Technology assignments.

**TEED7153****Human Society and Environment 1***Staff Contact: Mr Stephen Scorse***C3 S2 HPW3**

This subjects aims to familiarise students with expectations associated with the teaching of Human Society and Environment at the primary level. It will focus on expanding students' knowledge and understanding of Aboriginal history to assist students to critically scrutinise their own attitudes. Students will study departmental guidelines in Human Society and Environment and analyse perspective documents. Students will gain a greater understanding of the complexity of traditional Aboriginal society, the history of Aboriginal and European contact, and the consequences of European invasion on Aboriginal society.

**TEED7154****Personal Development - Health and Physical Education 1***Staff Contact: Mr Stephen Scorse***C3 S2 HPW3**

This subject aims to introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Sports and Games, Fitness and Lifestyle, and Safety. The emphasis will be placed upon developing the appropriate skills, knowledge and teaching strategies necessary to teach these selected content strands within the primary school. Motor development of the primary school child and developing the skills of observing and analysing movement will be given particular attention.

**TEED7155****Creative and Practical Arts 1***Staff Contact: Mr Stephen Scorse***C3 S2 HPW3**

There are two strands in this subject. The first strand is common to all students, the second is elected.

**Strand 1. The Arts and Human Development**

The subject will introduce students to the value of the arts to human development and help to clarify the nature of artistic skills. The development of artistic capacities will be studied in relation to specific media, to actions and to symbol systems-utilized in various art forms. Educational aims and objectives in the creative and practical arts will also be examined as part of the investigation of the nature of artistic skills.

**Strand 2. Choose one of the following:****(i) Art and Design**

The subject will introduce students to visual arts education through the development of knowledge and skills in art making, criticism and art history. Practical studio activities

will focus upon two dimensional studies in drawing and design and students will develop their language in the study of visual art forms. Practical activities in art making, criticism and history study will be linked to the K-6 Creative and Practical Arts Syllabus.

or/

(ii) Music

This subject introduces students to teaching music in the primary school (K-6). The subject will be practically-based in making music, using a range of simple music making instruments and it is intended to build skills and assist students to become more confident in teaching music to primary aged children. The music component of the Creative and Practical Arts syllabus will be introduced and students will explore the nature and aims of music education and ways to achieve the aims in practice.

or/

(iii) Drama and Play

This subject will introduce students to the fundamental processes of Drama Education through group work and practical applications. Concepts of child development and experiential learning processes will be explored within a K-6 developmental perspective. There will be an introduction to, and investigation of, the drama component of the Primary, Creative and Practical Arts syllabus.

**TEED7160**

**Practicum 1**

*Staff Contact: Mr Stephen Scorse*

C4 S1

The aim of the Practicum shall be to integrate relevant subjects studied during the academic year with their application during the Practicum in schools or other educational settings. The field experience shall be graduated in regard to its difficulty so that students can begin with exercises they can manage and progress to more difficult teaching procedures in a systematic way. One day a week is to be designated for field experiences throughout the three years. This day can be used for a range of field experiences relevant to subject knowledge. It can also be used to strengthen skill competences as required. In third year the students will be attached one day a week to the classes in which they are to do the practicum.

**TEED7210**

**Developmental Psychology 3 – Children with Special Needs**

*Staff Contact: Mr Stephen Scorse*

C3 S1 HPW2

The course extends students' knowledge to the psychology and pedagogy of children with special needs in the regular classroom. An exploration of the nature of the problems which inhibit learning and academic progress will provide a theoretical and practical framework for the selection of teaching strategies and techniques for these children. Issues covered will include understanding of individual differences, the scope of exceptionality, integration, specialist resources of the New South Wales Department of School Education, the major groupings of children with special needs and educational approaches. The impact of the disabled child on the family, the role of the interdisciplinary team and Special Education technology will be covered.

**TEED7211**

**Schools and Society**

*Staff Contact: Mr Stephen Scorse*

C3 S2 HPW2

The subject introduces the student to the field of sociology with an emphasis upon the major concepts and theories relevant to education and schooling in contemporary society. The subject is designed so that students will develop skill in critically analyzing the place of education in society and the part they play as active social participants - whether as students, teachers, administrators or concerned citizens - in the process of education. Students are expected to demonstrate their competence in the subject in both written and oral form.

**TEED7230**

**English as a Second Language**

*Staff Contact: Mr Stephen Scorse*

C3 S1 HPW2

This subject will introduce students to current theory, research and practice in second language learning and teaching. Participants will examine current thinking in communicative and functional approaches to second language learning to understand their application to classroom practice. In particular, students will develop skills in preparing student profiles by observing children in the classroom and identifying the range of strategies second language learners use to learn oral and spoken English across the curriculum.

**TEED7231**

**Curriculum and Teaching for the Child with Disabilities**

*Staff Contact: Mr Stephen Scorse*

C3 S2 HPW2

*Prerequisite: TEED7210*

Students will acquire appropriate and specific teaching and curriculum skills which can operate regardless of a pupil's or a group of pupils' learning deficits and strengths. Instruction on the use of appropriate assessment procedures and developing individualized educational and or management programs, will give emphasis to the complex and inter-related nature of children's learning disabilities. The students will develop an ecological perspective of professional roles and responsibilities which teachers must assume in order to best serve children with special needs in the regular classroom.

Topics focus on the modification of instructional modalities and conditions; effective strategies for instruction, teaching basic thinking skills, developments in Computer Technology and their implications for the special needs child. Students will have opportunity to work with a special needs child(ren) and are expected to assess the learning disability, develop an appropriate Individual Education Program (I.E.P.) and provide ongoing evaluations as part of the monitoring process. Computer assisted instruction (BBC Blue File and Systems 80) will form part of the intervention program.

**TEED7232**

**Teaching and Curriculum for the Gifted and Talented Child**

*Staff Contact: Mr Stephen Scorse*

C3 S2 HPW2

The aim is to assist young teachers to identify gifted and talented children and differentiate the curriculum to respond



more appropriately to their academic and social needs. The subject will introduce students to the concepts of giftedness and talent, and the subjective and objective procedures by which children of high intellectual potential can be recognised in the primary classroom. We will examine and practise ways of enriching and differentiating the curriculum to cater for gifted students in the regular classroom and in special programs. The effects of special groupings on the social and emotional development of gifted students will be carefully examined

#### TEED7233

##### Teaching and Curriculum for the Aboriginal Child

*Staff Contact: Mr Stephen Scorse*  
C3 S2 HPW2

This subject is designed to develop student skills and knowledge in planning, teaching and evaluating a relevant curriculum, for Aboriginal children. Students are introduced to the Aboriginal Education Policy and develop strategies for effective implementation of this policy. The subject traces the major approaches to educational provision for Aborigines and Torres Strait Islanders through study of the period of initial contact, missionary activity in education, protective segregation, Assimilation and Multiculturalism. Examination of Contemporary approaches to education of Aboriginal people will include study of Aboriginal and Islander initiatives and innovations.

#### TEED7234

##### Teaching and Curriculum for the Child in the Western Metropolitan Region

*Staff Contact: Mr Stephen Scorse*  
C3 S2 HPW2

Students examine significant characteristics of communities in the western and south-western regions of Sydney and strategies for identifying and meeting the educational needs of the children and the community in school settings. A particular focus is on positive responses made by schools, for example, by building onto community strengths and by working through shared goals. The subject prepares students for a practicum in these "difficult to staff" regions through examining the impact on schools of cultural diversity and major social changes and through exploring some effective teaching strategies.

#### TEED7235

##### Teaching and Curriculum for the Child with English as a Second Language

C3 S2 HPW2

The subject introduces students to a variety of forms for structuring ESL programs in schools and to examine ways of programming to accommodate the range of organisational options using second language teaching and learning principles. Students will gather information from schools, research data from case studies, and examine school policy documents to identify the range of options for organising ESL in schools. Students will learn to apply principles of second language learning to selected topics from the Key Learning Areas as a basis for planning, implementing and evaluating units of work to meet the varying levels of English language development of second language learners.

#### TEED7236

##### Teaching and Curriculum for the Child in a Rural Area

*Staff Contact: Mr Stephen Scorse*  
C3 S2 HPW2

The aim of this subject is to prepare students for some of the common and distinguishing features of teaching in rural schools. The characteristics of rural schools and their communities will be considered along with strategies for identifying and meeting the needs of children in such settings. Special attention will be paid to case studies of schools and the government policies associated with the betterment of education in both contexts. The subject prepares students for a practicum in these "difficult to staff" regions.

#### TEED7250

##### English 2

*Staff Contact: Mr Stephen Scorse*  
C3 S2 HPW3

*Prerequisites:* TEED7150, TEED7160

This course seeks to provide a theoretical basis and practical experiences through which opportunities for developing young children's early literacy may be implemented within a K-2 classroom context. Particular emphasis will be placed on students becoming familiar with a range of observational strategies for literacy to determine what children can do and are attempting to do. These observations will form the basis of planning and implementing programs of literacy instruction that are literature-based and supportive of individual literacy needs, including remediation.

#### TEED7251

##### Mathematics 2

*Staff Contact: Mr Stephen Scorse*  
C3 S1 HPW3

*Prerequisites:* TEED7151, TEED7160

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, the subject concentrates on how children develop the concepts associated with numeration and the skills and understanding necessary for computational manipulation. The calculator as a useful aid to learning is explored. The importance of problem solving in Mathematics is reinforced.

#### TEED7252

##### Science and Technology 2

*Staff Contact: Mr Stephen Scorse*  
C3 S2 HPW3

*Prerequisites:* TEED7152, TEED7160

This subject introduces students to the advanced process skills, guided discovery lessons and the transition to Formal Operations. Program sequences and integrated units are treated. Students teach guided discovery micro-lessons in schools. Content emphasis is on the Physical Sciences and Technological aspects with special attention to Natural phenomena, Products and Services. Students will develop their own program sequences and integrated units of work. Computer emphasis will be on Database, Spreadsheets (applied to Unit flowsheets), Simulation Adventure Games and Control Systems (with "Control LegoLogo").

**TEED7253****Human Society and Environment 2***Staff Contact: Mr Stephen Scorse***C3 S2 HPW3***Prerequisites:* TEED7153, TEED7160

This subject aims to provide students with skills associated with the teaching of active citizenship at the primary level. It will focus on expanding students' knowledge and understanding of Australia's parliamentary system to assist students to critically examine the benefits of democratic society. Students will be taught the skills of program planning, unit writing and evaluation in the area of Human Society and Environment. Students will gain a greater understanding of the evolution of parliament, the structure and function of parliament, and the role of parliament in maintaining our democratic society.

**TEED7254****Personal Development - Health and Physical Education 2***Staff Contact: Mr Stephen Scorse***C3 S1 HPW3***Prerequisite:* TEED7160

This subject aims to expand the concepts developed in Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Movement Exploration, Fitness and Lifestyle, and Health Decisions. The emphasis will be upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

**TEED7255****Practical and Creative Arts 2***Staff Contact: Mr Stephen Scorse***C3 S1 HPW3***Prerequisite:* TEED7160

Choose one

*(i) Art and Design Education*

The subject aims to assist students to further develop their individual skills in art and design education and assist in their understanding of suitable art and design education activities for children at the primary school level. Studio activities focus on colour and design. Curriculum planning focuses upon a thematic approach that includes art making, art criticism and art history. Teaching methods suitable to the development of practical and critical skills are covered through class activities and field trips to schools.

or/

*(ii) Music in the Classroom*

This subject aims to give students further opportunities to refine their own personal music skills and develop successful music programs for K-6 pupils. The subject is designed to explore the nature and aims of music education and to develop an understanding of musical concepts through a variety of practical skills and musical instruments.

or/

*(iii) Foundation Principles of Drama Education*

The practise of drama is related to current theories of learning. Conceptual frameworks, language development and dramatic forms will be explored. Practical activities focus on small group dynamics, and the media of drama. Students will develop skills in the development of narrative

form, improvisational techniques; with social studies and literature being examined and interpreted through a variety of dramatic/performance modes of representation.

**TEED7260****Practicum 2***Staff Contact: Mr Stephen Scorse***C3 S1 HPW3***Prerequisite:* TEED7160

See Practicum 1

**TEED7310****Philosophy of Education***Staff Contact: Mr Stephen Scorse***C3 S2 HPW2**

Philosophy of Education involves critical examination of the aims of education. In particular, the pursuit of wisdom is examined in contrast with other processes such as vocational training, socialisation, self-realisation and the fostering of creativity. This subject focuses upon Plato's Republic as an introduction to broad scope of philosophical inquiry concerning the good life. Education and ethics, politics, aesthetics, religion, social harmony and security are examined in the light of Plato's treatment of the perennial questions of philosophy.

**TEED7330****Teaching 3 – Programming and Evaluation***Staff Contact: Mr Stephen Scorse***C3 S1 HPW2**

This subject assists students to gain a practical knowledge of factors involved in curriculum programming and evaluation. They are required to apply various evaluation theories and measurement techniques relevant to the educational context. The subject is linked to the third year practicum. It requires students to plan, implement and evaluate units of work spanning a sequence of lessons for children in their practicum class within particular Key Learning Areas.

**TEED7331****Teaching and Curriculum in English***Staff Contact: Mr Stephen Scorse***C3 S1 or S2 HPW2***Prerequisite:* TEED7250

This course provides an introduction to the theoretical basis and practical experiences for observational assessment of individual children's reading and writing development within a K-6 context. Particular emphasis will be placed on literacy assessment procedures that include the identification of problems in reading, writing and spelling and strategies to help children overcome these difficulties.

**TEED7332****Curriculum and Teaching in Mathematics***Staff Contact: Mr Stephen Scorse***C3 S1 or 2 HPW2***Prerequisite:* TEED7251

This subject is designed for the student who has a special interest in the teaching and learning of Mathematics in the primary school. In particular, current research into exemplary classroom practice is investigated. Various strategies for the enhancement of the teaching of

Mathematics in primary schools are considered in terms of the student, teacher and general school community.

#### **TEED7333**

##### **Teaching and Curriculum in Science and Technology**

*Staff Contact: Mr Stephen Scorse*

C3 S1 or S2 HPW2

This subject is designed for the student who has a special interest in the use of the computer as a teaching/learning resource. In particular, the role of the computer in developing problem-solving skills is investigated. Recent developments in educational software and their application to the teaching/learning process are studied.

#### **TEED7334**

##### **Teaching and Curriculum in Human Society and Environment**

*Staff Contact: Mr Stephen Scorse*

C3 S1 or S2 HPW2

This optional subject aims to familiarise students with school-based approaches for curriculum and teaching in Human Society and Environment at the primary level. It focuses on expanding student's knowledge and understanding of the implementation of school-based curriculum. Students will identify recent initiatives in schools that meet the demands of new directions in this key learning areas. Students will accept responsibility for teaching all or part of a unit within the school-based curriculum, undertake a self-evaluation of their teaching and analyse the components of school-devised curriculum.

#### **TEED7335**

##### **Teaching and Curriculum in Personal Development, Health and Physical Education**

*Staff Contact: Mr Stephen Scorse*

C3 S1 or S2 HPW2

This subject aims to provide students with the opportunity to work with children who have poor coordination. The emphasis will be placed upon a movement analysis of the children's movement patterns and the development of an individualised program aimed at providing the child with efficient basic skills. Skills include body awareness, transfer of weight and landing which are incorporated into walking, running, skipping, throwing, catching and striking.

#### **TEED7336**

##### **Teaching and Curriculum in Practical and Creative Arts**

*Staff Contact: Mr Stephen Scorse*

C3 S1 or S2 HPW2

Choose one

##### *(i) Art and Design Education*

This subject is intended to provide students with curriculum planning activities and practical studio experiences that will be of assistance to them in planning art and design education curriculum for specific age groups (K-6). Students are introduced to the scope and sequence of a variety of art and design programs that are especially designed to encourage creative responding and they will be expected to plan a unit of work in art or design education for a specific student population.

##### *(ii) Music*

The subject provides students with an introduction to music teaching for the age K-6. It is a very practical subject

designed to improve and build skills in music making as well as preparing students to teach music effectively in the classroom. The subject is designed to explore the nature and aims of music education and to develop understanding through a variety of practical activities.

##### *(iii) Drama and Play*

This subject introduces students to the fundamental processes of Drama Education through the acquisition of knowledge and skills in the development of drama, based upon applied methods, with group work a feature of the course approach.

#### **TEED7350**

##### **English 3**

*Staff Contact: Mr Stephen Scorse*

C3 S1 HPW3

The subject is designed to enable students to plan and evaluate for literacy within a 3-6 Primary classroom. It aims to provide a theoretical base and practice from which to consider children's developing literacy needs. Particular emphasis is placed on the various genres and purpose of text that children in the primary school are likely to encounter during reading and writing experiences. Emphasis is made on how teachers are able to provide demonstration of reading and writing processes so that information, organization and associated conventions of particular genres are taught. Evaluation and monitoring of children's progress is stressed as the source of teacher planning for programs of literacy instruction.

#### **TEED7351**

##### **Mathematics 3**

*Staff Contact: Mr Stephen Scorse*

C3 S1 HPW3

*Prerequisites:* TEED7251, TEED7260

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics, is emphasised. In particular, this subject explores the curriculum strand: Measurement, incorporating extensive use of the environment. The various techniques for evaluation, assessment and programming are examined. The central nature of problem solving in Mathematics is reinforced. Current issues in Mathematics education are considered.

#### **TEED7352**

##### **Science and Technology 3**

*Staff Contact: Mr Stephen Scorse*

C3 S1 HPW3

*Prerequisites:* TEED7132, TEED7260

The subject aims to introduce students to scientific and technological aspects of natural and built environments which can be learned by K-6 pupils. Content centres about ecological considerations of the earth and its surroundings in space, the natural and the built environment. Natural resources, products and services and the means of production are considered from a standpoint of ecologically sustainable utilisation of resources. Pollution, waste disposal and controversial issues such as 'greenhouse effect' and ozone depletion will be considered from a Media Resources of some aspect of the natural/built environment and examine the use of electronic control systems, information processing and electronic communication. The interactive teaching approach is explored. Excursions are

a source for some of the information. Computer simulations and computer mail are utilised.

### **TEED7353**

#### **Human Society and Environment**

*Staff Contact: Mr Stephen Scorse*

**C3 S2 HPW3**

*Prerequisites: TEED7253, TEED7260*

This subject aims to familiarise students with expectations associated with teaching about our rapidly changing Australian and global society at the primary level. It focuses on expanding students' knowledge and understanding of Australian history to assist in analysing contemporary concerns in Australian society. Student knowledge of environmental issues of concern are also expanded to empower students to understand the importance of environmental education. Students study curriculum documents such as on Australian Studies, Global Educational and Environmental Education; and school-devised policy documents. Students are taught the skills of curriculum planning and integrated unit development incorporating Australian history, global education and environmental education. Students gain a greater understanding of local and global environmental concerns.

### **TEED7354**

#### **Personal Development, Health and Physical Education 3**

*Staff Contact: Mr Stephen Scorse*

**C3 S2 HPW3**

*Prerequisite: TEED7260*

This subject aims to review and consolidate the concepts developed by Personal Development, Health and Physical Education and through the study of the selected content strands of Dance, Interpersonal Relationships and Growth and Development. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

### **TEED7355**

#### **Practical and Creative Arts 3**

*Staff Contact: Mr Stephen Scorse*

**C3 S2 HPW3**

*Prerequisites: TEED7255, TEED7260*

Choose one

##### *(i) Art and Design Education*

This subject continues to extend students' abilities in art and design education. Whole school planning in art and design education (K-6) are studied and practical experience are provided in three-dimensional studies. Teaching methods appropriate to the development of practical and critical skills in art and design education teaching are covered through classroom activities and field trips to schools.

##### *(ii) Music Across the School*

This subject aims to continue the curriculum development and practical music making activities from the previous two subjects in Music. The subject reviews suitable music activities from the previous two subjects in Music. The subject reviews suitable music activities for K-6 children and plan a basic music program for K-6 that could be implemented in a school. Musical skills and teaching methods continue to be identified and practised so that

students are more able to initiate an effective music program.

##### *(iii) The Dramatic Curriculum*

Students will develop an understanding of how the aesthetic art experience can be integrated into classroom learning. Teaching skills of students will be developed through a range of dramatic methodologies; to include the affilation of specific forms such as Readers Theatre, Documentary narrative structures, Playbuilding and other forms. Programming, course development and evaluation procedures are basic elements in the Dramatic Curriculum.

### **TEED7360**

#### **Practicum 3**

*Staff Contact: Mr Stephen Scorse*

**C4 S1**

*Prerequisite: TEED7260*

See Practicum 1.

## **Bachelor of Education (Primary)**

### **TEED8110**

#### **Recent Research in Primary Education**

*Staff Contact: Dr Alan Watson*

**C5 S1 or S2 HPW2**

This 'shelf' subject aims to familiarise students with recent research in a particular aspect of primary education and to subject the literature in an area to critical scrutiny. Students trace the theoretical roots of the research and indicate ways in which the research has effected practice or might have the potential to change the way things are done in the classroom. Irrespective of the particular area of research in primary education dealt with through this subject there is consideration of the rationale for the research and of the design features of selected studies. The descriptive, normative and pragmatic dimensions of the research is subjected to analysis and critical scrutiny. Particular attention is given to the implications of the research for the development of strategies to improve the delivery of education.

### **TEED8111**

#### **Educational Psychology**

*Staff Contact: Dr Alan Watson*

**C5 S1 or S2 HPW2**

This subject will focus on recent developments in educational psychology as they inform decision making in education. Themes studied include learning, memory, classroom management, motivation and instruction within a framework of providing for individual differences in the setting of a primary school class.

### **TEED8112**

#### **Developmental Psychology 4**

*Staff Contact: Dr Alan Watson*

**C5 S1 or S2 HPW2**

This subject will extend students' knowledge of human development, particularly middle childhood, in relation to school education. In building the earlier study of this subject, attention is given to cognitive and affective development and the relationship of the two, to process change as it effects school learning in subjects such as English, Mathematics and Social Studies, and to influences on the individual which are mediated by societal and family

change. Practical exercises extend research skills of observation and interpretation.

### **TEED8113 Contemporary Developments In Primary Education**

*Staff Contact: Dr Alan Watson*  
C5 S1 or S2 HPW2

This 'shelf' subject aims to familiarise students with contemporary developments in a particular aspect of primary education, to trace the evolution of the development, to indicate some of the positive and negative aspects of the developments and examine problems and issues which have arisen, or might arise, as a result of the developments. Irrespective of the particular area of contemporary developments dealt with through this subject there is consideration of the political, economic, social or educational basis for the developments. The nature and scope of the developments are studied as are the implications for the education system and the teachers and children within it.

### **TEED8114 Sociology of Education**

*Staff Contact: Dr Alan Watson*  
C5 S1 or S2 HPW2

This subject extends the student's understanding of the sociology of education with a focus on educational concerns of particular relevance to Australian society. It provides an in-depth examination of such topics as sexism in the classroom, the effects of societal racism upon schools, students and teachers and the relationship between policies of the state and regimentation in the school. Students are expected to identify critical education issues, develop relevant research skills and write a professionally complete report. In addition, students are expected to demonstrate their subject competence through a class presentation.

### **TEED8115 Trends In Research on Children and Classrooms**

*Staff Contact: Prof Michael Dunkin*  
C5 S1 HPW2

The study of recent important trends in research on teaching and child development. Topics considered include: observational research in classrooms; student characteristics and classroom behaviour; classroom behaviour and student achievement; teacher and student cognitions; family and societal change and their effects on children; the structure of knowledge, self-regulation and school learning; effective processes and school motivation. Emphasis in teaching methods is placed on workshop activity with protocol materials such as lesson transcripts and the examination of research literature.

### **TEED8116 Introduction to Research Methods In Education**

*Staff Contact: Prof Michael Dunkin*  
C5 S2 HPW2

A survey of major approaches to research in education. Students are introduced to psychometric, anthropological and sociological traditions. Topics treated include: the nature of scientific inquiry; causation; correlation versus experimentation; survey methods; ethnographic methods; case study methods; comparative methods; and quasi-experimental methods. Emphasis in teaching

methods is placed on seminal studies as exemplars of various traditions in educational research.

### **TEED8117 Education Research Methods A**

*Staff Contact: Prof Michael Dunkin*  
C5 S1 HPW2RPrerequisite: TEED8116

Survey techniques in education research, including paper-and-pencil instruments, structured interviews, and system-based observation; major types of research design in quantitative research in education. Statistical methods treated include parametric and nonparametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of differences, and elementary analysis of variance. The use of at least one major statistical package, such as SPSSx.

### **TEED8118 Education Research Methods B**

*Staff Contact: Prof Michael Dunkin*  
C5 S2 HPW2  
Prerequisite: TEED8116

Action research, ethnographic research and case study methods. Topics treated in depth include: conceptual analysis; participant observation; interviewing; the use of written and nonwritten sources; grounded theory; triangulation; and strategies for collaborative research. The use of computers with qualitative data.

### **TEED8119 Thesis Design and Preparation**

*Staff Contact: Prof Michael Dunkin*  
C5

This subject is intended to assist students to develop their thesis proposals and make significant progress in locating, reading and synthesising literature on their thesis topics. It is mainly an individualised subject in which students are guided by their supervisors.

### **TEED8120 Honours Thesis**

*Staff Contact: Prof Michael Dunkin*  
C15

Students seeking to graduate with Honours are required to complete a research thesis under the supervision of a staff member.

### **TEED8121 Thesis Seminar**

*Staff Contact: Prof Michael Dunkin*

This is an informal, non-assessable subject intended to promote collegiality among honours students engaged in their thesis research. The subject is also intended to assist students in maintaining breadth of knowledge of, and interest in, educational research. Students meet with supervisors and the Co-ordinator of the Honours program once a month.

### **TEED8130 Models of Curriculum Development**

*Staff Contact: Dr Alan Watson*  
C5 S1 or S2 HPW2

This subject examines curriculum design processes at the level of the classroom, the whole school and the cluster of

schools Models and theories of curriculum development, planning and evaluation strategies and factors which facilitate and inhibit the curriculum's effectiveness will be studied. Practical work requiring implementation and evaluation in educational settings is required.

**TEED8131****Field Based Project**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject offers students the opportunity to extend knowledge and skills gained in earlier courses. Students undertake action research in planning, monitoring and evaluating a school or field based project. The project may be curriculum based or involve aspects of school organization and administration, welfare and management topics, staff development and inservice or action research in the field of teaching/learning. Students are select a topic in a field of education related to their interests and professional involvement. The subject provides an opportunity for students to integrate their project with their overall professional development. It also provides students with opportunities to use advanced skills in project planning, construction and analysis.

**TEED8132****Current Approaches In English as a Second Language**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject deals with the teaching and learning of English as a second language across the six Key Learning Areas. The emphasis of the subject is to review and critique research on second language acquisition and learning, explore the potential of a functional approach to language to ESL teaching and learning, consider the range of differences in the spoken and written English language proficiency of the learner, and bring this knowledge together to make informed decisions about teaching English as a second language. Participants investigate the social, psychological and cultural context of learning English as a second language in primary schools, examine assumptions about first and second language learning and literacy and apply principles of second language learning to classroom practice.

**TEED8133****Current Approaches In Education for Gifted and Talented Children**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

The aim is to assist teachers to identify contexts which facilitate or impede the full development of high intellectual potential in children. The subject critically examines the theories of giftedness and talent which currently influence Australian schools and education systems. Current research on the cognitive and affective development of gifted and talented children will be examined for its applicability to the development of programs and curricula for gifted students both in the regular classroom and in special settings such as withdrawal programs, opportunity classes, interest clubs and mentor programs.

**TEED8134****Current Approaches In Education for Children with Disabilities**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject promotes understanding and develop critical appreciation of the main educational, paramedical, medical, administrative and social problems and issues of concern to children, parents, practising teachers and other professionals comprising the multidisciplinary team. It develops insights into the nature and diversity of Special Education and the psychological, physical and sociological factors which affect teaching and learning in an ever changing technological environment.

Generic components include knowing the child and the range of factors which influence development, learning characteristics and performance, identifying and assessing special educational needs and meeting individual needs. Specialised components may include the education of children with severe, profound and multiple disabilities, the education of pupils with emotional and behavioural difficulties, curriculum development for pupils with moderate learning difficulties, pupils with special needs in the regular school. Both components are treated in context of the prevailing educational policies, the available specialized personnel, resources and service units within the NSW Department of School Education. State, National and International procedures, policies and practices will provide a comparative perspective.

**TEED8150****English 4A**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject provides students with opportunities to review current research findings and publications on children's television decoding skills and viewing habits. As well, it deals with the processes of how the medium of television constructs realities. Included in this treatment are cultural practices and values, how audiences develop meanings and the agents and techniques which are employed.

**TEED8151****English 4B**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This course seeks to provide a theoretical basis and practical experiences for developing observational assessments of individual children's reading and writing development within a K-6 Primary context. Particular emphasis is placed on literacy assessment procedures that include the functions of writing and spelling which have been shown to affect and be affected by children's ability to read. Assessment procedures will include those that monitor handwriting, writing, spelling, silent and oral reading. From these observations, planned programs of literacy instruction can be designed to suit learners needs in the next step of their development.

**TEED8152****Mathematics 4A**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject is designed to take students beyond the detail of the K-6 Mathematics syllabus. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, methods, strategies and resources which enhance the teaching and learning of Mathematics and support the principles and philosophy of the K-6 syllabus are carefully considered. Diagnostic remediation and extension work in the classroom are also covered.

#### **TEED8153**

##### **Mathematics 4B**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject focuses on research in Mathematics education and its application in the classroom. Particular attention is paid to relating, theoretical considerations of the literature to classroom practice.

#### **TEED8154**

##### **Science and Technology 4A**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

The subject aims to introduce students to new developments in Science and Technology K-6 Syllabus. Students construct a substantial teaching unit and appropriate resources for Science and Technology K-6 teaching, formulate and communicate their teaching philosophy and teaching strategies and carry out a review of some aspect of their School's Science and Technology K-6 Policy or Program.

#### **TEED8155**

##### **Science and Technology 4B**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject focuses on recent developments in computer education and their application in the classroom. In this subject, students critically investigate areas of the literature in computer education. Students are required to pursue areas of computer implementation at depth. Such areas might include Logo, Special education, courseware development and computers in educational administration.

#### **TEED8156**

##### **Human Society and Environment 4A**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This optional subject aims to familiarise students with new directions in the key learning area of Human Society and Environment. It will focus on expanding students' knowledge of current research findings in Social Education so that they will be better able to implement current research findings in Social Education so that they will be better able to implement current innovations in the classroom context. Students critically analyse the Social Education research literature, departmental documents, school-devised policy documents and newly developed curriculum resources. Students gain a greater knowledge and understanding of new teaching strategies and subject matter in the key learning area of Human Society and Environment. Current innovations are examined in the classroom context.

#### **TEED8157**

##### **Human Society and Environment 4B**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject aims to familiarise students with expectations associated with teaching about contemporary issues. It focuses on expanding students' knowledge and understanding of current issues of interest in Australian and global society. Students study the causes and consequences of current concerns and critically evaluate proposed solutions to social problems.

Significant issues are explored utilising historical, current and futures perspectives. Teaching principles and skills are applied to develop teaching resources.

#### **TEED8158**

##### **Personal Development, Health and Physical Education 4A**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject aims to provide the student with an opportunity to examine the implementation process of planning, programming, teaching and evaluating in selected content strands of Personal Development, Health and Physical Education in the primary school. The focus of the subject involves specialization in two or three content strands; Fitness and Lifestyle (Fitness Programming and Evaluation), Games and Sport ('Aussie Sports') Growth and Development.

#### **TEED8159**

##### **Personal Development - Health and Physical Education 4B**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject aims to involve students in the examination, evaluation and development of health promotion in the primary school. In this subject, students critically examine current policies and programs in NSW for the promotion of health in schools within the context of the Personal Development, Health and Physical Education Syllabus. Students will identify specific health needs of children in a particular school, determine priority areas for action and design a program based on these needs and the availability of local resources.

#### **TEED8160**

##### **Creative and Practical Arts 4: Music**

*Staff Contact: Dr Alan Watson*

C5 S1 or S2 HPW2

This subject has been designed for the practising classroom teacher. It promotes strategies and ideas for teaching music in their classroom. It is based on practical activities, and provide the opportunity to learn, or have further study of, classroom instruments. It assists with programming and designing successful music programs from K-6 and in integrating music with other curriculum areas. It examines the different approaches to Music Education with particular attention to the Orff and Kodaly approaches.

**TEED8161****Creative and Practical Arts 4: Art***Staff Contact: Dr Alan Watson***C5 S1 or S2 HPW2**

The subject introduces contemporary issues affecting visual arts education from both a national and international perspective. Issues such as discipline-based art education, art programs for the gifted and talented and art and technology are assessed within the context of developing school policies, the syllabus and educational initiatives in various school systems. A program of practical studies in art is designed to assist students to better understand the importance of sequenced art activities that specify activities in art making, art criticism and art history study.

**TEED8162****Creative and Practical Arts 4: Design***Staff Contact: Dr Alan Watson***S1 or S2 HPW2**

The subject is intended to review the development of design education nationally and internationally and to clarify the scope and opportunities for the development of design education in the primary school. Design technologies ranging from simple technical processes to the more sophisticated high technology processes, including

computer technology are studied and practical workshops in a selected range of technologies will assist students to better understand the process of design. Students are required to study the significance of design to culture and there will be opportunities to investigate case studies of design technology in different cultural groups that may be introduced into the syllabus.

**TEED8163****Creative and Practical Arts 4: Drama***Staff Contact: Dr Alan Watson***C5 S1 or S2 HPW2**

Students will be involved in the creative development of a theatre performance project for schools, with levels appropriate to the K-6 child. The work is an original, group devised performance text relating to aspects of the Primary Curriculum. The K-6 Performance Unit is part of a developmental programme which requires a high degree of commitment, with students required to demonstrate the skills of writer/director, performer, designer, production manager, with some technical expertise in sound an advantage. The course involves attendance at the work of current Theatre in Education companies in the K-6 field. Students are expected to participate in all aspects of the Performance Unit.



# Graduate Study

## Course Outlines

### 5560

#### Graduate Diploma in Education

#### 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 Graduate Diploma course is designed to give professional training in education to graduate students. It is a full-time course taken over one year.

#### Re-enrolment in Diploma in Education

Candidates who fail in either two single method subjects, one double method subject or in the Teaching Experience subject 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.

#### Method Subjects:

Students are required to satisfy requirements in each of two single Method subjects or in one double Method subject. Only certain single method subject combinations are permissible.

Not all Method subjects may be available in any given year.

| Single Method Subjects                       | Number of Hours |
|--|-----------------|
| TEDG6126 Chinese Method                      | 68              |
| TEDG6121 Commerce/Economics Method           | 68              |
| TEDG6122 Computer Studies Method             | 68              |
| TEDG6123 Drama Method                        | 68              |
| TEDG6124 English Method                      | 68              |
| TEDG6125 English as a Second Language Method | 68              |
| TEDG6127 French Method                       | 68              |
| TEDG6132 Geography Method                    | 68              |
| TEDG6133 History Method                      | 68              |
| TEDG6128 Japanese Method                     | 68              |
| TEDG6129 Spanish Method                      | 68              |

The following combinations would normally be permissible:

Chinese Method and Japanese Method  
Commerce/Economics Method and Geography Method  
Drama Method and English Method  
Drama Method and History Method  
English Method and History Method  
French Method and Spanish Method  
English Method and English as a Second Language Method  
Computer Studies Method and Mathematics Method  
(see below)

#### Double Method Subjects

The following Double Methods shall be on offer during 1993, 1994 and 1996.

|                                    | Number of Hours |
|------------------------------------|-----------------|
| TEDG6120 Art Method                | 136             |
| TEDG6136 Mathematics Method        | 136             |
| TEDG6137 Physical Education Method | 136             |
| TEDG6138 Science Method            | 204             |

#### Educational Studies

|                              |    |
|------------------------------|----|
| TEDG6140 Educational Studies | 48 |
|------------------------------|----|

This subject consists of three strands, each one occupying approximately the same number of hours:

Learning and Development  
Preparing for Teaching  
Schooling in its Social Context

|   | Number of Hours |
|---|-----------------|
| TEDG6141 Educational Elective A                   | 16              |
| TEDG6142 Educational Elective B                   | 16              |
| TEDG6143 Educational Elective C                   | 16              |
| TEDG6144 Professional Issues and Responsibilities | 56              |

#### Teaching Experience

|                              |  |
|------------------------------|--|
| TEDG6145 Teaching Experience |  |
|------------------------------|--|

There are two strands to this subject: Microteaching and Teaching Practice. Students are required to satisfy requirements in Microteaching before being allowed to participate in the block teaching component of Teaching Practice.

|                   | Number of Hours |
|-------------------|-----------------|
| Microteaching     | 18              |
| Teaching Practice | 220             |

#### Schedule of Subjects

|  | HPW | Weeks |
|--|-----|-------|
| <i>Session 1</i>                         |     |       |
| Method Subject(s)*                       | 8   | 14    |
| Educational Studies                      | 3   | 14    |
| Professional Issues and Responsibilities | 4   | 14    |
| <i>Session 2</i>                         |     |       |
| Method Subject(s)**                      | 6   | 4     |
| Educational Studies                      | 3   | 2     |
| Educational Elective A                   | 4   | 4     |
| Educational Elective B                   | 4   | 4     |
| Educational Elective C                   | 4   | 4     |
| Teaching Experience                      |     |       |
| Microteaching                            | 9   | 2     |
| Teaching Practice***                     |     |       |

\* 2 single methods each of 4 hours per week, or 1 double method of 8 hours per week, except in the case of Science Method which is 12 hours per week.

*\*\*2 single methods each of 3 hours per week or 1 double method of 6 hours per week, except in the case of Science Method which is 9 hours per week.*

*\*\*\*5 single days and a 7 week block*

## 5610

### Graduate Diploma of Educational Studies (Computer Education)

#### GradDipEdStuds

The School offers a course leading to the award of Graduate Diploma of Educational Studies (Computer Education).

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of the computer in teaching/learning situations;
- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;
- evaluate the educational worth of available software;
- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;
- develop understandings and competencies in the principles of structured computer programming;
- develop computer awareness in their students;
- develop those skills and attitudes which enable them to provide leadership in the development of computing policy in their educational setting.

#### Structure of the Course

The following diagram summarizes the subject requirements for the Graduate Diploma of Educational Studies (Computer Education), and indicates the titles of individual core subjects.

#### Session Progress Pattern

The course is offered as part-time study over four sessions.

#### Schedule of Subjects

| Year 1  | C | HPW |
|---|---|-----|
| <b>Session 1</b>                                      |   |     |
| Education Studies                                     |   |     |
| TEDG2022 Computers and Teaching 1:<br>Courseware      | 4 | 3   |
| TEDG2011 Information Technology and<br>Society        | 4 | 2   |
| Applied Computer Studies                              |   |     |
| TEDG5646 Information Processing 1:<br>Word Processing | 4 | 3   |

|  |   |   |
|--|---|---|
| <b>Year 1</b>                                    |   |   |
| <b>Session 2</b>                                 |   |   |
| Education Studies                                |   |   |
| TEDG0011 Computers and Teaching 2:<br>Curriculum | 4 | 2 |
| Computer Studies                                 |   |   |
| TEDG5613 Programming and Problem Solving         | 4 | 3 |
| Applied Computer Studies                         |   |   |
| TEDG5657 Information Processing 2:<br>SS and DB  | 4 | 3 |

|  |   |   |
|--|---|---|
| <b>Year 2</b>                                      |   |   |
| <b>Session 1</b>                                   |   |   |
| Education Studies                                  |   |   |
| TEDG0022 Computers and Teaching 3:<br>Applications | 4 | 2 |
| TEDG5635 Curriculum Project                        | 3 |   |
| or   |   |   |
| Computer Studies                                   |   |   |
| TEDG5624 Programming Techniques                    | 4 | 3 |
| Applied Computer Studies                           |   |   |
| TEDG5668 Information Processing 3: Hardware        | 4 | 3 |
| <b>Session 2</b>                                   |   |   |
| Education Studies                                  |   |   |
| Elective Study                                     | 6 | 3 |
| Elective Study                                     | 6 | 3 |

Total Credit Points 48

Note: All subjects shown as three hours per week include one hour per week independent computer laboratory work.

## 2995

### Master of Education in Teaching (by Research)

#### Master of Education in Teaching MEdTeach

This is a research degree requiring an original contribution to knowledge in an approved subject. The degree is awarded with the grade of Honours Class 1 or Class 2. In addition to a thesis, each candidate is required to complete two one-session subjects, usually TEDG1204 Research Methods in Education A and TEDG1205 Research Methods in Education B, normally in the first year or registration.

## 8965

### Master of Education in Teaching (by Formal Course Work)

#### Master of Education in Teaching MEdTeach

The conditions for the award of the Master of Education in Teaching degree are set out under Conditions for the Award of Higher Degrees later in this handbook. The course is designed for educationists who wish to study education at an advanced level in order to develop further their professional competence as teachers, with particular

emphasis upon teaching studies, including the use of computers in education.

The degree awarded is studied by taking eight units. Students are required to complete a major study consisting of a minimum of four units in Studies in Teaching.

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

## Schedule of Subjects

| Session 1                                   | HPW |
|---|-----|
| Studies in Teaching                         |     |
| TEDG1101 Computers in Education             | 2   |
| TEDG1103 Computers and the Learning Process | 2   |
| Studies in Education                        |     |
| TEDG1201 Research on Teaching               | 2   |
| TEDG1204 Research Methods in Education A    | 2   |

| Session 2  | HPW |
|--|-----|
| Studies in Teaching  |     |
| TEDG1102 Computers and Teaching                                  | 2   |
| TEDG1104 Issues in Computer Education                            | 2   |
| TEDG1109 Issues in the Implementation of Technology in Education | 2   |
| TEDG1122 Scientific Concept Development in Students              | 2   |

|   |   |
|---|---|
| Studies in Education                                    |   |
| TEDG1202 Teacher Education and Professional Development | 2 |
| TEDG1205 Research Methods in Education B                | 2 |

|                           |  |
|---------------------------|--|
| Projects*                 |  |
| TEDG1301 One-unit Project |  |
| TEDG1302 Two-unit Project |  |

\*Projects may be approved in the area of any of the Studies in Teaching and Studies in Education listed.

**Note:** All subjects listed above have a unit value of one except for the two-unit project. A one-unit subject is of 2 hours per week for one session.

## Subject Descriptions

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

### Graduate Diploma of Educational Studies (Computer Education)

#### TEDG2011 Information Technology and Society

Staff Contact: Mrs Kaye Placing  
C4 S1 HPW2

This subject is designed to provide students with an understanding of the impact of information technology on society. Students examine the impact of Information Technology in a broad variety of fields in modern society. They develop a critical awareness of the social and philosophical implications of the use of computers in society, industry and education.

#### TEDG2022 Computers and Teaching 1: Courseware

Staff Contact: Mrs Kaye Placing  
C4 S1 HPW3

This subject is designed to enable students to examine a range of educational courseware in the context of an analysis of the teaching - learning process. Models of teaching and learning and their classroom implications will be discussed. A representative range of educational courseware will be examined, and a discussion of the use of courseware in teaching will be undertaken.

#### TEDG0011 Computers and Teaching 2: Curriculum

Staff Contact: Mrs Kaye Placing  
C4 S2 HPW2  
Prerequisite: TEDG2022

This subject builds on Computers and Teaching 1. It is designed to provide students with a broad view of how computers can be used across the curriculum, and to continue to develop their understanding of how computers can be applied in their own teaching specialty (i.e. infants, primary, secondary geography, TAFE accountancy etc.). The curriculum process is reviewed and theories of curriculum development are examined. Students undertake a critical appraisal of teaching with computers in a variety of curriculum applications, and will discuss practical issues involved in using computers in teaching.

#### TEDG0022 Computers and Teaching 3: Applications

Staff Contact: Mrs Kaye Placing  
C4 S2 HPW2  
Prerequisite: TEDG0011

This subject is designed to focus in detail on the applications of the computer in teaching specific subject areas. Students examine the rationale for employing computers in specific teaching fields, and will critically examine applications of computers in the chosen field.

### Applied Computer Studies

#### TEDG5646 Information Processing 1: Word Processing

Staff Contact: Mrs Kaye Placing  
C4 S1 HPW3

This subject is designed to give an overview of the use of the computer as an information processing tool in educational settings. In Information Processing 1 particular emphasis is placed on word processors and graphics packages, with an introduction to communications and database software. This course unit, and Information Processing 2, are directed toward the end-user rather than the specialist and as such take a broad perspective concerning the applications discussed.

**TEDG5657****Information Processing 2: SS and DB**

*Staff Contact: Mrs Kaye Placing*

C4 S2 HPW3

*Prerequisite:* TEDG5646

This subject is designed to extend the studies in Information Processing begun in Information Processing 1. As with Information Processing 1, it is directed toward the end-user rather than the specialist and as such takes a broad perspective concerning the applications discussed. A detailed examination of the educational applications of spreadsheets and databases is undertaken in this subject, and integrated packages are examined.

**TEDG5668****Information Processing 3: Hardware**

*Staff Contact: Mrs Kaye Placing*

C4 S1 HPW3

*Prerequisite:* TEDG5657

This subject is designed to extend the study of microcomputer equipment introduced in Information Processing 1. Students study the function and operation of the principal hardware components of a microcomputer and common peripherals, and the different protocols used in interfacing peripherals to a microcomputer. Students learn simple routine maintenance procedures and basic fault finding procedures for educational microcomputer equipment.

**Computer Studies****TEDG5613****Programming and Problem Solving**

*Staff Contact: Mrs Kaye Placing*

C4 S2 HPW3

This subject is designed to introduce the student to the fundamentals of the principles of computer programming in the educational context. A discussion of problem solving by computers leads to the introduction of programming techniques and software engineering principles. Students design, write and test simple structured computer programs. Examples may be given from a variety of computer languages, one of which is selected as the main vehicle of instruction.

**Elective Studies****Year 2****TEDG5624****Programming Techniques**

*Staff Contact: Mrs Kaye Placing*

C4 S1 HPW3

*Prerequisite:* TEDG5613

This elective subject is designed to extend the fundamentals of the principles of computer programming in the educational context. In the educational programming context, students learn searching and sorting techniques. They develop an understanding of the handling of lists and arrays, records and fields, and sequential and random access files.

**TEDG5635****Curriculum Project**

*Staff Contact: Mrs Kaye Placing*

C4 S1 HPW3

This elective subject is designed to introduce students to action research in computer education. Students will learn the concepts and methods of action research, and will undertake an action research project involving the implementation of a curriculum unit using a computer software package.

**TEDG2031****Computers in Educational Administration**

*Staff Contact: Mrs Kaye Placing*

C6 S2 HPW3

*Prerequisites:* TEDG5657, TEDG5613

This elective subject explores the use of microcomputers in educational administration. The basic concepts of data processing and systems analysis applied to educational administration tasks. Students develop their skills using a particular package which meets their administrative needs.

**TEDG5671****Designing Educational Packages**

*Staff Contact: Mrs Kaye Placing*

C6 S2 HPW3

*Prerequisite:* TEDG0011

This elective subject considers in detail the procedures involved in designing, producing and validating educational material which involves the computer as a central element. Students specify an educational design for such material, formulate a logical procedure flow for this design, outline the hardware and programming implications of the design, specify an appropriate validation procedure for the package, and produce complete user documentation.

**TEDG5682****Expert Systems and Education**

*Staff Contact: Mrs Kaye Placing*

C6 S2 HPW3

*Prerequisites:* TEDG2022, TEDG5657, TEDG5613

This elective subject seeks to develop students' understanding of expert systems and their social and educational implications. Students learn how expert systems work and study samples of expert systems in use. Students use expert system shells to gain practice in building expert systems in their area of specialization.

**TEDG5693****Independent Study**

*Staff Contact: Mrs Kaye Placing*

C6 S2 HPW3

*Prerequisites:* Those course units as determined by the supervising lecturer

This elective subject is designed to allow a student to demonstrate his/her ability to articulate the theory and

practice of education with that of computers by undertaking an approved and supervised project in an area of computer education of particular interest to the student. The project may take one of a number of forms, for example a scholarly literature review, an empirical research study, a curriculum project, or a software coding project.

#### **TEDG5021**

##### **Logo**

*Staff Contact: Mrs Kaye Placing*  
C6 S2 HPW3

This elective subject is designed to introduce students to Logo as a concept, a problem solving tool, a learning aid and a structured programming language. In addition to studying turtle geometry, students examine Logo as a list processing language, problem solving in Logo, and the philosophy of Logo.

#### **TEDG5715**

##### **Machine Language Applications**

*Staff Contact: Mrs Kaye Placing*  
C6 S2 HPW3

*Prerequisites:* TEDG5668, TEDG5613

This elective subject is designed to build on Programming and Problem Solving and Information Processing to develop applications requiring machine language programming to increase processing speed and to facilitate interfacing microcomputers to monitoring, control and other devices. Program modules are developed to perform a variety of tasks which have relevance to educational computing.

#### **TEDG5704**

##### **Programming Applications**

*Staff Contact: Mrs Kaye Placing*  
C6 S2 HPW3

*Prerequisite:* TEDG5613

This subject is designed to build on the structured programming principles developed in Programming and Problem Solving, with an emphasis on educational programming applications. Students learn a structured form of Basic and apply this to the development of program modules using a variety of computing techniques.

#### **TEDG5602**

##### **Teaching Curriculum Courses in Computing**

*Staff Contact: Mrs Kaye Placing*  
C6 S2 HPW3

*Prerequisites:* All session 1, 2 & 3 course units including Programming Techniques as the session 3 choice

This subject is designed to assist students preparing to teach secondary school courses in Computer Awareness and junior and senior level Computing Studies. It considers each course in detail and focuses on the methodology of teaching computing courses in school.

An examination undertaken of the content area of these courses, approaches to sequencing teaching units in these courses, the management of practical activities, assessment techniques, and resource selection.

## **Graduate Diploma in Education**

#### **TEDG6120**

##### **Art Method (Double)**

*Staff Contact: Mr Stephen Scorse*  
F

The subject emphasises a practical approach to planning and programming visual art lessons and units that are appropriate for the secondary school. Visual Arts syllabus materials Years 7-10 and 11-12 and support documentation are analysed to assist students in program development and to assist students in the identification of assessment criteria and evaluation procedures. A range of practical workshops designed to assist students to further understand the creative process at secondary school level are included in the practical approach to programming. There is an introduction to and an exploration of, practical and theoretical approaches to the study of art history to better assist students to plan, implement and evaluate units of study in art history at junior and senior high school levels. Field trips and visitations to art galleries are included as an important feature of the development of art history programs.

#### **TEDG6121**

##### **Commerce/Economics Method**

*Staff Contact: Mr Stephen Scorse*  
F

A workshop approach is adopted in lectures and tutorials with the students playing an active part in the interpretations of the Junior Commerce and Senior Economics Syllabuses. The technological revolution has resulted in dramatic changes to our society and these changes are particularly pertinent to the teaching of Commerce and Economics. The tutorials give students a practical guide as to how lessons should be presented to take account of the mixed ability levels of their classes. The most recent innovations in presenting materials are explored, the emphasis being on the relationship between ability level, student motivation and teacher effectiveness. Forays into the local community are undertaken in an attempt to develop in the beginning teacher an appreciation of the resources of the community.

#### **TEDG6122**

##### **Computer Studies Method**

*Staff Contact: Mr Stephen Scorse*  
F

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

**TEDG6123****Drama Method***Staff Contact: Mr Stephen Scorse***F**

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7-12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures. The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: e.g. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

**TEDG6124****English Method***Staff Contact: Mr Stephen Scorse***F**

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

**TEDG6125****English as a Second Language Method***Staff Contact: Mr Stephen Scorse***F**

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

**TEDG6126****Chinese Method****TEDG6127****French Method****TEDG6128****Japanese Method****TEDG6129****Spanish Method****F**

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

**TEDG6132****Geography Method***Staff Contact: Mr Stephen Scorse***F**

Lectures, discussions and workshops are used in interpreting the junior and senior syllabuses through a variety of approaches, in understanding the structuring of individual lessons as part of work units, and in examining methods of presentation of material in relation to student motivation, classroom management and varying class ability levels. This is followed by an in-depth treatment of various aspects of Geography teaching through workshop and seminar activities, structured around a range of audio-visual, written and pictorial materials. The latest ideas in presenting information are explored, and experience is gained in the production of fieldwork units, printed materials, wall charts, maps, overhead transparency materials, sound cassettes and multi-media kits.

**TEDG6133****History Method***Staff Contact: Mr Stephen Scorse***F**

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

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

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes. Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

**TEDG6136****Mathematics Method (Double)***Staff Contact: Mr Stephen Scorse***F**

There are six main segments to this method: an examination of the objectives of teaching Mathematics at the secondary level; the consideration of elementary notions concerning a Mathematics curriculum and its construction; a comparison of the secondary Mathematics syllabuses of New South Wales with those of other systems; a discussion of strategies and method for

teaching Mathematics with special reference to the School and Higher School Certificates; the preparation of Mathematics aids for classroom use; the consideration of various aspects of evaluation and related matters.

#### **TEDG6137**

##### **Physical Education Method (Double)**

*Staff Contact: Mr Stephen Scorse*

**F**

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

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

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

#### **TEDG6138**

##### **Science Method (Double)**

*Staff Contact: Mr Stephen Scorse*

**F**

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

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

In addition to assisting students to develop skills in planning lessons, units or work and programs, presenting demonstrations, managing science classrooms, using school science equipment and developing audio-visual aids, students learn in workshop sessions how to teach aspects of various topics in biology, chemistry, geology, physics and integrated programs at both junior and senior levels. A number of issues, including pupil preconceptions in science, individualisation, mastery learning, primary science teaching, enquiry approaches, assessment and evaluation, pupil differences, the use of microcomputers, safety, and legal considerations for the science teacher, are dealt with in both workshop and lecture sessions.

#### **TEDG6140**

##### **Educational Studies**

*Staff Contact: Mr Stephen Scorse*

**F**

*Corequisite:* Two single or one double Method subject (s)  
Three strands: Learning and Development, Reflecting and Teaching, and Sociology and Schooling.

##### *Learning and Development.*

The strand deals with such topics as adolescent development and self-perception, learning, cognitive processes, memory, perception, motivation, attention and individual differences, and the relevance of these matters for classroom teaching.

##### *Preparing for Teaching:*

Practical problems concerned with children's motivation, the professional and pastoral role of the teacher and discipline in the class-room provide the initial focus. The way teachers deal with such problems reflects attitudes towards such issues as child-centred vs subject-centred teaching, freedom vs authority, creativity vs intelligence and co-operation vs competition. Thinking about such issues may modify some of the attitudes derived from students' previous experience of schools and teachers.

##### *Schooling in its Social Context:*

The purpose of this strand is to place teaching and learning in a social context. Society and education are viewed in an interacting relationship. Education is examined in a broad context, such as in its relationship to the economy as well as at an interpersonal level such as deviant behaviour in the classroom. Topics discussed also include disadvantaged groups in society and implications for education, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

#### **TEDG6141**

##### **Educational Elective A**

*Staff Contact: Mr Stephen Scorse*

**S2**

*Prerequisite:* TEDG6144

*Corequisite:* TEDG6140, TEDG6142, TEDG6143

Two single or one double Method Subject(s)

#### **TEDG6142**

##### **Educational Elective B**

*Staff Contact: Mr Stephen Scorse*

**S2**

*Prerequisite:* TEDG6144

*Corequisite:* TEDG6140, TEDG6142, TEDG6143

Two single or one double Method Subject(s)

For each of the subjects Educational Electives A and Educational Electives B, one elective is chosen from a group of electives which relate to: examining recent research in learning and teaching in particular subject areas; understanding the relevance of education for appreciating social trends and problems; examining historical and philosophical issues related to particular subject areas; examining the problems of and strategies for teaching students form a non-English speaking background in the different subject areas.

The electives offered depend upon staff availability and student demand.

**TEDG6143****Educational Elective C**

*Staff Contact: Mr Stephen Scorse*  
S2

*Prerequisite:* TEDG6144

*Corequisite:* TEDG6140, TEDG6141, TEDG6142, Two single or one double Method Subject(s)

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

The electiveness offered depend upon staff availability and student demand.

**TEDG6144****Professional Issues and Responsibilities**

*Staff Contact: Mr Stephen Scorse*

S1

*Corequisites:* Two single or one double method subject(s)

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

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

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

**TEDG6145****Teaching Experience**

*Staff Contact: Mr Stephen Scorse*  
S2

*Prerequisite:* TEDG6144

*Corequisite:* TEDG6140 Two single or one double Method subject(s)

Two strands: Microteaching and School Experience

**Microteaching:**

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

**Teaching Practice:**

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

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

**Master of Education In Teaching****Studies in Teaching****TEDG1101****Computers in Education**

*Staff Contact: Dr Arthur Anderson*  
S1 HPW2

The basic skills in, and knowledge of, the use of computers in schools. Basic concepts of hardware and software as well as applications of word processors, data bases, spread sheets and graphics for improving teachers' personal productivity. Introductory details of computer hardware, software and system design and development.

**TEDG1102****Computers and Teaching**

*Staff Contact: Dr Arthur Anderson*  
S2 HPW2

The classroom application of word processors, data bases, spread sheets, graphics, telecommunications and LOGO. Various educational theories and perspectives are presented to provide models for the use of computers in the classroom.

**TEDG1103****Computers and the Learning Process**

*Staff Contact: Dr Arthur Anderson*  
S1 HPW2

Various learning environments are covered, e.g., individualised learning, enquiry learning, group projects, cooperative learning, problem solving. Specific applications include adventure games, simulations, tutorials. Software evaluation.

**TEDG1104****Issues in Computer Education**

*Staff Contact: Dr Arthur Anderson*  
S2 HPW2

Social implications, technology and computers, current trends in technology education, managing computers in schools, school computer policy, computer systems and their fundamentals, curriculum directions, computers across the curriculum, role of programming in computer education, computers and problem solving, equity and gender issues, copyright, ergonomics.



**TEDG1109****Issues in the Implementation of Technology in Education***Staff Contact: Dr Arthur Anderson***S2 HPW2**

**Note:** This is a possible subject to be offered as part of the Department of School Education's Joint Masters Program).

The increased importance of technology as emphasised in the 'Science and Technology K-6' and 'Design and Technology 7-10' NSW Board of Studies documents places demands on teachers to respond to the new curriculum initiatives. This subject concentrates on developing content and curriculum strategies in technology and its applications to Science K-6 and the Technological and Applied Studies Key Learning Area in Years 7-10.

**TEDG1121****Issues in Science Education***Staff Contact: Dr Colin Gauld***S1 HPW2**

General introduction to some of the issues of importance in contemporary primary and secondary school science education. Aims of science education, instructional theories and factors influencing curriculum development in science education, for example, science, technology and society, the nature of science, environmental education, scientific literacy, instructional strategies in science, problem solving, 'children's science' and attitudes in science.

**TEDG1122****Scientific Concept Development in Students***Staff Contact: Dr Colin Gould***S2 HPW2**

The nature of concepts in science education; the notion of 'children's science'; use of interviews to explore students' thinking about scientific phenomena; survey of research into 'children's science' and the development of scientific ideas in primary and secondary school students; implications for classroom teaching.

**TEDG1201****Research on Teaching***Staff Contact: Prof Michael Dunkin***S1 HPW2**

Research on teachers, teaching and instruction, including subject matter, task demands, instructional format, grouping arrangements, pacing, classroom behaviour and interaction. Paradigms for conceptualising classroom research. Designing classroom research; epistemological issues; the nature and interpretation of evidence concerning theoretical ideas about teaching. Examples of research on teaching. Generalisations about the effects of teachers, teaching and instruction.

**TEDG1202****Teacher Education and Professional Development***Staff Contact: Prof Michael Dunkin***S2 HPW2**

Pre-service teacher education; the curriculum; the practicum; supervision; microteaching; organisation patterns of preservice teacher education. Inservice teacher education; concepts of professional development, teacher development and teacher evaluation; the reflective teacher; distance education in teacher development; teacher thinking and knowledge and teacher development; government policy and teacher development.

**TEDG1204****Research Methods in Education A***Staff Contact: Prof Michael Dunkin***S1 HPW2**

Theory and application of the following in school and classroom contexts: survey techniques, including questionnaires, rating scales, psychological inventories and tests, structured interviews and system based observation; major types of research design in quantitative research, including correlational and quasi-experimental research. Parametric and nonparametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of difference and elementary analysis of variance. Data entry and the use of at least one major statistical package, such as SPSSx.

**TEDG1205****Research Methods in Education B***Staff Contact: Prof Michael Dunkin***S2 HPW2**

Theory and application of the following in school and classroom contexts: the historical method; philosophical enquiry; ethnographic research; action research; case study methods; conceptual analysis; participant observation; grounded theory; interviewing; use of written and non-written sources; and triangulation. A "hands on" approach features in this subject, which provides students with a critical appreciation of the methods as well as some experience in using them. The use of computers with qualitative data.

**Faculty Electives****PROF0001****Professional Ethics***Staff Contact: Dr M. Bibby***S1 HPW2**

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

**PROF0002****Understanding Research***Staff Contact: Dr R. Connors***HPW2**

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

**PROF0003**

**Qualitative Research Procedures**

*Staff Contact: Ms P. Davies*

**L2**

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research,

participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

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# Professional Development Centre

Kensington Campus

**Director**  
Associate Professor Reggy Nightingale  
**Postgraduate Program Co-ordinator**  
Dr Lee Andresen

**Administrative Assistant**  
Libi Nugent

The Professional Development Centre was established in 1989 to contribute to the University's staff development and institutional research initiatives. Whilst serving the development needs of all university staff on a multitude of fronts and by a diversity of methods, it also exists within the Faculty of Professional Studies in order to function as a centre for scholarship and research in professional development and higher education. Here it offers programs of graduate study in teaching and learning in higher education, explicitly designed to contribute to the professional development of academic staff by virtue of being based within the rigorous study of their actual practice as teachers. Enrolment in these programs is restricted to academics currently employed in institutions of higher education; however students in other programs may be entitled to study particular subjects offered by the Centre. The Centre currently offers an articulated project-based coursework program leading to a Graduate Certificate (CertHEd), Graduate Diploma (DipHEd) and Masters Degree (MHEd) in Higher Education. Subject to Faculty and Council approval, a program for the degree of Doctor of Philosophy will eventually be offered.

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## Graduate Study

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### Course Outlines

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**8911**

#### **Master of Higher Education Course**

**Master of Higher Education  
MHEd**

The conditions for the award of the Master of Higher Education degree are set out under the Conditions for the Award of Higher Degrees later in this handbook. The degree course is designed for university academics who

wish to increase their understanding of student learning in higher education and to improve their own teaching through development of their professional expertise.

The degree is studied by taking subjects to the value of eight units. Each unit represents the equivalent of 28 contact hours distributed over a 14-week session. Within each subject candidates undertake projects within the context of teaching their own discipline. The first unit, PDCS1001 Introduction to University Teaching, is a prerequisite for all subsequent subjects. (This requirement may be waived in some circumstances.) The second unit is to be chosen from either PDCS1002 or PDCS1003. Students may then complete the Masters degree course by studying four more subjects and completing a 2-unit project, or studying two more subjects and completing a 4-unit project.

Applicants must be in full or part-time academic employment in Higher Education. Their qualifications or experience must be appropriate for teaching in an Australian university and they must be currently engaged in some kind of teaching at university level. (Tutors are welcome to join the program.)

Subject to the discretion of the Director of the Centre, students may choose up to two of their electives from the following UNSW programs: Master of Education, Master of Health Personnel Education, Master of Educational Administration. Appropriate subjects at Masters level offered by other schools, faculties or universities may also be approved.

Students may enter the program with advanced standing or may receive credit for subjects of a comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales, or another recognized institution.

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## 7300 Certificate in Higher Education Course

Certificate in Higher Education  
CertHEd

## 5561 Graduate Diploma in Higher Education Course

Graduate Diploma in Higher Education  
GradDipHEd

A special feature of the Master in Higher Education program is that students may choose to enrol in a Certificate

of Higher Education (Program 7300) which is completed by studying the first two units in the Masters degree program, or in a Graduate Diploma in Higher Education (Program 5561) which is completed by studying the two Certificate units plus two more units. The three programs are fully articulated and students may transfer between them.

### Certificate Subjects

PDCS1001 Introduction to University Teaching

PDCS1002 Communication and Knowledge

PDCS1003 Facilitating Student Learning

### Graduate Diploma/Masters Degree Subjects

PDCS2001 Designing and Developing Curricula

PDCS2002 Assessment and Feedback

PDCS2003 The Context of Teaching and Learning

PDCS2004 Varieties of Teaching and Learning Process

PDCS2005 Information Technology for Teaching  
and Learning

PDCS2006 Professional Expertise

PDCS2007 Researching Educational Practice

PDCS3001 2-unit project

PDCS3002 4-unit project

**Note:** 1. Each subject has a unit value of one unit except for the two-unit and four-unit project. 2. Consult the Professional Development Centre for information about which subjects are available in any particular year.

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## Subject Descriptions

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

### Master of Higher Education Degree Course Graduate Diploma in Higher Education Certificate in Higher Education

#### PDCS1001 Introduction to University Teaching

*Staff Contact: Lee Andresen*

S1 or S2

The principles and practice of regular classroom teaching in higher education, through the study of current views of how students learn; assessing student learning and setting examinations and tests; lecturing; small group teaching; preparation and use of teaching materials; monitoring

progress in the development of teaching competency. Available in class mode and Open Learning mode.

#### PDCS1002 Communication and Knowledge

*Staff Contact: Lee Andresen*

S1 or S2

*Prerequisite:* PDCS1001 or equivalent

An introduction to some of the relationships between learning and the communication between teachers and students. How the teachers' choice of language, media and structuring and presentation of information may help or hinder student learning. How encouraging students to produce spoken and written language can help them learn content. Consideration of the different ways disciplines are presented in journals and texts, and how to help students develop the style required by the subject area. To be studied through a practicum project supported by independent reading and participation in workshops. Available in class mode and Open Learning mode.

**PDCS1003****Facilitating Student Learning***Staff Contact: Lee Andresen***S1 or S2***Prerequisite:* PDCS1001 or equivalent

Research on student learning, concept learning, deep, surface and instrumental approaches, adult learning principles, the influence of teaching and assessment on learning strategies, motivations for learning, the needs of students from overseas and non-traditional backgrounds, what students learn, students' understanding of subject matter and subject-related skills, application to different subject matter. Role of the emotions in learning; forms of ethical development. To be studied through a practicum project supported by independent reading and participation in workshops. Available in class mode and Open Learning mode.

**PDCS2001****Designing and Developing Curricula***Staff Contact: Lee Andresen***S1***Prerequisite:* two units at 1000 level

An introduction to some of the philosophical and theoretical bases for formal education. This may include: views of the nature of knowledge; the role of learning theory; some influential curriculum models and conceptual frameworks. Examination of practical aspects of curriculum planning and implementation including: institutional aspects, staffing and strategies; ways of defining course and subject goals in different disciplinary and transdisciplinary areas; methods for achieving structure and sequencing within and among subjects; relationships between curriculum and teaching methods, technology and media, student assessment; systems for accreditation of courses within and across institutions. Introduction to theory and methodology for the evaluation of programs and of the subjects they comprise. Available in class and open learning modes.

**PDCS2002****Assessment and Feedback***Staff Contact: Lee Andresen***S1 or S2***Prerequisite:* Two units at 1000 level

Formative and summative assessment, the effect of assessment on learning, methods of assessment, constructing appropriate tools for assessment, issues in continuous assessment, self and peer assessment, ways of giving feedback, dealing with assessment data for accreditation, departmental policy on marking and grading.

**PDCS2003****The Context of Teaching and Learning***Staff Contact: Lee Andresen***S1***Prerequisite:* Two units at 1000 level

Includes such topics as background to the Australian system of higher education, purpose and nature of universities, social change and higher education, the management and organization of universities, student expectations and characteristics, current issues of public policy including access and equity, characteristics of staff, nature of academic work, relation between education and government, the use of performance indicators and the implications for teaching and learning.

**PDCS2004****Varieties of Teaching and Learning Process***Staff Contact: Lee Andresen***S2***Prerequisite:* Two units at 1000 level

A study of both the traditional and some alternative ways of organizing the teaching-learning process, within typical university settings. This may include: organizational and institutional factors influencing teaching and learning effectiveness; the nature, history, and role of lectures, tutorials, seminars, laboratory/studio/field experiences, approaches such as open learning, independent study, projects, problem-based learning, case methods, peer learning, group and collaborative learning, mastery learning, co-operative learning with business/industry; research into relative strengths and weaknesses of these methods, and disciplinary differences in applicability of different approaches; implications of choice of teaching/learning approach for staff selection and development, for student selection, orientation and accreditation, and for institutional management and administration.

**PDCS2005****Information Technology for Teaching and Learning***Staff Contact: Lee Andresen***S1***Prerequisite:* Two units at 1000 level

Introduction to the principles of information management systems, and application of these to the use of the computer in the various settings of higher education (teaching, learning, research, administration) with particular emphasis on: computer-assisted learning and expert systems, computer-enhanced learning, the computer as productivity tool for teachers, learners and administrators, and computer-mediated communications. Study of the possible implications of computer use for, inter alia, curriculum design, teaching methods, the quality of student learning, institutional management.

**PDCS2006****Professional Expertise***Staff Contact: Lee Andresen***S1 or S2***Prerequisite:* Two units at 1000 level

Surveys current perspectives on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasizing the experiential roots and the place of experience in professional training programs. Close study of the formation of expertise among those who teach others (includes trainers, facilitators, coaches and developers) applying principles to other professional areas of interest. Critique of design/implementation of approaches to continuing, in-service and on-the-job training as well as preparatory training for the professions. Available in class and open learning modes.

**PDCS2007****Researching Educational Practice***Staff Contact: Lee Andresen***S2***Prerequisite:* Two units at 1000 level

Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish

to research their own educational practices either alone or with colleagues. There is a balance between theory and practice and the content includes: conceptualizing small scale research, the self-critical educational community, cooperative inquiry, action research and evaluation, research and professional development, the interpretive and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes of self-appraisal.

#### **PDCS3001**

##### **Two-Unit Project**

*Staff Contact: Lee Andresen*

S1 or S2

*Pre- or Corequisite:* At least two units at 1000 level and two units at 2000 level

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Involves

students in an investigation of teaching and student learning within their own discipline or professional area. Work load equivalent to that of 56 subject contact hours.

#### **PDCS3002**

##### **Four-Unit Project**

*Staff Contact: Lee Andresen*

S1 or S2

*Pre- or Corequisite:* At least two units at 1000 level and two units at 2000 level

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Will involve students in an investigation of teaching and student learning within their own discipline or professional area. Work load equivalent to that of 112 subject contact hours.

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# Conditions for the Award of Degrees

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## First Degrees

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

For the full list of undergraduate courses and degrees offered see *Table of Courses by Faculty (Undergraduate Study)* in the Calendar.

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

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## Higher Degrees

For details of graduate degrees by research and course work, arranged in faculty order, see *Table of Courses by Faculty (Graduate Study)* in the Calendar.

| Title  | Abbreviation | Calendar/Handbook                    |
|--|--------------|--------------------------------------|
| <b>Higher Degrees</b>                                      |              |                                      |
| Doctor of Science  | DSc          | Calendar                             |
| Doctor of Letters  | DLitt        | Calendar                             |
| Doctor of Laws   | LLD          | Calendar                             |
| Doctor of Education  | EdD          | Professional Studies                 |
| Doctor of Medicine   | MD           | Medicine                             |
| Doctor of Philosophy                                       | PhD          | Calendar                             |
| Master of Applied Science                                  | MAppSc       | and all handbooks<br>Applied Science |
| Master of Architectural Design                             | MArchDes     | Architecture                         |
| Master of Architecture                                     | MArch        | Architecture                         |
| Master of Archives Administration                          | MArchivAdmin | Professional Studies                 |
| Master of Art  | MArt         | College of Fine Arts                 |
| Master of Arts Administration                              | MArtAdmin    | College of Fine Arts                 |
| Master of Art Education                                    | MArtEd       | College of Fine Arts                 |
| Master of Arts   | MA           | Arts and Social Sciences             |
| Master of Art Theory                                       | MArtTh       | University College                   |
| Master of Biomedical Engineering                           | MBiomedE     | College of Fine Arts                 |
| Master of Building   | MBuild       | Engineering                          |
| Master of the Built Environment                            | MBEnv        | Architecture                         |
| Master of the Built Environment<br>(Building Conservation) | MBEnv        | Architecture                         |
| Master of Business Administration                          | MBA          | AGSM                                 |
| Master of Business and Technology                          | MBT          | Engineering                          |
| Master of Chemistry  | MChem        | Science*                             |

| Title  | Abbreviation   | Calendar/Handbook        |
|--|----------------|--------------------------|
| Master of Clinical Education                     | MClinEd        | Medicine                 |
| Master of Cognitive Science                      | MCogSc         | Engineering              |
| Master of Commerce (Honours)                     | MCom(Hons)     | Commerce and Economics   |
| Master of Commerce                               | MCom           | Commerce and Economics   |
| Master of Community Health                       | MCH            | Medicine                 |
| Master of Computer Science                       | MCompSc        | Engineering              |
| Master of Construction Management                | MConstMgt      | Architecture             |
| Master of Education                              | MEd            | Professional Studies     |
| Master of Education in Creative Arts             | MEdCA          | Professional Studies     |
| Master of Educational Administration             | MEdAdmin       | Professional Studies     |
| Master of Engineering                            | ME             | Applied Science          |
|  |                | Engineering              |
|  |                | University College       |
| Master of Engineering <i>without supervision</i> | ME             | Applied Science          |
| Master of Engineering Science                    | MEngSc         | Engineering              |
|  |                | Engineering              |
|  |                | Applied Science          |
|  |                | University College       |
| Master of Environmental Studies                  | MEnvStudies    | Applied Science          |
| Master of Fine Arts                              | MFA            | College of Fine Arts     |
| Master of Health Administration                  | MHA            | Professional Studies     |
| Master of Health Personnel Education             | MHPed          | Medicine                 |
| Master of Health Planning                        | MHP            | Professional Studies     |
| Master of Higher Education                       | MHEd           | Professional Studies     |
| Master of Industrial Design                      | MID            | Architecture             |
| Master of Information Science                    | MInfSc         | Engineering              |
| Master of Landscape Architecture                 | MLArch         | Architecture             |
| Master of Landscape Planning                     | MLP            | Architecture             |
| Master of Laws                                   | LLM            | Law                      |
| Master of Librarianship                          | MLib           | Professional Studies     |
| Master of Management Economics                   | MMgtEc         | University College       |
| Master of Mathematics                            | MMath          | Science*                 |
| Master of Music                                  | MMus           | Arts and Social Sciences |
| Master of Nursing Administration                 | MNA            | Professional Studies     |
| Master of Optometry                              | MOptom         | Science*                 |
| Master of Paediatrics                            | MPaed          | Medicine                 |
| Master of Physics                                | MPhysics       | Science*                 |
| Master of Policy Studies                         | MPS            | Arts and Social Sciences |
| Master of Project Management                     | MPM            | Architecture             |
| Master of Public Health                          | MPH            | Medicine                 |
|  |                | Professional Studies     |
| Master of Psychological Medicine                 | MPM            | Medicine                 |
| Master of Psychology (Applied)                   | MPsychol       | Science†                 |
| Master of Psychology (Clinical)                  | MPsychol       | Science†                 |
| Master of Psychotherapy                          | MPsychotherapy | Medicine                 |
| Master of Safety Science                         | MSafetySc      | Applied Science          |
| Master of Science                                | MSc            | Applied Science          |
|  |                | Architecture             |
|  |                | Engineering              |
|  |                | Medicine                 |
|  |                | Science*†                |
|  |                | University College       |
| Master of Science <i>without supervision</i>     | MSc            | Applied Science          |
|  |                | Architecture             |
|  |                | Engineering              |
| Master of Science (Acoustics)                    | MSc(Acoustics) | Architecture             |
| Master of Science (Industrial Design)            | MSc(IndDes)    | Architecture             |
| Master of Science and Society                    | MScSoc         | Arts and Social Sciences |
| Master of Social Work                            | MSW            | Professional Studies     |
| Master of Sports Science                         | MSPSc          | Professional Studies     |
| Master of Statistics                             | MStats         | Science*                 |
| Master of Surgery                                | MS             | Medicine                 |
| Master of Surveying                              | MSurv          | Engineering              |



| Title  | Abbreviation      | Calendar/Handbook   |
|--|-------------------|---|
| Master of Surveying <i>without supervision</i> | MSurv             | Engineering   |
| Master of Surveying Science                    | MSurvSc           | Engineering   |
| Master of Town Planning                        | MTP               | Architecture  |
| <b>Graduate Diplomas</b>                       |                   |   |
| Graduate Diploma                               | GradDip           | AGSM<br>Applied Science<br>Architecture<br>Arts and Social Sciences<br>Engineering<br>Science*† |
|  | GradDipHPed       | Medicine  |
|  | GradDipClinEd     | Medicine  |
|  | GradDipPaed       | Medicine  |
|  | GradDipHEd        | Professional Studies  |
|  | DipEd             | Professional Studies  |
|  | DipIM-ArchivAdmin | Professional Studies  |
|  | DipIM-Lib         | Professional Studies  |
|  | DipFDA            | Science*  |
| <b>Graduate Certificates</b>                   |                   |   |
|  | GradCertPhilT     | Arts and Social Sciences  |
|  | GradCertHEd       | Professional Studies  |

\*Faculty of Science.

†Faculty of Biological and Behavioural Sciences.

## Doctor of Philosophy (PhD)

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty or board (hereinafter referred to as the Committee) to a candidate who has made an original and significant contribution to knowledge.

### Qualifications

2.(1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

### Enrolment

3.(1) An application to enrol as a candidate for the degree shall be lodged with the Registrar at least one month prior to the date at which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School\* and the applicant on the topic area,

*"School" is used here and elsewhere in these conditions to mean any teaching unit authorised to enrol research students and includes a department where that department is not within a school, a centre given approval by the Academic Board to enrol students, and an interdisciplinary unit within a faculty and under the control of the Dean of the Faculty. Enrolment is permitted in more than one such teaching unit.*

supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for promoting postgraduate study within the University.

(3) The candidate shall be enrolled either as a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than three years and no later than five years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than four years and no later than six years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student i.e. at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and period of time away from the University are necessary to the research program.

(7) The research shall be supervised by a supervisor and where possible a co-supervisor who are members of the academic staff of the School or under other appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a co-supervisor at that institution.

### Progression

4. The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(i) The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

(ii) Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

### Thesis

5.(1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall comply with the following requirements:

(a) It must be an original and significant contribution to knowledge of the subject;

(b) the greater proportion of the work described must have been completed subsequent to enrolment for the degree;

(c) it must be written in English except that a candidate in the Faculty of Arts and Social Sciences may be required by the Committee to write a thesis in an appropriate foreign language;

(d) it must reach a satisfactory standard of expression and presentation;

(e) it must consist of an account of the candidate's own research but in special cases work done conjointly with other persons may be accepted provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may not submit as the main content of the thesis any work or material which has previously been submitted for a university degree or other similar award but may submit any work previously published whether or not such work is related to the thesis.

(5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

### Examination

- 6.(1) There shall be not fewer than three examiners of the thesis, appointed by the Committee, at least two of whom shall be external to the University.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that one of the following:
  - (a) The thesis merits the award of the degree.
  - (b) The thesis merits the award of the degree subject to minor corrections as listed being made to the satisfaction of the head of school.
  - (c) The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the higher degree Committee, the thesis would merit the award of the degree.
  - (d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.
  - (e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.
- (3) If the performance at the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further work, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.

### Fees

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

## Doctor of Education EdD

1. The degree of Doctor of Education may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has completed a specified program of advanced study and demonstrated ability to conduct research by the submission of a thesis embodying the results of a substantial original investigation.

### Qualifications

2. (1) (a) A candidate for the degree shall have been awarded an appropriate degree of Bachelor or the degree of Master of Education, or Master of Educational Administration or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
  - (b) have completed at least three years' professional experience in a branch of education, or in some other area that is judged by the Committee to be appropriate; and
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar.
- (2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Education Studies and the applicant on the topic area, provision of adequate facilities and any course work to be prescribed, and that these are in accordance with the guidelines for promoting postgraduate study within the University.

**4. (1) A candidate for the degree shall be required:**

- (a) to undertake a course of study in which the candidate shall be required
    - (i) to pass, at a standard acceptable to the Committee, such subjects as may be required; and
    - (ii) to complete a project and report on it at a standard acceptable to the Committee;
  - (b) to undertake a substantial original investigation on an approved topic;  
The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee
  - (3) The investigation shall be carried out under the direction of a supervisor and where possible a co-supervisor appointed from among the members of the academic staff of the school or under other appropriate supervision arrangement approved by the Committee.
  - (4) (a) An approved candidate shall be enrolled as a full-time or part-time student.  
(b) With the exception of a candidate already possessing a Bachelor degree with Honours in Education or the degree of Master of Education or the degree of Master of Educational Administration (or equivalent) no candidate shall be awarded the degree until the elapse of seven academic sessions from the date of enrolment in the case of a full-time candidate, or twelve academic sessions in the case of a part-time candidate.
  - (c) The minimum period may be reduced by two academic sessions for a full-time candidate, or by four academic sessions for a part-time candidate, already possessing a Bachelor degree with Honours in Education or the degree of Master of Education or the degree of Master of Educational Administration (or equivalent) at a standard accepted by the Committee.
  - (d) The Committee may in special circumstances approve other variations to the period of study.
  - (5) The Committee may exempt candidates already possessing a Bachelor degree with Honours in Education from the requirement of either the project or up to four of the Year 1 subjects.
  - (6) The Committee may exempt candidates already possessing either the Master of Education degree or the Master of Educational Administration degree (or equivalent) from the Year 1 subject requirements.
5. The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.
- (i) Prescribed course work and the project must be completed at a level satisfactory to the Committee before commencement of the thesis. A candidate who completes requirements for either the Master of Education degree or the Master of Educational Administration degree may apply for admission to that degree if the standard required for commencement of the thesis has not been met.
  - (ii) The research proposal for the thesis will be reviewed as soon as feasible after the completion of the course work. This review will focus on the viability of the research proposed.
  - (iii) Progress in the course will be reviewed within twelve months after the first review. As a result of either review, the Committee may cancel enrolment or take such other action as is considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

### Thesis

- 6. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.
- (2) The candidate shall give in writing to the Registrar two months' notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done jointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or any other copying medium.

### Examination

7. (1) There shall be no fewer than three examiners of the thesis, at least two of whom shall be external to the University, who shall be appointed by the Committee.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
  - (a) the thesis be noted as satisfactory; or
  - (b) the thesis be noted as satisfactory subject to specified minor corrections being made to the satisfaction of the head of school; or
  - (c) the thesis requires further work on questions posed in the report. Should performance in this further work be to the satisfaction of the Committee, the thesis would be noted as satisfactory; or
  - (d) the thesis be noted as unsatisfactory, but the candidate be permitted to resubmit the thesis in a revised form after a further period of study and/or research. The revised thesis should be subject to re-examination; or
  - (e) the thesis be noted as unsatisfactory. The thesis does not demonstrate that resubmission would be likely to achieve a satisfactory result.
- (3) If the performance at the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding one year.
- (4) The Committee shall, after consideration of the examiners' reports and any further reports on the thesis it sees fit to obtain and the results of any further examination and of the prescribed course of study, recommend whether or not the candidate be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### Fees

8. A candidate shall pay fees as may be determined from time to time by the Council.

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## Master of Archives Administration (MArchivAdmin)

1. The degree of Master of Archives Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

### Qualifications

2. (1) A candidate for the degree shall:
  - (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
  - (b) have been awarded a Diploma in Information Management - Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
  - (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
  - (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external – not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such examination and perform such other work as is prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.
- (2) The candidate shall give in writing two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

- (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

#### Fees

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

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### Master of Education (MEd) at Honours Level

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

#### Qualifications

2. (1) A candidate for the degree shall:

- (a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
  - (ii) have completed at least six of the units prescribed for the degree at Pass level including a two unit project at a standard acceptable to the Committee; and
  - (b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
  - (ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
- (4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

#### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

- (a) full-time attendance at the University;
- (b) part-time attendance at the University;
- (c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at Pass level. In special cases an extension of these times may be granted by the Committee.

### Thesis

4.(1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

- (a) the candidate be awarded the degree with Honours without further examination; or
- (b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
- (c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
- (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
- (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.



(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

#### **Fees**

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

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### **Master of Education (MEd) At Pass Level**

1. The degree of Master of Education at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b)(i) have been awarded a Graduate Diploma in education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions\*. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

## Master of Educational Administration (MedAdmin) at Honours Level

1. The degree of Master of Educational Administration at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

### Qualifications

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including two core subjects and a two unit project at a standard acceptable to the Committee, and

(b) have had at least one year of practical experience in an area of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who has been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.\*

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date

\*Those candidates for the degree of Master of Education at St George Campus should note that the minimum period of part-time candidature shall be six sessions.

of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at pass level. In special cases an extension of these times may be granted by the Committee.

### **Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.
- (2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

### **Examination**

- 5.(1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree with Honours without further examination; or
  - (b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### **Fees**

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

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## Master of Educational Administration (MEdAdmin) at Pass Level

1. The degree of Master of Educational Administration at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### Fees

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

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## Master of Education in Creative Arts (MEdCA)

1. The degree of Master of Education in Creative Arts by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wales or from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) or

- (b) have been awarded undergraduate and postgraduate qualifications from the University of New South Wales from another university or tertiary institution at a level acceptable to the Committee, and
  - (c) have had at least one year's practical experience in an area relevant to the study of the creative arts and of a kind acceptable to the Committee.
- (2) Applicants may be required to attend an interview/audition to determine their suitability to meet performance requirements in selected elective sequences.
- (3) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (4) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

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

1. The degree of Master of Health Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

### **Qualifications**

- 2.(1) A candidate for the degree shall:
- (a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
  - (b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
  - (ii) have had at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Health Administration (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### **Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation or design.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

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

### **Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
- (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

#### **Fees**

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

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### **Master of Health Administration (MHA) by Formal Course Work**

1. The degree of Master of Health Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
- (4) There is normally an experience requirement of three years experience in the health field. Those students who are inexperienced (ie less than three years) in the health service field are required to undertake a planned program of field experience in addition to the twelve subjects.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from

the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

### **Master of Health Planning (MHP)**

1. The degree of Master of Health Planning by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(ii) have had at least three years experience in the health services of a kind acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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



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## Master of Higher Education (MHEd)

1. The degree of Master of Higher Education by course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:

- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

- (b) be concurrently employed in teaching in higher education, in a position acceptable to the Committee.

- (2) An applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

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

- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

- (4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

### Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.
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## Master of Librarianship (MLib) by Research

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.

### Qualifications

2. (1) A candidate for the degree shall:

- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

- (b) have been awarded a Diploma in Information Management - Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

- (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

### Enrolment and Progression

- 3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
  - (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external - not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### Thesis

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.
- (2) The candidate shall give in writing two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### Fees

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

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## Master of Librarianship (MLib) by Formal Course Work

1. The degree of Master of Librarianship by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:
  - (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
  - (b) have been awarded a Diploma in Information Management - Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee or, if intending to specialise in Information Science, the degree of Bachelor awarded shall have had a major in computer science at a level acceptable to the Committee, and
  - (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### Fees

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

## Master of Nursing Administration (MNA)

1. The degree of Master of Nursing Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:
  - (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
  - (b) have had at least three years' experience in the health services of a kind acceptable to the Committee, and
  - (c) be qualified for registration as a nurse in any Australian State or Territory.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

## Fees

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

## Master of Public Health by Research (MPH)

1. The degree of Master of Public Health by Research may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

## Qualifications

2. (1) A candidate for the degree shall:
  - (a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or
  - (b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualifications considered equivalent from another university or tertiary institution at a level acceptable to the Committee and
  - (ii) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such examination or carry out such work as the Committee may prescribe, before permitting enrolment.

## Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
  - (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external – not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.
- (2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### Fees

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

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### **Master of Public Health (MPH) *by Formal Course Work***

1. The degree of Master of Public Health by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee); or

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

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar on or before a date to be fixed by the Committee, that date being at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or six sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and ten sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

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

1. The degree of Master of Social Work by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

#### **Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

- (b) have had at least two years' professional experience of a kind acceptable to the Committee; or
- (a) have been awarded an appropriate degree at a level acceptable to the Committee;
- (b) have had at least two years' work experiences in the human services of a kind acceptable to the Committee; and
- (c) have successfully completed a prescribed qualifying program.
- (ii) have had at least one year's professional experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School of Social Work (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
  - (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external – not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such assessment and perform such other work as is prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than four academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.
- (2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.



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

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

- (a) the candidate be awarded the degree without further examination; or
- (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
- (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
- (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
- (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### Fees

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

## Master of Social Work (MSW) by Formal Course Work

1. The degree of Master of Social Work by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and  
or

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

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

## **Master of Sports Science (MSPSc) at Honours Level**

1. The degree of Master of Sports Science at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

### **Qualifications**

2. (1) A candidate for the degree shall:

- (a) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
- (b) students with a creditable academic record in the pass degree may be invited to transfer to a MSPSc(Hons). Permission to transfer will need the approval of the Head of School and Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours before completing requirements for the pass degree shall have completed at credit level or better in the two core research subjects and the two subjects in the Human Performance strand.

Students transferring to the honours degree shall be required to complete two additional subjects at credit level or better in the Human Performance strands and a thesis.

- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the head of the School of Sport and Leisure Studies (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
- (a) Full-time attendance at the University;

- (b) part-time attendance at the University;
- (c) external - not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of two units provided for the degree at Pass level except that in special circumstances, the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.
- (5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

#### **Fees**

- 4. A candidate shall pay such fees as may be determined from time to time by the Council.

### **Master of Sports Science (MSPSc) at Pass Level**

- 1. The degree of Master of Sports Science by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

- 2. (1) A candidate for the degree shall:
  - (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wales or another university or tertiary institution at a level acceptable to the Higher Degree Committee for the Faculty of Professional Studies (hereinafter referred to as the Committee).
  - (2) In exceptional cases, an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.
  - (3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

- 3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidates shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases, an extension of these times may be granted by the Committee.

#### **Fees**

- 4. A candidate shall pay such fees as may be determined from time to time by the Council.

**Graduate Diploma (DipEd, Grad Dip, DipIM-ArchivAdmin or DipIM-Lib)**

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Qualifications**

2. (1) A candidate for the diploma shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee).

(2) In the case of a candidate for the Graduate Diploma of Educational Studies (Computer Education), an equivalent qualification shall be either:

(a) an approved three or four year teacher education course for early childhood, primary, secondary or technical teachers or adult educators and at least one year full-time teaching or its equivalent, or

(b) an approved degree and graduate diploma in education course and at least one year full-time teaching or its equivalent.

(3) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(4) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

**Enrolment and Progression**

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate\*. In special cases an extension of these times may be granted by the Committee.

**Fees**

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

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**Graduate Diploma (GradDipHed)**

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Qualifications**

2. (1) A candidate for the diploma shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

- (2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

## **Graduate Certificate in Higher Education (GradCertHED)**

1. A certificate may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### **Qualifications**

2. (1) A candidate for the diploma shall:
- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
  - (b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.
- (2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the certificate shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the certificate until the lapse of one academic sessions from the date of enrolment. The maximum period of candidature shall be three academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee."

#### **Fees**

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

*"Those candidates for the award of the Graduate Diploma of Educational Studies: Computer Education, and the Graduate Diploma of Expressive and Performing Arts (St George Campus), should note that the maximum period of candidature shall be eight academic sessions from the date of enrolment for a part-time candidate.*

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# Scholarships and Prizes

The scholarships and prizes listed below are available to students whose courses are listed in this book. Each faculty handbook contains in its **Scholarships and Prizes** section the scholarships and prizes available with that faculty. The **General Information** section of the Calendar contains a comprehensive list of scholarships and prizes offered throughout the University. Applicants should note that the awards and conditions are subject to review.

**Key:** V Value T Year/s of Tenure C Conditions

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## Scholarships

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### Undergraduate Scholarships

Listed below is an outline in summary form of undergraduate scholarships available to students. Full information may be obtained from the Student Centre located on the Lower Ground Floor of the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be made to the Registrar and Deputy Principal by 14 January each year. Please note that not all of these awards are available every year.

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#### General

##### John Crawford Scholarship Scheme

- V Tuition fees. Some students may be eligible for airfares and a stipend.
- T Determined by normal course duration
- C Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country. The closing date is normally early in the year before the year of study.

##### Sam Cracknell Memorial

- V Up to \$1500 pa payable in fortnightly instalments
- T 1 year
- C 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

- V Up to \$1500 pa
- T 1 year with the prospect of renewal subject to satisfactory progress and continued demonstration of need
- C Available only to female students under 35 years of age who are permanent residents of Australia enrolling in any year of a full-time undergraduate course on the basis of academic merit and financial need.

##### W.S. and L.B. Robinson

- V Up to \$6500 pa
- T 1 year renewable for the duration of the course subject to satisfactory progress
- C Available only to students who have completed their schooling in Broken Hill or whose parents reside in Broken Hill; for a course related to the mining industry. Includes courses in mining engineering, geology,

electrical and mechanical engineering, metallurgical process engineering, chemical engineering and science. Applications close 30 September each year. Apply directly to PO Box 460 Broken Hill NSW 2880

### Alumni Association

- V Up to \$1500 pa
- T 1 year with the possibility of renewal
- C Available to students enrolled in any year of a full-time course. Candidates must be the children of Alumni of the University of NSW and may be either permanent residents of Australia or international students.

### Sporting Scholarships

- V \$2000 pa
- T 1 year with possibility of renewal
- C Available to students who are accepted into a course of at least two years duration. Prospective applicants

## Graduate Scholarships

Listed below is an outline in summary form of Graduate Scholarships available to students. Application forms and further information are available from the Scholarships Unit and Student Centre, located on the Ground Floor of the Chancellery, unless an alternative contact address is provided. Normally applications become available four to six weeks before the closing date. Information is also available on additional scholarships which may become available from time to time, mainly from funds provided by organizations sponsoring research projects.

The following publications may also be of assistance: 1. *Awards for Postgraduate Study in Australia and Awards for Postgraduate Study Overseas*, published by the Graduate Careers Council of Australia. PO Box 28, Parkville, Victoria 3052; 2. *Study Abroad*, published by UNESCO.\*

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from: Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty. Applicants should note that the awards and conditions are subject to review.

\*Available for reference in the University Library.

should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to Sport and Recreation Section, PO Box 1, Kensington 2033.

## The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarships to the value of \$9600 per annum in the following areas: Accounting (and Economics, Finance, Information Systems or Japanese Studies); Business Information Technology, Aeronautical, Bioprocess, Ceramic, Chemical, Civil, Electrical, Environmental, Materials, Mechanical, Metallurgical, Mineral, Mining and Petroleum Engineering; Food Science and Technology, Industrial Chemistry, Manufacturing Management, Textile Management, Textile Technology, and Wool and Pastoral Science.

## General

### University Postgraduate Research Scholarships

- T 1-2 years for a Masters and 3-4 years for a PhD degree
- V Living allowance of \$14,260 pa. Other allowances may also be paid. Tax free.
- C Applicants must be honours graduates or equivalent in the Medicine or Commerce faculties, or the University College, Australian Defence Force Academy. A limited number of scholarships are offered subject to the availability of funds. Information should be obtained from the Faculty office.

### Australian Postgraduate Research Awards

- T 1-2 years for a Masters and 3-4 years for a PhD degree
- V \$14,260 to \$18,403
- C Applicants must be honours graduates or equivalent or scholars who will graduate with honours in current academic year, and who are domiciled in Australia. Applications to Registrar by 31 October.

### Australian Postgraduate Course Awards

- V Living allowance of \$11,214 pa. Other allowances may also be paid. Tax free.
- T 1-2 years; minimum duration of course
- C Applicants must be graduates or scholars who will graduate in current academic year, and who have not previously held a Commonwealth Postgraduate Award. Applicants must be domiciled in Australia. Preference



is given to applicants with employment experience. Applications to the Registrar by 30 September.

### John Crawford Scholarship Scheme

- V Tuition fees. Some students may be eligible for air fares and a stipend.
- T Determined by normal course duration
- C Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country.

### Overseas Postgraduate Research Scholarships

- V Tuition fees only
- T 2 years for a Masters and 3 years for a PhD degree
- C Eligibility is confined to postgraduate research students who are citizens of countries other than Australia or New Zealand. Applications to the Registrar by 30 September.

### Australian American Educational Foundation Fulbright Award

- V Travel expenses and \$A2000 as establishment allowance
- T 1 year, renewable
- C Applicants must be graduates who are domiciled in Australia and wish to undertake research or study for a higher degree in America. Applications close 30 September with The Secretary, DEET, AAEF Travel Grants, PO Box 826, Woden, ACT 2606. Application forms are available from the Associate Registrar, University of Sydney, NSW 2006, telephone (02) 692 2222.

### Australian Federation of University Women

- V Amount varies, depending on award
- T Up to 1 year
- C Applicants must be female graduates who are members of the Australian Federation of University Women. Further enquiries may be directed to the Secretary of the Federation, (telephone (02) 232 5629).

### Commonwealth Scholarship and Fellowship Plan

- V Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable.
- T Usually 2 years, sometimes 3
- C Applicants must be graduates who are Australian citizens and who are not older than 35 years of age. Tenable in Commonwealth countries other than Australia. Applications close with the Registrar in early October.

### The English-Speaking Union (NSW Branch)

- V \$7000
- T 1 year
- C Applicants must be residents of NSW or ACT. Awarded to young graduates to further their studies outside Australia. Applications close mid-April with The Secretary, Ground Floor, Sydney School of Arts, 275c Pitt Street, Sydney, NSW 2000.

### Frank Knox Memorial Stipend of Fellowships

- V \$US7000 pa plus tuition fees
- T 1, sometimes 2 years tenable at Harvard University
- C Applicants must be British subjects and Australian citizens, who are graduates or near graduates of an Australian university. Applications close with the Academic Registrar mid October.

### Robert Gordon Menzies Scholarship to Harvard

- V Up to \$US 15,000
- T 1 year
- C Tenable at Harvard University. Applicants must be Australian citizens and graduates of an Australian tertiary institution. Applications close 31 December with the Registrar, A.N.U., GPO Box 4, Canberra, ACT 2601

### Gowrie Scholarship Trust Fund

- V \$6000 pa. Under special circumstances this may be increased.
- T 2 years
- C Applicants must be members of the Forces or children of members of the Forces who were on active service during the 1939-45 War. Applications close with the Academic Registrar by 31 October.

### Harkness Fellowships of the Commonwealth Fund of New York

- V Living and travel allowances, tuition and research expenses, health insurance, book and equipment and other allowances for travel and study in the USA
- T 12 to 21 months
- C Candidates must be Australian citizens and 1. Either members of the Commonwealth or a State Public Service or semi-government Authority. 2. Either staff or graduate students at an Australian university. 3. 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 36 years of age. Applications close 29 August with the Academic Registrar. Forms available from Mr J Larkin, Bureau of Agriculture and Resource Economics, GPO Box 1563, Canberra, ACT 2601.

### **The Packer, Shell and Barclays Scholarships to Cambridge University**

- V** Living and travel allowances, tuition expenses
- T** 1-3 years
- C** Applicants must be Australian citizens who are honours graduates or equivalent, and under 26 years of age. Applications are available from The Secretary, Cambridge Commonwealth Trust, PO Box 252, Cambridge CB2 1TZ, England. The scholarship closes on 15 October.

### **The Rhodes Scholarship to Oxford University**

- V** Approximately £4862 stg pa
- T** 2 years, may be extended for a third year.
- C** Unmarried Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close in August each year with The Secretary, University of Sydney, NSW 2006.

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## **Professional Studies**

### **Australian Optometrical Association**

- V** \$1500 pa
- T** 1-2 years
- C** To enable a Bachelor of Optometry graduate to undertake the degree course in Master of Health Administration. Applications close with the Registrar 1 December.

### **John Metcalfe Scholarship**

- V** Up to \$2500 pa
- T** 1 year
- C** Applicants must be enrolled in one of the full-time graduate programs of the School of Librarianship. Applications close with the Registrar 28 February.

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## **Prizes**

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### **Undergraduate University Prizes**

The following information summarizes 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.

Information regarding the establishment of new prizes may be obtained from the Examinations Section located on the Ground Floor of the Chancellery.

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### **General**

#### **The Sydney Technical College Union Award**

- V** \$400.00 and Bronze Medal
- C** Leadership in student affairs combined with marked academic proficiency by a graduand

#### **The University of New South Wales Alumni**

- V** Statuette Association Prize
- C** Achievement for community benefit by a student in the final or graduating year

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### **School of Health Services Management**

#### **The Australian College of Health Service Executive Prize**

- V** \$150.00
- C** The best overall performance in the Bachelor of Health Administration degree course

#### **The Leanne Miller Memorial I Prize**

- V** \$100.00
- C** The best performance in stages 1 and 2 of the part-time Bachelor of Health Administration degree course in not fewer than 6 subjects

#### **The Leanne Miller Memorial II Prize**

- V** \$100.00
- C** The best performance in years 3 and 4 of the Bachelor of Health Administration degree course in not fewer than 6 subjects

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## Graduate University Prizes

The following information summarizes graduate prizes awarded by the University.

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### School of Education Studies

#### **The Australasian Institute of Tertiary Education Administrators Prize**

**V** \$250.00

- C** The best performance in EDST4102 Administration and Organizational Behaviour by a student in the Master of Educational Administration degree course

#### **The Australian Council for Educational Administration Meta Computing Pty Limited Prize**

**V** \$250.00 + 1 years membership of ACEA

- C** The best performance in EDST4101 Organization and Administration of Education in Australia by a student proceeding to the award of the degree of Master of Educational Administration

#### **The Sydney Association for Educational Administration Prize**

**V** \$100.00

- C** The best performance in EDST4103 Organization Theory in Education by a student proceeding to the award of the degree of Master of Educational Administration

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### School of Health Services Management

#### **The 2/5 Australian General Hospital Association Prize**

**V** \$150.00

- C** The best overall performance in the Master of Health Administration or Master of Health Planning degree courses

#### **The 2/5 Australian General Hospital Association Prize in Health Service Management (Nursing)**

**V** \$150.00

- C** General proficiency throughout the Master of Health Administration, Master of Health Planning, Master of Public Health or Master of Nursing Administration degree courses by a trained nurse registered in Australia

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### School of Librarianship

#### **The Law Foundation of New South Wales Prize in Librarianship**

**V** \$100.00

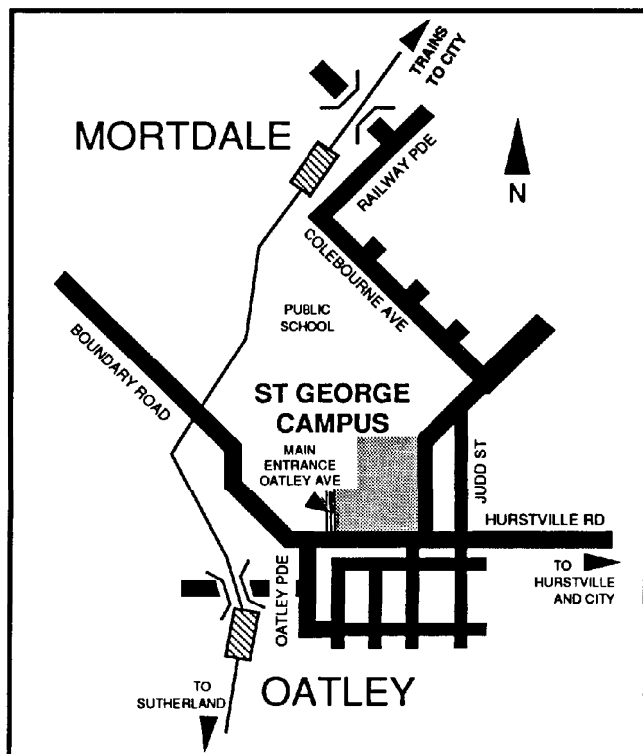
- C** The best performance in LIBS0514 Law: Literature, Information Needs and Services

## NOTES

## St George Campus Location

The St George Campus is located a few minutes walk from Oatley Railway Station. It is also within easy walking distance of Mortdale Railway Station. There is fast rail access on the Eastern Suburbs-Illawarra line with the Campus being 30 minutes from the city.

For students using private transport, parking facilities are available on the campus.



# The University of New South Wales, Kensington Campus

## Theatres

Biomedical Theatres E27  
 Central Lecture Block E19  
 Chemistry Theatres (Dwyer, Mellor, Murphy, Nyholm, Smith) E12  
 Classroom Block (Western Grounds) H3  
 Fig Tree Theatre B14  
 Jo Myers Studio D9  
 Keith Burrows Theatre J14  
 Mathews Theatres D23  
 Parade Theatre E3  
 Physics Theatre (Main Building) K14  
 Rex Vowels Theatre F17  
 Science Theatre F13  
 Sir John Clancy Auditorium C24

## Buildings

Applied Science F10  
 Barker Street Gatehouse N11  
 Bassett College (Kensington) C18  
 Central Store B13  
 Chancellery C22  
 Dalton (Chemistry) F12  
 Goldstein College (Kensington) D16  
 Golf House A27  
 Gymnasium B5  
 International House C6  
 John Goodsell (Commerce and Economics) F20  
 Kensington Colleges (Office) C17  
 Library (University) E21  
 Link B6  
 Maintenance Workshop B13  
 Mathews F23  
 Menzies Library E21  
 Morven Brown (Arts) C20  
 New College L6  
 Newton J12  
 NIDA D2  
 Parking Station H25  
 Philip Baxter College (Kensington) D14  
 Robert Heffron (Chemistry) E12  
 Sam Cracknell Pavilion H8  
 Samuels Building F26  
 Shalom College N9  
 Sir Robert Webster G14  
 Unisearch House L5  
 University Regiment J2

University Union (Roundhouse) E6  
 University Union (Blockhouse) G6  
 University Union (Squarehouse) E4  
 Wallace Wurth School of Medicine C27  
 Warrane College M7

## General

Aboriginal Student Centre:  
 47 Botany St, Randwick  
 Accommodation (off-campus) F15  
 Accounting F20  
 Admissions C22  
 Adviser for Prospective Students C22  
 Anatomy C27  
 Applied Bioscience D26  
 Applied Economic Research G14  
 Applied Geology F10  
 Applied Science (Faculty Office) F10  
 Architecture (Faculty Office) H14  
 Archives, University E21  
 Arts and Social Sciences (Faculty Office) C20  
 Asia-Australia Institute:  
 34 Botany St, Randwick  
 Audio Visual Unit F20  
 Australian Graduate School of Management G27  
 Banking and Finance F20  
 Biochemistry and Molecular Genetics D26  
 Biological and Behavioural Sciences (Faculty Office) D26  
 Biomedical Engineering F26  
 Biomedical Library F23  
 Biotechnology F26  
 Cashier's Office C22  
 Chaplains L12 & L13  
 Chemical Engineering and Industrial Chemistry F10  
 Chemistry E12  
 Civil Engineering H20  
 Co-op Bookshop G17  
 Commerce and Economics (Faculty Office) F20  
 Communications Law Centre C15  
 Community Medicine D26  
 Computer Science and Engineering G17  
 Computing Services Department F26  
 Cornea and Contact Lens Research Unit:  
 22-32 King St, Randwick

Economics F20  
 Education Studies G2  
 Educational Testing Centre K14  
 Electrical Engineering G17  
 Energy Research, Development & Information Centre F10  
 Engineering (Faculty Office) K17  
 English C20  
 Examinations C22  
 Fees Office C22  
 Fibre Science and Technology G14  
 Food Science and Technology B8  
 French C20  
 Geography K17  
 German and Russian Studies C20  
 Graduate Office and Alumni Centre E4  
 Graduate School of the Built Environment H14  
 Groundwater Management and Hydrogeology F10  
 Health Service, University L14b  
 Health Services Management C22  
 History C20  
 House at Pooh Corner (Child Care) N8  
 Industrial Design G15  
 Industrial Relations and Organizational Behaviour F20  
 Information Systems F20  
 Institute of Languages:  
 14 Francis St, Randwick  
 International Student Centre F16  
 IPACE Institute F23  
 Japanese Economic and Management Studies F20  
 Kanga's House (Child Care) O14  
 Landscape Architecture K15  
 Law (Faculty Office) F21  
 Law Library F21  
 Legal Studies & Taxation F20  
 Liberal and General Studies C20  
 Librarianship F23  
 Lost Property C22  
 Marine Science D26  
 Marketing F20  
 Materials Science and Engineering E8  
 Mathematics F23  
 Mechanical and Manufacturing Engineering J17  
 Medical Education C27  
 Medicine (Faculty Office) B27

Membrane and Separation Technology F10  
 Microbiology and Immunology D26  
 Mines K15  
 Minor Works and Maintenance B14A  
 Music B11  
 News Service C22  
 New South Wales University Press:  
 22-32 King St, Randwick  
 Optometry J12  
 Pathology C27  
 Patrol and Cleaning Services C22  
 Performing Arts B10  
 Petroleum Engineering D12  
 Philosophy C20  
 Physics K15  
 Physiology and Pharmacology C27  
 Political Science C20  
 Printing Section C22  
 Professional Development Centre K13  
 Professional Studies (Faculty Office) G2  
 Property and Works C22  
 Psychology F23  
 Publications Section C22  
 Remote Sensing K17  
 Safety Science:  
 32 Botany Street, Randwick  
 Science (Faculty Office) F23  
 Science and Technology Studies C20  
 Social Science and Policy C20  
 Social Policy Research Centre F26  
 Social Work G2  
 Sociology C20  
 Spanish and Latin American Studies C20  
 Sport and Recreation Centre B6  
 Squash Courts B7  
 Staff Office C22  
 Student Centre (off Library Lawn) C22  
 Students' Union E4, C21  
 Student Services:  
 Careers, Loans, Accommodation etc L14  
 Counselling L13  
 Students' Union E4, C21  
 Surveying K17  
 Swimming Pool B4  
 Textile Technology G14  
 Theatre and Film Studies B10  
 Town Planning K15  
 WHO Regional Training Centre C27  
 Wool and Animal Sciences G14