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THE UNIVERSITY OF  
NEW SOUTH WALES



*Faculty of  
Professional  
Studies*

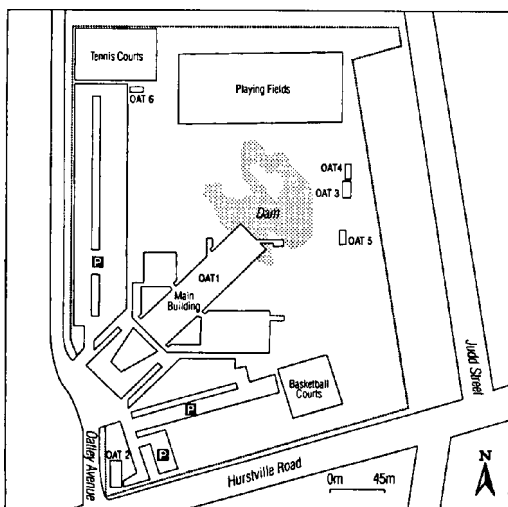
# HANDBOOK

# 1996

## 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



*Faculty of  
Professional  
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HANDBOOK

1996

Subjects, courses and any arrangements for courses including staff allocated as stated in this Handbook are an expression of intent only. The University reserves the right to discontinue or vary arrangements at any time without notice. Information has been brought up to date as at 1 November 1995, but may be amended without notice by the University Council.

## **CREDIT POINTS - IMPORTANT NOTE**

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

Old subject measures have been replaced by new university credit points. Every effort has been made to ensure the accuracy of the credit point values shown for all subjects. However, if any inconsistencies between old and new credit point measures cause concern, students are advised to check with their faculty office for clarification before making 1996 subject selections based on the credit points shown in this handbook.

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Designed and published by the Publications Section, The University of New South Wales  
Printed by Craft Printing Industries, Australia



# Contents

|  |           |
|--|-----------|
| <b>Introduction</b>  | <b>1</b>  |
| <b>Calendar of Dates</b>   | <b>3</b>  |
| <b>Staff</b>   | <b>5</b>  |
| <b>Handbook Guide</b>  | <b>9</b>  |
| <b>Faculty Information</b>   | <b>11</b> |
| Some People Who Can Help You .....                                       | 11        |
| Kensington Campus .....  | 11        |
| St George Campus .....   | 11        |
| Faculty of Professional Studies Enrolment Procedures .....               | 12        |
| Faculty Enrolment Restriction .....                                      | 12        |
| Course Outlines .....  | 12        |
| Professional Studies Library Facilities .....                            | 12        |
| Student Clubs and Societies .....  | 13        |
| Students With Disabilities .....   | 13        |
| General Education Program .....  | 13        |
| Equal Opportunity in Education Policy Statement .....                    | 14        |
| Student Computing Requirements .....                                     | 15        |
| Computing at UNSW .....  | 15        |
| Student Equity .....   | 15        |
| <b>School of Applied and Performing Arts - St George Campus</b>          | <b>17</b> |
| <b>Undergraduate Study</b> .....   | <b>18</b> |
| 4150 Bachelor of Applied Arts (Craft Arts) Course .....                  | 18        |
| 4155 Bachelor of Applied Arts (Dance) Bachelor of Education Course ..... | 20        |
| <i>Subject Descriptions</i> .....  | 22        |
| Bachelor of Applied Arts .....   | 22        |
| Bachelor of Applied Arts (Dance) Bachelor of Education .....             | 28        |
| <b>Graduate Study</b> .....  | <b>34</b> |
| <i>Course Outlines</i> .....   | 34        |
| 1935 Doctor of Philosophy .....  | 34        |
| 5630 Graduate Diploma of Arts: Expressive and Performing Arts .....      | 34        |
| 9330 Master of Education in Creative Arts (by Formal Course Work) .....  | 35        |
| <i>Subject Descriptions</i> .....  | 37        |
| Graduate Diploma of Arts .....   | 37        |
| Master of Education in Creative Arts .....                               | 39        |
| <b>School of Education Studies - Kensington Campus</b>                   | <b>43</b> |
| <b>Undergraduate Study</b> .....   | <b>43</b> |
| <i>Course Outlines</i> .....   | 43        |
| 4055 Bachelor of Arts Bachelor of Education Course .....                 | 43        |
| Honours Degree .....   | 44        |
| 4075 Bachelor of Science Bachelor of Education Course .....              | 45        |

|  |    |
|--|----|
| Honours Degree .....   | 48 |
| <i>Subject Descriptions</i> .....                                | 48 |
| <b>Graduate Study</b> .....                                      | 52 |
| <i>Course Outlines</i> .....                                     | 52 |
| 5562 Graduate Diploma in Educational Administration .....        | 52 |
| 5563 Graduate Diploma in Education Studies .....                 | 52 |
| 8905 Bachelor of Education Course (Honours) .....                | 53 |
| 2990 Master of Education Course (Honours) .....                  | 53 |
| 2945 Master of Educational Administration Course (Honours) ..... | 54 |
| 8960 Master of Educational Administration Course .....           | 54 |
| 1975 Doctor of Education .....                                   | 55 |
| 1970 Doctor of Philosophy .....                                  | 55 |
| <i>Subject Descriptions</i> .....                                | 56 |
| Bachelor of Education with Honours Degree Course .....           | 56 |
| Master of Education Degree Course .....                          | 56 |
| Master of Educational Administration Degree Course .....         | 60 |
| Doctor of Education Degree Course .....                          | 63 |

---

|  |    |
|--|----|
| <b>School of Health Services Management - Kensington Campus</b> .....            | 67 |
| <b>Undergraduate Study</b> .....   | 68 |
| <i>Course Outlines</i> .....   | 68 |
| Bachelor of Health Administration .....  | 68 |
| Honours Degree .....   | 68 |
| General Education Program .....  | 68 |
| 4040 Health Administration Degree Course Full-time (Pass) Internal Mode .....    | 69 |
| 4040 Health Administration Degree Course Part-time Internal Mode .....           | 69 |
| 4040 Health Administration Degree Course External Mode .....                     | 70 |
| 4040 Health Administration Degree Course Full-time (Honours) Internal Mode ..... | 70 |
| <i>Subject Descriptions</i> .....  | 71 |
| <b>Graduate Study</b> .....  | 75 |
| <i>Course Outlines</i> .....   | 75 |
| 1950 Doctor of Philosophy .....  | 75 |
| 2960 Master of Health Administration (by Research) .....                         | 75 |
| 2845 Master of Public Health (by Research) .....                                 | 75 |
| 8900 Master of Health Administration (by Formal Course Work) .....               | 75 |
| 8940 Master of Health Planning .....   | 76 |
| 9045 Master of Public Health (by Formal Course Work) .....                       | 77 |
| 7360 Graduate Certificate In Health Services Management .....                    | 79 |
| <i>Subject Descriptions</i> .....  | 80 |

---

|  |     |
|--|-----|
| <b>School of Information, Library and Archive Studies - Kensington Campus</b> .....                | 95  |
| <b>Graduate Study</b> .....  | 95  |
| <i>Course Outlines</i> .....   | 95  |
| 1990 Doctor of Philosophy .....  | 95  |
| Master of Archives Administration .....  | 95  |
| 2985 Master of Archives Administration (by Research) .....   | 96  |
| Master of Librarianship .....  | 96  |
| 2980 Master of Librarianship (by Research) .....   | 96  |
| 8920 Master of Librarianship (by Formal Course Work) .....   | 96  |
| 8921 Master of Librarianship (by Formal Course Work) Full-time .....                               | 97  |
| 8921 Master of Librarianship (by Formal Course Work) Part-time .....                               | 97  |
| 8922 Master of Librarianship (by Formal Course Work) Part-time .....                               | 97  |
| 5602 Graduate Diploma in Information Management-Archives/Records (Full-time) .....                 | 98  |
| 5602 Graduate Diploma in Information Management-Archives/Records (Part-time) .....                 | 98  |
| 5603 Graduate Diploma in Information Management-Librarianship (Full-time) .....                    | 99  |
| 8923 Master of Information Management-Archives/ Records (by Formal Course Work)<br>Full-time ..... | 100 |
| 8923 Master of Information Management-Archives/ Records (by Formal Course Work)<br>Part-time ..... | 100 |
| 8924 Master of Information Management-Librarianship<br>(by Formal Course Work) Full-time .....     | 100 |
| <i>Subject Descriptions</i> .....  | 101 |

|   |            |
|---|------------|
| <b>School of Social Work - Kensington Campus</b>          | <b>111</b> |
| <b>Undergraduate Study</b>                                | <b>111</b> |
| <i>Course Outlines</i>                                    | <i>111</i> |
| 4030 Social Work Degree Course                            | 111        |
| 4030 Social Work Degree Course Full-time                  | 113        |
| 4785 Combined Social Work/Law Course                      | 113        |
| 4785 Combined Social Work/Law Course Full-time            | 114        |
| <i>Subject Descriptions</i>                               | <i>115</i> |
| <b>Graduate Study</b>                                     | <b>121</b> |
| <i>Course Outlines</i>                                    | <i>121</i> |
| 1980 Doctor of Philosophy                                 | 121        |
| 2970 Master of Social Work (by Research)                  | 121        |
| Graduate Diploma And Masters Courses                      | 121        |
| 5550 Graduate Diploma in Couple and Family Therapy        | 121        |
| 5552 Graduate Diploma in International Social Development | 122        |
| 5553 Graduate Diploma in Equity and Social Administration | 122        |
| 8930 Master of Social Work (by Formal Coursework)         | 123        |
| 8931 Master of Couple and Family Therapy                  | 123        |
| 8932 Master of International Social Development           | 124        |
| 8933 Master of Equity and Social Administration           | 124        |
| <i>Subject Descriptions</i>                               | <i>125</i> |

|   |            |
|---|------------|
| <b>School of Sport and Leisure Studies - St George Campus</b> | <b>129</b> |
| <b>Undergraduate Study</b>                                    | <b>129</b> |
| <i>Course Outlines</i>  | <i>129</i> |
| 424140 Bachelor of Leisure Studies Course                     | 129        |
| 424121 Bachelor of Sports Science Course (Exercise Science)   | 130        |
| 424122 Bachelor of Sports Science Course (Sports Coaching)    | 130        |
| <i>Subject Descriptions</i>                                   | <i>132</i> |
| Bachelor of Sports Science (Exercise Science)                 | 132        |
| Bachelor of Sports Science (Sports Coaching)                  | 132        |
| Bachelor of Leisure Studies                                   | 132        |
| <b>Graduate Study</b>   | <b>139</b> |
| <i>Course Outlines</i>  | <i>139</i> |
| 1930 Doctor of Philosophy                                     | 139        |
| 9340 Master of Sports Science                                 | 139        |
| 2998 Master of Sports Science (Hons)                          | 140        |
| <i>Subject Descriptions</i>                                   | <i>140</i> |

|   |            |
|---|------------|
| <b>School of Teacher Education - St George Campus</b>             | <b>145</b> |
| <b>Undergraduate Study</b>  | <b>145</b> |
| <i>Course Outlines</i>  | <i>145</i> |
| 7210 Associate Diploma of Applied Science (Business Computing)    | 145        |
| Primary Teacher Education Courses                                 | 146        |
| 4101 Bachelor of Teaching (Primary) Course                        | 146        |
| 4102 Bachelor of Education (Primary) Course                       | 148        |
| Recommended Computing Equipment and Software School Statement     | 150        |
| <i>Subject Descriptions</i>                                       | <i>150</i> |
| Associate Diploma of Applied Science (Business Computing)         | 150        |
| Bachelor of Teaching (Primary)                                    | 152        |
| Bachelor of Education (Primary)                                   | 158        |
| <b>Graduate Study</b>   | <b>162</b> |
| <i>Course Outlines</i>  | <i>162</i> |
| 1940 Doctor of Philosophy   | 162        |
| 2995 Master of Education in Teaching (by Research)                | 162        |
| 5560 Graduate Diploma in Education (Secondary)                    | 163        |
| 5610 Graduate Diploma in Educational Studies (Computer Education) | 164        |
| 8965 Master of Education in Teaching (by Formal Course Work)      | 165        |
| <i>Subject Descriptions</i>                                       | <i>167</i> |
| Graduate Diploma in Education                                     | 167        |

|  |     |
|--|-----|
| Graduate Diploma of Educational Studies (Computer Education) ..... | 170 |
| Master of Education in Teaching .....                              | 170 |

|   |            |
|---|------------|
| <b>Professional Development Centre - Kensington Campus</b> .....  | <b>175</b> |
| <b>Graduate Study</b> .....   | <b>176</b> |
| <i>Course Outlines</i> .....  | <i>176</i> |
| 8911 Master of Higher Education Course .....  | 176        |
| 7300 Graduate Certificate in Higher Education Course .....  | 176        |
| 5561 Graduate Diploma in Higher Education Course .....  | 176        |
| Subject Descriptions .....  | 177        |
| Master of Higher Education Degree Course, Graduate Diploma in Higher Education,<br>Graduate Certificate in Higher Education ..... | 177        |

|  |            |
|--|------------|
| <b>Conditions for the Award of Degrees</b> .....                               | <b>179</b> |
| <b>First Degrees</b> .....   | <b>179</b> |
| <b>Higher Degrees</b> .....  | <b>179</b> |
| Doctor of Philosophy (PhD) .....   | 182        |
| Doctor of Education (EdD) .....  | 184        |
| Master of Archives Administration (MArchivAdmin) .....                         | 186        |
| Master of Couple and Family Therapy (MCFT) .....                               | 187        |
| Master of Education (MED) at Honours Level .....                               | 188        |
| Master of Education (MED) At Pass Level .....                                  | 190        |
| Master of Educational Administration (MEDAdmin) at Honours Level .....         | 191        |
| Master of Educational Administration (MEDAdmin) at Pass Level .....            | 193        |
| Master of Education in Creative Arts (MECA) .....                              | 194        |
| Master of Education in Teaching (MEDTeach) by Research .....                   | 194        |
| Master of Education in Teaching (MEDTeach) by <i>Formal Course Work</i> .....  | 196        |
| Master of Equity and Social Administration (MEqSocAdmin) .....                 | 197        |
| Master of Health Administration (MHA) by Research .....                        | 198        |
| Master of Health Administration (MHA) by <i>Formal Course Work</i> .....       | 200        |
| Master of Health Planning (MHP) .....  | 201        |
| Master of Higher Education (MHED) .....  | 201        |
| Master of Information Management (MIM) .....                                   | 202        |
| Master of International Social Development (MIntSocDev) .....                  | 203        |
| Master of Librarianship (MLib) by Research .....                               | 204        |
| Master of Librarianship (MLib) by <i>Formal Course Work</i> .....              | 205        |
| Master of Public Health by Research (MPH) .....                                | 206        |
| Master of Public Health (MPH) by <i>Formal Course Work</i> .....               | 208        |
| Master of Social Work (MSW) by Research .....                                  | 209        |
| Master of Social Work (MSW) by <i>Formal Course Work</i> .....                 | 211        |
| Master of Sports Science (MSPSc) at Honours Level .....                        | 211        |
| Master of Sports Science (MSPSc) at Pass Level .....                           | 212        |
| Graduate Diploma (DipEd, GradDip, GradDipIM-Archiv/Rec or GradDipIM-Lib) ..... | 213        |
| Graduate Diploma in Couple and Family Therapy (GradDip) .....                  | 214        |
| Graduate Diploma in Equity and Social Administration (GradDipEqSocAdmin) ..... | 214        |
| Graduate Diploma (GradDipHEd) .....  | 215        |
| Graduate Diploma in International Social Development (GradDipIntSocDev) .....  | 216        |
| Graduate Certificate (GradCertHealthAdmin or GradCertHEd) .....                | 216        |

|  |            |
|--|------------|
| <b>Scholarships and Prizes</b> .....         | <b>219</b> |
| <b>Scholarships</b> .....                    | <b>219</b> |
| <i>Undergraduate Scholarships</i> .....      | <i>219</i> |
| General .....                                | 219        |
| The UNSW Co-op Program .....                 | 221        |
| <i>Graduate Scholarships</i> .....           | <i>221</i> |
| General .....                                | 222        |
| Professional Studies .....                   | 225        |
| <b>Prizes</b> .....                          | <b>226</b> |
| <i>Undergraduate University Prizes</i> ..... | <i>226</i> |
| General .....                                | 226        |
| School of Health Services Management .....   | 226        |

|   |     |
|---|-----|
| School of Information, Library and Archive Studies.....   | 226 |
| <i>Undergraduate and Graduate University Prizes</i> ..... | 227 |
| School of Education Studies.....                          | 227 |
| School of Health Services Management.....                 | 227 |
| School of Information, Library and Archive Studies.....   | 227 |

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## **St George Campus Location**



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# Introduction

The Faculty of Professional Studies offers associate diploma, undergraduate degree 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 ongoing education of members of those professions. The Faculty consists of the Schools of Education Studies; Health Services Management; Information, Library and Archive Studies and Social Work on the Kensington Campus and the Schools of Applied and Performing Arts; Sport and Leisure Studies and Teacher Education on the St George Campus at Oatley.

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

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

In deciding upon the details of your proposed program you 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 W Boyd Rayward  
Dean





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# Calendar of Dates

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

Session 1 commences on the Monday nearest 1 March.

## Faculties other than Medicine, AGSM and University College

|                                | 1996   | 1997   |
|--------------------------------|--|--|
| <b>Session 1</b><br>(14 weeks) | 4 March to 4 April<br>15 April to 14 June          | 3 March to 27 March<br>7 April to 13 June          |
| <b>Mid-session recess</b>      | 5 April to 14 April                                | 28 March to 6 April                                |
| <b>Study period</b>            | 15 June to 20 June                                 | 14 June to 19 June                                 |
| <b>Examinations</b>            | 21 June to 9 July                                  | 20 June to 8 July                                  |
| <b>Mid-year recess</b>         | 10 July to 28 July                                 | 9 July to 27 July                                  |
| <br>                           |  |  |
| <b>Session 2</b><br>(14 weeks) | 29 July to 27 September<br>8 October to 8 November | 28 July to 26 September<br>7 October to 7 November |
| <b>Mid-session recess</b>      | 28 September to 7 October                          | 27 September to 6 October                          |
| <b>Study period</b>            | 9 November to 14 November                          | 8 November to 13 November                          |
| <b>Examinations</b>            | 15 November to 3 December                          | 14 November to 2 December                          |

---

## Important dates for 1996

### January

|       |  |
|-------|--|
| M 1   | New Year's Day - Public Holiday  |
| M 15  | Medicine IV - Term 1 begins  |
| Th 18 | Medicine V - Term 1 begins   |
| F 26  | Australia Day - Public Holiday   |
| T 30  | Enrolment period begins for new undergraduate students and undergraduate students repeating first year |

### February

|      |  |
|------|--|
| M 12 | AGSM Open Learning GMQ and GDM programs - Semester 1 begins                      |
| M 26 | Medicine VI - Term 2 begins<br>AGSM MBA program - Year 1 classes - Term 1 begins |

### March

|       |   |
|-------|---|
| F 1   | Last day for acceptance of provisional enrolment by re-enrolling students   |
| M 4   | Session 1 begins for faculties other than Medicine and AGSM<br>AGSM MBA program - Year 2 classes - Term 1 begins<br>University College, ADFA - Session 1 begins |
| F 15  | Last day applications are accepted from students to enrol in Session 1 or whole year subjects   |
| Su 17 | Medicine IV - Term 1 ends   |
| M 18  | Medicine IV - Term 2 begins   |
| Su 24 | Medicine V - Term 1 ends  |
| Su 31 | Last day for students to discontinue without failure subjects which extend over Session 1 only<br>HECS Census Date for Session 1                                |

**April**

|       |  |
|-------|--|
| M 1   | Medicine V - Term 2 begins   |
| F 5   | Good Friday - Public Holiday   |
|       | Mid-session recess begins for faculties other than Medicine, AGSM and University College, ADFA |
| S 6   | Easter Saturday - Public Holiday   |
| M 8   | Easter Monday - Public Holiday   |
| Su 14 | Mid-session recess ends for faculties other than Medicine, AGSM and University College, ADFA   |
|       | Medicine VI - Term 2 ends  |
| M 15  | Medicine VI - Recess begins  |
| Su 21 | Medicine VI - Recess ends  |
| M 22  | Medicine VI - Term 3 begins  |
| Th 25 | Anzac Day - Public Holiday   |
| Su 28 | Medicine IV - Term 2 ends  |
| M 29  | Medicine IV - Recess begins  |

**May**

|       |  |
|-------|--|
| S 4   | University College, ADFA - May recess begins               |
| Su 5  | Medicine IV - Recess ends                                  |
| M 6   | Medicine IV - Term 3 begins                                |
| F 10  | AGSM MBA program - all classes - Term 1 ends               |
| M 13  | AGSM MBA program - all classes - Examinations begin        |
| Su 21 | Publication of provisional timetable for June examinations |
| F 17  | AGSM MBA program - all classes - Examinations end          |
| Su 19 | University College, ADFA - May recess ends                 |
| W 22  | Last day for students to advise of examination clashes     |
| S 25  | AGSM Open Learning GDM program - Semester 1 ends           |
|       | AGSM Open Learning GDM program - Examination               |

**June**

|       |  |
|-------|--|
| S 1   | AGSM Open Learning GMQ program - Semester 1 ends   |
|       | AGSM Open Learning GMQ program - Examination   |
| Su 2  | Medicine V - Term 2 ends   |
|       | Medicine VI - Term 3 ends  |
| M 3   | AGSM MBA program - all classes - Term 2 begins   |
|       | Medicine VI - Term 4 begins  |
| T 4   | Publication of timetable for June examinations   |
| M 10  | Queen's Birthday - Public Holiday  |
| T 11  | Medicine V - Term 3 begins   |
| F 14  | Session 1 ends for faculties other than Medicine, AGSM and University College, ADFA      |
| S 15  | Study recess begins for faculties other than Medicine, AGSM and University College, ADFA |
| Su 18 | Medicine IV - Term 3 ends  |
| M 17  | Medicine IV - Term 4 begins  |
| Th 20 | Study recess ends for faculties other than Medicine, AGSM and University College, ADFA   |
| F 21  | Examinations begin for faculties other than Medicine, AGSM and University College, ADFA  |
|       | University College, ADFA - Session 1 ends  |
| S 22  | University College, ADFA - Mid-year recess begins  |
| M 24  | University College, ADFA - Examinations begin  |

**July**

|       |   |
|-------|---|
| F 5   | University College, ADFA - Examinations end   |
| T 9   | Examinations end for faculties other than Medicine, AGSM and University College, ADFA       |
| W 10  | Mid-year recess begins for faculties other than Medicine, AGSM and University College, ADFA |
| M 15  | AGSM Open Learning GMQ and GDM programs - Semester 2 begins                                 |
| Su 21 | University College, ADFA - Mid-year recess ends   |
| M 22  | University College, ADFA - Session 2 begins   |
| F 26  | Medicine VI - Term 4 ends   |
| S 27  | Medicine VI - Recess begins   |
| Su 28 | Mid-year recess ends for faculties other than Medicine, AGSM and University College, ADFA   |
| M 29  | Session 2 begins for faculties other than Medicine, AGSM and University College, ADFA       |

**August**

|       |   |
|-------|---|
| Su 4  | Medicine VI - Recess ends   |
| M 5   | Medicine VI - Term 5 begins   |
| F 9   | Last day applications are accepted from students to enrol in Session 2 subjects                         |
|       | Last day for students to discontinue without failure subjects which extend over the whole academic year |
|       | AGSM MBA program - all classes - Term 2 ends  |
| Su 11 | Medicine IV - Term 3 ends   |
|       | Medicine V - Term 3 ends  |
| M 12  | AGSM MBA program - all classes - Examinations begin   |
|       | Medicine IV - Recess begins   |
| F 16  | AGSM MBA program - all classes - Examinations end   |
| Su 18 | Medicine IV - Recess ends   |
| M 19  | Medicine IV - Term 5 begins   |
|       | Medicine V - Term 4 begins  |
| S 31  | Last day for students to discontinue without failure subjects which extend over Session 2 only          |
|       | HECS Census Date for Session 2  |

**September**

|       |  |
|-------|--|
| M 2   | AGSM MBA program - all classes - Term 3 begins                       |
| S 7   | Open Day   |
| Su 15 | Medicine VI - Term 5 ends  |
| M 16  | Medicine VI - Term 6 begins  |
| F 27  | Closing date for applications to the Universities Admission Centre   |
| S 28  | Mid-session recess begins for faculties other than Medicine and AGSM |
|       | University College, ADFA - September recess begins                   |
| Su 29 | Medicine IV - Term 5 ends  |
| M 30  | Medicine IV - Term 6 begins  |

**October**

|       |  |
|-------|--|
| M 7   | Labour Day - Public Holiday  |
|       | Mid-session recess ends for faculties other than Medicine and AGSM |
|       | University College, ADFA - September recess ends                   |
| T 8   | Publication of provisional timetable for November examinations     |
| W 16  | Last day for students to advise of examination clashes             |
| Su 20 | Medicine V - Term 4 ends   |
| F 25  | University College, ADFA - Session 2 ends                          |
| S 26  | AGSM Open Learning GDM program - Examination                       |
| Su 27 | Medicine VI - Term 6 ends  |
| M 28  | University College, ADFA - Examinations begin                      |
| T 29  | Publication of timetable for November examinations                 |

**November**

|       |  |
|-------|--|
| S 2   | AGSM Open Learning GDM program - Semester 2 ends   |
|       | AGSM Open Learning GDM program - Examination   |
| F 8   | Session 2 ends for faculties other than Medicine, AGSM and University College, ADFA      |
| S 9   | AGSM MBA program - all classes - Term 3 ends   |
|       | Study recess begins for faculties other than Medicine, AGSM and University College, ADFA |
|       | AGSM Open Learning GMQ program - Semester 2 ends   |
|       | AGSM Open Learning GMQ program - Final Examination                                       |
| Su 10 | Medicine IV - Term 6 ends  |
| M 11  | AGSM MBA program - all classes - Examinations begin                                      |
| Th 14 | Study recess ends for faculties other than Medicine, AGSM and University College, ADFA   |
| F 15  | Examinations begin for faculties other than Medicine, AGSM and University College, ADFA  |
|       | University College, ADFA - Examinations end  |
|       | AGSM MBA program - all classes - Examinations end  |

**December**

|       |   |
|-------|---|
| T 3   | Examinations end for faculties other than Medicine, AGSM and University College, ADFA |
| W 25  | Christmas Day - Public Holiday  |
| Th 26 | 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 Applied and Performing Arts; Sport and Leisure Studies and Teacher Education on the St George campus. Also includes staff of the Professional Development Centre for postgraduate teaching purposes.

**Dean**

Professor W Boyd Rayward

**Presiding Member**

Professor Martin Cooper

**Associate Dean**

John Scheduling

**Executive Officer**

Brett O'Halloran

**Manager, St George Campus**

Angelo Bavaro

**Administrative Officer**

Susan Lundy

**Executive Assistant to the Dean**

Maria Farrugia

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## Professional Education and Training

**Director**

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

**Coordinator**

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

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## School of Applied and Performing Arts St George Campus

**Senior Lecturer and Head of School**

Peter Thursby, BEd MA Calg., PhD Macq.

**Senior Lecturers**

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

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

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

Peta Tait, BA *Monash*, MA *UNSW*, DipEd *Syd. Teachers' Coll.*

**Lecturers**

Louise Hamby, BFA *N.Carolina*, MFA *Georgia*, GradDip (AbStuds) *Syd.*

Peter Masters, BA BEd *Calg.*, MFA *Puget Sound*

Margaret Moore, BA DipEd *Macq.*, GradDip(MusEd) *Kuring-gai C.A.E.* MEd *Syd.*

Richard Morpew, LMus, AMusA

Guy Sherborne, BA, MA DipEd *UNSW*

**Administrative Officer**

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

## School of Education Studies

### Kensington Campus

#### Professor of Education and Head of School

John Sweller, BA PhD *Adel.*, FASSA

#### Professors

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

Robert Thomas Solman, BSc *UNSW*, BSc *Tas.*, PhD *A.N.U.*

#### Associate Professor

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

#### Senior Lecturers

Deborah Martin Bibby, MA BD *Otago*, PhD *Monash*

Robert Conners, BA DipEdAdmin *N.E.*, MEdAdmin *Calg.*, PhD *Alta.*

Putai Jin, MEd *Hangzhou*, PhD *LaT.*

Renae Low, Cert Ed *Sing.*, BBSc PhD *LaT.*

Michael Robert Matthews, BSc MA MEd DipEd *Syd.*, PhD *UNSW*

#### Lecturers

Paul Chandler, BSc DipEd *Syd.*, MSc PhD *UNSW*

John Michael McCormick, BSc DipEd MA MEdAdmin PhD *UNSW*

#### Associate Lecturer

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

#### Visiting Professor

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

#### Adjunct Associate Professor

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

#### Honorary Visiting Fellow

Jessica Ruth Milner Davis, BA PhD *UNSW*

#### Administrative Officer

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

## School of Health Services

### Management

#### Kensington Campus

#### Head of School

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

#### Professors of Health Services Management

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

James Sutherland Lawson, MB BSW MD *Melb.*, MHA *UNSW*

#### Senior Lecturers

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Deborah Ann Black, BSc DipEd MStat *UNSW*

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

Helen Madeleine Lapsley, BA *Auck.*, MEd *Syd.*, FCHSE

Stephanie Doris Short, DipPhy BA *UNSW*, MSc *Lond.*, PhD *UNSW*, AFCHSE

#### Lecturers

Thomas Benjamin, BA *Mich.*, MBA *MSU*, MPPsychol *Syd.*, MAPsS

Kevin Forde, MCom *UNSW*

Mary-Louise McLaws, DTPH MPH PhD *Syd.*, FRSPH&TM

Anne Whelan, BA *W'gong.*, PhD *Syd.*, RN, SCM

#### Visiting Professor

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

#### Visiting Fellows

Jeffrey Braithwaite, BA *N.E.*, DipLRMIR *Syd.*

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

#### Administrative Officer

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

#### Administrative Assistant

Christine Rousselis

#### Honorary Associates

William Gingell Lawrence, BA *Syd.*, MHA *UNSW*, FAIM, FHA

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

## School of Information, Library and Archive Studies

### Kensington Campus

#### Head of School

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

#### Professor of Librarianship

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

#### Senior Lecturers

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

Concepcion Shimizu Wilson, BA *Pomona*, MSLS *N.C.*, MLib *UNSW*, AALIA

#### Lecturer

William Wellesley Hood, BSc DipEd *Syd.*, MLib *UNSW*, AALIA

#### Associate Lecturer

Paul Wilson, BA PhD *LaT.*, DiplIM(ArchivAdmin) *UNSW*, CertAdvStudy-Prev *Texas*

#### Administrative Officer

Raymond John Locke

## School of Social Work

### Kensington Campus

#### Head of School

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

#### Professor of Social Work

Allan Borowski, DipSocStud BCom MA Melb., PhD Brandeis

#### Emeritus Professor of Social Work

Robert John Lawrence, BA DipSocSc Adel., MA Oxf., PhD A.N.U.

#### Honorary Professor

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

#### Senior Lecturers

Diane Barnes, BA DipSocWk Syd., MSW Smith Coll., PhD UNSW

Barbara Rose Ferguson, BA MSW Hawaii, PhD U.C. Berkley.

Damian John Grace, BA PhD UNSW

Helen Meekosha, BA Durham, DipAdvSoc&EcStuds Manc.

MA Appl Soc Studs Bradford

Sandra Lee Regan, BA Boston S.C., MSW EdM N.Y. State, PhD Rutgers

Richard John Roberts, BA DipEd N.E., BSocStud Syd., PhD UNSW, MAASW

#### Lecturers

Eileen Baldry, BA DipEd Syd., MWP PhD UNSW

Rosemary Ellen Berreen, BSW PhD UNSW

Jan Breckenridge, BSocStud Syd.

Elizabeth Aureana Fernandez, MA Madr., PhD UNSW

Carmel Petrea Flasks, BSW Qld., BA Macq.

Christine Joy Gibson, BSW Syd., MPS UNSW

Karen Susan Heycox, BSW MA UNSW

Lesley Hughes, BA UNSW, BSocStud MSW Syd., CertHed., UNSW

Carmen Christine Moran, BA PhD UNSW, MAPsS

Frederick Edward Trainer, MA PhD Syd.

Michael John Wearing, BSW PhD UNSW

#### Honorary Associates

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Andrea Duffy, BSW UNSW

Michele Horgan, BSW UNSW

Kim Lyle, BSW Syd.

Anna Piperides Lee, BSW MSW UNSW

Marie Pettett, BSocStud Syd

Beth Wilding, BSW UNSW

#### Administrative Officer

Natalie du Gard, BSW UNSW

#### Senior Lecturers

John Schell, BS MS Oregon, DipPhysEd Syd. Teachers' Coll.

#### Lecturers

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Connell Byrne, MA Calif. State, DipPhysEd Syd. Teachers' Coll.

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

John Nolan, MA San Diego State

Tim Olds, BSportSc UNSW, BA PhD Syd.

Pauline Sky, BA Kuring-gai C.A.E., MA UNSW

Bruce Wilson, BS Indiana State, MA N.Colorado, PhD Florida State

#### Administrative Officer

William Baker

## School of Teacher Education

### St George Campus

#### Head of School

Barry Charles Newman, BA MSc PhD Syd.

#### Professor of Teacher Education

Michael Dunkin, BA Syd., PhD Qld.

#### Associate Professor

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

#### Senior Lecturers

Arthur Anderson, BSc DipEd Syd., MSc PhD UNSW

Colin Fraser Gauld, BSc PhD DipEd Syd., MAIP

Loretta Giorcelli, Bed Qld., MEd James Cook, PhD Ill., MACE

James Harry Gribble, BA PhD Melb., MPhil Lond.

Kurt Marder, BA N.E., MEd Syd., MACE

Edward Nettie, BA DipEd Syd., MA Macq.

Ken Robinson, MEd Syd., MSc PhD Oregon, DipPhysEd Syd. Teachers' Coll.

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

#### Lecturers

Judith Anderson, BA Macq., BSc MEd Syd., DipEd Syd. Teachers' Coll.

Con Apofis, DipT N.S.W.I.T., Dip Ed S.C.A.E., CPA

Robert Baker, BSc DipEd Syd., MSc Macq., MCogSc UNSW

William Buckley, BA DipEd N.E., MEd UNSW

Rosemary Caldwell, DipPhysEd W'gong., BA UNSW, MEd Syd.

Rhonda Craven, BA Syd., DipT Alexander Mackie C.A.E.

Christina Davidson, DipT Riverina C.A.E., Bed S.A.C.A.E., GradDip(TESOL) MA TESOL U.T.S.

Carmel Desmarchelier, BA DipEd UNSW, MLitt MA N.E.

Rosemary Kearney, MA DipEd UNSW

Alan Merritt, DipEd MA UNSW

John Mitchell O'Toole, BSc(Ed) MEd UNSW

Kaye Placing, BSc DipEd Syd., GradDipEdStud Syd.C.A.E., MEd UNSW

Gay Revie, BEd Sus., MEd UNSW, DipPhysEd Syd. Teachers' Coll.

## School of Sport and Leisure Studies

### St George Campus

#### Associate Professor and Head of School

James Sockler, BS MS Texas A&M, PhD Maryland

Deborah Scott, MEd Syd.

Ronald Roy Stone, BA Dip Ed Syd, MA MLitt N.E., PhD Macq.

Raymond Smith, BA Catholic U. of America, MA Siena Coll., GDipMedia A.F.T.S. AdvCertEd E.Anglia, MA Syd., GradDipHed UNSW

Denise Tolhurst, DipT BMath W'gong., MEd Syd.

Claire Wille, DipT Alexander Mackie C.A.E., Dip Arts Syd.C.A.E., MEd W'gong.

#### **Honorary Visiting Fellows**

George Byrnes, BA PhD Syd.

George Comino, BSc(AppPsych) MEd UNSW

Robert Phillips, BA N.E., PhD Syd.

#### **Administrative Officer**

Stephen Scorse

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## **Professional Development Centre**

#### **Associate Professor and Director**

Margaret Hof Nightingale, BA Bridgeport, MA Cornell, MA PhD Macq.

#### **Senior Lecturers**

Lindsay Hewson, MDes GradDipDesStud U.T.S., DipTeach Syd.

Christopher Stephen Hughes, BSc DipEd Monash, BA Syd., MCogSci UNSW

Douglas John Magin, BA MLitt N.E.

Gregory Louis Ryan, BA MA(Ed) Syd.

Susan Margaret Toohey, BA Qld., MLS MA Maryland

#### **Lecturers**

Anita Devos, BA Syd., MEd U.T.S.

Janette McLean, BSc W.A., MEd U.T.S.

#### **Administrative Officer**

Lynne Anne Bruce

#### **Administrative Assistant**

Debbie Owen



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

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## Prefixes

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

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

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| Prefix | Organisational Unit   | Faculty/Board                     |
|--------|---|-----------------------------------|
| CMED   | School of Community Medicine                                      | Medicine                          |
| 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 Applied and Performing Arts                             | Professional Studies              |
| GEOL   | Department of Applied Geology                                     | Applied Science                   |
| HEAL   | School of Health Services Management                              | Professional Studies              |
| ILAS   | School of Information, Library &<br>Archive Studies               | Professional Studies              |
| INFS   | School of Information Systems                                     | Commerce & Economics              |
| IROB   | School of Industrial Relations &<br>Organisational Behaviour      | Commerce & Economics              |
| LAWS   | School of Law   | Law                               |
| MATH   | School of Mathematics   | Science                           |
| MEED   | School of Medical Education                                       | Medicine                          |
| PDCS   | Professional Development Centre                                   | Professional Studies              |
| PHYS   | School of Physics   | Science                           |
| PROF   | Faculty of Professional Studies                                   |                                   |
| PSYC   | School of Psychology  | Biological & Behavioural Sciences |
| SAFE   | Department of Safety Science                                      | Applied Science                   |
| 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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## 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  
Telephone: + 61 (2) 385 4919  
Facsimile: + 61 (2) 385 6135  
Email: S.Wiard@unsw.edu.au

#### School of Health Services Management

Administrative Officer  
Michelle Williams (Room Lower Ground 27, The Chancellery)  
Telephone: + 61 (2) 385 2597  
Facsimile: + 61 (2) 385 1036  
Email: Michelle.Williams@unsw.edu.au

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

Administrative Officer  
Ray Locke  
Room 403, Level 4, Mathews Building  
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Facsimile: + 61 (2) 385 3430  
Email: R.Locke@unsw.edu.au

#### School of Social Work

Administrative Officer  
Natalie du Gard  
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#### Professional Development Centre

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### St George Campus

#### School of Applied and Performing Arts

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Email: D.Rodgers@unsw.edu.au

#### School of Sport and Leisure Studies

Administrative Officer  
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#### School of Teacher Education

Administrative Officer  
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## Faculty of Professional Studies Enrolment Procedures

All students re-enrolling in 1996 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1996* and Information for Graduate Students available from School Offices and the Student Centre. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in non-award subjects, locations and hours of Cashiers and late enrolments.

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

## Faculty Enrolment Restriction

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

## Course Outlines

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

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

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

In addition to the graduate subjects offered by each school, the Faculty offers three electives that are available to

students in all graduate programs. Participation in these electives provides an opportunity for crossdiscipline interaction and the chance to view one's field of specialisation in the context of the public service professions generally.

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

## Professional Studies Library Facilities

### Kensington Campus

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

### The Social Sciences and Humanities Library

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

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

**Social Sciences and Humanities Librarian:** Pam O'Brien

### The Biomedical Library

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

**Biomedical Librarian:** Jill Denholm

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

### Undergraduate Services

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

The multimedia resources service on Level 3 includes multimedia items, videos, cassette tapes and newspapers. Library tours are available at the beginning of Session 1 and self-guided tours are available throughout the year.

## St George Campus Library

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

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

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

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

**Campus Librarian:** Sandra Sullivan

## Student Clubs and Societies

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

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

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

## Social Work Students' Association

The Association's primary function is that of a communication channel operating not only among the students themselves but also between students and staff of the School. Through functions and informal gatherings professional aspects of social work, specific grievances

and the course itself are discussed. Students are represented on the Curriculum Committee which has responsibility for educational planning within the School and on the General School Committee which advises the Head of School. Students become members of the Association automatically on admission to the School of Social Work, and elect a collective which maintains a formal liaison with the School's staff. SWSA meetings are held on Wednesday in the Social Work Students' Project Room in Building H3. This room is freely available for students.

## Students With Disabilities

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

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

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

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

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

## General Education Program

UNSW requires that all undergraduate students undertake a structured program in General Education as an integral part of studies for their degree. The University believes that a General Education complements the more specialised learning undertaken in a student's chosen field of study and contributes to the flexibility which graduates are increasingly required to demonstrate. Employers repeatedly point to the complex nature of the modern work environment and advise that they highly value graduates with the skills provided by a broad general education, as well as the specialised knowledge provided in more narrowly defined degree programs. As well, over many years graduates of this University have reported that they greatly valued their General Education studies, which are found to be relevant to both career and personal development.

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

## Objectives of the General Education Program

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

1. To provide a learning environment in which students acquire, develop, and deploy skills of rational thought and critical analysis.
2. To enable students to evaluate arguments and information.
3. To empower students to systematically challenge received traditions of knowledge, beliefs and values.
4. To enable students to acquire skills and competencies, including written and spoken communication skills.
5. To ensure that students examine the purposes and consequences of their education and experience at University, and to foster acceptance of professional and ethical action and the social responsibility of graduates.
6. To foster among students the competence and the confidence to contribute creatively and responsibly to the development of their society.
7. To provide structured opportunities for students from disparate disciplines to co-operatively interact within a learning situation.
8. To provide opportunities for students to explore discipline and paradigm bases other than those of their professional or major disciplinary specialisation through non-specialist subjects offered in those other areas.
9. To provide an environment in which students are able to experience the benefits of moving beyond the knowledge boundaries of a single discipline and explore cross- and interdisciplinary connections.
10. To provide a learning environment and teaching methodology in which students can bring the approaches of a number of disciplines to bear on a complex problem or issue.

### General Education requirements

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

- Four (4) session length subjects carrying 7.5 credit points each or their equivalent in combinations of session length and year long subjects
- An additional fifty-six (56) hours of study which foster acceptance of professional and ethical action and social responsibility. This fifty-six hours of study may be distributed throughout the course, or exist as a separate subject, depending on the course.

Because the objectives of General Education require students to explore discipline and paradigm bases other than those of their professional or major disciplinary specialisation, all students are *excluded from counting subjects toward the fulfilment of the General Education requirement, which are similar in content or approach to subjects required in their course.*

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

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

Education Handbook is freely available from all Faculty Offices.

### Additional information for undergraduate students who first enrolled before 1996

#### Transitional arrangements

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

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

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

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

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## Equal Opportunity in Education Policy Statement

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

### University Commitment to Equal Opportunity in Education

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

### Special Admissions Schemes

The University will encourage the enrolment of students who belong to disadvantaged groups through programs such as the University Preparation Program and the ACCESS Scheme. Where members of disadvantaged

groups are particularly under-represented in certain disciplines, the responsible faculties will actively encourage their enrolment.

### Support of Disadvantaged Students

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

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

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

### Equal Opportunity Adviser Scheme

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

### Harassment Policy

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

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## Student Computing Requirements

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

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

facilities at the St George campus are required to register annually. Forms are available from the Computing Staff.

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

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## Computing at UNSW

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

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

The information provided on the WWW includes more details about DIS information technology units such as points of contact for particular areas of responsibility and services provided.

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## Student Equity

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

### Complaint/Disputes

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

### Advocacy and Support

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

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



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

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# School of Applied and Performing Arts

## St George Campus

**Head of School**  
Dr Peter Thursby

**Administrative Officer**  
Ms Diann Rodgers

The School of Applied and Performing Arts offers a Bachelor of Applied Arts **4150** with specialisations in Textiles or Ceramics or Jewellery. This is a three year full-time course and four years with Honours. This course aims to prepare students for a career in one of a variety of applied arts fields including

- (i) professional practice as a craft artist or in a related crafts industry
- (ii) as a craftsperson within a professional design team
- (iii) in a service industry where the practitioner will be required to apply specialist knowledge in the areas of design process and craft production.

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.

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

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

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

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

## Undergraduate Study

### 4150

#### Bachelor of Applied Arts (Craft Arts) Course

##### Bachelor of Applied Arts

##### BAppA

The course leading to the degree of Bachelor of Applied Arts is programmed over three years of full-time study and four years for Honours.

#### Conditions

Regulations governing the award of this degree are:

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 course provides both foundation and specialist studies appropriate 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 to design craft problems and solutions.

#### Structure of Course

The course is structured into three subject strands:

Core Studies: 205 credit points

Contextual Studies: 130 credit points

General Studies: 30 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 improve their creative problem solving strategies using media. All students in Year 1 complete a common core of studies.

In Year 2 students will elect a major sequence in their specialist study from textiles, ceramics or jewellery.

Specialist subjects are identified under the title Design Craft with each of the specialist studies focusing upon knowledge, skills and understanding that will assist students to prepare as professional craft artists. Only two of the three specialist areas will be offered in any one year. Prospective students should check with the School.

To assist students to gain knowledge and technical information about the science and technology of material and 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 are contributing subjects to 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 either 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. Therefore, students majoring in textiles will enrol in the textiles strand of Materials and Techniques in Design Craft 2.

Contextual Studies provide students with fundamental and elective studies in history and theory of the craft arts, practical studies and professional development. 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 University requirements for a 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 Applied and Performing Arts 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 fourth year Honours program. 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

### Course Majors: Textiles, Ceramics, Jewellery

| Year 1                      |   | CP  |
|-----------------------------|---|-----|
| <i>Session 1</i>            |   |     |
| EXPA1000                    | Foundation Studio 1                           | 30  |
| EXPA1080                    | History of Applied Arts 1                     | 15  |
| EXPA1083                    | Applied Arts Workshop 1 (Technology Studies)  | 5   |
| EXPA1082                    | Design Studies and the Arts                   | 10  |
| <i>Session 2</i>            |   |     |
| EXPA1100                    | Design Craft 1                                | 20  |
| EXPA1010                    | Foundation Studio 2                           | 10  |
| EXPA1081                    | History of Applied Arts 2                     | 15  |
| EXPA1084                    | Applied Arts Workshop 2 (Computer Technology) | 10  |
| General Education Elective  |   | 7.5 |
| <i>Year 2</i>               |   |     |
| <i>Session 1</i>            |   |     |
| One of:                     |   |     |
| EXPA2100                    | Design Craft 2A Textiles                      | 20  |
| EXPA2200                    | Design Craft 2A Ceramics                      | 20  |
| EXPA2300                    | Design Craft 2A Jewellery                     | 20  |
| and:                        |   |     |
| MATS9712                    | Materials and Techniques in Design Craft 1    | 10  |
| EXPA2001                    | History and Theory of Design Craft 1          | 15  |
| Applied Arts Study Elective |   | 10  |
| General Education Elective  |   | 7.5 |
| <i>Session 2</i>            |   |     |
| One of:                     |   |     |
| EXPA2110                    | Design Craft 2B Textiles                      | 20  |
| EXPA2210                    | Design Craft 2B Ceramics                      | 20  |
| EXPA2310                    | Design Craft 2B Jewellery                     | 20  |
| and one of:                 |   |     |
| TEXT7002                    | Materials and Techniques in Design Craft 2A   | 10  |
| MATS9722                    | Materials and Techniques in Design Craft 2B   | 7.5 |
| MATS9732                    | Materials and Techniques in Design Craft 2C   | 7.5 |
| and:                        |   |     |
| EXPA2002                    | History and Theory of Design Craft 2          | 15  |
| Applied Arts Study Elective |   | 10  |
| General Education Elective  |   | 7.5 |
| <i>Year 3</i>               |   |     |
| <i>Session 1</i>            |   |     |
| One of:                     |   |     |
| EXPA3100                    | Design Craft 3A Textiles                      | 20  |
| EXPA3200                    | Design Craft 3A Ceramics                      | 20  |
| EXPA3300                    | Design Craft 3A Jewellery                     | 20  |
| and:                        |   |     |
| EXPA1040                    | Advanced Problems in Design                   | 10  |
| EXPA1050                    | Selected Study in Design Craft                | 15  |
| Applied Arts Study Elective |   | 10  |
| General Education Elective  |   | 7.5 |

### Session 2

|          |                                       |    |
|----------|---------------------------------------|----|
| One of:  |                                       |    |
| EXPA3110 | Design Craft 3B Textiles              | 20 |
| EXPA3210 | Design Craft 3B Ceramics              | 20 |
| EXPA3310 | Design Craft 3B Jewellery             | 20 |
| and:     |                                       |    |
| EXPA1060 | Advanced Project                      | 10 |
| EXPA1070 | Professional Experience Project       | 10 |
| EXPA3000 | Professional Issues in Craft Practice | 15 |

## 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 it is 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 offered each year and students will need to check with the School to ascertain subject offerings in a particular year.

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

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

| Honours Component |                              | CP |
|-------------------|------------------------------|----|
| EXPA4000          | Project A (Honours)          | 10 |
| EXPA4001          | Project B (Honours)          | 90 |
| EXPA4002          | Research in the Applied Arts | 30 |

## 4155

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

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

**Conditions**

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

**Structure of the Course**

- **Core Studies** - the study and practice of dance styles, human movement studies and dance pedagogy. The intention of the Core Studies strand is to provide the essential in-depth knowledge, skills and understanding of human movement and dance styles so that students can individually perform as effective and creative dancers and prepare others to perform in environments that are physically safe at different physical developmental/age stages.
- **Contextual Studies** - theoretical and historical studies of dance in the context of different cultural groups and the essential contribution of other art forms to dance and dance choreography. An elective studies sequence is available in this Strand to enable students to complete a theoretical and applied practice sequence in another subject field that will provide introductory (Level 1) and advanced (Upper Level) study to sufficient depth of knowledge and skill to enable the student to then complete a second teaching method subject in that subject field. Subject sequences in the elective studies sequence may be selected from one of two fields
- **Performing Arts and Theatre and Film Studies** subjects offered on the St George Campus and Kensington Campus
- **Sport and Leisure Studies** subjects offered on the St George Campus.

Students selecting subjects from one of the two fields in the elective sequence will be required to complete a minimum number of credit points as outlined in the Conditions for the Award. Availability of subjects from year-to-year is dependent upon the relevant school offering the subject. Students will be required to consult with the School on subject availability.

- **Education Studies** - students are required to complete one subject per session for a minimum of 24 credit points in the first three years of the course. A proportion of the Education Studies subjects including compulsory subjects will be taken on the Kensington Campus with some compulsory and elective subjects offered on the St George Campus. Students will be required to complete a Special Education subject in Year 2 or 3 from EDST1203 Special Education: Exceptional Children or TEED7210 Developmental Psychology 3 - Children with Special Needs. In the fourth year of the course, students are required to complete the professional teacher education program which includes:
  - Teaching Method 1 (Dance-single method)
  - Teaching Method 2 (double or single method depending upon elective studies sequence)
  - Teaching Experience including practice teaching

**Schedule of Subjects**

| Year 1  |  | CP   |
|---|--|------|
| <i>Session 1</i>  |  |      |
| EXPA3001  | Dance Styles 1   | 15   |
| SLST3200  | Human Anatomy and Physiology                           | 12.5 |
| EXPA3010  | Dance Analysis and Composition 1                       | 10   |
| EXPA3020  | Performance Study 1: Dance in a Socio-Cultural Context | 10   |
| EDST1102  | Social Foundations of Education                        | 10   |
| SLST3256  | Nutrition for Health                                   | 10   |
| General Education Elective  |  | 7.5  |
| <i>Session 2</i>  |  |      |
| EXPA3002  | Dance Styles 2   | 15   |
| SLST1145  | Functional Anatomy                                     | 12.5 |
| EXPA3011  | Dance Analysis and Composition 2                       | 10   |
| EXPA3021  | Performance Study 2: Dance and Performance             | 10   |
| EXPA3030  | The Nature of Theatre                                  | 12.5 |
| EDST1101  | Educational Psychology 1                               | 10   |
| General Education Elective  |  | 7.5  |
| <b>Year 2</b>   |  |      |
| <i>Session 1</i>  |  |      |
| EXPA3003  | Dance Styles 3   | 15   |
| SLST1146  | Kinesiology  | 10   |
| EXPA3012  | Dance Analysis and Composition 3                       | 10   |
| EXPA3022  | History and Theory of Dance 1                          | 10   |
| Education Studies: elective subject and   |  | 10   |
| Major Selection Study*  |  | 10   |
| a second level/upper level subject that begins a subject sequence/specialisation in Years 2 and 3 and first session of Year 4. Subjects selected from Performing Arts/Theatre and Film Studies, Sport and Leisure Studies |  |      |
| General Education Elective  |  | 7.5  |

| <b>Year 2 (Cont)</b>   | <b>CP</b> |
|--|-----------|
| <b>Session 2</b>   |           |
| EXPA3004 Dance Styles 4  | 15        |
| SLST2128 Exercise and Sports Injuries  | 10        |
| EXPA3013 Dance Analysis and Composition 4  | 10        |
| EXPA3023 History and Theory of Dance 2   | 10        |
| Education Studies: elective subject and  | 10        |
| Major Selection Study*:  | 10        |
| a second level/upper level subject that continues a subject unit sequence/ specialisation. |           |
| General Education Elective   | 7.5       |
| <b>Year 3</b>  |           |
| <b>Session 1</b>   |           |
| EXPA3005 Dance Styles 5  | 15        |
| EXPA3016 Dance Pedagogy 1  | 10        |
| EXPA3014 Dance Analysis and Composition 5  | 10        |
| EXPA3024 History and Theory of Dance 3   | 10        |
| EXPA3026 Music for the Dancer 1  | 10        |
| TEED1226 Special Education   | 10        |
| Major Selection Study*:  | 10        |
| an upper level/advanced subject that continues a subject unit sequence/specialisation.     |           |
| <b>Session 2</b>   |           |
| EXPA3006 Dance Styles 6  | 15        |
| EXPA3017 Dance Pedagogy 2  | 10        |
| EXPA3015 Dance Analysis and Composition 6  | 10        |
| EXPA3025 History and Theory of Dance 4   | 10        |
| EXPA3027 Music for the Dancer 2  | 10        |
| Education Studies: elective subject and  | 10        |
| Major Selection Study*:  | 10        |
| an upper level/advanced subject that continues a subject unit sequence/specialisation.     |           |
| Students will complete a 5-day school attachment in association with Dance Pedagogy 2.     |           |

| <b>Year 4</b>  | <b>CP</b> |
|--|-----------|
| <b>Session 1</b>   |           |
| EXPA3007 Dance Styles 7  | 15        |
| EXPA3018 Professional Development Issues in Dance Education  | 10        |
| Major Selection Study*:  | 10        |
| an advanced level subject that continues a subject unit sequence/specialisation.   |           |
| <b>and</b>   |           |
| <b>Education Studies</b>   |           |
| TEED1219 Dance Method  | 20        |
| either   |           |
| TEED1203 Drama Method  | 20        |
| or   |           |
| TEED6137 Physical Education  | 40        |
| and  |           |
| TEGD1224 Professional Issues and Responsibilities  | 15        |
| Students will complete Dance Method of 4 hours per week and either a single method in Drama of 4 hours per week or double method Physical Education which is 8 hours per week. |           |
| <b>Session 2</b>   |           |
| Method Subjects in Dance and Drama or Physical Education   |           |
| TEED1221 Education Elective A  | 5         |
| TEED1223 Education Elective C  | 5         |
| TEED1225 Teaching Experience**   | 50        |

### Approved Four-Year Program

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

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

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

## Subject Descriptions

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

### Bachelor of Applied Arts

#### Core Studies

##### EXPA1000

###### Foundation Studio 1

*Staff Contact: Mr Vaughan Rees*

CP30 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: Ms Emma Robertson*

CP10 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 Peter Thursby*

CP10 S1 HPW4

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 Peter Thursby*

CP10 S2 HPW3

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

##### MATS9722

###### Materials and Techniques in Design Craft 2B

*Staff Contact: Dr Peter Thursby*

CP10 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 Peter Thursby*

CP10 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 Emma Robertson*

CP10 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 Louise Hamby*

CP15 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.

##### EXPA1080

###### Advanced Project

*Staff Contact: Dr Peter Thursby*

CP10 S2 HPW3

The identification of an individual project in the student's 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 Peter Thursby*

CP10 S2 HPW3

*Prerequisites:* EXPA 3100, EXPA 3200 or EXPA 3300

*Coresquisite:* EXPA 3110, EXPA 3210 or EXPA 3310

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: Mr Peter Masters*

CP20 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 Textiles

*Staff Contact: Ms Louise Hamby*

CP20 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 Peter Masters*

CP20 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: Dr Peter Thursby*

CP20 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 (nonferrous metals and plastic); translation of ideas into wearable and nonwearable jewellery.

## EXPA2110

### Design Craft 2B Textiles

*Staff Contact: Ms Louise Hamby*

CP20 S2 HPW6

Processes in designing and working with dyes and fabric. Dye technology: naphthol, fibre 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 Peter Masters*

CP20 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, wheelthrowing techniques, lowfire and mediumfire glazing, glaze technology and varieties of handbuilding techniques. Students will be expected to produce objects ready for exhibiting.

## EXPA2310

### Design Craft 2B Jewellery

*Staff Contact: Dr Peter Thursby*

CP20 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 nonferrous); translating two dimensional drawn designs to three dimensional jewellery objects.

## EXPA3100

### Design Craft 3A Textiles

*Staff Contact: Ms Emma Robertson*

CP20 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 Peter Masters*

CP20 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: Dr Peter Thursby*

CP20 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 Emma Robertson*

CP20 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: organisation, quality control and presentation of work.

#### **EXPA3210**

##### **Design Craft 3B Ceramics**

*Staff Contact: Mr Peter Masters*

CP20 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: Dr Peter Thursby*

CP20 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: Dr Peter Thursby*

CP15 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 artefacts within a historical context.

#### **EXPA1081**

##### **History of Applied Arts 2**

*Staff Contact: Dr Peter Thursby*

CP15 S2 HPW3

Enlightenment to 21st Century. An introduction to the emergence of a technical and commercial society, examining the crafts and artefacts 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 Louise Hamby*

CP10 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 Peter Masters*

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, mouldmaking.

#### **EXPA1084**

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

*Staff Contact: Ms Louise Hamby*

CP10 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: Dr Peter Thursby*

CP15 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: Dr Peter Thursby*

CP15 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 Emma Robertson*

CP15 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 Peter Thursby*

CP10 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 Louise Hamby*

CP10 S1, S2 HPW3

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 Louise Hamby*

CP10 S1, S2 HPW3

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 Peter Thursby*

CP10 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 Peter Thursby*

CP10 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 Emma Robertson*

CP10 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 Emma Robertson*

CP10 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 Vaughan Rees*

CP10 S1, S2 HPW3

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 Vaughan Rees*

CP10 S1, S2 HPW3

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 Vaughan Rees*  
CP10 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 Emma Robertson*  
CP10 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 Emma Robertson*  
CP10 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 Peter Thursby*  
CP10 S1, S2 HPW3

This subject is a directed study in a discipline or multidisciplinary 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 Emma Robertson*  
CP10 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 Vaughan Rees*  
CP10 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 personalised graphic package (business cards, stationery); designing content specific portfolio; photographing art works; ways of presenting two dimensional and three dimensional art work.

**Group B Electives****EXPA2012****Communication 2**

*Staff Contact: Dr Peter Thursby*  
CP10 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 Peter Thursby*  
CP10 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-craftsperson 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 effect in the community.

**EXPA2020****Cultural and Social Issues in Contemporary Crafts**

*Staff Contact: Dr Peter Thursby*  
CP10 S1, S2 HPW3

This subject will examine the cultural and social context within which crafts are produced, the role of the contemporary craftsperson 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.

**EXPA2042****The Applied and Decorative Arts of the Pacific**

*Staff Contact: Dr Peter Thursby*  
CP10 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 Peter Thursby*

CP10 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 Peter Thursby*

CP10 S1, S2 HPW3

This 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 Peter Thursby*

CP10 S1, S2 HPW3

This 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 the program.

**EXPA2028****The Arts of Aboriginal People and Torres Strait Islanders***Staff Contact: Ms Louise Hamby*

CP10 S1, S2 HPW3

This subject will concentrate on one form of visual art, such as textiles, from the range of media utilised 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 Peter Thursby*

CP10 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 art 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 Peter Thursby*

CP10 S2 HPW3

Honours program: investigation of theoretical and practical issues that focus upon the student's 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 Peter Thursby*

CP10 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 Peter Thursby*

CP10 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 Applied Arts (Dance) Bachelor of Education

### Core Strand

#### EDST1101

##### Educational Psychology 1

*Staff Contact: Prof John Sweller, Dr Paul Chandler*

CP10 S1 HPW2

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

#### EDST1102

##### Social Foundations of Education

*Staff Contact: Dr Michael Matthews, Dr Putai Jin*

CP10 S2 HPW2

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

#### EXPA 3001

##### Dance Styles 1

*Staff Contact: Mr David Spurgeon*

CP15 S1 HPW6

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

#### EXPA 3002

##### Dance Styles 2

*Staff Contact: Mr David Spurgeon*

CP15 S2 HPW6

This subject continues the student's acquisition of technical mastery over their bodies begun in Dance Styles One. Classes will be given in Classical Ballet, Modern Dance and Jazz Dance. Emphasis on postural alignment, strength, flexibility, coordination and balance. Locomotor movements will build competence in student's ability to

travel, turn, elevate, fall and balance. Sequencing and phrasing exercises will be more lengthy and complicated than in Dance Styles 1. Students will be expected to be able to demonstrate some essential movements and phrases that characterise each of the three styles.

#### EXPA 3003

##### Dance Styles 3

*Staff Contact: Mr David Spurgeon*

CP15 S1 HPW6

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

#### EXPA 3004

##### Dance Styles 4

*Staff Contact: Mr David Spurgeon*

CP15 S2 HPW6

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

#### EXPA 3005

##### Dance Styles 5

*Staff Contact: Mr David Spurgeon*

CP15 S1 HPW6

Dance Styles Five will introduce students to four different styles that are relevant to teaching dance in schools. Students will have regular classes in Tap, AfroCaribbean, LatinAmerican and Aboriginal and Torres Strait Islander Dance Styles. Having already acquired a high level of technical mastery of their bodies, students will acquire style-specific skills in the above four ways of moving. A different emphasis will be placed on axial, locomotor and sequencing stages of the class dependent upon the specific style studied.

#### EXPA 3006

##### Dance Styles 6

*Staff Contact: Mr David Spurgeon*

CP15 S2 HPW6

*Prerequisite: EXPA 3005*

This subject continues the study of the four styles introduced in Dance Styles Five. Students will be expected to acquire and master the specific features of each style. In Tap Dance, longer rhythmic sequences will be learned. AfroCaribbean classes will feature the isolation and coordination of specific body parts and an increase in

aerobic capacity. LatinAmerican classes will teach a variety of dances - Cha Cha, Jive, Samba, Rumba. Aboriginal and Torres Strait Islander classes will deal with the relationship between dance and story/narrative and dance and song.

#### **EXPA 3007**

##### **Dance Styles 7**

*Staff Contact: Mr David Spurgeon*

CP15 S1 HPW6

*Prerequisite: EXPA 3006*

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

#### **EXPA 3010**

##### **Dance Analysis and Composition 1**

*Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

#### **EXPA 3011**

##### **Dance Analysis and Composition 2**

*Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

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

#### **EXPA 3012**

##### **Dance Analysis and Composition 3**

*Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

#### **EXPA 3013**

##### **Dance Analysis and Composition 4**

*Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

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

#### **EXPA 3014**

##### **Dance Analysis and Composition 5**

*Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

The recording of dance movement is an integral part of dance analysis. This subject focuses on the methods by which dance movement and its structures can be recorded in print and thus made available for reflection and analysis. The subject commences with an examination of symbol systems in general leading to an understanding of the fundamental requirements of a notation system. The course will provide a solid understanding of the principles and conceptual framework of a major notation system (Labanotation) whilst acknowledging that expertise in dance notation is a detailed and comprehensive study in itself.

**EXPA 3015****Dance Analysis and Composition 6***Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

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

**EXPA 3016****Dance Pedagogy 1***Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

**EXPA 3017****Dance Pedagogy 2***Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

This subject extends and consolidates the work began in Dance Pedagogy 1. Students will be required to further participate in a variety of micro-teaching situations. This subject investigates classroom management and control and focuses on micro teaching skills including planning, classroom relations and management strategies. Included in this investigation will be a sequence of personal organisational strategies that function to make classroom interaction more efficient. An examination will be made of the NSW Board of Studies Dance Syllabus. A study will be made of a range of assessment and evaluation techniques and consideration will be given to the specific features of evaluating student dance process and product. Associated with Dance Pedagogy is a 5-day school attachment in a selected secondary school to work alongside an experienced dance teacher.

**SLST1145****Functional Anatomy***Staff Contact: Mr Paul Batman*

CP12.5 S2 HPW4

*Prerequisite: SLST3200*

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

**SLST1146****Kinesiology***Staff Contact: Mr Paul Batman*

CP10 S1 HPW3

*Prerequisite: SLST1145*

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

**SLST2128****Exercise and Sports Injuries***Staff Contact: A/Prof James Sockler*

CP10 S1 HPW3

*Prerequisite: SLST1146*

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

**SLST3200****Human Anatomy & Physiology***Staff Contact: Mr Paul Batman*

CP12.5 S1 HPW4

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

**TEED1203****Drama Method***Staff Contact: Ms Rosemary Kearney*

CP30 F HPW4

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



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

#### **TEED1219**

##### **Dance Method**

*Staff Contact:* Ms Rosemary Kearney

CP20 F HPW4

*Note:* Not offered in 1996.

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

#### **TEED1221**

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

*Staff Contact:* Ms Rosemary Kearney

CP5 S2 Total Hours 16

*Prerequisite:* TEED1224

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

#### **TEED1223**

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

*Staff Contact:* Ms Rosemary Kearney

CP5 S2 Total hours 16

*Prerequisite:* TEED1224

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

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

The electives offered depend upon staff availability and student demand.

#### **TEED1224**

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

*Staff Contact:* Ms Rosemary Kearney

CP 20 S1 HPW4

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

The focus is upon contexts in which secondary education takes place in Australia and especially in New South Wales. An examination is made of some of the political, economic, historical, social, legal and ethical factors that influence the professional roles and responsibilities of teachers in

secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variables that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction is examined.

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

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

#### **TEED1225**

##### **Teaching Experience**

*Staff Contact:* Ms Rosemary Kearney

CP35 S2 Total hours 238

*Prerequisite:* TEED1224

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

Two strands: Microteaching and School Experience

##### *Microteaching:*

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

##### *Teaching Practice:*

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

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

**TEED1226****Special Education***Staff Contact: Dr Loretta Giorcelli*

CP10 S1 HPW2

*Corequisite:* Two single method subjects or one double method subject.

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

**TEDG6137****Physical Education Method (Double)***Staff Contact: Ms Rosemary Kearney*

C60 S3 (S1 HPW8 for 14 weeks S2 HPW6 for 4 weeks)

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

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

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

**Contextual Studies****EXPA 3018****Professional Development Issues in Dance***Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

This subject will be taught in modules and will be concerned with specific issues that are of importance to dance educators. The subject will commence with a study of the current copyright laws and the legal aspects of ownership of audio, video print and kinaesthetic material. Of particular importance to dance educators today is the issue of 'Safe Dance' i.e. the appropriateness of specific dance styles to the physical health and safety of school students. In a related issue, the course will examine the necessity for the provision of the optimum mental and social well being of the students with regard to dress, space and behaviour. The subject will investigate current Department of

Education and NSW State EEO policy and the consequences of these policies on a subject which is seen, by some, to have an implicit gender bias.

**EXPA 3020****Performance Study 1: Dance and Performance***Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

**EXPA 3021****Performance Study 2: Dance and Performance***Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

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

**EXPA 3022****History and Theory of Dance 1***Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

**EXPA 3023****History and Theory of Dance 2***Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

The focus question for this subject is 'How are dances presented and produced?' The subject gives students the comprehensive theoretical basis involved in staging a successful dance production. The subject will be taught in three modules. The first will examine lighting theory, the technicalities involved in lighting a dance production and the role of a lighting designer. The next module will

Investigate the wide range of electronic music equipment available today and will study sound design and its relationship to dance. The third module concentrates on the role of various personnel associated with a dance production: producer, stage manager, box office and front of house staff and publicity personnel. Students will be expected to mount a complete production as part of this subject.

#### **EXPA 3024**

##### **History and Theory of Dance 3**

*Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

#### **EXPA 3025**

##### **History and Theory of Dance 4**

*Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

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

#### **EXPA 3026**

##### **Music for the Dancer 1**

*Staff Contact: Mr David Spurgeon*

CP10 S1 HPW2

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

#### **EXPA 3027**

##### **Music for the Dancer 2**

*Staff Contact: Mr David Spurgeon*

CP10 S2 HPW2

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

#### **EXPA 3030**

##### **The Nature of Theatre**

*Staff Contact: Mr David Spurgeon*

C12.5 S2 HPW4

An introduction to the basic principles and analytic vocabulary of theatre. The language of performance and

the language of text. General issues of ideology and form, of theatrical convention, and of reception are considered in the context of late nineteenth and twentieth century theatre.

### **Contextual Studies Major Selection Study Electives**

#### **Level 1**

#### **EXPA 3031**

##### **Drama Works in the Community**

*Staff Contact: Mr David Spurgeon*

CP10 S1, S2 HPW3

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

#### **EXPA 3032**

##### **Theatre Forms and Belief**

*Staff Contact: Mr David Spurgeon*

CP10 S1, S2 HPW3

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

#### **EXPA 3033**

##### **Gender Studies and Performance**

*Staff Contact: Mr David Spurgeon*

CP10 S1, S2 HPW3

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

#### **EXPA 3034**

##### **Chekhov and the Moscow Art Theatre**

*Staff Contact: Mr David Spurgeon*

CP10 S1, S2 HPW3

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

**EXPA 3035****The Director in Theatre***Staff Contact: Mr David Spurgeon*

CP10 S1, S2 HPW3

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

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## Graduate Study

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### Course Outlines

**1935****Doctor of Philosophy****PhD**

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

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

**5630****Graduate Diploma of Arts: Expressive and Performing Arts****Grad Dip**

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

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

**Structure Of Course**

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

- Interdisciplinary Arts Studies; and
- Practical Studies

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

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

|          |                                 |
|----------|---------------------------------|
| EXPA6021 | Art 1                           |
| EXPA6022 | Art 2                           |
| EXPA6031 | Craft 1                         |
| EXPA6032 | Craft 2                         |
| EXPA6041 | Dance 1                         |
| EXPA6042 | Dance 2                         |
| EXPA6051 | Drama 1                         |
| EXPA6052 | Drama 2                         |
| EXPA6061 | Music 1                         |
| EXPA6062 | Music 2                         |
| EXPA6071 | Photography 1                   |
| EXPA6072 | Photography 2                   |
| EXPA6081 | Video 1 (Not offered in 1996)   |
| EXPA6082 | Video 2 (Not offered in 1996)   |
| EXPA6091 | Writing 1 (Not offered in 1996) |
| EXPA6092 | Writing 2 (Not offered in 1996) |

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

|  |           |
|--|-----------|
| <b>Year 1</b>                          | <b>CP</b> |
| <i>Session 1</i>                       |           |
| Interdisciplinary Studies/Arts Studies |           |
| EXPA6001 Arts and Society in Time      | 10        |
| Practical Studies*                     |           |
| Elective                               | 10        |
| Elective                               | 10        |
| <i>Session 2</i>                       |           |
| Interdisciplinary Studies/Arts Studies |           |
| EXPA6002 Modernism in the Arts         | 10        |
| Practical Studies                      |           |
| Elective                               | 10        |
| Elective                               | 10        |
| <b>Year 2</b>                          |           |
| <i>Session 1</i>                       |           |
| Interdisciplinary Studies/Arts Studies |           |
| EXPA6003 Aesthetic Education           | 10        |
| or                                     |           |
| EXPA6006 The Arts in Education         | 10        |
| Practical Studies                      |           |
| Elective                               | 10        |
| Elective                               | 10        |
| <i>Session 2</i>                       |           |
| Interdisciplinary Studies/Arts Studies |           |
| One of:                                |           |
| EXPA6004 Independent Study             | 10        |
| EXPA6006 The Arts in Education         | 10        |
| EXPA6007 Craft in Society              | 10        |
| EXPA6008 Special Project               | 10        |
| <i>Practical Studies</i>               |           |
| EXPA6005 Combined Arts Production      | 20        |
| Total 120 Credit Points                |           |

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

## 9330

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

#### Master of Education in Creative Arts MEdCA

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

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

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

#### Full-time Study

|  |           |
|--|-----------|
| <b>Year 1</b>  | <b>CP</b> |
| <b>Core Strand - School Education and the Arts</b>                             |           |
| <i>Session 1</i>   |           |
| EXPA5000 Contemporary Issues in School Education                               | 15        |
| EXPA5010 Aesthetic Education in Schools  | 15        |
| EXPA5020 Introduction to Research in Arts Education                            | 15        |
| <i>Session 2</i>   |           |
| EXPA5030 Applied Research in Arts Education or                                 | 15        |
| EXPA5173 The Arts: Curriculum and Instruction                                  | 15        |
| <b>Elective Strand - Arts Studies</b>  |           |
| <i>Session 1</i>   |           |
| Select from:   |           |
| EXPA5040 Human Development and Art Education: Theory and Practice              | 15        |
| EXPA5070 Human Development and Dance Education: Theory and Practice in Schools | 15        |

|   |  | CP |  |  | CP |
|---|--|----|--|--|----|
| <b>Session 1 (Cont)</b>                         |  |    | <b>Year 1 (Two subjects in each Session)</b>   |  |    |
| EXPA5100  | Drama in Education: Theory and Methodology                                     | 15 | <b>Session 2 - Core Strand</b>   |  |    |
| EXPA5130  | Contemporary Studies in Music Education: Jazz Studies                          | 15 | EXPA5000   | Contemporary Issues in School Education  | 15 |
| EXPA5170  | Youth Arts and Education   | 15 | <b>Session 2 - Elective Strand (Select One)</b>  |  |    |
| <b>Session 2</b>                                |  |    | EXPA5050   | Teaching Art: Contemporary Issues that Influence Classroom Practice            | 15 |
| Select from:                                    |  |    | EXPA5080   | Teaching Dance: Dance Improvisation and Composition                            | 15 |
| EXPA5050  | Teaching Art: Contemporary Issues that Influence Classroom Practice            | 15 | EXPA5110   | Drama Curriculum: Implementation in Schools                                    | 15 |
| EXPA5060  | Studio Practice in Context of Contemporary Art Theory and Criticism            | 15 | EXPA5140   | Contemporary Studies in Music Education: Popular Music/Rock & Roll             | 15 |
| EXPA5080  | Improvisation and Composition  | 15 | <b>Year 2 (Two subjects in each Session)</b>   |  | CP |
| EXPA5090  | Dance Styles: Historical Antecedents and Modern Developments                   | 15 | <b>Session 1 - Core Strand</b>   |  |    |
| EXPA5110  | Drama Curriculum: Implementation in Schools                                    | 15 | EXPA5020   | Introduction to Research in Arts Education                                     | 15 |
| EXPA5120  | The Influence of Modern Theories of Performance and Theatre on Drama Education | 15 | <b>Session 1 - Elective Strand (Select One)</b>  |  |    |
| EXPA5140  | Contemporary Studies in Music Education: Popular Music/Rock and Roll           | 15 | EXPA5170   | Youth Arts and Education   | 15 |
| EXPA5150  | Performance Studies: Jazz Ensemble   | 15 | EXPA5171   | Special Project  | 15 |
| EXPA5160  | Performance Studies: Studio Production   | 15 | EXPA5172   | Professional Issues in Creative Arts Education                                 | 15 |
| EXPA5171  | Special Project  | 15 | or   |  |    |
| EXPA5172  | Professional Issues in Creative Arts   | 15 | An elective subject that is available from those offered in art, dance, drama or music education as determined by the School.  |  |    |
| <b>Part-time Study</b>                          |  |    | <b>Year 2 (Two subjects in each Session)</b>   |  | CP |
| Core Strand - School Education and the Arts     |  |    | <b>Session 2 - Core Strand</b>   |  |    |
| Elective Strand - Arts Studies                  |  |    | EXPA5030   | Applied Research in Arts Education   | 15 |
| <b>Year 1 (Two subjects in each Session)</b>    |  |    | EXPA5173   | The Arts: Curriculum and Instruction   | 15 |
| <b>Session 1 - Core Strand</b>                  |  |    | <b>Session 2 - Elective Strand (Select One)</b>  |  |    |
| EXPA5010  | Aesthetic Education in Schools   | 15 | EXPA5060   | Studio Practice in Context of Contemporary Art Theory and Criticism            | 15 |
| <b>Session 1 - Elective Strand (Select One)</b> |  |    | EXPA5090   | Dance Styles: Historical Antecedents and Modern Developments                   | 15 |
| EXPA5040  | Human Development and Art Education: Theory and Practice                       | 15 | EXPA5120   | The Influence of Modern Theories of Performance and Theatre on Drama Education | 15 |
| EXPA5070  | Human Development and Dance Education: Theory and Practice in Schools          | 15 | EXPA5150   | Performance Studies: Jazz Ensemble   | 15 |
| EXPA5100  | Drama in Education: Theory and Methodology                                     | 15 | EXPA5160   | Performance Studies: Studio Production   | 15 |
| EXPA5130  | Contemporary Studies in Music Education: Jazz Studies                          | 15 | <b>Note:</b> Elective subjects may vary from session to session. Students are advised to consult with the Course Coordinator prior to enrolment to check on subjects available in any one session. |  |    |
| EXPA5170  | Youth Arts and Education   | 15 |  |  |    |

## Subject Descriptions

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

### Graduate Diploma of Arts

#### EXPA6001

##### Arts and Society in Time

*Staff Contact: Mr Richard Morphew*

CP10 S1 HPW3

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

#### EXPA6002

##### Modernism in the Arts

*Staff Contact: Mr Richard Morphew*

CP10 S2 HPW3

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

#### EXPA6003

##### Aesthetic Education

*Staff Contact: Mr Richard Morphew*

CP10 S1 HPW2

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

#### EXPA6004

##### Independent Study

*Staff Contact: Mr Richard Morphew*

CP10 S2 HPW2

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

#### EXPA6005

##### The Arts and Education

*Staff Contact: Mr Richard Morphew*

CP10 S1, S2 HPW2

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

#### EXPA6007

##### Craft in Society

*Staff Contact: Mr Richard Morphew*

CP10 S1, S2 HPW2

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

#### EXPA6008

##### Special Project

*Staff Contact: Mr Richard Morphew*

CP10 S1, S2 HPW2

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

#### EXPA6021

##### Art 1

*Staff Contact: Mr Vaughan Rees*

CP10 SS HPW2

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

#### EXPA6022

##### Art 2

*Staff Contact: Mr Vaughan Rees*

CP10 SS HPW2

This subject provides students with practical experience in two dimensional art. Students focus upon drawing/painting

or drawing/graphics as their major field of research/art making and are expected to develop a competent approach to the investigation and processing of visual information and evidence of technical mastery of their chosen media.

#### **EXPA6031**

##### **Craft 1**

*Staff Contact: Ms Louise Hamby*  
CP10 SS HPW2

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

#### **EXPA6032**

##### **Craft 2**

*Staff Contact: Mr Peter Masters*  
CP10 SS HPW2

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

#### **EXPA6041**

##### **Dance 1**

*Staff Contact: Mr David Spurgeon*  
CP10 SS HPW2

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

#### **EXPA6042**

##### **Dance 2**

*Staff Contact: Mr David Spurgeon*  
CP10 SS HPW2

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

#### **EXPA6051**

##### **Drama 1**

*Staff Contact: Ms Peta Tait*  
CP10 SS HPW2

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

#### **EXPA6052**

##### **Drama 2**

*Staff Contact: Ms Peta Tait*  
CP10 SS HPW2

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

#### **EXPA6061**

##### **Music 1**

*Staff Contact: Mr Richard Morphew*  
CP10 SS HPW2

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

#### **EXPA6062**

##### **Music 2**

*Staff Contact: Mr Richard Morphew*  
CP10 SS HPW2

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

#### **EXPA6071**

##### **Photography 1**

*Staff Contact: Mr Richard Morphew*  
CP10 SS HPW2

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

#### **EXPA6072**

##### **Photography 2**

*Staff Contact: Mr Richard Morphew*  
CP10 SS HPW2

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

#### **EXPA6081**

##### **Video 1**

*Staff Contact: Mr Richard Morphew*  
CP10 SS HPW2

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

#### **EXPA6082**

##### **Video 2**

*Staff Contact: Mr Richard Morphew*  
CP10 SS HPW2

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



**EXPA6091****Writing 1**

*Staff Contact: Mr Richard Morpew*  
CP10 SS HPW2

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

**EXPA6092****Writing 2**

*Staff Contact: Mr Richard Morpew*  
CP10 SS HPW2

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

**EXPA6005****Combined Arts Production**

*Staff Contact: Mr Richard Morpew*  
CP20 S2 HPW4

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

to school curriculum. Readings, discussion and experiencing of the arts are directed towards cultivating a sense and understanding of aesthetic education and the arts and how aesthetic education contributes to a formal school education. Topics include art in cultural context, modern aesthetic theory and its applicability to experience, aesthetic experience and school education, research and development in teaching aesthetic skills and aesthetic criticism.

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

*Staff Contact: Dr Peter Thursby*  
CP15 S1 L2

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

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

*Staff Contact: Dr Peter Thursby*  
CP15 S2 L2

*Prerequisites or Corequisites:* EXPA5000, EXPA5010 and EXPA5020

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

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

*Staff Contact: Dr Peter Thursby*  
CP15 SS L2

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

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

*Staff Contact: Dr Peter Thursby*  
CP15 S1 L2

This subject introduces theories of aesthetic education and examines the significance and value of a theory of aesthetic education for society, culture and school. Questions concerning aesthetic experience and aesthetic valuing in the assessment of the arts are considered with reference

**Elective Strand Subjects****EXPA5040****Human Development and Art Education Theory and Practice**

*Staff Contact: Dr Peter Thursby*  
CP15 SS L2

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

**EXPA5050**

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

The subject assists students to become familiar with contemporary writing in Australia and overseas on issues concerned with art education. There are a range of issues examined and compared to gauge their adequacy in responding to critical social, economic, political and educational needs in schools and the implications for art education. Topics include design education, discipline-based art education, cognition and the visual arts, creativity, art advocacy, talented and gifted children, art programs in special education and 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 Vaughan Rees*  
 CP15 SS L2

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

**EXPA5070**

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

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

**EXPA5080**

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

The focus of the subject is upon the nature and role of 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 David Spurgeon*  
 CP15 SS L2

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

**EXPA5100**

**Drama in Education: Theory and Methodology**  
*Staff Contact: Ms Peta Tait*  
 CP15 SS L2

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

**EXPA5110**

**Drama Curriculum: Implementation in Schools**  
*Staff Contact: Ms Peta Tait*  
 CP15 S2 L2

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

**EXPA5120**

**The Influence of Modern Theories of Performance and Theatre on Drama Education**  
*Staff Contact: Ms Peta Tait*  
 CP15 SS L2

This subject is designed to provide students with a thorough grasp of the principles of modern theories of performance in theatre and their major influence on the practice of drama education both overseas and in Australia. The origins and current expressions of performance idiom are studied as part of contemporary theatre practice. Their roots in

modernism are studied and the applications of these practices and principles to drama education identified, researched and explored in performance studies and studio productions.

**EXPA5130**  
**Contemporary Studies in Music Education: Jazz Studies**

*Staff Contact: Dr Peter Thursby*  
 CP15 SS L2

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

**EXPA5140**  
**Contemporary Studies in Music Education: Popular Music/ Rock and Roll**

*Staff Contact: Dr Peter Thursby*  
 CP15 SS L2

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

**EXPA5150**  
**Performance Studies: Jazz Ensemble**

*Staff Contact: Dr Peter Thursby*  
 CP15 SS L2

*Prerequisites and Corequisites: EXPA5130*

Students are involved in rehearsals in preparation for at least one public performance. Skills in 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 Peter Thursby*  
 CP15 SS L2

*Prerequisites and Corequisites: EXPA5140*

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

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

This subject will examine the issues that affect the development and support of a youth policy in the arts and

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

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

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

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

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

**EXPA5173**  
**The Arts: Curriculum and Instruction**  
*Staff Contact:*  
 CP15 S2

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

**Faculty Electives**

**PROF 0001**  
**Professional Ethics**  
*Staff Contact: Dr. Damian Grace*  
 CP15 S1 HWP2

An exploration of the ethical requirements of professional practice. Topics include contemporary ethical theories,

moral reasoning, and a variety of issues such as duties to stake holders, whistleblowing and codes of ethics.

**PROF0002**

**Understanding Research**

*Staff Contact: A/Prof Jim Sockler*

CP15 S1 HPW2

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

analysis and interpretation of data and the preparation and evaluation of reports.

**PROF0003**

**Qualitative Research Procedures**

*Staff Contact: To be advised*

CP15 SS HPW2

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

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# School of Education Studies

## Kensington Campus

**Head of School**  
Professor Martin Cooper

**Administrative Officer**  
Ms 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 BABEd and BScBEd.

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

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

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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 BABEd pass degree are required to:

1. obtain 60 compulsory credit points in the Education subjects offered in Years 1, 2 and 3.

2. obtain **at least** an additional 225 credit points (including no more than 90 Level 1 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** 90 credit points in areas corresponding to each of **two** teaching subjects selected from the following list:

Chinese  
Drama  
English  
English as a Second Language\*  
French  
German  
History  
Indonesian

Japanese

Spanish

or

an approved four-year program, including a major sequence of at least 150 credit points in Mathematics 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 (in Mathematics) 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 as specified in the following program.

**Note:** Where students transfer to the degree of BA only it will be necessary to complete an additional 56 hours of General Education subjects.

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

## BABEd Course Outline

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

| Year 2  |     |
|---|-----|
| Two Education Studies electives (2 x 10)                        | 20  |
| Major subject 1   | 30  |
| Major subject 2 (or Upper Level electives if Mathematics major) | 30  |
| General Education subject/s (28 hrs)                            | 7.5 |

| Year 3   |     |
|--|-----|
| Two Education Studies electives (2 x 10)                         | 20  |
| Major Subject 1  | 30  |
| Major Subject 2 (or Upper Level elective/s if Mathematics Major) | 30  |
| General Education subject/s (28 hrs)                             | 7.5 |

| Year 4  |    |
|---|----|
| <i>Session 1</i>                                  |    |
| TEED1224 Professional Issues and Responsibilities | 15 |
| TEED1226 Special Education                        | 10 |
| Additional points from major subject/s            | 15 |
| <i>Session 2</i>                                  |    |
| TEED1221 Education Elective A                     | 5  |
| TEED1223 Education Elective C                     | 5  |
| TEED1225 Teaching Experience                      | 50 |

### Full Year

|                                       |    |
|---------------------------------------|----|
| Appropriate Teaching Method Subject/s | 40 |
|---------------------------------------|----|

## Approved Programs

Before enrolment each year, students must seek advice from the School of Education Studies about approved combinations of teaching subjects (see list in 2 above). Not all teaching method subjects are offered each year in Year

4 and some combinations of subjects do not lead to satisfactory employment opportunities. The Arts subjects to be included in the program must be approved by the appropriate schools of the Faculty of Arts and Social Sciences before enrolment.

In Year 4 students will complete 15 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 BABEd 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 1511 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

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

| Year 3           |   | CP |
|------------------|---|----|
| <i>Session 2</i> |   |    |
| EDST1511         | Advanced Education Studies 1 (1 component)  | 10 |
| Honours Year     |   |    |
| EDST1512         | Advanced Education Studies 2 (3 components) | 60 |
| EDST1901         | Thesis                                      | 60 |

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

Every student proceeding to Honours Year is assigned a Supervisor (and 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 EDST1511 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

### Assessment

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

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

## 4075

### Bachelor of Science Bachelor of Education Course

#### Bachelor of Science Bachelor of Education BScBEd

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

### Pass Degree

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

1. satisfy requirements in the Education subjects offered in Years 1, 2 and 3, as specified in the programs below.
2. obtain at least 315 credit points including no more than 150 Level I credit points, in Science subjects (except in the case of the Mathematics program, where elective subjects from the BA degree course may be included), 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.

## Approved Programs

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

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

The approved programs are as follows:

## 0158

### Physics

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

### Year 2

|   |    |
|---|----|
| Two Education Studies elective subjects | 20 |
| MATH2510, MATH2520, MATH2100, MATH2120  | 30 |
| PHYS2001, PHYS2011, PHYS2021, PHYS2031  | 60 |
| Either BIOS1101 or GEOL1101             | 15 |

### Year 3

|  |    |
|--|----|
| Two Education Studies Elective subjects                    | 20 |
| PHYS3010, PHYS3021, PHYS3030, PHYS3041, PHYS3050, PHYS3060 | 60 |
| 3 subjects from BIOS1101, BIOS1201, GEOL1101, GEOL1201     | 45 |

### Year 4

| Session 1   |  |    |
|---|--|----|
| HPST2106 The Scientific Theory                    |  | 15 |
| TEED1224 Professional Issues and Responsibilities |  | 15 |
| TEED1226 Special Education                        |  | 10 |

### Session 2

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

### Full Year

|                         |    |
|-------------------------|----|
| TEED1218 Science Method | 40 |
|-------------------------|----|

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

**Year 5 (Honours)**

PHYS4103 or PHYS4113

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

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

**0258****Chemistry****Year 1**

|          |                                      |    |
|----------|--------------------------------------|----|
| CHEM1101 | Chemistry 1A (S1)**                  | 15 |
| CHEM1201 | Chemistry 1B (S2)**                  | 15 |
| EDST1101 | Educational Psychology 1(S1)         | 10 |
| EDST1102 | Social Foundations of Education (S2) | 10 |
| PHYS1002 | Physics 1 (FY)                       |    |

|          |                             |    |
|----------|-----------------------------|----|
| or       |                             |    |
| PHYS1022 | Introductory Physics (FY)   | 30 |
| MATH1011 | General Mathematics 1B (S1) |    |
| or       |                             |    |
| MATH1131 | Mathematics 1A (S1)         | 15 |
| MATH1021 | General Mathematics 1C (S2) |    |
| or       |                             |    |
| MATH1231 | Mathematics 1B (S2)         | 15 |

**Year 2**

|   |    |
|---|----|
| Two Education Studies elective subjects | 20 |
| BIOS1101                                | 15 |
| CHEM2011, CHEM2021, CHEM2031, CHEM2041  | 60 |
| GEOL1101                                | 15 |
| Either GEOL1201 or BIOS1201             | 15 |

**Year 3**

|   |    |
|---|----|
| Two Education Studies elective subjects   | 20 |
| 60 Level III Chemistry Credit points including at least three of CHEM3011, CHEM3021, CHEM3031, CHEM3041 | 60 |
| Science elective subjects   | 45 |

**Year 4****Session 1**

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

**Session 2**

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

**Full Year**

|          |                |    |
|----------|----------------|----|
| TEED1218 | Science Method | 40 |
|----------|----------------|----|

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

**Year 5 (Honours)**

CHEM4003

*\*\*Introductory subject available for those who do not meet prerequisites***1058****Mathematics**

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

**Year 1**

|                           |                                      |    |
|---------------------------|--------------------------------------|----|
| COMP1811                  | Computing 1 Procedural (S1)          | 15 |
| EDST1101                  | Educational Psychology 1 (S1)        | 10 |
| EDST1102                  | Social Foundations of Education (S2) | 10 |
| MATH1131                  | Mathematics 1A (S1)                  | 15 |
| MATH1231                  | Mathematics 1B (S2)                  | 15 |
| MATH1081                  | Discrete Mathematics (S2)            | 15 |
| Level I Science electives |                                      | 30 |

**Year 2**

|   |    |
|---|----|
| Two Education Studies elective subjects   | 20 |
| MATH2501, MATH2510, MATH2120  | 30 |
| At least one subject from Level II Statistics   | 15 |
| At least 15 credit points from MATH2520, MATH2400, MATH2410, MATH2100, MATH2301             | 15 |
| Further subjects from the above list, or Science electives, or electives from the BA course | 45 |

**Year 3**

|   |    |
|---|----|
| Two Education Studies elective subjects | 20 |
| MATH3560 and MATH3570                   | 15 |
| Level III Mathematics subjects          | 45 |
| Science or Arts electives               | 45 |

**Year 4****Session 1**

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

**Session 2**

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

**Full Year**

|          |                    |    |
|----------|--------------------|----|
| TEED1216 | Mathematics Method | 40 |
|----------|--------------------|----|

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

**Year 5 (Honours)**

MATH4003 or MATH4103 or MATH4603 or MATH4903



## 1758 Biology

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

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

| Year 2  |  | CP |
|---|--|----|
| Two Education Studies elective subjects   |  | 20 |
| BIOS2011  | Evolutionary and Physiological Ecology | 15 |
| BIOS2021  | Introductory Genetics                  | 15 |
| BIOC2101  | Principles of Biochemistry (S1)        | 15 |
| BIOC2201  | Principles of Molecular Biology (S2)   | 15 |
| Additional Level II Science elective subjects to provide prerequisites for Year 3 |  | 45 |

| Year 3   |  | CP |
|--|--|----|
| Two Education Studies electives  |  | 20 |
| Four Level III subjects in one area from the Schools of Biochemistry and Molecular Genetics, Biological Science or Microbiology and Immunology |  | 60 |
| Science elective subjects  |  | 45 |

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

| Year 4    |  | CP |
|-----------|--|----|
| Session 1 |  |    |
| HPST2106  | The Scientific Theory                    | 15 |
| TEED1224  | Professional Issues and Responsibilities | 15 |
| TEED1226  | Special Education                        | 10 |

|           |                      |    |
|-----------|----------------------|----|
| Session 2 |                      |    |
| TEED1221  | Education Elective A | 5  |
| TEED1223  | Education Elective C | 5  |
| TEED1225  | Teaching Experience  | 50 |

|  |                |    |
|--|----------------|----|
| Full Year  |                |    |
| TEED1218   | Science Method | 40 |
| Students proposing to proceed to Year 5 (Honours) must complete 105 Level III credit points including a major sequence in the school chosen. |                |    |

### Year 5 (Honours)

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

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

## 2558 Geology

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

| Year 2                                  |                                     | CP |
|---|-------------------------------------|----|
| Two Education Studies elective subjects |                                     | 20 |
| BIOS1101                                | Evolutionary and Functional Biology | 15 |
| CHEM1101                                | Chemistry 1A (S1)**                 | 15 |
| CHEM1201                                | Chemistry 1B (S2)**                 | 15 |
| GEOL2011 and GEOL2031 and GEOL2022      |                                     | 45 |
| Science elective subject                |                                     | 15 |

| Year 3  |  | CP   |
|---|--|------|
| GEOL3011 and GEOL3021   |  | 22.5 |
| 37.5 Level III Applied Geology credit points from GEOL3031, GEOL3052, GEOL3072, GEOL3082, GEOL3092, GEOL3101, GEOL3102, |  | 37.5 |
| Two Education Studies elective subjects   |  | 20   |
| Three Science elective subjects   |  | 45   |

| Year 4    |  | CP |
|-----------|--|----|
| Session 1 |  |    |
| HPST2106  | The Scientific Theory                    | 15 |
| TEED1224  | Professional Issues and Responsibilities | 15 |
| TEED1226  | Special Education                        | 10 |

|           |                      |    |
|-----------|----------------------|----|
| Session 2 |                      |    |
| TEED1221  | Education Elective A | 5  |
| TEED1223  | Education Elective C | 5  |
| TEED1225  | Teaching Experience  | 50 |

|  |                |    |
|--|----------------|----|
| Full Year  |                |    |
| TEED1218   | Science Method | 40 |
| Students proposing to proceed to Year 5 (Honours) in Geology must complete 105 Level III credit points in Geology subjects |                |    |

### Year 5 (Honours)

|          |  |  |
|----------|--|--|
| GEOL4303 | Geology Honours                            |  |
| or       |  |  |
| GEOL4343 | Geology Honours P/T (takenover 4 sessions) |  |

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

## Honours Degree

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

## Honours in a Science Discipline or Mathematics

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

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

## Honours in Education

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

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

| Year 3   | CP |
|--|----|
| EDST1511 Advanced Education Studies<br>(1 component) | 10 |

| Honours Year  | CP |
|---|----|
| EDST1512 Advanced Education Studies 2<br>(3 components) | 60 |
| EDST1901 Thesis   | 60 |

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

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

## Conditions for the award

### Enrolment and progression

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

### Assessment

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

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

## Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational units 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, Dr Paul Chandler  
CP10 S1 HPW2

Begins the study of Educational Psychology by examining some aspects of development and of learning and instruction. Topics include: cognitive development; development of memory, reading fluency and

comprehension processes involved in meaningful prose construction; an introduction to instructional methods.

### EDST1102

#### Social Foundations of Education

Staff Contact: Dr Michael Matthews, Dr Putai Jin  
CP10 S2 HPW2

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

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

## Elective Subjects

### EDST1201

**Educational Psychology 2**  
*Staff Contact: Dr Renae Low*  
 CP10 S2 HPW2  
*Prerequisite:* EDST1101

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

### EDST1204

**Ability Testing in Schools: Practice and Theory**  
*Staff Contact: Dr Renae Low*  
 CP10 HPW2  
*Prerequisite:* EDST1101  
**Note:** Subject not offered in 1996

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

### EDST1205

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

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

### EDST1301

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

Examines 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*  
 CP10 S1 HPW2  
*Prerequisite:* EDST1102

Discusses some of the following ethical issues in education: authority and students' and teachers' rights, democracy, neutrality and indoctrination, pressure groups, justice and equality and the control of schools.

### EDST1303

**Science, Philosophy and Education**  
*Staff Contact: Dr Michael Matthews*  
 CP10 S1 HPW2  
*Prerequisite:* EDST1102

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

### EDST1304

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

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

### EDST1401

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

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

## Honours Subjects

### EDST1390

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

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

**EDST1511****Advanced Education Studies 1***Staff Contact: Prof Martin Cooper*

CP10 S1 or S2 HPW2

*Prerequisites:* High CR average in at least 4 EDST subjects, or by special permission

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

**EDST1512****Advanced Education Studies 2***Staff Contact: Prof Martin Cooper*

CP60 F HPW 4 - 6

*Prerequisite:* CR or better in EDST1511

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

**EDST1901****Thesis***Subject Contact: Nominated Supervisor*

CP60 F

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

**Year 4 Subjects****TEED1226****Special Education***Staff Contact: Dr Loretta Giorcelli*

CP10 S1 HPW2

*Corequisite:* Two single method subjects or one double method subject.

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

**TEED1203****Drama Method***Staff Contact: Ms Rosemary Kearney*

CP20 F HPW4

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

The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and

which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: eg. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

**TEED1204****English Method***Staff Contact: Ms Rosemary Kearney*

CP20 F HPW4

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

**TEED1205****English as a Second Language Method***Staff Contact: Ms Rosemary Kearney*

CP20 F HPW4

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

**TEED1206****Chinese Method****TEED1207****French Method****TEED1208****Japanese Method****TEED1209****Spanish Method****TEED1210****Indonesian Method****TEED1211****German Method***Staff Contact: Ms Rosemary Kearney*

CP20 F HPW4 (for each subject)

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

## TEED1213

### History Method

Staff Contact: Ms Rosemary Kearney  
CP20 F HPW4

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

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

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

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

## TEED1216

### Mathematics Method (Double)

Staff Contact: Ms Rosemary Kearney  
CP40 F HPW6

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

## TEED1218

### Science Method (Double)

Staff Contact: Ms Rosemary Kearney  
CP40 F HPW9

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

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

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

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

## TEED1220

### Computer Studies Method

Staff Contact: Ms Rosemary Kearney  
CP20 F HPW4

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

## TEED1221

### Educational Elective A

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

## TEED1223

### Educational Elective C

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

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

The electives offered depend upon staff availability and student demand.

## TEED1224

### Professional Issues and Responsibilities

Staff Contact: Ms Rosemary Kearney  
CP15 S1 HPW4  
Corequisites: Two single or one double method subject(s)

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

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

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

#### **TEED1225**

##### **Teaching Experience**

*Staff Contact: Ms Rosemary Kearney*

CP50 S2 Total hours 238

*Prerequisite:* TEED1224

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

Two strands: Microteaching and School Experience

##### *Microteaching:*

Microteaching involves instruction in a number of teaching

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

##### *Teaching Practice:*

Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with roles adopted by school personnel and begin to teach segments of lessons and complete 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.

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## **Graduate Study**

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### **Course Outlines**

#### **5562**

##### **Graduate Diploma in Educational Administration**

##### **Graduate Diploma GradDip**

This is a six-month, full-time (or equivalent part-time) course normally open to those who have completed an appropriate Bachelor degree. Other applicants with suitable professional qualifications are, however, encouraged to apply.

Students are required to study four subjects including core educational administration subjects as follows:

EDST4101 Organisation and Administration of  
Education in Australia

and either

EDST4102 Administrative and Organisational  
Behaviour in Education

or

EDST4103 Organisation Theory in Education

plus two elective subjects from those offered in the Master of Educational Administration course.

Those who have qualified for the award of the Certificate of School Management offered by the Faculty of Professional Studies may receive credit for subject EDST4050 School Management in place of the two elective subjects.

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#### **5563**

##### **Graduate Diploma in Education Studies**

##### **Graduate Diploma GradDip**

This is a six-month full-time (or equivalent part-time) course normally open to those who have completed an appropriate Bachelor degree. Other applicants with suitable professional experience are, however, encouraged to apply.

Students are required to study any four subjects from those offered in the Master of Education course.

Those who have qualified for the award of the Certificate of Gifted Education offered by the Faculty of Professional Studies may receive credit in this diploma course for subject

EDST2050 Gifted Education equivalent to two subjects. They would then complete two further MEd subjects.

## 8905

### **Bachelor of Education Course (Honours) BEd(Hons)**

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

EDST1550 Honours Seminar (Full Year)

EDST1901 Thesis (Full Year)

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

### **Conditions for the Award**

#### **Enrolment and Progression**

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

#### **Assessment**

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

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

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

## 2990

### **Master of Education Course (Honours)**

## 8910

### **Master of Education Course**

#### **Master of Education**

#### **MEd**

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

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

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

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

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

| <b>Med degree subjects</b> |  | <b>CP</b> |
|----------------------------|--|-----------|
| EDST2101                   | Introduction to Design and Analysis                                      | 15        |
| EDST2102                   | Experimental Design and Analysis   | 15        |
| EDST2103                   | Survey Design and Analysis   | 15        |
| EDST2104                   | Educational Assessment and Measurement                                   | 15        |
| EDST2106                   | Nonparametric Methods in Research Data Analysis                          | 15        |
| EDST2107                   | Advanced Nonparametric Methods in Research Data Analysis                 | 15        |
| EDST2108                   | Introduction to Modern Test Theory*                                      | 15        |
| EDST2201                   | Philosophical Issues in Education  | 15        |
| EDST2202                   | The Nature of Intelligence   | 15        |
| EDST2203                   | Social Philosophy and Education  | 15        |
| EDST2204                   | History and Philosophy in Science Education                              | 15        |
| EDST2205                   | Current Research in Science Education                                    | 15        |
| EDST2303                   | Human Problem Solving  | 15        |
| EDST2304                   | Psychology of Reading  | 15        |
| EDST2305                   | Learning Disabilities  | 15        |
| EDST2306                   | Child Growth and Development   | 15        |
| EDST2307                   | Mental Processes and Instructional Procedures in Mathematics and Science | 15        |
| EDST2308                   | Learning: Theory and Practice  | 15        |
| EDST2309                   | Issues in Mathematical Problem Solving Research                          | 15        |
| EDST2311                   | Principles of Industry, Commercial and Vocational Training*              | 15        |
| EDST2312                   | Using Technology in the Workplace*                                       | 15        |
| EDST2403                   | Organisational Analysis and Diagnosis                                    | 15        |
| EDST2602                   | Values in Teaching and Reading Literature                                | 15        |
| EDST2603                   | The Filming of Literature: Implications for Teaching                     | 15        |
| EDST2607                   | Research on the Learning and Teaching of Mathematics                     | 15        |
| EDST2608                   | Computers and the Teaching-Learning Process                              | 15        |
| EDST2610                   | Personal Development Programs in Schools                                 | 15        |
| EDST2704                   | Contemporary Issues in Education   | 15        |
| EDST2800                   | Current Issues in the Education of Intellectually Gifted Children        | 15        |
| EDST2801                   | Social and Emotional Development of Intellectually Gifted Children       | 15        |
| EDST2802                   | Introduction to the Identification of Intellectually Gifted Children     | 15        |
| EDST2803                   | Developing and Evaluating Programs for Intellectually Gifted Children    | 15        |
| EDST2805                   | Curricula and Teaching Strategies for Intellectually Gifted Children     | 15        |
| EDST2806                   | Catering for the Affective Needs of Intellectually Gifted Children       | 15        |
| EDST3800                   | Project  | 15        |
| EDST3801                   | One-unit Project   | 15        |
| EDST3802                   | Two-unit Project   | 30        |

\*offered subject to approval

#### Notes:

- Each subject is of 2 hours per week for one session except for the Projects which require individual supervision.
- Candidates with appropriate Honours degrees may be registered for the degree of Master of Education at Honours Level at initial enrolment. Their program consists of

subjects to the value of 60 credit points and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Faculty Higher Degree Committee.)

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

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

## 2945

### Master of Educational Administration Course (Honours)

#### Master of Educational Administration (Honours) MedAdmin (Hons)

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

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

## 8960

### Master of Educational Administration Course

#### Master of Educational Administration MedAdmin

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

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

Candidates for the degree are normally required to take subjects to the value of 120 credit points including three compulsory core subjects. A minimum of three elective



subjects must be chosen from those offered in the Master of Educational Administration program.

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

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

#### Core Subjects CP

|          |   |    |
|----------|---|----|
| EDST4101 | Organisation and Administration of Education in Australia | 15 |
| EDST4102 | Administrative and Organisational Behaviour in Education  | 15 |
| EDST4103 | Organisation Theory in Education                          | 15 |

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

#### Elective Subjects

|          |  |    |
|----------|--|----|
| EDST4205 | Supervision and Development of Educational Personnel | 15 |
| EDST4206 | Development and Evaluation of Educational Programs   | 15 |
| EDST4207 | Planned Change in Education                          | 15 |
| EDST4208 | Leadership Theory, Research and Development          | 15 |
| EDST4209 | Legal Aspects of Educational Administration          | 15 |
| EDST4210 | Gender Issues in Educational Administration          | 15 |
| EDST4211 | Financial Issues in Educational Administration       | 15 |
| EDST4212 | Policy Making in Education                           | 15 |
| EDST4214 | Social Issues and Educational Policy                 | 15 |
| EDST4215 | Supervised Fieldwork in Educational Administration   | 15 |
| EDST4216 | Selected Aspects of Educational Administration 1     | 15 |
| EDST4217 | Selected Aspects of Educational Administration 2     | 15 |
| EDST4218 | Managing Information Technology in Education         | 15 |
| EDST4219 | Work Motivation in Educational Organisations         | 15 |
| EDST4220 | Educators' Occupational Stress and Burnout           | 15 |
| EDST3800 | Project  | 15 |
| EDST3801 | One-unit Project                                     | 15 |
| EDST3802 | Two-unit Project                                     | 30 |

## 1975

### Doctor of Education

#### Doctor of Education

##### EdD

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

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

| Academic Program (Full time) | Duration                             |
|------------------------------|--------------------------------------|
| Part 1                       | Four EdD subjects including EDST5023 |

|        |            |            |
|--------|------------|------------|
| Part 2 | EdD Thesis | 4 sessions |
|--------|------------|------------|

#### Part 1 Subjects CP

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

## 1970

### Doctor of Philosophy

#### Doctor of Philosophy

##### PhD

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

## Subject Descriptions

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

### Bachelor of Education with Honours Degree Course

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

#### EDST1550

##### Honours Seminar

CP60 F HPW4-6

*Staff Contact: Prof Martin Cooper*

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

#### EDST1901

##### Thesis

*Staff Contact: Nominated Supervisor*

CP60 F

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

### Master of Education Degree Course

#### EDST2101

##### Introduction to Design and Analysis

*Staff Contact: Dr Putai Jin*

CP15 S2 HPW2

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

#### EDST2102

##### Experimental Design and Analysis

*Staff Contact: Prof Martin Cooper*

CP15 S2 HPW2

*Prerequisite: EDST2101*

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

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

#### EDST2103

##### Survey Design and Analysis

*Staff Contact: Dr Putai Jin*

CP15 S2 HPW2

*Prerequisite: EDST2101*

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

#### EDST2104

##### Educational Assessment and Measurement

*Staff Contact: A/Prof James Tognolini*

CP15 S1 HPW2

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

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

#### EDST2106

##### Nonparametric Methods in Research Data Analysis

*Staff Contact: Prof Martin Cooper*

CP15 S1 HPW4

**Note:** This subject is taught for 4 hours per week in weeks 1-7 only.

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

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

#### EDST2107

##### Advanced Nonparametric Methods in Research Data Analysis

Staff Contact: Prof Martin Cooper

CP15 S1 HPW4

Note: This subject is taught for 4 hours per week in weeks 8-14 only.

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

#### EDST2108

##### Introduction to Modern Test Theory

Staff Contact: A/Prof James Tognolini

CP15 S1 HPW2

Note: Offered subject to approval.

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

#### EDST2201

##### Philosophical Issues in Education

Staff Contact: Dr Michael Matthews

CP15 S1 HPW2

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

#### EDST2202

##### The Nature of Intelligence

Staff Contact: Dr Jim Gribble

CP15 S1 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 Martin Bibby

CP15 S1 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 organisation, etc. Detailed study of selected issues as they relate specifically to the provision of schooling within social formations.

#### EDST2204

##### History and Philosophy in Science Education

Staff Contact: Dr Michael Matthews

CP15 S1 HPW2

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

#### EDST2205

##### Current Research in Science Education

Staff Contact: Dr Michael Matthews

CP15 S2 HPW2

Prerequisites: EDST2204

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

#### EDST2303

##### Human Problem Solving

Staff Contact: Prof John Sweller

CP15 S1 HPW2

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

#### EDST2304

##### Psychology of Reading

Staff Contact: A/Prof Miraca Gross

CP15 S2 HPW2

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

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

#### **EDST2305**

##### **Learning Disabilities**

*Staff Contact: A/Prof Miraca Gross*

CP15 S1 HPW2

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

#### **EDST2306**

##### **Child Growth and Development**

*Staff Contact: Dr Renae Low*

CP15 HPW2

**Note:** Not offered in 1996

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: Dr Paul Chandler*

CP15 S2 HPW2

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 Renae Low*

CP 15 S2 HPW2

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

#### **EDST2309**

##### **Issues in Mathematical Problem Solving Research**

*Staff Contact: Dr Renae Low*

CP15 HPW2

**Note:** Not offered in 1996

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

#### **EDST2311**

##### **Principles of Industry, Commercial and Vocational Training**

*Staff Contact: Dr Paul Chandler*

CP15 S1 HPW2

**Note:** Offered subject to approval.

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

#### **EDST2312**

##### **Using Technology in the Workplace**

*Staff Contact: Dr Paul Chandler*

CP15 S2 HPW2

**Note:** Offered subject to approval.

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

#### **EDST2403**

##### **Organisational Analysis and Diagnosis**

*Staff Contact: Dr Putai Jin*

CP15 HPW2

**Note:** Not offered in 1996

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

#### **EDST2602**

##### **Values in Teaching and Reading Literature**

*Staff Contact: Dr Jim Gribble*

CP15 S2 HPW2

Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.

**EDST2603****The Filming of Literature: Implications for Teaching***Staff Contact: Dr Jim Gribble*

CP15 S1 HPW2

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

**EDST2607****Research on the Learning and Teaching of Mathematics***Staff Contact: Prof Martin Cooper*

CP15 S2 HPW2

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

**EDST2608****Computers and the Teaching-Learning Process***Staff Contact: Dr Arthur Anderson*

CP15 S1 HPW2

**Note/s:** This subject will be conducted on the St George Campus of UNSW (at Oatley) to make use of the computer resources.

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

**EDST2610****Personal Development Programs in Schools***Staff Contact: Dr Michael Matthews*

CP15 S2 HPW2

Personal Development as a compulsory part of the school curriculum in NSW. Examines the history of personal development in schools, the content matter of the curriculum health, sexuality, moral, social and spiritual aspects of human development, familial arrangements, and educational issues raised in the teaching and evaluation of the program, in particular the issues raised by the teaching about controversial issues such as AIDS, contraception, and the teaching of ethics. Research on the effectiveness of sex education programs.

**EDST2704****Contemporary Issues in Education***Staff Contact: Administrative Officer*

CP15 SS HPW2

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

**EDST2800****Current Issues in the Education of Intellectually****Gifted Children***Staff Contact: A/Prof Miraca Gross, Mrs Katherine Hoekman*

CP15 S1 and S2 HPW2

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

**EDST2801****Social and Emotional Development of Intellectually Gifted Children***Staff Contact: A/Prof Miraca Gross*

CP15 S1 HPW2

*Prerequisite:* EDST2800

Focuses on past and current research on the social, emotional and moral development of children of high intellectual potential. Current educational and psychological concerns regarding the incidence of underachievement, lack of motivation, depression and 'dropping out' among gifted children are examined. Implications of these concerns for educators and parents of gifted students. Influence of 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: A/Prof Miraca Gross, Mrs Katherine Hoekman*

CP15 S1 and S2 HPW2

*Prerequisite:* EDST2800

An introduction to some of the subjective and objective measures by which children of high intellectual potential can be identified and their abilities and achievements

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

#### **EDST2803**

##### **Developing and Evaluating Programs for Intellectually Gifted Children**

*Staff Contact: Mrs Katherine Hoekman*

CP15 S1 HPW2

*Prerequisite: EDST2800*

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

#### **EDST2805**

##### **Curricula and Teaching Strategies for Intellectually Gifted Children**

*Staff Contact: Mrs Katherine Hoekman*

CP15 HPW2

*Prerequisite: EDST2800*

**Note:** Not offered in 1996

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

#### **EDST2806**

##### **Catering for the Affective Needs of Intellectually Gifted Children**

*Staff Contact: Mrs Katherine Hoekman*

CP15 S2 HPW2

*Prerequisite: EDST2800*

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

school counsellor and current research on the vital role of parents in this context.

#### **EDST3800**

##### **Project**

*Staff Contact: Various, depending on supervision.*

CP15 S1, S2 or F

*Excluded: EDST3801, EDST3802*

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

#### **EDST3801**

##### **One-unit Project**

*Staff Contact: Various, depending on supervision*

CP15 S1 S2 F

*Excluded: EDST3800*

#### **EDST3802**

##### **Two-Unit Project**

*Staff Contact: Various, depending on supervision.*

CP30 S1 S2 F

*Excluded: EDST3800*

**Note:** Students who commenced the MEd course after 1995 are not permitted to enrol in EDST3801, nor EDST3802 but should undertake EDST3800 instead.

On a topic approved by the Head of School, with appropriate consultation and supervision.

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

### **Core Compulsory Subjects**

#### **EDST4101**

##### **Organisation and Administration of Education in Australia**

*Staff Contact: Prof Fenton Sharpe*

CP15 S1 S2 HPW2

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

#### **EDST4102**

##### **Administrative and Organisational Behaviour in Education**

*Staff Contact: Prof Fenton Sharpe, Dr John McCormick*

CP15 S1 S2 HPW2

Deals with the contexts, roles and functions of management in educational institutions: leadership, team work, decision-making, communication, planning and policy-making.

human resource management, staff motivation and satisfaction, exercising power/authority/ influence, structuring and organising, problem solving, quality assurance and total quality management, managing learning and teaching, and managing physical resources. Study of research into these issues in educational settings.

#### EDST4103

##### **Organisation Theory in Education**

*Staff Contact: Dr John McCormick*

CP15 S1 S2 X1 HPW2

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

#### **Elective Subjects**

#### EDST4205

##### **Supervision and Development of Educational Personnel**

*Staff Contact: Dr Bob Connors*

CP15 S1 S2 HPW2

*Excluded: EDST2611 and TEDG1202*

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

#### EDST4206

##### **Development and Evaluation of Educational Programs**

*Staff Contact: Dr Bob Connors*

CP15 S1 S2 HPW2

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

#### EDST4207

##### **Planned Change in Education**

*Staff Contact: Dr Bob Connors*

CP15 S1 HPW2

Managing change in educational organisations. Theoretical and practical issues associated with change: perspectives on planned change, sources of change, reasons for innovating, phases of planned change, role of and recurring problems for change agents/administrators, equipping

administrators to instigate and manage change, and methods for implementing and maintaining change. Considers each issue in the light of the current educational situation in Australia.

#### EDST4208

##### **Leadership Theory, Research and Development**

*Staff Contact: Dr Bob Connors*

CP15 X1 HPW2

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

#### EDST4209

##### **Legal Aspects of Educational Administration**

*Staff Contact: Dr Bob Connors*

CP15 S1 HPW2

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

#### EDST4210

##### **Gender Issues in Educational Administration**

*Staff Contact: Dr Bob Connors*

CP15 S1 HPW2

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

#### EDST4211

##### **Financial Issues in Educational Administration**

*Staff Contact: Dr Bob Connors*

CP15 S1 HPW2

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

**EDST4212****Policy Making in Education***Staff Contact: Prof Fenton Sharpe*

CP15 S2 X1 HPW2

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

**EDST4213****Communication and Human Relations***Staff Contact: Dr Bob Connors*

CP15 HPW2

**Note:** Not offered in 1996

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 Martin Bibby*

CP15 HPW2

**Note:** Not offered in 1996

Major issues in educational policy and its application in the school. The issues, which arise at both institutional and national levels of policy making and decision making, involve the competing demands of equity, efficiency and expediency, the rights of individuals and the struggle for control of education policy.

**EDST4215****Supervised Fieldwork in Educational Administration***Staff Contact: Dr Bob Connors*

CP15 X1 S1 X2 S2

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

**EDST4216****Selected Aspects of Educational Administration 1***Staff Contact: Administrative Officer*

CP15 X2 HPW2

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

**EDST4217****Selected Aspects of Educational Administration 2***Staff Contact: Administrative Officer*

CP15 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.

**EDST4218****Managing Information and Technology in Education***Staff Contact: Dr Bob Connors*

CP15 S2 HPW2

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

**EDST4219****Educators' Occupational Stress and Burnout***Staff Contact: Dr John McCormick*

CP15 S2 HPW2

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

**EDST4220****Work Motivation in Educational Organisations***Staff Contact: Dr John McCormick*

CP15 SS HPW2

**Note:** Not offered in 1996

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

**EDST3800****Project***Staff Contact: Various, depending on supervision*

CP15 S1, S2 or F

*Excluded:* EDST3801, EDST3802

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



**EDST3801****One-unit Project***Staff Contact: Various, depending on supervision*

CP15 S1 S2 F

*Excluded: EDST3800***EDST3802****Two-unit Project***Staff Contact: Various, depending on supervision*

CP30 S1 S2 F

*Excluded: EDST3800*

On a topic approved by the Head of School, with appropriate consultation and supervision.

**Note:** Students who commenced the MEdAdmin course after 1995 are not permitted to enrol in EDST3801, nor EDST3802 but should undertake EDST3800 instead.

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**Doctor of Education Degree Course****Part 1 subjects****EDST5011****Issues in Educational Management***Staff Contact: Prof Fenton Sharpe*

CP30 S1 HPW4

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

**EDST5012****Theory and Practice of Organisational and Program Evaluation***Staff Contact: Dr Bob Connors*

CP30 S2 HPW4

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

information, reporting and using evaluation information and evaluating evaluations.

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

**EDST5014****Science and Humanities: Bridging the Two Cultures***Staff Contact: Dr Michael Matthews*

CP30 F HPW2

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: Prof Paul Chandler*

CP30 S2 HPW4

Cognition and instruction. The manner in which instructional material is designed and taught can be guided usefully by cognitive theory. Current findings based on schema theory and cognitive load theory suggest that many commonly used instructional techniques are ineffective. The same theories and findings provide alternatives structured to facilitate learning, thinking and problem solving. Procedures for designing instruction that accords with our mental processes, and research techniques to test the effectiveness of novel instructional methods are central issues that are discussed.

**EDST5016****Knowledge Structures in Mathematical Problem Solving***Staff Contact: Dr Renae Low*

CP30 HPW4

**Note:** Not offered in 1996

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

**EDST5018****Reading Acquisition and Reading Failure***Staff Contact: Prof Robert Solman*

CP30 S2 HPW4

**Note:** May not be offered in 1996

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

**EDST5020****Education of Intellectually Gifted Children***Staff Contact: A/Prof Miraca Gross*

CP30 S2 HPW4

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

**EDST5023****Research Methods***Staff Contact: Dr John McCormick*

CP30 SS or F HPW2 or 4

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

**EDST5025****Organisational Learning and Research***Staff Contact Dr P. Jin*

CP30 HPW4

**Note:** Not offered in 1996

The concept of organisational learning as a dimension of organisational survival, evolution, and transformation; research-based methods for inquiry into, assistance with, and evaluation of organisational learning. Investigates the stance and technique of the researcher in relation to the conceptualisation of where, how and why learning occurs in organisations. Topics include: criteria of organisational effectiveness; identifying an organisation's learning disability; single-loop and double-loop learning; methods of enhancing the learning capacity of an organisation;

principles of holographics design for self-regulating organisations; organisational restructuring and transformation; learning to use different leadership styles; team learning; and organisational creativity. Examines organisational learning issues in the educational context so that feasible intervention projects based on diagnosis and evaluation can be formed.

**EDST5026****Analysis of Nominal and Ordinal Research Data***Staff Contact: Prof Martin Cooper*

CP30 S1 4HPW

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

**EDST5027****Advanced Educational Measurement in the Social Sciences***Staff Contact: A/Prof James Tognolini*

CP30 S2 HPW4

**Prerequisites:** EDST2108

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

**EDST5028****Administrator and Teacher Effectiveness**

*Staff Contact: Dr Bob Connors*  
CP30 S1 HPW4

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

**EDST5029****Philosophy, Politics and Ethics in Education**

*Staff Contact: Dr Martin Bibby*  
CP30 S1 HPW4

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

**Faculty Electives****PROF 0001****Professional Ethics**

*Staff Contact: Dr Damian Grace*  
CP15 S1 HWP2

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

**PROF0002****Understanding Research**

*Staff Contact: A/Prof Jim Sockler*  
CP15 S1 HPW2

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

**PROF0003****Qualitative Research Procedures**

*Staff Contact: To be advised*  
CP15 SS HPW2

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



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# School of Health Services Management

## Kensington Campus

**Head of School**

Mr Ian Forbes

**Administrative Officer**

Michelle Williams

**Administrative Assistant**

Ms Christine Rousselis

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

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

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

# Undergraduate Study

## Course Outlines

### Bachelor of Health Administration

#### Note: No new enrolments since 1992.

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

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

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

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

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

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

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

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

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

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

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

### Honours Degree

6. A student who has completed the second year of the full-time course, or the corresponding stage of the external course, normally with grades of Credit or better in all subjects, may make a written application to the Head of School of Health Services Management to enrol in the Honours subjects of the third year. These subjects are: HEAL0340 Management of Health Services (Honours) and HEAL3130 Research and Evaluation Methods (Honours).

7. A student who then achieves a high level of academic performance in the third year Honours subjects is normally admitted to the final year of the Honours degree course. External students who have demonstrated outstanding achievement throughout the Pass course may be permitted to enrol in the final year of the Honours course even though they are unable to attend on a full-time internal basis during the final year.

8. The content of the Honours year subjects, HEAL8900 Thesis, HEAL8910 Advanced Studies in Health Administration A, and HEAL8920 Advanced Studies in Health Administration B, should be planned in collaboration with the student's thesis supervisor.

9. Normally, full-time internal students are expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students are required to complete at least one month of full-time attendance at the University during the two years of Honours enrolment in order to complete satisfactorily Honours course requirements. The timing of University attendance is arranged with the student's thesis supervisor.

### General Education Program

10. The University requires that undergraduate students undertake a structural program in General Education as an integral part of their degree. The requirements are presently being reviewed by the University and are not finalised at the date of going to press.

**4040****Health Administration Degree Course  
Full-time (Pass) Internal Mode****Bachelor of Health Administration  
BHA**

External mode offered only to continuing students; no new enrolments since 1992

**Year 1 CP****Session 1**

|          |                            |    |
|----------|----------------------------|----|
| HEAL0310 | Management of Work         | 15 |
| HEAL1110 | Health Care Systems        | 15 |
| HEAL5400 | Health Information Systems | 15 |

**Session 2**

|          |                                |    |
|----------|--------------------------------|----|
| HEAL1120 | Public Health and Epidemiology | 15 |
| HEAL4210 | Health Planning 1              | 15 |
| HEAL5210 | Law 1 or HEAL5200 Law 1T       | 15 |

**Year 2****Session 1**

|                 |                                       |    |
|-----------------|---------------------------------------|----|
| HEAL0320        | Management of Organisations           | 15 |
| HEAL5410        | Accounting and Financial Management 1 | 15 |
| HEAL6110        | Sociology, Ethics and Health 1        | 15 |
| General Studies |                                       | 15 |

**Session 2**

|          |                                       |    |
|----------|---------------------------------------|----|
| HEAL5510 | Health Economics 1                    | 15 |
| HEAL7110 | Quantitative Methods and Statistics 1 | 15 |
| Elective |                                       | 15 |

**Year 3****Session 1**

|          |                               |    |
|----------|-------------------------------|----|
| HEAL0330 | Management of Health Services | 15 |
| Elective |                               | 15 |
| Elective |                               | 15 |

**Session 2**

|                 |  |    |
|-----------------|--|----|
| Elective        |  | 15 |
| Elective        |  | 15 |
| Elective        |  | 15 |
| General Studies |  | 15 |

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

**Notes:**

(i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course coordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

**4040****Health Administration Degree Course  
Part-time Internal Mode****Bachelor of Health Administration  
BHA****Year 1 CP****Session 1**

|          |                            |    |
|----------|----------------------------|----|
| HEAL1110 | Health Care Systems        | 15 |
| HEAL5400 | Health Information Systems | 15 |

**Session 2**

|          |                                |    |
|----------|--------------------------------|----|
| HEAL1120 | Public Health and Epidemiology | 15 |
| HEAL5210 | Law 1 or HEAL5200 Law 1T       | 15 |

**Session 1**

|          |                                       |    |
|----------|---------------------------------------|----|
| HEAL0310 | Management of Work                    | 15 |
| HEAL5410 | Accounting and Financial Management 1 | 15 |

**Session 2**

|          |                                       |    |
|----------|---------------------------------------|----|
| HEAL6110 | Sociology, Ethics and Health 1        | 15 |
| HEAL7110 | Quantitative Methods and Statistics 1 | 15 |

**Year 3****Session 1**

|          |                             |    |
|----------|-----------------------------|----|
| HEAL0320 | Management of Organisations | 15 |
| HEAL4210 | Health Planning 1           | 15 |

**Session 2**

|                 |                    |    |
|-----------------|--------------------|----|
| HEAL5510        | Health Economics 1 | 15 |
| General Studies |                    | 15 |

**Year 4****Session 1**

|          |                               |    |
|----------|-------------------------------|----|
| HEAL0330 | Management of Health Services | 15 |
| Elective |                               | 15 |

**Session 2**

|                 |  |    |
|-----------------|--|----|
| Elective        |  | 15 |
| General Studies |  | 15 |

**Year 5****Session 1**

|          |  |    |
|----------|--|----|
| Elective |  | 15 |
| Elective |  | 15 |

**Session 2**

|          |  |    |
|----------|--|----|
| Elective |  | 15 |
| Elective |  | 15 |

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

**4040****Health Administration Degree Course  
External Mode****Bachelor of Health Administration  
BHA**

(External mode offered only to continuing students; no new enrolments after 1989)

| <b>Year 1</b> |                            | <b>CP</b> |
|---------------|----------------------------|-----------|
| HEAL0310      | Management of Work         | 15        |
| HEAL1110      | Health Care Systems        | 15        |
| HEAL5400      | Health Information Systems | 15        |

| <b>Year 2</b> |                                       |    |
|---------------|---------------------------------------|----|
| HEAL1120      | Public Health and Epidemiology        | 15 |
| HEAL5210      | Law 1 or HEAL5200 Law 1T              | 15 |
| HEAL5410      | Accounting and Financial Management 1 | 15 |

| <b>Year 3</b> |                                       |    |
|---------------|---------------------------------------|----|
| HEAL0320      | Management of Organisations           | 15 |
| HEAL1110      | Sociology, Ethics and Health 1        | 15 |
| HEAL7110      | Quantitative Methods and Statistics 1 | 15 |

| <b>Year 4</b>   |                    |    |
|-----------------|--------------------|----|
| HEAL4210        | Health Planning 1  | 15 |
| HEAL5510        | Health Economics 1 | 15 |
| Elective        |                    | 15 |
| General Studies |                    | 15 |

| <b>Year 5</b>   |                               |    |
|-----------------|-------------------------------|----|
| HEAL0330        | Management of Health Services | 15 |
| Elective        |                               | 15 |
| Elective        |                               | 15 |
| General Studies |                               | 15 |

| <b>Year 6</b> |  |    |
|---------------|--|----|
| Elective      |  | 15 |
| Elective      |  | 15 |
| Elective      |  | 15 |

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

**4040****Health Administration Degree Course  
Full-time (Honours) Internal Mode****Bachelor of Health Administration  
BHA**

| <b>Year 1</b>    |                            |    |
|------------------|----------------------------|----|
| <i>Session 1</i> |                            |    |
| HEAL0310         | Management of Work         | 15 |
| HEAL1110         | Health Care Systems        | 15 |
| HEAL5400         | Health Information Systems | 15 |

| <i>Session 2</i> |                                | <b>CP</b> |
|------------------|--------------------------------|-----------|
| HEAL1120         | Public Health and Epidemiology | 15        |
| HEAL4210         | Health Planning 1              | 15        |
| HEAL5210         | Law 1 or HEAL5200 Law 1T       | 15        |

| <b>Year 2</b>    |                                       |    |
|------------------|---------------------------------------|----|
| <i>Session 1</i> |                                       |    |
| HEAL0320         | Management of Organisations           | 15 |
| HEAL5410         | Accounting and Financial Management 1 | 15 |
| HEAL6110         | Sociology, Ethics and Health 1        | 15 |
| General Studies  |                                       | 15 |

| <i>Session 2</i> |                                       |    |
|------------------|---------------------------------------|----|
| HEAL5510         | Health Economics 1                    | 15 |
| HEAL7110         | Quantitative Methods and Statistics 1 | 15 |
| Elective         |                                       | 15 |

| <b>Year 3</b>    |   |    |
|------------------|---|----|
| <i>Session 1</i> |   |    |
| HEAL0340         | Management of Health Services (Honours) | 15 |
| Elective         |   | 15 |
| Elective         |   | 15 |

| <i>Session 2</i> |   |    |
|------------------|---|----|
| HEAL3130         | Research and Evaluation Methods (Honours) | 15 |
| General Studies  |   | 15 |
| Elective         |   | 15 |
| Elective         |   | 15 |

| <b>Year 4</b> |   |    |
|---------------|---|----|
| HEAL8900      | Thesis                                      | 90 |
| HEAL8910      | Advanced Studies in Health Administration A | 15 |
| HEAL8920      | Advanced Studies in Health Administration B | 15 |

Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

**Notes:**

(i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course coordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

**Elective Subjects**

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

The electives have been specifically chosen to provide an opportunity for students to develop in some depth their particular vocational interests, eg three planning electives may be taken.

The following subjects have been approved as electives in the School of Health Services Management; not all subjects are necessarily available each year:



|          |   | CP |
|----------|---|----|
| HEAL3010 | Political Science                                 | 15 |
| HEAL3020 | Social Policy Administration                      | 15 |
| HEAL3030 | Research and Evaluation Methods                   | 15 |
| HEAL3040 | Management Skills                                 | 15 |
| HEAL3060 | Administration of Nursing Services                | 15 |
| HEAL3070 | Special Topic in Health Administration            | 15 |
| HEAL3080 | Epidemiology for Health Administrators            | 15 |
| HEAL3090 | Long Term Care Administration                     | 15 |
| HEAL3100 | Human Resource Management                         | 15 |
| HEAL3110 | Computer Techniques for Health Service Management | 15 |
| HEAL3120 | Industrial Relations                              | 15 |
| HEAL3160 | Current Issues in Nursing                         | 15 |
| HEAL4220 | Health Planning 2A                                | 15 |
| HEAL4230 | Health Planning 2B                                | 15 |
| HEAL4240 | Health Planning 2C                                | 15 |
| HEAL5220 | Law 2   | 15 |

|          |                                       | CP |
|----------|---------------------------------------|----|
| HEAL5420 | Accounting and Financial Management 2 | 15 |
| HEAL5520 | Health Economics 2                    | 15 |
| HEAL6120 | Sociology, Ethics and Health 2        | 15 |
| HEAL7120 | Quantitative Methods and Statistics 2 | 15 |

### Non-Award Students

Non-Award students enrolled on an external basis in subjects of the Bachelor of Health Administration degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at a residential school.

## Subject Descriptions

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

**HEAL0310**  
**Management of Work**  
*Staff Contact: Dr Anna Whelan*  
 CP15 S1 L4

Identifies the range of social, economic, political, industrial and technological factors which may influence the organisation of both work and workers in a variety of settings. Analyses the interrelationships between the forms of work organisation which are used in different health care settings and the experiences and responses of workers located in these settings. Develops analytical abilities and practical skills and interpersonal skills.

**HEAL0320**  
**Management of Organisations**  
*Staff Contact: Dr Pieter Degeling*  
 CP15 S1 L4  
*Prerequisite:* HEAL0310

Emphasis on analytical skills. Develops the student's understanding of organisation theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organisational level rather than microperspective of HEAL0310.

**HEAL0330**  
**Management of Health Services**  
*Staff Contact: Prof James Lawson*  
 CP15 S1 L4  
*Prerequisites:* HEAL0310, HEAL0320

Analyses values, structures, management approaches and relationships within component organisations and

programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organisations, departments or programs; roles of the manager; professional development; concepts of microstructure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

**HEAL0340**  
**Management of Health Services (Honours)**  
*Staff Contact: Prof James Lawson*  
 CP15 S1 L4  
*Prerequisites:* HEAL0310, HEAL0320

Includes and extends the theoretical and practical studies in HEAL0340. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.

**HEAL1110**  
**Health Care Systems**  
*Staff Contact: Mr Ian Forbes*  
 CP15 S1 L4

The system of organisations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic environment in which the system operates. Main characteristics of public and private hospitals, nursing homes and other institutions. Community health and other noninstitutional services. The financing of health services. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

**HEAL1120**  
**Public Health and Epidemiology**  
*Staff Contact: Prof James Lawson*  
 CP15 S2 L4

Definitions of health and disease; basic epidemiological concepts; medical terminology; body systems,

classification of disease; disease causation. Protection and promotion of health with emphasis on contemporary risk factors; diagnosis; treatment practices. Evaluation of health and health care; health status indicators; preventive and therapeutic trends; research strategies.

#### **HEAL3010**

##### **Political Science**

*Staff Contact: Dr Pieter Degeling*  
CP15 SS L4

The study of politics, with special reference to Australian political institutions and administrative practices. Topics include: concepts and theories of politics; Australian political institutions and the party system; the Constitution and intergovernmental financial and legal relations; public administration with special reference to the Commonwealth and New South Wales public services.

#### **HEAL3020**

##### **Social Policy and Administration**

*Staff Contact: Dr Pieter Degeling*  
CP15 SS L4

The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

#### **HEAL3030**

##### **Research and Evaluation Methods**

*Staff Contact: Dr Mary-Louise McLaws*  
CP15 SS L4  
*Prerequisites:* HEAL5400, HEAL7110

The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; identifying appropriate research areas; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; non experimental models; sample selection; means of acquiring data; introduction to analysis of data; methods of presenting findings; research and decision making policy issues.

#### **HEAL3040**

##### **Management Skills**

*Staff Contact: Mr Ian Forbes*  
CP15 SS L4  
**Note:** Not offered in 1996

An opportunity for students to extend their theoretical knowledge and to develop practical skills in communication, including consulting, negotiating and bargaining, conflict management, interviewing, conducting meetings, giving instructions and making requests, writing reports, submissions and memos, public speaking and dealing with the media.

#### **HEAL3060**

##### **Administration of Nursing Services**

*Staff Contact: Dr Anna Whelan*  
CP15 SS L4

Content is organised in terms of the material suggested by the standards for the Nursing Division of Hospitals compiled by Australian Nursing Federation. Major foci are the goals,

structures, processes and control mechanisms common to nursing services departments.

#### **HEAL3070**

##### **Special Topic in Health Administration**

*Staff Contact: Mr Kevin Forde*  
CP15 SS L4

An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

#### **HEAL3080**

##### **Epidemiology for Health Administrators**

*Staff Contact: Dr Mary-Louise McLaws*  
CP15 SS L4

**Note:** Not offered in 1996

The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

#### **HEAL3090**

##### **Long Term Care Administration**

*Staff Contact: Prof James Lawson*  
CP15 SS L4

**Note:** Not offered in 1996

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs. Topics include: patient assessment and rehabilitation; psychiatric care; social factors; financial and economic aspects; quality measurement and control.

#### **HEAL3100**

##### **Human Resource Management**

*Staff Contact: Dr Anna Whelan*  
CP15 S1 L4

*Prerequisite:* HEAL0310

**Note:** Not offered in 1996

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 Deborah Black*  
CP15 SS L4

*Prerequisite:* HEAL7110

**Note:** Not offered in 1996

Programming and principles of operation of commercial software, including database management systems, word processors and spreadsheets. Application of software to, and development of, programming skills for health service management.

**HEAL3120****Industrial Relations: A Health Sector View***Staff Contact: Dr Anna Whelan*

CP15 SS L4

**Note:** Not offered in 1996

The role of the health administrator, the employing authority, the unions and the industrial tribunal will be examined within the context of the Australian health care system.

**HEAL3130****Research and Evaluation Methods (Honours)***Staff Contact: Dr Mary-Louise McLaws*

CP15 SS L4

**Prerequisites:** HEAL5400, HEAL7110

An extension of topics in HEAL3030 stressing the choice of constructive research problems, critical evaluation of the literature and formulation of a research protocol as background to the formal presentation of a thesis in Year 4.

**HEAL3180****Current Issues in Nursing***Staff Contact: Dr Anna Whelan*

CP15 SS L4

Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the workforce.

**HEAL4210****Health Planning 1***Staff Contact: Mr Ian Forbes*

CP15 S2 L4

Planning concepts, principles and approaches. Processes and procedures of planning. Sources of planning information. Health service planning at the national, regional and local levels. Facilities planning, building and evaluation.

**HEAL4220****Health Planning 2A***Staff Contact: Mr Ian Forbes*

CP15 SS L4

**Prerequisite:** HEAL4210

Building design processes and procedures; health facility design and construction; location, layout, space allocation, traffic systems, supply and disposal systems, energy conservation. Construction and contract management, commissioning and equipping, maintenance and renovation; cost control and site supervision; briefing and evaluation techniques.

**HEAL4230****Health Planning 2B***Staff Contact: Mr Ian Forbes*

CP15 SS L4

**Prerequisite:** HEAL4210

Environmental psychology and perception; anthropometrics, physiology of comfort and work performance; accident prevention, safety and security; building performance measurement, design in use surveys. Design for particular groups of users: aged, children, handicapped; design for clinical and supportive service functions and

activities, eg inpatient care, surgery, consultation, catering, cleaning, etc.

**HEAL4240****Health Planning 2C***Staff Contact: Mr Ian Forbes*

CP15 SS L4

**Prerequisite:** HEAL4210

Techniques and models for planning health services including elementary location theory; definition of catchment areas; measuring population characteristics and needs; formulae for allocation of resources. Prediction, forecasting and operations research techniques. Introduction to use of computers in health service planning.

**HEAL5200****Law 1T***Staff Contact: Mr Philip Bates*

CP15 S2 L4

This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses which did not have a health services law component. Eligible students should enrol in HEAL5200 Law 1T instead of enrolling in HEAL5210 Law 1. HEAL5200 briefly revises elementary legal concepts of the kind covered more fully in HEAL5210, and then deals with selected health law topics.

**HEAL5210****Law 1***Staff Contact: Mr Philip Bates*

CP15 S1 L4

General introduction to law with health service applications, designed for students who have not previously studied law subjects. Topics: how to study law; the role of law in health administration and planning; Australia's legal origins and the role of English law; federalism and the constitutional framework; types of legal rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner; other selected health law topics.

**HEAL5220****Law 2***Staff Contact: Mr Philip Bates*

CP15 SS L4

**Prerequisite:** HEAL5210

An elective subject. Legal areas of special vocational concern for health administration and health planning. Relationships between existing laws and law reform proposals. The precise subject matter may vary from year to year depending partly on student's preferences and career expectations. Health law topics introduced in HEAL5210 also studied in more depth.

**HEAL5400****Health Information Systems***Staff Contact: Ms Deborah Black*

CP15 S1 L4

**Note:** Not offered in 1996

An introductory subject with a financial and quantitative emphasis, having special reference to the application of measurement techniques to health services data. Elementary statistics for health services management with an introduction to the uses of computing in health care.

Information systems relevant to hospital management. Introduction to concepts of accounting, costs and budgeting.

#### **HEAL5410**

##### **Accounting and Financial Management 1**

*Staff Contact: Mr Kevin Forde*

CP15 S2 L4

*Prerequisite:* HEAL5400

Introduction to accounting with particular reference to hospitals and health services institutions: basic accounting concepts; doctrines and conventions of accounting, analysis and interpretation of accounting data; Governmental budgeting and accounting systems; introduction to the theory and practice of hospital fund accounting; Federal State financial relations and their implications.

#### **HEAL5420**

##### **Accounting and Financial Management 2**

*Staff Contact: Mr Kevin Forde*

CP15 SS L4

*Prerequisites:* HEAL5400, HEAL5410

An overview of hospital management and financing. The theory and practice of hospital and government fund accounting. The preparation, analysis and interpretation of accounting records, cash and accrual accounting systems. Capital budgeting techniques. Introductory treatment of management accounting in hospitals and health service institutions. Internal control, hospital budget preparation and utilization, cost analysis in the hospital context.

#### **HEAL5510**

##### **Health Economics 1**

*Staff Contact: Mr Kevin Forde*

CP15 S2 L4

*Prerequisite:* HEAL5400

An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the economic approach; demand for and supply of medical services; the impact of insurance on the health care market; the efficient production and distribution of health services; the operation of the price system; the theory of costs and production; monetary and fiscal policy.

#### **HEAL5520**

##### **Health Economics 2**

*Staff Contact: Mr Kevin Forde*

CP15 SS L4

*Prerequisites:* HEAL5400, HEAL5510

Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

#### **HEAL6110**

##### **Sociology, Ethics and Health 1**

*Staff Contact: Dr Stephanie Short*

CP15 S2 L4

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include: colonization and Aboriginal health; gender, patriarchy and health; bioethics and medical research; madness and medicine.

#### **HEAL6120**

##### **Sociology Ethics and Health 2**

*Staff Contact: Dr Stephanie Short*

CP15 SS L4

*Prerequisite:* HEAL6110

Extension of HEAL6110. In this subject health sociology issues are analysed with increasing theoretical and methodological rigour.

#### **HEAL7110**

##### **Quantitative Methods and Statistics 1**

*Staff Contact: Ms Deborah Black*

CP15 S1 L4

*Prerequisite:* HEAL5400

Quantitative and statistical methods pertaining to the administration, planning and management of health services.

#### **HEAL7120**

##### **Quantitative Methods and Statistics 2**

*Staff Contact: Ms Deborah Black*

CP15 SS L4

*Prerequisite:* HEAL7110

More advanced examination of quantitative and statistical methods.

# Graduate Study

## Course Outlines

### 1950 Doctor of Philosophy

#### Doctor of Philosophy PhD

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

within the health or hospital services. Enquiries should be directed to the MPH Course Coordinator.

### 2960 Master of Health Administration (by Research)

#### Master of Health Administration MHA

Facilities are available in the School for students to undertake research studies leading to the degree of Master of Health Administration, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have a minimum of three years experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the the Research Studies Co-ordinator, Dr Stephanie Short.

### 8900 Master of Health Administration (by Formal Course Work)

#### Master of Health Administration MHA

The degree course has been designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services. The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about public health (the health status of the Australian and other communities) and the structure, organisation and financing of health care systems, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time basis, internal basis or external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. However, students may be allowed to complete the degree in two academic sessions provided they have a four year undergraduate degree (or equivalent) and a minimum of three years experience in the health field. The maximum time for completion of the course is eight academic sessions.

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

Students must complete 12 fifteen credit point subjects or equivalent.

### 2845 Master of Public Health (by Research)

#### Master of Public Health MPH

The course is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the Faculty of Medicine, and the School of Health Services Management within the Faculty of Professional Studies.

Facilities are available in the Schools for students to undertake research studies leading to the degree of Master of Public Health, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have a minimum of three years experience in their proposed field of study

## Master of Health Administration (by Course Work)

### Full time Internal Mode

| Year 1           |                                       | CP |
|------------------|---------------------------------------|----|
| <i>Session 1</i> |                                       |    |
| HEAL9011         | Quantitative Methods and Statistics 1 | 15 |
| HEAL9041         | Health Care Systems                   | 15 |
| HEAL9421         | Public Health                         | 15 |
| HEAL9711         | Management of Organisations           | 15 |
| <i>Session 2</i> |                                       |    |
| HEAL9071         | Accounting and Financial Management 1 | 15 |
| HEAL9351         | Health Economics 1                    | 15 |
| HEAL9701         | Management of Work                    | 15 |
| HEAL9811         | Sociology, Ethics and Health          | 15 |
| <i>Year 2</i>    |                                       |    |
| <i>Session 1</i> |                                       |    |
| HEAL9331         | Health Service Law 1                  | 15 |
| HEAL9411         | Epidemiology                          | 15 |
| Elective         |                                       | 15 |
| Elective         |                                       | 15 |

### Part-time and External Mode

|                  |                                       |    |
|------------------|---------------------------------------|----|
| <i>Year 1</i>    |                                       |    |
| <i>Session 1</i> |                                       |    |
| HEAL9041         | Health Care Systems                   | 15 |
| HEAL9711         | Management of Organisations           | 15 |
| <i>Session 2</i> |                                       |    |
| HEAL9351         | Health Economics 1                    | 15 |
| HEAL9701         | Management of Work                    | 15 |
| <i>Year 2</i>    |                                       |    |
| <i>Session 1</i> |                                       |    |
| HEAL9421         | Public Health                         | 15 |
| HEAL9011         | Quantitative Methods and Statistics 1 | 15 |
| <i>Session 2</i> |                                       |    |
| HEAL9071         | Accounting and Financial Management 1 | 15 |
| HEAL9811         | Sociology, Ethics and Health          | 15 |
| <i>Year 3</i>    |                                       |    |
| <i>Session 1</i> |                                       |    |
| HEAL9331         | Health Services Law 1                 | 15 |
| HEAL9411         | Epidemiology                          | 15 |
| <i>Session 2</i> |                                       |    |
| Elective         |                                       | 15 |
| Elective         |                                       | 15 |

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organisation) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

8940

## Master of Health Planning

### Master of Health Planning MHP

The degree course is designed to provide the knowledge and skills required by health service planners and policy developers. The objective of the course is to develop graduates who are: 1. competent planners and policy developers, 2. knowledgeable about public health (the health status of the Australian and other communities) and the Australian health care system, 3. competent in quantitative skills, and 4. equipped with a working knowledge of finance.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time internal basis, an external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. The maximum time for completion of the course is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four year undergraduate degree (or equivalent) and a minimum of three years experience in the health field.

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

Students must complete 12 fifteen credit point subjects or equivalent.

### Master of Health Planning Full time Internal Mode

| Year 1           |                                       | CP |
|------------------|---------------------------------------|----|
| <i>Session 1</i> |                                       |    |
| HEAL9011         | Quantitative Methods and Statistics 1 | 15 |
| HEAL9041         | Health Care Systems                   | 15 |
| HEAL9711         | Management of Organisations           | 15 |
| HEAL9411         | Epidemiology                          | 15 |
| <i>Session 2</i> |                                       |    |
| HEAL9351         | Health Economics 1                    | 15 |
| HEAL9371         | Research and Evaluation Methods       | 15 |
| HEAL9381         | Policy Studies                        | 15 |
| HEAL9811         | Sociology, Ethics and Health          | 15 |
| <i>Year 2</i>    |                                       |    |
| <i>Session 1</i> |                                       |    |
| HEAL9301         | Health Services Planning 1            | 15 |
| HEAL9421         | Public Health                         | 15 |
| Elective         |                                       | 15 |
| Elective         |                                       | 15 |

## Part-time and External Mode

|                  |                                       |           |
|------------------|---------------------------------------|-----------|
| <b>Year 1</b>    |                                       | <b>CP</b> |
| <i>Session 1</i> |                                       |           |
| HEAL9041         | Health Care Systems                   | 15        |
| HEAL9711         | Management of Organisations           | 15        |
| <i>Session 2</i> |                                       |           |
| HEAL9351         | Health Economics 1                    | 15        |
| Elective         |                                       | 15        |
| <b>Year 2</b>    |                                       |           |
| <i>Session 1</i> |                                       |           |
| HEAL9421         | Public Health                         | 15        |
| HEAL9011         | Quantitative Methods and Statistics 1 | 15        |
| <i>Session 2</i> |                                       |           |
| HEAL9811         | Sociology, Ethics and Health          | 15        |
| Elective         |                                       | 15        |
| <b>Year 3</b>    |                                       |           |
| <i>Session 1</i> |                                       |           |
| HEAL9411         | Epidemiology                          | 15        |
| HEAL9301         | Health Services Planning 1            | 15        |
| <i>Session 2</i> |                                       |           |
| HEAL9371         | Research and Evaluation Methods       | 15        |
| HEAL9381         | Policy Studies                        | 15        |

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organisation) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

## 9045 Master of Public Health (by Formal Course Work)

### Master of Public Health MPH

The MPH is taken through the Centre for Public Health which was established in 1988 to bring together multi-disciplinary resources to conduct educational programs and undertake research in public health.

The centre is comprised of the Schools of Community Medicine, Medical Education and Health Services Management and has strong links with other academic and service units such as the National Centre in HIV Epidemiology and Clinical Research, the National Drug and Alcohol Research Centre and the various Area Health Services affiliated with UNSW. Its affiliation with the WHO Regional Training Centre for Health Development provides an emphasis on international health development.

The Centre for Public Health at UNSW and the Department of Public Health and Community Medicine at the University of Sydney are partners in the PHERP-funded Sydney Public Health Consortium. This arrangement is designed to enhance the opportunities for study and research for students and faculty in both universities. Currently students enrolled at UNSW are permitted to undertake up to 25% of their course work at the University of Sydney.

The Master of Public Health program provides preparation for education, research and service in all aspects of public health. The program includes study in epidemiology, quantitative and qualitative research methods, health services management, health promotion, development and education in health, as well as a systematic review of topical public health issues. It is designed to address the continuing education needs of specialists in public health as well as providing a general orientation to public health issues and methods for the health professions.

Applicants are required to have completed a minimum three year degree in a health-related discipline and to have a minimum of three years experience in a health or health-related field.

## Course Structure

The MPH course is offered in full-time (minimum three academic sessions), part-time (minimum five academic sessions) and external\* (minimum five academic sessions) modes.

The course is divided into three equal components, for a total of 180 credit points. These components are:

|                   |                  |
|-------------------|------------------|
| core subjects     | 60 credit points |
| elective subjects | 60 credit points |
| major project     | 60 credit points |

In selecting elective subjects: students can choose among areas of concentration relating to their expected field of work (eg Health Promotion); can choose to undertake advanced study in a particular discipline (eg Health Policy and Management); and/or can take elective subjects relevant to their own interests and needs.

## Core subjects

The first component comprises the 5 core subjects. Students must complete the following five subjects as a foundation for further study. These core subjects are prerequisites for enrolment in many of the electives.

### CMED9516 Introduction to Public Health Staff contact: Prof Peter Baume CP10 S1 L2

Introduces students to the discipline of public health, focusing on the history of public health, the major contributions of epidemiology to public health practice and thinking, the major public health problems still facing most countries, and the social factors which contribute to illness and inequality.

**CMED9500****Epidemiology for Public Health**

Staff contact: *Prof John Kaldor*  
CP15 S1, S2 L3

Provides students with an understanding of the role of epidemiology as the quantitative science underpinning much of public health practice. Students will learn to use the basic methodological tools of epidemiology, such as statistics to measure disease frequency, skills to critically review literature and interpret epidemiologic studies, and their application in a wide variety of research contexts. Skills for measuring frequency of disease and testing for evidence of association between risk factors and disease will build on statistics learnt in Statistics for Public Health.

**HEAL9061****Statistics for Public Health**

Staff contact: *Ms Deborah Black*  
CP15 S1 L3

Provides an introduction to research methods and statistical techniques applicable to public health data. Statistical techniques will focus on data analysis of a single variable or linear relationships between two variables. In addition, students will learn to use SPSS for Windows to conduct statistical analyses on a set of data relevant to public health.

**MEED9012****Health Promotion**

Staff contact: *Ms Jan Ritchie*  
CP10 S1, S2 L2

Explores the meaning of health promotion and its role in the field of public health, and provides a forum for discussion on preventive approaches in health care. Students study a variety of approaches to promoting health and consider the benefits and disadvantages of each of these within an integrated framework.

**HEAL9751****Introduction to Management and Policy for Public Health**

Staff Contact: *Prof James Lawson*  
CP10 S1 L2

Provides students with an understanding of the broad range of factors that can affect public health policy development and implementation and which can influence how public health services are organised and managed. The subject extends students understanding of different approaches to developing and implementing public health policy and to organising and managing a unit within a public health service.

**Elective Subjects**

The second component comprises the elective subjects. There are over 70 subjects offered in the three schools at the University of New South Wales. In addition, students may enrol in electives which are offered by other Schools and Academic Units within the University of New South Wales, as well as subjects offered in the Department of Public Health at the University of Sydney (with special permission). Students may elect to undertake independent studies in any of the three schools, to learn about a particular area or subject matter of special interest which is

not offered in the formal program (CMED9100, HEAL9921, MEED9000).

Elective subjects undertaken through the School of Health Services Management by candidates in the MPH will be allocated a value of 10 credit points each.

The following elective subjects are offered in 1996:

| <b>School of Community Medicine</b> |   | <b>CP</b> |
|-------------------------------------|---|-----------|
| CMED9517                            | Advanced biostatistics & statistical computing                | 10        |
| CMED9625                            | Advanced research methods in health promotion                 | 10        |
| CMED9604                            | Alcohol & drug related problems                               | 10        |
| CMED9513                            | Applied epidemiology  | 10        |
| CMED9627                            | Audit & quality assurance in primary care*                    | 20        |
| CMED9518                            | Case studies in epidemiology                                  | 10        |
| CMED9603                            | Communicating & writing in health                             | 10        |
| CMED9609                            | Community genetics  | 10        |
| CMED9610                            | Community nutrition   | 10        |
| CMED9617                            | Community paediatrics   | 10        |
| CMED9519                            | Demography  | 10        |
| CMED9600                            | Disability  | 10        |
| CMED9612                            | Environmental health*   | 10        |
| CMED9619                            | Evaluation of primary health services                         | 10        |
| CMED9614                            | Genetic epidemiology  | 10        |
| CMED9602                            | Health & illness behaviour                                    | 10        |
| CMED9613                            | Health & public policy  | 10        |
| CMED9605                            | Health in developing countries                                | 10        |
| CMED9623                            | Health informatics in primary care                            | 10        |
| CMED9611                            | Health of the elderly   | 10        |
| CMED9621                            | HIV/AIDS challenging & changing health care systems           | 10        |
| CMED9626                            | Inequalities & health   | 10        |
| CMED9520                            | Introductory statistical computing & statistical epidemiology | 10        |
| CMED9624                            | Mass media in public health                                   | 10        |
| CMED9622                            | Prevention  | 10        |
| CMED9615                            | Primary health care   | 10        |
| CMED9620                            | Project management & evaluation in rural areas*               | 10        |
| CMED9607                            | Researching women's health                                    | 10        |
| CMED9608                            | Rural health studies*   | 10        |
| CMED9606                            | Women & health  | 10        |
| <b>School of Medical Education</b>  |   |           |
| MEED9107                            | Assessment of students  | 10        |
| MEED9124                            | Clinical teaching   | 5         |
| MEED9010                            | Community development   | 10        |
| MEED9111                            | Consultation process  | 10        |
| MEED9002                            | Continuing education - Independent studies                    | 10        |
| MEED9105                            | Educational planning  | 10        |
| MEED9102                            | Educational process in small groups                           | 10        |
| MEED9115                            | Educational selection   | 5         |
| MEED9113                            | Evaluation of instructors                                     | 10        |
| MEED9013                            | Influencing health beliefs & behaviours*                      | 10        |
| MEED9002                            | Information technology in education                           | 10        |
| MEED9103                            | Instructional design  | 10        |
| MEED9101                            | Learning and teaching   | 10        |
| MEED9112                            | Managing human resources in health                            | 10        |
| MEED9104                            | Organisation & management                                     | 10        |
| MEED9125                            | Planning, conducting, evaluating educational workshops        | 10        |
| MEED9129                            | Primary health care: Issues in implementation                 | 10        |



| <b>School of Medical Education (Cont)</b> |  | <b>CP</b> |
|---|--|-----------|
| MEED9122                                  | Primary health care:<br>Policies programs & perspectives | 10        |
| MEED9123                                  | Production of audio-visual materials                     | 10        |
| MEED9108                                  | Program evaluation & planned change                      | 10        |
| MEED9120                                  | Qualitative research methods in health<br>promotion      | 10        |
| MEED9127                                  | Research in education 1                                  | 10        |
| MEED9128                                  | Research in education 2                                  | 10        |
| MEED9126                                  | Self-directed learning                                   | 10        |
| MEED9106                                  | Teaching skills  | 10        |
| MEED9110                                  | Workshop in culture, subculture &<br>communication       | 10        |

#### **School of Health Services Management**

|          |   |    |
|----------|---|----|
| HEAL9071 | Accounting and financial management 1*                | 10 |
| HEAL9081 | Accounting and financial management 2*                | 10 |
| HEAL9041 | Health care systems*                                  | 10 |
| HEAL9351 | Health economics 1*                                   | 10 |
| HEAL9331 | Health services law 1*                                | 10 |
| HEAL9341 | Health services law 2*                                | 10 |
| HEAL9301 | Health services planning 1*                           | 10 |
| HEAL9461 | Management information systems*                       | 10 |
| HEAL9743 | Introduction to casemix*                              | 10 |
| HEAL9744 | Casemix accounting and funding*                       | 10 |
| HEAL9711 | Management of organisations*                          | 10 |
| HEAL9701 | Management of work*                                   | 10 |
| HEAL9381 | Policy studies*                                       | 10 |
| HEAL9811 | Sociology, ethics & health*                           | 10 |
| HEAL9511 | Special topic in health administration or<br>planning | 10 |

\* these subjects are also available in distance education mode

#### **Major Project**

The third component of the MPH course is the major project. The major project comprises in-depth study of a contemporary public health issue. Students are expected to demonstrate their ability to apply knowledge and skills gained in the course. It is normally undertaken in the third full-time (or part-time equivalent) session, that is, after completion of all core and elective subjects. Provisional topics for the (CMED9504, MEED9109, HEAL9971) major project will be determined in consultation with an academic advisor early in the course.

### **7360 Graduate Certificate In Health Services Management**

#### **GradCert**

The Graduate Certificate provides recognition to students who are limited to study for one session or one year only. It will be awarded to a candidate who has satisfactorily completed the program of study outlined below. If students make satisfactory progress they may apply, on a competitive basis, to enter the MHA or MHP. Should students be successful in obtaining entry to the MHA or MHP program they will be expected to complete the remaining eight Masters subjects successfully before they can be awarded a Masters degree. In this case students

will not be awarded the certificate, that is you cannot be awarded both the Graduate Certificate in Health Services Management and an MHP or MHA degree.

The Graduate Certificate is available on an internal and external basis (compulsory residential schools plus correspondence) and it may be undertaken on a part-time (two academic sessions or one year) or full-time (one academic session) basis.

#### **Sequence And Duration Of Course**

Candidates are required to satisfactorily complete four subjects. One subject must normally be taken from each of the four groups of subjects listed below, however, subject to the approval of Head of School or delegate, alternative programs of study may be considered.

| <b>1. Management Studies</b>                 |  | <b>CP</b> |
|--|--|-----------|
| HEAL 9701                                    | Management of Work (Session 2)   | 15        |
| HEAL 9711                                    | Management of Organisations<br>(Session 1)   | 15        |
| HEAL 9741                                    | Management of Health Services<br>(either Session 1 or)   | 15        |
| HEAL9621                                     | Nursing Administration<br>(Session 1)  | 15        |
| <b>2. Health Related Studies</b>             |  |           |
| HEAL 9421                                    | Public Health (Session 1)  | 15        |
| HEAL 9041                                    | Health Care Systems (Session 1)  | 15        |
| HEAL 9411                                    | Epidemiology (Session 1)   | 15        |
| HEAL 9811                                    | Sociology, Ethics and Health<br>(Session 2)  | 15        |
| HEAL 9381                                    | Policy Studies (Session 2)   | 15        |
| <b>3. Quantitative and Financial Studies</b> |  |           |
| HEAL 9011                                    | Quantitative Methods and Statistics<br>(Session 1)   | 15        |
| HEAL 9071                                    | Accounting and Financial Management 1 15<br>(Session 2)  |           |
| HEAL 9351                                    | Health Economics 1 (Session 2)   | 15        |
| <b>4. Health Service Studies</b>             |  |           |
| HEAL 9331                                    | Health Services Law 1 (Session 1)  | 15        |
| HEAL 9301                                    | Health Services Planning 1 (Session 2)   | 15        |
| HEAL 9371                                    | Research and Evaluation Methods<br>(subject to successful completion of<br>HEAL9411 or its equivalent) (Session 2) | 15        |
| HEAL 9111                                    | Quality Assurance for Health<br>Administrators (either Session 1 or 2)   | 15        |

#### **Qualifications For Admission**

1. Candidates will have been awarded a Bachelor's degree in an appropriate discipline from a recognised tertiary institution, and

2. Candidates will have a minimum of three years experience in health services of a kind acceptable to the School Admission Committee.

In exceptional cases an applicant who submits evidence of such other academic and professional qualifications may be admitted.

No credits, exemptions or advanced standing will be granted for the Graduate Certificate.

## Non-Award Students

Non-Award students enrolled on an external basis in subjects of the MHA, MPH or MHP degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at a residential school.

## Subject Descriptions

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

### HEAL3091

#### Long Term Care Administration

*Staff Contact: To be advised*

CP15 SS L2

**Note:** Not offered in 1996

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs.

### HEAL9011

#### Quantitative Methods and Statistics 1

*Staff Contact: Ms Deborah Black*

CP15 S1 L2

Collection, collation and analysis of data and the interpretation of statistical information for the purposes of health services management. The use of computers for these purposes. An introduction to statistical methods. The application of statistical methods to health planning and administration problems.

### HEAL9021

#### Health Services Statistics

*Staff Contact: Ms Deborah Black*

CP15 SS L2

*Prerequisite:* HEAL9011 or equivalent

**Note:** Not offered in 1996

The application of statistical methods to health planning and administration problems and other problems of direct relevance to the health care field.

### HEAL9031

#### Ethics of Resource Allocation

*Staff Contact: Ms Helen Lapsley*

CP15 SS L2

*Prerequisites:* HEAL9351 and HEAL9811, or equivalents

**Note:** Not offered in 1996

Management of scarce resources in relation to concepts of equity and justice. An examination of the ways in which choices are made, and the organisational structures which determine how, by whom and for whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues. Case studies which

demonstrate value judgements, ethical and economic conflicts and the determination of priorities.

### HEAL9041

#### Health Care Systems

*Staff Contact:*

*Ms Helen Lapsley (External)*

*Mr Ian Forbes (Internal)*

CP15 S1, S2 L2

Examination of the structure and function of health care systems with special reference to the Australian health care system: constitutional, economic and political environments within which health care systems operate; characteristics of institutional and noninstitutional care; expenditure, funding arrangements and systems of health insurance and the health workforce; current policy issues are reviewed.

### HEAL9051

#### Health Services Accounting

*Staff Contact: Mr Kevin Forde*

CP15 SS L2

**Note:** Not offered in 1996

Basic accounting theory with particular reference to hospitals and health service institutions; cash and accrual accounting systems, hospital fund accounting in theory and practice; formulation and use of operational and capital budgeting; the nature and use of cost data; accounting for planning and control, cost analysis and reporting formats.

### HEAL9061

#### Statistics for Public Health

*Staff contact: Ms Deborah Black*

CP15 S1 L3

**Note:** This is a core subject for Master of Public Health students.

Provides an introduction to research methods and statistical techniques applicable to public health data. Statistical techniques will focus on data analysis of a single variable or linear relationships between two variables. In addition, students will learn to use SPSS for Windows to conduct statistical analyses on a set of data relevant to public health.

### HEAL9071

#### Accounting and Financial Management 1

*Staff Contact: Mr Kevin Forde*

CP15 S2 L2

Introduction to double entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash based accounting

systems, utilisation of accounting records for the presentation and interpretation of profit and loss accounts, balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital specific fund accounting.

#### **HEAL9081**

##### **Accounting and Financial Management 2**

*Staff Contact: Mr Kevin Forde*

CP15 S2 L2

*Prerequisite:* HEAL9071 or equivalent

An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures; cost analysis and control; investment evaluation and discounted cash flow techniques; accounting for investment; cost allocation procedures. An overview of the 'subjectivity' of accounting numbers; political and financial pressures placed upon reporting and report formats. Alternative valuation techniques.

#### **HEAL9111**

##### **Quality Assurance for Health Administrators**

*Staff Contact: Ms Helen Lapsley*

CP15 S1 L2

*Prerequisite:* HEAL9041 or equivalent

An overview of quality assurance within the health care system, and of the development of quality assurance programs. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health service managers.

#### **HEAL9301**

##### **Health Services Planning 1**

*Staff Contact: Mr Ian Forbes*

CP15 SS L2

Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Techniques used in data collection, analysis and modelling for health planning. Analysis of environments external to health service organisations of a societal, political and health status nature. Assessment of organisations within service areas. Management skills appropriate for policy making, program evaluation and health services resource distribution.

#### **HEAL9311**

##### **Introduction to Organisation Behaviour**

*Staff Contact: Dr Anna Whelan*

CP15 SS L2

*Notes:* Not offered in 1996

Aims to encourage students to develop a greater understanding and analysis of behaviour in health organisations. Microlevel theories are covered from various organisational perspectives: psychology, sociology, political science, and anthropology. Topics include: values and attitudes; motivation, communication, leadership and power; group dynamics and conflict; organisational culture and decisionmaking.

#### **HEAL9331**

##### **Health Services Law 1**

*Staff Contact: Mr Philip Bates*

CP15 S1 L2

Review of the role of law in the professional practice of health services management administration, planning and public health; relationships and interactions between law, ethics and morality in the regulation of health services; study of selected areas of legal doctrinal rules and court procedure of special relevance to the health services including relevant material from the fields of international, public and private law.

#### **HEAL9341**

##### **Health Services Law 2**

*Staff Contact: Mr Philip Bates*

CP15 S2 L2

*Prerequisite:* HEAL9331 or equivalent

*Notes:* Not offered in 1996

Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations.

#### **HEAL9351**

##### **Health Economics 1**

*Staff Contact: Ms Helen Lapsley*

CP15 S2 L2

Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and nonpricing methods of allocation, welfare analysis, ethics of resource allocation, economic planning of health services, cost benefit evaluation, cost effectiveness analysis, economics of hospitals and economic impact of health insurance.

#### **HEAL9361**

##### **Physical Planning and Design**

*Staff Contact: Mr Ian Forbes*

CP15 SS L2

Planning processes applied to physical and environmental design. Regional, urban and local planning issues. Building design and building project management. Cost planning, network analysis and commissioning. Briefing, design and evaluation methods. Ergonomics and environmental psychology. Applications to health and welfare facilities. Administrative, medical and nursing policy implications.

#### **HEAL9371**

##### **Research and Evaluation Methods**

*Staff Contact: Dr Mary-Louise McLaws*

CP15 S1 (HK only) S2 L2

*Prerequisite:* HEAL9411 Epidemiology for Health Administrators and Planners or CMED9500 Epidemiology.

Special problems of health services research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; nonexperimental models; sample selection; questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability

of research evidence; research ethics; research and decisionmaking; policy issues.

#### **HEAL9381**

##### **Policy Studies**

*Staff Contact: Dr Pieter Degeling*

CP15 S2 L2

*Prerequisites:* HEAL9041, HEAL9711

*Corequisite:* HEAL9351

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Past topics have included: health care technology; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalised administration of health services; health policy issues in developing countries.

#### **HEAL9391**

##### **Health Services Strategic Management and Planning**

*Staff Contact: Mr Jeffrey Braithwaite*

CP15 S2 L2

What is strategic planning? What does it mean to manage strategically? How do health service organisations (or, more accurately, the people with in them) express their strategic intent? How can you plan for the future when the environment is so complex and change so rapid? We investigate strategy in the health services by examining the ideas, tools and techniques of the strategist. Topics discussed include strategic planning, strategic behaviour, marketing, leadership and the learning organisation.

#### **HEAL9401**

##### **Medical Care Organisation**

*Staff Contact: To be advised*

CP15 SS L2

*Prerequisite:* HEAL9311 or equivalent

**Note:** Not offered in 1996

Specific aspects of the organisation of medical care. Topics include: the administration and review of clinical work, participation of medical staff in planning and development of facilities and services, the integration of the function of health care personnel in both the administration and delivery of services, and accreditation of hospitals and other health service institutions.

#### **HEAL9411**

##### **Epidemiology for Health Administrators & Planners**

*Staff Contact: Dr Mary-Louise McLaws*

CP15 S1 L2

Principles and methods of epidemiologic investigation of both communicable and noncommunicable diseases including descriptive, analytic and experimental epidemiology. The epidemiology of acute chronic diseases, demography, determination of health status of a defined population, measurement of disease rates & interpretation. The uses of epidemiology in planning, operation and evaluation of interventions. Epidemiology of staff, hospital services, diagnostic & treatment services.

#### **HEAL9421**

##### **Public Health**

*Staff Contact: Prof James Lawson*

CP15 S1 L2

Distribution patterns and determinants of disease and disability with particular reference to diseases of major Australian concern. Preventive, treatment and rehabilitation strategies. The uses of epidemiology in the planning, operation and evaluation of health services.

#### **HEAL9431**

##### **Interpersonal Communication in Organisations**

*Staff Contact: To be advised*

CP15 SS L2

**Note:** Not offered in 1996

A theoretical and practical subject which aims to increase students' understanding of, and capacity to deal with, communication problems in organisations. Teaches students to improve their own communication skills by a series of communications exercises, role plays, simulations and games. Students are able to chart their progress with a checklist developed for the course.

#### **HEAL9441**

##### **Health Economics 2**

*Staff Contact: Ms Helen Lapsley*

CP15 SS L2

*Prerequisite:* HEAL9351 or equivalent

**Note:** Not offered in 1996

Builds on Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalisation, financing systems and incentives for efficiency, alternative economics and political economy of health services.

#### **HEAL9451**

##### **Workforce Planning**

*Staff Contact: to be advised*

CP15 SS L2

*Prerequisites:* HEAL9301 and HEAL9351, or equivalents

**Note:** Not offered in 1996

Systems approach to workforce planning in the health services. Task analysis as a workforce planning technique; career mobility; supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce.

#### **HEAL9461**

##### **Management Information Systems**

*Staff Contact: Ms Deborah Black*

CP15 S1 (HK only), S2 L2

Introduction to information systems. Use of information systems in the health system. Positive patient identification, clinical decisionmaking systems, pathology and investigatory services systems. Administrative systems including payroll, personnel and maintenance systems. Computerization of medical records and use of computers in quality assurance programs. Total health and hospital

information systems. Regional community health information systems.

#### **HEAL9471**

##### **Comparative Health Care Systems**

*Staff Contact: Ms Helen Lapsley*

CP15 SS L2

*Prerequisite:* HEAL9041 or equivalent

*Note:* Not offered in 1996

A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian, European and developing countries. The course discusses the respective roles of government and private enterprise, health workforce, organisational structures, financing, regionalisation and legislation.

#### **HEAL9481**

##### **Operations Research for Health Planning and Administration**

*Staff Contact: Ms Deborah Black*

CP15 SS L2

*Prerequisite:* HEAL9011 or equivalent

*Note:* Not offered in 1996

Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queuing, inventory, allocation, search and scheduling problems as they appear in a health services environment.

#### **HEAL9491**

##### **Organisational Analysis in Health Services**

*Staff Contact: Dr Pieter Degeling*

CP15 SS L2

*Prerequisite:* HEAL9311 or equivalent

*Note:* Not offered in 1996

Students conduct an analysis of one health organisation according to a specific organisational theory perspective (eg systems, contingency, administrative, action). The level of analysis is at the organisational level, and students are instructed in measurement, data collection and analysis of organisational attributes. This exercise forms a backdrop to discussions of key organisational issues relating to centralisation, complexity, uncertainty, and resource dependency etc.

#### **HEAL9501**

##### **Computing Techniques for Health Services Management**

*Staff Contact: Ms Deborah Black*

CP15 SS L2

*Prerequisite:* HEAL9011 or equivalent

*Note:* Not offered in 1996

Introduction to, and practice of, transferable skills for the utilization of personal computers in the workplace. The nature of tasks performed in statistical computing. The nature of computing systems, databases and programming languages. Use of SPSS and MINITAB. Introduction to NAG, IMSL and other advanced computing packages. BASIC and FORTRAN programming for 'one off' applications and interfacing packages. Largely conducted at terminals.

#### **HEAL9511**

##### **Special Topic in Health Administration or Planning**

*Staff Contact: To be advised*

CP15 SS L2

An occasional elective dealing with some aspect of health administration or planning, selected according to current demand and availability of local and visiting lecturers.

#### **HEAL9531**

##### **Fieldwork in Health Service Organisation**

*Staff Contact: To be advised*

CP15 SS L2

Supervised placement in health service organisation. Emphasis on students acquiring knowledge of organisation and departmental functioning, daytoday problems faced by health service managers.

#### **HEAL9611**

##### **Nursing Theory**

*Staff Contact: To be advised*

CP15 SS L2

Analysis of extant nursing theories for the purpose of synthesising coherent statements of philosophy of nursing services.

#### **HEAL9621**

##### **Nursing Administration**

*Staff Contact: To be advised*

CP15 SS L2

The relationship and interdependence of the structural and control aspects of nursing management is explored. Topics include staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with a range of topics; practical application of skills.

#### **HEAL9631**

##### **The Nurse Executive Role**

*Staff Contact: To be advised*

CP15 SS L2

The interdependent and collaborative aspects of health executive roles with particular emphasis on the nurse executive role. Concepts examined include: responsibility, authority, accountability. Professional development aspects, such as networking and mentoring, are integrated throughout the subject.

#### **HEAL9641**

##### **Nursing Research**

*Staff Contact: To be advised*

CP15 SS L2

*Prerequisites:* HEAL9011, HEAL9371 or equivalents

Topics include: critical analysis of research studies, writing a research protocol, the nursing administrator's role in developing strategies for utilizing research in practice.

#### **HEAL9651**

##### **Historical Trends in Nursing**

*Staff Contact: To be advised*

CP15 SS L2

The view of 'history as progress' in nursing is examined to enable the student to understand the past as a guide to present and future action. Theoretical positions originating from different perspectives are studied in an attempt to

challenge the conventional broadbrush approach to nursing history. Topics include: the influence of the Women's Movement and changing ideologies of nursing; comparative analyses of trends overseas.

#### **HEAL961**

##### **Current Issues in Nursing**

*Staff Contact: Dr Anna Whelan*

CP15 SS L2

Controversial issues involving the nursing profession are critically examined. Topics addressed include: minimal educational preparation, mandatory continuing education, nontraditional education, unionism vs professionalism, political action in the health arena, government involvement, clinical specialisation, cost effectiveness, consumer's rights, factors affecting nurses participation in the workforce, ethics in practice.

#### **HEAL9671**

##### **Politics, Policies and Power in Nursing**

*Staff Contact: To be advised*

CP15 SS L2

The concept of power is examined as it relates to the nursing profession's increasing involvement in health policymaking and politics. The impact of professional nursing organisations and representative nursing groups on government decisionmaking bodies in Australia is discussed. Strategies which promote the political acumen among nurses at various organisational levels are examined.

#### **HEAL9701**

##### **Management of Work**

*Staff Contact: Dr Anna Whelan*

CP15 S2 L2

Identifies the range of social, economic, political, industrial and technological factors which may influence the organisation of both work and workers. Analyses the interrelationships between the forms of work organisation and the experiences and responses of workers located in these settings. Develops knowledge and skills in implementing and critically evaluating techniques and methods which have been recommended for organising work and for managing responses of workers, including improving and assessing worker performance, designing work, introducing technology, and new management techniques such as Total Quality Management (TQM).

#### **HEAL9711**

##### **Management of Organisations**

*Staff Contact: Dr Pieter Degeling*

CP15 S1 L2

Examines current theories of organisation and management, and evaluates their applicability to management work in health care settings. Examines the relationship between theory and practice in managing organisations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in accomplishing organisational change and in constituting management control.

#### **HEAL9731**

##### **Industrial Relations in the Health Services**

*Staff Contact: Dr Anna Whelan*

CP15 SS L2

*Prerequisite: HEAL9701 or equivalent*

This subject is designed to extend the health service manager's knowledge of employer - employee relations in the health services workplace in Australia. The subject builds on theoretical frameworks introduced in Management of Work. It examines the framework of industrial relations in Australia, including development of the arbitral model, state intervention, labour law, trade unions, professional associations, and employer associations. It explores the development of personnel management in Australia including an assessment of current Human Resource Management, the diffusion of different management concepts in Australia including the 'new managerialism', and contemporary issues such as the flexibility thesis, quality improvement and enterprise bargaining.

#### **HEAL9741**

##### **Management of Health Services**

*Staff Contact: Prof James Lawson (HK), Mr Jeffrey*

*Braithwaite (External and Internal)*

CP15 S1 L2

The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organisation; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, rolemodelling and valuecritical analysis in the health service context.

#### **HEAL9743**

##### **Introduction to Casemix**

*Staff Contact: Prof George Palmer*

CP15 S2 L2

Diagnosis related groups (DRGs) and other casemix systems including their history, principles of construction and recent modifications including the Australian National DRGs (AN-DRGs). Problems in the use and interpretation of DRG data: the varying clinical and resource homogeneity of individual DRGs and the presence of outliers. Effects of errors in the coded medical record abstract data on DRG assignment; limitations imposed by the disease and procedure classification systems currently used. Future developments in the design of casemix systems.

#### **HEAL9744**

##### **Casemix Accounting and Funding**

*Staff Contact: Prof George Palmer*

CP15 S2 L2

The conceptualisation of hospital products as the diagnosis, treatment and care of specific patient groups. Casemix costing and traditional hospital costing. Alternative methods of casemix costing including clinical costing systems and cost modelling. The Yale Cost Model. Application of casemix costing results from individual hospitals. Alternative methods and models of using casemix for hospital funding purposes. Budgeting for clinical departments.

**HEAL9751****Introduction to Management and Policy for Public Health***Staff Contact: Prof James Lawson*

CP10 S1 L2

**Note:** This is a core subject for Master of Public Health students.

Provides students with an understanding of the broad range of factors that can affect public health policy development and implementation and which can influence how public health services are organised and managed. The subject extends students understanding of different approaches to developing and implementing public health policy and to organising and managing a unit within a public health service.

**HEAL9811****Sociology, Ethics and Health***Staff Contact: Dr Stephanie Short*

CP15 S2 L2

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include racism and migrant health, colonization and Aboriginal health; gender and health; bioethics, medical research; medical dominance; the body in medical discourse; madness and psychiatry.

**HEAL9821****Health and Society***Staff Contact: Dr Stephanie Short*

CP15 SS L2

**Prerequisite:** HEAL9811 or equivalent**Notes:** Not offered in 1996

This subject provides students with the opportunity to enhance their understanding of social research methodology and to learn about the social research process by undertaking a social research project.

**HEAL9921***Staff Contact: Dependent on the subject chosen*

CP15 SS

**HEAL9931****Project***Staff Contact: Dependent on the subject chosen*

CP30 S1 or S2 F

**HEAL9941****Project***Staff Contact: Dependent on the subject chosen*

CP15 F

**HEAL9951****Research Project A***Staff Contact: Dependent on the subject chosen*

CP15 F

**HEAL9961****Research Project B***Staff Contact: Dependent on the subject chosen*

CP15 S1 or S2

**HEAL9971****Dissertation (MPH)***Staff Contact: Dependent on the subject chosen*

CP45 S1 or S2 or F

**Faculty Electives****PROF0001****Professional Ethics***Staff Contact: Dr Damian Grace*

CP15 S1 HPW2

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

**PROF0002****Understanding Research***Staff Contact: A/Prof Jim Sockler*

CP15 S1 HPW2

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

**PROF0003****Qualitative Research Procedures***Staff Contact: To be advised*

CP15 SS HPW2

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

**Servicing Subjects****CMED9100****Independent Studies***Staff Contact: A/Prof Paul McNeill*

CP10

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore specific community health problems within their own communities or areas.

**CMED9500****Epidemiology for Public Health***Staff contact: Prof John Kaldor*

CP15 S1,S2 L3

**Note:** This is a core subject for Master of Public Health students.

Provides students with an understanding of the role of epidemiology as the quantitative science underpinning much of public health practice. Students will learn to use the basic methodological tools of epidemiology, such as statistics to measure disease frequency, skills to critically review literature and interpret epidemiologic studies, and their application in a wide variety of research contexts. Skills for measuring frequency of disease and testing for

evidence of association between risk factors and disease will build on statistics learned in Statistics for Public Health.

#### **CMED9513**

##### **Applied Epidemiology**

*Staff Contact: Dr Mary-Louise McLaws, A/Prof Robyn Richmond*

CP10 S2 L3

*Prerequisite: CMED9500 Epidemiology*

This subject builds on the Session 1 Epidemiology subject, using practical examples of the application of epidemiology in field settings. Themes will include the development and validation of measures for epidemiological studies, the conduct of research in practice, evaluation methods and the application of study designs in the real world, ethics of research, and acute epidemiological investigation.

#### **CMED9516**

##### **Introduction to Public Health**

*Staff contact: Prof Peter Baume*

CP10 S1 L2

**Note:** This is a core subject for Master of Public Health students.

Introduces students to the discipline of public health, focusing on the history of public health, the major contributions of epidemiology to public health practice and thinking, the major public health problems still facing most countries, and the social factors which contribute to illness and inequality.

#### **CMED9517**

##### **Biostatistics 2**

*Staff Contact: Dr Alan Stark*

CP10

*Prerequisite: CMED9514 Biostatistics 1*

Statistical design, analysis and reporting; a selection of topics from clinical trials and other controlled studies, nonexperimental studies, rates and proportions, multiway tables, analysis of covariance and repeated measures, multiple regression and other multivariate analysis, life tables and survival analysis. Students will analyse real data sets, including their own if desired, using SPSS software. Thorough individual instruction in the use of computers will be given in the laboratory.

#### **CMED9518**

##### **Case Studies in Epidemiology**

*Staff Contact: A/Prof John Kaldor*

CP10

Epidemiology has made a substantial contribution to public health policy and practice in a number of areas. The course will consider four areas of health (cancer, cardiovascular disease, hepatitis and screening for disease) and review the major epidemiological studies that have contributed to development of knowledge and in public health application in these areas. The emphasis of the course will be on substantive findings, and the role played by epidemiological methods.

#### **CMED9519**

##### **Demography**

*Staff Contact: A/Prof Ian Burnley*

CP10

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**

##### **Introductory Statistical Computing and Statistics in Epidemiology**

*Staff Contact: A/Prof Adrian Bauman*

CP10

Introduction to data entry, data transformations, and simple analyses using an IBM compatible PC. The statistical procedures taught in introductory biostatistics will be applied to real data entered into an appropriate data base. Statistical methods in epidemiology will examine the statistical properties of relative risk and odds ratios, adjustment of data without the use of multivariate models, sample size estimation, direct and indirect standardization of rates, and a descriptive introduction to the statistical concepts used in published epidemiological research.

#### **CMED9600**

##### **Disability**

*Staff Contact: Dr Hugh Dickson*

CP10

Epidemiology of disabling physical and mental conditions; the nature of disability and handicap (including developmental disability); perceptions of handicap; disabled persons' consumer movement and organisation; sociology of disability; social inequality and disability; rehabilitation; community and specialist rehabilitation services; relevant legislation, government services, special needs of disabled persons health accommodation and the physical environment, transport, work, income support, legal rights and public policy.

#### **CMED9602**

##### **Health and Illness Behaviour**

*Staff Contact: Mr Peter Trebilco*

CP10

Self-care, personal health action and help-seeking behaviour; attitudes and beliefs about health and illness; media influences and sources of health advice; the media and public health; coping with illness, stress, anxiety, loss or bereavement; the sick role; expectations of health care; counselling techniques; doctor-patient communication; psychological, social and ethnic factors influencing health behaviour; health education and promotion; community mental health; rehabilitation; concepts and strategies.

#### **CMED9603**

##### **Communications and Writing in Health**

*Staff Contact: Prof Peter Baume*

CP10

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: A/Prof Robyn Richmond*  
CP10

Concepts of drug dependence, including pharmacological aspects; management of these problems in primary care; rehabilitation programs, smoking cessation; weight control; social and psychological factors and their impact on the family; drug problems and their impact on the community; public health aspects; population indices and surveillance; control programs; legislation; law enforcement; medical and legal aspects of drug dependence.

**CMED9605****Health in Developing Countries**

*Staff Contact: Dr John Hirshman*  
CP10

Economic, demographic and epidemiological aspects; communicable diseases, for example, diarrhoea and parasitism, chronic diseases including mental health in the Third World context; maternal and child health; family planning; nutrition, and food and nutrition policy; breast feeding promotion; immunisation; water supply and environmental sanitation; organisation of health services; primary health care; health personnel training; health education; pharmaceutical problems; role of international and non-governmental agencies; self-reliance.

**CMED9606****Women and Health**

*Staff Contact: Dr Sue Irvine*  
CP10

Current issues relevant to the health of women, both consumer and provider perspectives. Common health risks facing women. Special needs in health and health care for particular populations of women. Traditional role of women as health carers, and the impact this has on health and health services. Short lectures, group discussions and student presentations. Assessment is a combination of marks given in written tutorial papers, end of session essay and group facilitation and class participation.

**CMED9607****Researching Womens Health**

*Staff Contact: Dr Sue Irvine*  
CP10

Examines the socio-cultural aspects of women's health. Emphasis will be on reading and critically examining recent social, behavioural science, public health and primary care literature. Case studies will be used to look at determinants of women's health, woman and health care systems, promoting women's health, and woman and disability.

**CMED9608****Rural Health Studies 1 (General Practice)**

*Staff Contact: Prof Mark Harris*  
CP10 X

**Notes:** External course, 4 tele-conferences, one 2-day workshop mid-term.

Examine roles, needs, and particular health and welfare issues of rural general practitioner services; explore methods for professional development of rural GPs; study public health issues of particular relevance to rural general practice; study data collection and analysis to help identify rural health problems, their management and prevention;

plan and evaluate the promotion of health, and prevention of disease through individual and community health education programs in rural communities.

**CMED9609****Community Genetics**

*Staff Contact: Dr Lawrence Lai*  
CP10

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: A/Prof Heather Greenfield*  
CP10

Introduction to nutrition and health; increasing interest in nutrition by population in general, epidemiological evidence of nutrition-related diseases and the increasing cost of treating these diseases, and common nutrition-related health disorders in the Australian community; various nutritional assessment techniques; nutrition information versus misinformation; location and utilisation of nutrition resources; recommendations about nutrition by instrumentalities such as the Health For All Taskforce and the Better Health Commission.

**CMED9611****Health of the Elderly**

*Staff Contact: Dr Raja Salgado*  
CP10

Demography of ageing; epidemiology of health, illness and disability in an ageing population; 'aged persons' perspectives; gerontology - biological, sociological and psychological perspectives; problems and special needs of an ageing population; health maintenance; health policy for an ageing population; health services; institutional care; community and domiciliary services; non-government organisations; poverty; community attitudes; accommodation; income support; social and ethical issues.

**CMED9612****Environmental Health**

*Staff Contact: Dr John Frith*  
CP10

To introduce the principles of epidemiology, particularly in reference to environmental risk factors of disease and in reference to such principles as incidence and prevalence, aetiology and risk factors, epidemics and endemics, and primary, secondary and tertiary prevention of disease. In particular, it deals with environment and disease, radiation, chemical, hazards, air and water pollution, biological hazards, urban environment, ecology, ecosystems and interdependence and how these factors affect health, public health issues related to sustainable development.

**CMED9613****Health and Public Policy**

*Staff Contact: Prof Peter Baume*  
CP10

The subject deals with 'health' debate over time, elements of health policy, health outcomes and international comparisons. Health in the Federal System, systematic development of health outcomes, stakeholders, program cycle, work of a Minister for Health, discussion of means and ends, Cabinet Government and health policy, concepts and strategies.

**CMED9614****Genetic Epidemiology**

*Staff Contact: Dr Alan Stark*  
CP10

Introduction to the study of the interaction of environmental and genetic determinants of diseases; 'simple' Mendelian, polygenic and multifactorial models of disease causation and corresponding patterns of distribution; estimation of genetic parameters; methods of discriminating between models, including recognition of genetic heterogeneity, linkage analysis, segregation analysis, path analysis, the design and interpretation of twin and family studies, 'cohort of genealogies' technique; calculation of risks; effects of genetic intervention; progress of research into diseases such as diabetes and schizophrenia; computing techniques.

**CMED9615****Primary Health Care**

*Staff Contact: Prof Mark Harris*  
CP10

The subject provides an overview of primary care in Australia and the application of the PHC approach to Australia and other developed countries. Topics to be covered include, primary care and PHC in Australia, primary medical care and family practice, primary nursing care and generalist community nursing, integration of Community Health Services, healthy cities, self help groups and self care, health promotion, surveillance/monitoring in primary care, advocacy/community development, aboriginal health, community participation.

**CMED9618****Public Health and Ethics**

*Staff Contact: A/Prof Paul McNeill*  
CP10

Principles and theories of medical ethics are examined in relation to current ethical issues in medicine and community health. Topics include ethical issues in: artificial birthing techniques; resource allocation; termination of life sustaining treatment; drug and alcohol provision and treatment; human experimentation and epidemiological research; aboriginal health care research and delivery; and accountability of health professionals.

Reading is required in preparation each week. The subject is conducted by seminar in which invited speakers give a brief presentation and students contribute from their reading. Assessment is based on student presentation on 2 or 3 of the seminar topics and an end of session essay.

**MEED9001****Independent Studies**

*Staff Contact: Ms Jan Ritchie*  
CP5

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore solutions to specific educational problems within their own institutions or disciplines.

**MEED9010****Community Development**

*Staff Contact: Ms Jan Ritchie*  
CP10 S2 L2

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation, and the assessment of community health needs.

**MEED9012****Health Promotion**

*Staff Contact: Ms Jan Ritchie*  
CP10 S1, S2 L2

Explores the meaning of health promotion and its role in the field of public health, and provides a forum for discussion on preventive approaches in health care. Students study a variety of approaches to promoting health and consider the benefits and disadvantages of each of these within an integrated framework.

**MEED9013****Influencing Health Beliefs and Health Behaviours**

*Staff Contact: Ms Jan Ritchie*  
CP10 S2 L2

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

**MEED9014****Communication and Educational Skills for****Community Health Workers**

*Staff Contact: Ms Jan Ritchie*  
CP10 S2 L2

Emphasis on the specific communication and education skills required by health professionals working in community settings. Application of small group teaching and experiential learning approaches including interactive experiences, simulations, role plays, problem-solving exercises and opportunistic teaching methods.

**MEED9101****Learning & Teaching**

*Staff Contact: Dr Magnus Stiernborg*  
CP10 S1 L2

Focuses on the conditions which are necessary for learning and the responsibilities these imply for teaching. Stages of the process are outlined and the important factors in

learning are developed within this framework. Problem-based, involving participation in workshops organised around common problems in teaching and learning. Integrates with MEED9013.

#### **MEED9102**

##### **Educational Processes in Small Groups**

*Staff Contact: Mr Alan Hodgkinson*  
CP10 S1 L2

How people operate as members and leaders of groups; conditions underlying effective group work in educational planning, teaching and learning, and the provision of health care; basic concepts of group structure. Stress on experiential learning, observation of group process, improving skills in facilitating group learning and designing appropriate learning activities.

#### **MEED9103**

##### **Instructional Design**

*Staff Contact: Dr Pat Youngblood*  
CP10 S1 L2

Application of skills and knowledge gained in MEED9101 to the design of instruction for various learning environments in the health field. Students learn to analyse a teaching problem, identify and classify learning outcomes, write learning objectives, select appropriate instructional and assessment strategies, and evaluate the effectiveness of instruction. Classes are organised as a series of workshops addressing the steps in the design process, including analysis, design, development and evaluation.

#### **MEED9104**

##### **Organisation And Management For Health Personnel Education**

*Staff Contact: Prof Arie Rotem, Mr Alan Hodgkinson*  
CP10 S1 L2

Students critically examine existing organisational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organisations and the effect of organisations on their individual performance. Description and analysis of participants' own organisations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

#### **MEED9105**

##### **Educational Planning**

*Staff Contact: A/Prof Raja Bandaranayake, Dr Pat Youngblood*  
CP5 S2

**Note:** Subject runs over 7 weeks as 2 hour classes

Builds on the competency based model in instructional development introduced in MEED9103 but looks at alternative approaches to curriculum planning; considers the factors leading to developments in curricula for the health professions, and the methods by which changes have been introduced. Emphasis on a number of institutional case studies from different health professions; the processes used in making decisions between curriculum options for new courses and in introducing changes into existing courses.

#### **MEED9106**

##### **Teaching Skills**

*Staff Contact: Ms Leah Bloomfield*  
CP10 S1 L2

The practical aspects of teaching methods. Problems experienced by the candidates in their own situations. Certain theories and principles of learning as they apply to the various teaching methods studied. Emphasis is on microteaching (reinforcement, questioning, explaining).

#### **MEED9107**

##### **Assessment Of Students**

*Staff Contact: A/Prof Raja Bandaranayake*  
CP10 S2 L2

The process, scope and purpose of educational evaluation. The place of student assessment within the curriculum and the concept of measurement and its requisites, leading to a review of the different types of assessment commonly used by participants to assess student learning in all its domains. The practical aspects of the designing, administration and scoring of such assessments, and attempts to identify ways of improving such procedures. The assessment of clinical performance on prescribed tasks, on tasks involving judgement, and in clinical practice involving priorities, management and responsibility. The utilization of test scores and other assessment data in educational decision-making.

#### **MEED9108**

##### **Program Evaluation And Planned Change**

*Staff Contact: Prof Arie Rotem*  
CP10 S2 L2

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

#### **MEED9110**

##### **Workshop In Culture, Subculture And Communication**

*Staff Contact: Dr Robert Pigott*  
CP10 S1 L2

Introduction to the complexities of communicating across cultural and subcultural barriers in a world now increasingly composed of multicultural societies; and to the emerging role of intercultural communication skills in promoting health, preventing and treating disease, and managing health systems. The course embraces theoretical learning and is designed to offer students an intellectual and intuitive feeling for the subject that will have immediate practical use.

#### **MEED9111**

##### **Consultation Process**

*Staff Contact: Prof Arie Rotem*  
CP10 S2 L2

**Recommended Prerequisite:** MEED9104 or equivalent

**Corequisites:** MEED9108, MEED9113, MEED9112

**Note:** An Academic Elective

The subject is designed to introduce concepts and practical approaches used by consultants in the development of organisations, programs, teams and individuals. The subject will focus on the internal process of change as well as on 'third party' interventions.

**MEED9112****Management Of Human Resources In Health***Staff Contact: Mr Alan Hodgkinson*

CP10 S2 L2

*Recommended Prerequisite:* MEED9104 or equivalent  
*Corequisites:* MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.

**MEED9113****Evaluation Of Instructors***Staff Contact: Ms Leah Bloomfield*

CP10 S2 L2

This seminar pertains to concepts, research and development in the evaluation of instructors. Emphasis on the methods by which evaluative feedback could be provided and used for the purpose of improvement of instruction. It is expected that candidates would acquire skills in the design and use of evaluation instruments which are effective in improving instruction.

**MEED9115****Educational Selection***Staff Contact: Dr Catherine Berglund*

CP05 S2 L1

**Note:** An Academic Elective

Considerable interest is expressed by the health professions in the process of selecting students. Complaints are often directed to such shortcomings as the lack of willingness of graduates to work in rural areas, the inclination of students to seek 'spoon feeding', the inability of students to relate to patients, the poor science background of students etc. this elective examines the extent to which solutions to these problems can realistically be expected from improved selection.

**MEED9120****Qualitative Research Methods In Health Promotion***Staff Contact: Ms Jan Ritchie*

CP10 S1 L2

*Prerequisites:* MEED9012 Health Promotion or equivalent, CMED9127 Research in Education I or equivalent

This subject focuses on issues and methods in qualitative research in health promotion and public health. It is offered to those wishing to undertake their major projects using qualitative methods.

**MEED9121****Large Group Teaching***Staff Contact: A/Prof Raja Bandaranayake*

CP10 S2 L2

**Note:** An Academic Elective

The process of explaining considered central to large group teaching; analysis of this process, dealing with the qualities and components of effective explaining. The types of lectures ranging from didactic to inductive, and the various ways in which lectures are structured, leading to an examination of the relationship between lecturing and alternatives to lectures.

**MEED9122****Primary Health Care***Staff Contact: Ms Jan Ritchie*

CP10 S1 L2

The concept of primary health care and its emergence as the priority health care approach in developing countries. Emphasis on the training implications of primary health care programs together with different definitions of the concept including the role of primary health care in social and economic development, and its relationship to existing health care systems.

**MEED9123****Production Of Audio-Visual Material***Staff Contact: Ms Leah Bloomfield*

CP10 S1, S2 L2

The use of audio visual materials and equipment; production of software (transparencies, slides, film, videotape and audiotape); principles guiding the selection of teaching aids for self-paced learning, teaching in small groups and large group presentation. A major requirement for assessment is the selection and preparation of instructional media appropriate to a specific teaching situation in the participant's base institution.

**MEED9124****Clinical Teaching***Staff Contact: Dr Peter Harris*

CP05 S1, S2

**Note:** Subject runs over 7 weeks as 2 hour classes

Drawing upon real life clinical practice and observing teaching sessions of their own, their peers and others, participants have the opportunity to explore the nature of clinical teaching and learning in selected programs, and to identify ways of improving teaching skills and maximising students' learning. Research in clinical teaching and its relation to both educational theory and to current practice.

**MEED9125****Planning, Conducting and Evaluating Educational Workshops***Staff Contact: A/Prof Raja Bandaranayake*

CP10 S1 L2

In an attempt to develop their skills in all aspects of conducting workshops, participants are guided to formulate a plan for workshop for their colleagues in an important educational area, with opportunity to practise various techniques for enhancing active participation, and subsequently to conduct the workshop, evaluate its process and outcomes, and report on it.

**MEED9126****Self-Directed Learning and Self Instruction***Staff Contact: Ms Leah Bloomfield*

CP10 S2 L2

Options which are available for the teacher to assist students to develop skills in self education. Requires students to undertake self directed study and to negotiate a learning contract with the instructor. Topics may include: adapting instruction to individual differences, principles and practices of self instruction, applying self directed learning in traditional courses, and contexts for informal learning such as continuing education, in-service training and distance education.

**MEED9127****Research in Education for the Health Professions 1***Staff Contact: Dr Magnus Stjernborg*

CP10 S1 L2

Enables participants to become aware of 'ways of knowing', in general, and of the scientific method in particular. Different methods of educational research examined in depth so that the method(s) most appropriate to given research problems can be selected. Participants develop skills in evaluating research papers exemplifying the different methods.

**MEED9128****Research in Education for the Health Professions 2***Staff Contact: Dr Magnus Stjernborg*

CP10 S2 L2

*Prerequisite: MEED9127 or equivalent**Note: An Academic Elective*

Raises awareness of current research interests in education for each of the health professions from which participants come and of the problems encountered in conducting an educational research project. Participants are expected to plan, conduct and report a pilot project in education.

**MEED9129****Primary Health Care: Issues in Implementation***Staff Contact: Ms Jan Ritchie*

CP10 S2 L2

*Prerequisite: MEED9122 Introduction to Primary Health Care or evidence of substantial prior experience in primary health care work.*

This subject guides participants through a detailed analysis of both the theory and the practice of implementing Primary Health Care programs. Problems and issues encountered in implementation are examined and practical solutions explored. The course is designed for health professionals who have had some prior exposure to the concepts and practice of Primary Health Care, and draws upon relevant case studies for the analysis.

**MEED9302****Learning in Small Groups***Staff contact: Dr Peter Harris*

CP10 S1, S2 or S3

The course covers the processes of learning in small groups, group formation and changing roles and relationships within groups, diagnosis and management of problems and conflict within the group, effectiveness in handling tasks and making effective decisions, team building, support, leadership of working groups, innovation by group, assessment of group performance. Assignments include study of the development of the group, and the emergence of effective leadership.

**MEED9303****Clinical Practice as a Discipline***Staff contact: Dr Peter Harris*

CP10 S1, S2 or S3

This course explores the nature of professional expertise within clinical practice as a skilled discipline within the streams of general and specialist medical practice and within nursing and the therapies. Subject matter includes the varieties of working knowledge (applied knowledge, strategic knowledge, intuitive knowledge, local, situational

knowledge, predictive and decision making knowledge, people management knowledge and judgment), of skills in managing logical processes and skills in managing people and procedures. The course also analyses the profession's philosophy, the professional's tasks, roles and responsibilities, and the perspectives and expectations within the health system and community. Assignments are expected to contribute to the understanding and development of the discipline in each health profession.

**MEED9304****Learning Clinical Reasoning***Staff contact: Mr Phillip Godwin*

CP15 S1, S2 or S3

The medical stream covers teaching of the steps in the clinical process, inductive and deductive strategies, data collection and its flaws, the reliability of clinical evidence, intuition and clinical memory, investigation and sufficiency of evidence, strength of clinical and investigational evidence, interpretation and misinterpretation, logical processes in clinical inference and plausibility of diagnosis, and the utility of expert systems and computer-aided diagnosis. For the nursing stream the course diverges to cover the reasoning called upon within different clinical units. Assignments include the study of clinical reasoning in the candidate's setting.

**MEED9305****Clinical Supervision***Staff contact: Dr Peter Harris*

CP10 S1, S2 or S3

This course deals with the processes of teaching motor skills, the stages of moving from novice to expert, the development of judgment, varying aptitude, scaffolding of supervision of practice, and self assessment of habitual performance. The course also deals with the observation and monitoring of daily activities, of supervised practice, of the range of roles and relationships of mentors to their trainees, of effective methods of feedback, and of learning a range of skilled behaviours in instructing, supervising, guiding and counselling. Assignments include study of the development of a procedural skill and skilled performance within the candidate's setting.

**MEED9307****Exploring Clinical Ethics***Staff contact: Dr Catherine Berglund*

CP10 S1, S2 or S3

This course guides the learner through the major ethical principles affecting clinical choices using a large array of contemporary clinical issues. The course is based on posing questions and search for answers.

Ethicists differ in the way they search for answers. Not all believe that there is one truth to find. Many believe that the 'truth' depends on the context, or situation, or on the relative importance of opposing values. This course attempts to hear 'many voices' not only from ethicists and clinicians but from law, religion, administration and lay media. Ethicists themselves range across a spectrum from 'You should....' (duty based deontologists) to 'It depends....' (situationists). The subjects aims to bring out that range. Assignments utilise consultations to explore ethical principles and their implications in the clinical setting.

**MEED9308****Learning Clinical Decision Making**

*Staff contact: Mr Phillip Godwin*  
CP10 S1, S2 or S3

The medical stream deals with quantitative and qualitative aspects of decision making, management options, ambiguity and sufficiency of evidence at the test-treatment threshold, identification of possible outcomes, calculation of probabilities and utilities for each outcome, structuring with decision analysis, elicitation of patients' preferences, configuration of trade-offs and sensitivity analysis, influences operating in the context and in the personal psychology of doctor and patient, defensibility of decisions, and judgment in making choices under uncertainty. The nursing stream diverges at many points to cover the particular decisions required of the clinical nurse. Assignments include the analysis of a number of decision processes in the candidate's setting.

**MEED9309****Assessing Clinical Performance**

*Staff contact: Dr Peter Harris*  
CP10 S1, S2 or S3

This course covers the purposes, location, criteria, methods, timing, frequency, scoring methods and formats, and training of examiners to achieve consistency. The course includes development of assessments undertaken by self, peers, other health workers and patients. The course also addresses issues of judgment of others, and of innovation in developing accurate estimates of practical ability. Assignments include the study of performance assessment, and development of approaches to formative assessment.

**MEED9311****Patient and Family Education**

*Staff contact: Ms Jan Ritchie*  
CP10 S1, S2 or S3

This course deals with understanding the health and illness beliefs of patients, their family and their culture, and the factors supporting continuation of particular health behaviours. The course studies coping strategies and mobilization of the patient's and family's adaptive resources in rehabilitation of social function, the methods and skills needed for persuasion to comply with a treatment regimen and to cease self-destructive behaviours. Assignments include evaluation of attempts to improve patient compliance and informed family support for the patient.

**MEED9312****Research Into Clinical Education**

*Staff contact: Dr Catherine Berglund*  
CP10 S1, S2 or S3

The module takes participants through many of the planning stages of research. The final project is to write a grant application for a research project in clinical education. This process involves the consideration of research questions, research paradigms, measures and interpretation. The social context of research is covered, as is the process of dissemination of research findings.

**MEED9313****Planning Educational Programs**

*Staff contact: Mr Phillip Godwin*  
CP10 S1, S2 or S3

This course deals with the planning, implementation and evaluation of graduate and continuing educational programs, including educational workshops, beginning with identification and clarification of needs, helping adult learners with self-diagnosis of defects, designing instruction and choosing methods of presentation, linking new scientific ideas with the clinical working knowledge and strategies of practitioners, evaluating the effectiveness of programs, and undertaking research into continuing education. Assignments include the planning of an education program appropriate to the candidate's area.

**MEED9314****The Ward (or Office) as a Social and Learning Environment**

*Staff contact: Dr Catherine Berglund*  
CP10 S1, S2 or S3

This course uses the clinical setting of the ward, or the office, or the clinic as the unit of study of the formal and informal communication and management processes, professional role definition and socialisation into sub-cultural belief patterns, sharing of decision making, expectations and stresses, coping strategies and stress management, analysis of social pathology, relation between task and maintenance functions and the resolution of conflict, staff job satisfaction and turnover, and effectiveness for learning. Assignments include a report on the candidate's working environment.

**MEED9315****Clinical Teaching**

*Staff contact: Dr Peter Harris*  
CP15 S1, S2 or S3

The course includes the planning and conduct of clinical teaching programs, preparation of the learners including assessment of the learner's readiness, learning of manual skills on simulated patients, management of the learning environment, briefing before patient encounter, demonstration of skills, perceptual skills in data collection, debriefing and reflection on the clinical encounter, explication of the clinical experience, in terms of available theory, translation of professional knowledge into working knowledge, and forward planning of reading and further practice. The course also deals with the micro-skills of listening, questioning, probing and challenging, demonstrating, and involving the patient and other staff. Assignments include the study of the candidate's clinical teaching and the study and practice of clinical microskills.

**MEED9316****Learning Consulting Skills**

*Staff contact: Dr Peter Harris*  
CP15 S1, S2 or S3

The medical stream deals with the identification and learning of consulting skills in communicating with patients, families and colleagues, in clarifying illness problems, in acquiring accurate information, interpreting evidence and diagnosing disease, in handling ambiguity and uncertainty, in referral to others and in negotiating trade-offs among management options. Differences between generalist and specialist tasks and contexts will be explored. Consulting

skills in the nursing stream parallel these, but with differing responsibilities in assessment and patient care. Assignments include study of communication and management skills in the candidate's setting.

#### **MEED9317**

##### **Clinicians as Managers**

*Staff contact: Mr Phillip Godwin*

CP10 S1, S2 or S3

This subject focuses on the role of clinicians in the management of health and education programs. It aims to encourage review of organisational and management issues which influence the performance of clinical units. The material includes identification of the functions of management, the typical challenges faced by clinicians as managers, their contribution to leadership and team development, their role in planning, evaluation and their management of change. The assignments in this subject will require a step by step review of the way activities and programs are managed to improve the effectiveness and efficiency of the organisational unit under study. Participants will be required to reflect on their performance as managers in tasks such as setting goals, organising, delegating, supervising and supporting staff development.

#### **MEED9351**

##### **Independent Study**

*Staff contact: Dr Peter Harris*

CP05 S1, S2 or S3

#### **MEED9352**

##### **Independent Study**

*Staff contact: Dr Peter Harris*

CP10 S1, S2 or S3

#### **MEED9353**

##### **Independent Study**

*Staff contact : Dr Peter Harris*

CP15 S1, S2 or S3

#### **MEED9354**

##### **Independent Study**

*Staff contact: Dr Peter Harris*

CP20 S1, S2 or S3

Candidates may contract to undertake an independent study on a particular field of interest or clinical educational research. The number of credit points may range from one to four, according to the size of the independent study.





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# School of Information, Library and Archive Studies

## Kensington Campus

### **Head of School**

Dr Helen Jarvis

### **Administrative Officer**

Mr Ray Locke

The School of Information, Library and Archive Studies offers graduate programs leading to the awards of Doctor of Philosophy (PhD), Master of Archives Administration (MArchivAdmin) by research, Master of Librarianship (MLib) by research or course work, the Master of Information Management-Archives/Records, the Master of Information Management-Librarianship, the Graduate Diploma in Information Management-Archives/Records (GradDipIM-Archiv/Rec) and the Graduate Diploma in Information Management-Librarianship (GradDipIM-Lib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

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## Graduate Study

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### Course Outlines

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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.

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#### **Master of Archives Administration**

The conditions governing the award of the degree of Master of Archives Administration by research are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.

**2985****Master of Archives Administration (by Research)****Master of Archives Administration  
MArchivAdmin**

In addition to the thesis which represents 75 percent of the requirements, each candidate must complete the following two subjects to be taken in one year.

|                  |  | CP |
|------------------|--|----|
| <i>Session 1</i> |  |    |
| LIBS0808         | Archival Development Project Proposals | 15 |
| <i>Session 2</i> |  |    |
| LIBS0806         | Issues in Archival Development         | 15 |

**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 120 credit points. Subjects may be chosen from those offered in the General program and those offered in the Library Management and Information Science programs. Up to 30 credit points 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 subjects to the value of 30 or 15 credit points 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 appropriate credit point value. 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.

|                               |  | CP |
|-------------------------------|--|----|
| <i>Session 1 or Session 2</i> |  |    |
| LIBS0830                      | Bibliographic Control  | 15 |
| LIBS0833                      | Seminar in the History of the Book                             | 15 |
| LIBS0836                      | Seminar in Bibliometric and Scientometric Indicators           | 15 |
| LIBS0838                      | Preservation Administration                                    | 15 |
| LIBS0842                      | Evaluation and Performance Measurement in Information Agencies | 15 |
| LIBS0843                      | Special Topic in Library and Information Science               | 15 |
| LIBS0844                      | Project Seminar  | 15 |
| LIBS0845                      | Information Technology in Asia                                 | 15 |
| LIBS0846                      | Information Sources and Online Searching                       | 15 |
| LIBS0847                      | Marketing of Library and Information Services                  | 15 |
| LIBS0902                      | Project Report (Minor)   | 15 |
| <i>Full Year</i>              |  |    |
| LIBS0901                      | Project Report (Major)   | 30 |

**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 specialisation beyond the basic professional level. In addition to a general course of study for this degree there is a course for those who wish to specialise in Library Management and a course for those who wish to specialise in Information Science. There may be occasional field excursions at times to be arranged.

**2980****Master of 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.

|                  |                                   | CP |
|------------------|-----------------------------------|----|
| <i>Session 1</i> |                                   |    |
| LIBS0807         | Research Methods in Librarianship | 15 |
| <i>Session 2</i> |                                   |    |
| LIBS0805         | Issues in Librarianship           | 15 |

CP

## 8921 Master of Librarianship (by Formal Course Work) Full-time §

### Master of Librarianship MLib

#### Library Management

| Session 1 |  | CP |
|-----------|--|----|
| COMM5901  | Commerce Elective*                             | 15 |
| LIBS0807  | Research Methods in Librarianship              | 15 |
| LIBS0811  | Library and Information Services Management 1  | 15 |
| LIBS0815  | Economics of Information Systems S1            | 10 |
| <br>      |  |    |
| Session 2 |  |    |
| LIBS0805  | Issues in Librarianship                        | 15 |
| LIBS0812  | Library and Information Services Management 2* | 15 |
| LIBS0816  | Information Processing Technology              | 10 |
| <br>      |  |    |
| Full Year |  |    |
| LIBS0901  | Project Report (Major)**                       | 30 |

or  
Session 1 or Session 2  
Electives\*\* 30

§ One year program.  
\* This subject is undertaken within the Master of Commerce degree program.  
\* Prerequisite LIBS0811.

\*\* Students may choose either LIBS0901 or electives to the value of 30 credit points, 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

| Year 1     |   |    |
|------------|---|----|
| Session 1  |   |    |
| COMM5901   | Commerce Elective*                            | 15 |
| LIBS0811   | Library and Information Services Management 1 | 15 |
| Elective** |   | 15 |

| Session 2  |  |    |
|------------|--|----|
| LIBS0812   | Library and Information Services Management 2* | 15 |
| Elective** |  | 15 |

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

\* Prerequisite LIBS0811.

| Year 2    |                                   |    |
|-----------|-----------------------------------|----|
| Session 1 |                                   |    |
| LIBS0807  | Research Methods in Librarianship | 15 |
| LIBS0815  | Economics of Information Systems  | 10 |
| <br>      |                                   |    |
| Session 2 |                                   |    |
| LIBS0805  | Issues in Librarianship           | 15 |
| LIBS0816  | Information Processing Technology | 10 |
| <br>      |                                   |    |
| Full Year |                                   |    |
| LIBS0901  | Project Report (Major)**          | 30 |

\*\* Students may choose either LIBS0901 or electives to the value of 30 credit points, 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.

| Year 1     |                                   |    |
|------------|-----------------------------------|----|
| Session 1  |                                   |    |
| LIBS0815   | Economics of Information Systems  | 10 |
| LIBS0823   | Files and Database Systems        | 15 |
| Elective** |                                   | 15 |
| <br>       |                                   |    |
| Session 2  |                                   |    |
| LIBS0816   | Information Processing Technology | 10 |
| Elective** |                                   | 15 |

| Year 2    |  |    |
|-----------|--|----|
| Session 1 |  |    |
| LIBS0820  | Diffusion and Dissemination of Information | 10 |
| LIBS0821  | Human Computer Interface Design+           | 15 |

|  |   | CP | Electives*   | CP   |    |
|--|---|----|--|--|----|
| <b>Session 2</b>   |   |    | <b>Session 2</b>   |  |    |
| LIBS0817   | Information Storage and Retrieval Systems | 15 | ILAS0307   | Special Research Project                         | 10 |
| LIBS0822   | Operations Research                       | 15 | ILAS0308   | Laboratory in Conservation of Research Materials | 10 |
|  |   |    | ILAS0309   | Care and Management of Special Collections       | 10 |
| <b>Full Year</b>   |   |    |  | Oral History                                     | 10 |
| LIBS0901   | Project Report (Major)**                  | 30 | ILAS0311   | Advocacy, Public Programs and Outreach           | 10 |
|  |   |    | ILAS0312   |  |    |
| <i>* Prerequisite LIBS0823.</i>  |   |    |  |  |    |
| <i>** Students may choose either LIBS0901 or electives to the value of 30 credit points, which can be other MLib degree subjects or graduate subjects offered by another school or department.</i> |   |    |  |  |    |
| <i>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.</i>      |   |    | ILAS0314   | Managing Photographs                             | 10 |
|  |   |    | ILAS0318   | Managing Moving Images                           | 10 |
|  |   |    | ILAS0319   | Primary Source Research Processes and Analysis   | 10 |
|  |   |    | ILAS0322   | Archive History                                  | 10 |
|  |   |    | ILAS0323   | Sources For Context Analysis                     | 10 |
|  |   |    | <i>* Two elective subjects can be chosen in the second session of full-time study.</i> |  |    |

## 5602

## Graduate Diploma in Information Management-Archives/Records (Full-time)

Graduate Diploma in Information Management-Archives/Records  
GradDipIM-Archiv/Rec

## Common Core

|                  |   |    |
|------------------|---|----|
| <b>Session 1</b> |   |    |
| ILAS0101         | Information Technology: Access Systems, and Resources | 10 |
| ILAS0103         | Communication and Information in Society              | 10 |
| ILAS0104         | Management for Information Professionals              | 10 |
| <b>Session 2</b> |   |    |
| ILAS0102         | Information Systems: Analysis, Design and Management  | 10 |

## Whole Year

|         |                        |    |
|---------|------------------------|----|
| LAS0105 | Information in Context | 10 |
|---------|------------------------|----|

## Archives Core

|                  |  |    |
|------------------|--|----|
| <b>Session 1</b> |  |    |
| ILAS0301         | Record-Keeping Principles and Structures | 10 |
| ILAS0302         | Archives/Records Control Principles      | 15 |
| ILAS0303         | Archives/Records Accessibility           | 10 |
| <b>Session 2</b> |  |    |
| ILAS0304         | Archives/Records Disposal and Storage    | 15 |

## Whole Year

|          |  |    |
|----------|--|----|
| ILAS0305 | Issues/Problems in the Management of Archives/Records Sources and Services | 20 |
| ILAS0306 | Field Experience   | 15 |

## 5602

## Graduate Diploma in Information Management-Archives/Records (Part-time)

Graduate Diploma in Information Management-Archives/Records  
GradDipIM-Archiv/Rec

## Year 1

## Common Core

|                  |   |    |
|------------------|---|----|
| <b>Session 1</b> |   |    |
| ILAS0101         | Information Technology: Access Systems, and Resources | 10 |
| ILAS0103         | Communication and Information in Society              | 10 |

## Whole Year

|          |                        |    |
|----------|------------------------|----|
| ILAS0105 | Information in Context | 10 |
|----------|------------------------|----|

## Archives Core

|                  |  |    |
|------------------|--|----|
| <b>Session 1</b> |  |    |
| ILAS0301         | Record-Keeping Principles and Structures | 10 |
| ILAS0302         | Archives/Records Control Principles      | 15 |

## Session 2

|          |                                       |    |
|----------|---------------------------------------|----|
| ILAS0304 | Archives/Records Disposal and Storage | 15 |
|----------|---------------------------------------|----|

## Whole Year

|          |                   |    |
|----------|-------------------|----|
| ILAS0306 | Field Experience* | 15 |
|----------|-------------------|----|

## Year 2

## Common Core

|                  |  |    |
|------------------|--|----|
| <b>Session 1</b> |  |    |
| ILAS0104         | Management for Information Professionals             | 10 |
| <b>Session 2</b> |  |    |
| ILAS0102         | Information Systems: Analysis, Design and Management | 10 |

| <b>Archives Core</b>   |  | <b>CP</b> | <b>Electives **</b>  |  |           |
|--|--|-----------|--|--|-----------|
| <i>Session 1</i>   |  |           | <i>Session 2</i>   |  |           |
| ILAS0303   | Archives/Records Accessibility   | 10        | <b>Management Strand</b>   |  | <b>CP</b> |
| <i>Whole Year</i>  |  |           | ILAS0210   | Human Resources Management and Staff Development in Libraries                | 10        |
| ILAS0305   | Issues/Problems in the Management of Archives/Records Sources and Services | 20        | ILAS0211   | Information Networks Management  | 10        |
| ILAS0306   | Field Experience*  | 15        | ILAS0212   | Measurement and Evaluation of Library and Information Services               | 10        |
| <b>Electives*</b>  |  |           | ILSA0213   | Client-centred Service Design and Delivery                                   | 10        |
| <i>Session 2</i>   |  |           | <b>Environments Strand</b>   |  |           |
| ILAS0307   | Special Research Project   | 10        | <i>Session 2</i>   |  |           |
| ILAS0308   | Laboratory in Conservation of Research Materials                           | 10        | ILAS0220   | Arts and Humanities Information Sources Services and Needs                   | 10        |
| ILAS0309   | Care and Management of Special Collections                                 | 10        | ILAS0221   | Asian Information Resources 1  | 10        |
| ILAS0311   | Oral History   | 10        | ILAS0222   | Community Information Sources Services and Needs                             | 10        |
| ILAS0312   | Advocacy, Public Programs and Outreach                                     | 10        | ILAS0223   | Information Sources and Services in Education                                | 10        |
| ILAS0314   | Managing Photographs   | 10        | ILAS0224   | Government Information Sources Services and Needs                            | 10        |
| ILAS0318   | Managing Moving Images   | 10        | ILAS0225   | Health and Life Sciences Information Sources Services and Needs              | 10        |
| ILAS0319   | Primary Source Research Processes and Analysis                             | 10        | ILAS0226   | Information Sources, Services and Needs in Industry, Business and Government | 10        |
| LAS0322  | Archive History  | 10        | ILAS0227   | Legal Information Sources, Services and Needs                                | 10        |
| LAS0323  | Sources For Context Analysis   | 10        | ILAS0228   | Science, Engineering and Technology Information Sources, Services and Needs  | 10        |
| * Two elective subjects can be chosen in and after the third session of part-time study. |  |           | LAS0229  | Social Sciences Information Sources, Services and Needs                      | 10        |
| * Subject may be undertaken in Year 1 or Year 2  |  |           | <b>General Strand</b>  |  |           |
| <b>5603</b>  |  |           | <i>Session 1</i>   |  |           |
| <b>Graduate Diploma in Information Management-Librarianship (Full-time)</b>              |  |           | ILAS0301*  | Record-Keeping Principles and Structures                                     | 10        |
| <b>Graduate Diploma in Information Management-Librarianship</b>                          |  |           | <i>Session 2</i>   |  |           |
| <b>GradDipIM-Lib</b>   |  |           | ILAS0230   | Advanced Organisation of Knowledge   | 10        |
| <b>Common Core</b>   |  |           | ILAS0231   | Bibliographic Standards and Formats  | 10        |
| <i>Session 1</i>   |  |           | ILAS0232   | Computer Programming for Information Applications                            | 10        |
| ILAS0101   | Information Technology: Access Systems, and Resources                      | 10        | ILAS0233   | Computing Applications in the Information Environment                        | 10        |
| ILAS0103   | Communication and Information in Society                                   | 10        | ILAS0234   | Field experience   | 10        |
| ILAS0104   | Management for Information Professionals                                   | 10        | ILAS0235   | Human Computer Interaction   | 10        |
| <i>Session 2</i>   |  |           | ILAS0236   | Index and Thesaurus Construction   | 10        |
| ILAS0102   | Information Systems: Analysis, Design and Management                       | 10        | ILAS0308*  | Laboratory in Conservation of Research Materials                             | 10        |
| <i>Whole Year</i>  |  |           | ILAS0309*  | Care and Management of Special Collections                                   | 10        |
| LAS0105  | Information in Context   | 10        | ILAS0311*  | Oral History   | 10        |
| <b>Librarianship Core</b>  |  |           | ILAS0312*  | Advocacy, Public Programs and Outreach                                       | 10        |
| <i>Session 1</i>   |  |           | ILAS0314*  | Managing Photographs   | 10        |
| ILAS0200   | Organisation of Knowledge  | 10        | ILAS0318*  | Managing Moving Images   | 10        |
| ILAS0201   | Information Resources  | 10        | ILAS0319*  | Primary Source Research Processes and Analysis                               | 10        |
| ILAS0203   | Organisational Context and Information Seeking Behaviour                   | 10        | * In common with Archives/Records strand   |  |           |
| <i>Session 2</i>   |  |           | **Students are required to choose four electives, at least one from each of the strands. |  |           |
| ILAS0202   | Information Access and Collection: Policies and Methods                    | 10        |  |  |           |

**8923****Master of Information Management-Archives/  
Records (by Formal Course Work) Full-time \*****Master of Information  
Management-Archives/Records  
MIM-Archiv/Rec****Master of Information Management-Archives/Records**

- Articulates with the Graduate Graduate Diploma in Information Management-Archives/Records.
- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of archives and records.

**Year 1** CP  
As for GradDipIM-Archiv/Rec

**Year 2****Summer Session**

ILAS0500 Professional Attachment 20

**Session 1 or Session 2**

|          |   |    |
|----------|---|----|
| ILAS0310 | Seminar in the Management of Electronic Records and Data Archives | 10 |
| ILAS0313 | Management Issues for Small Archives                              | 10 |
| ILAS0315 | Seminar on Recordkeeping and Legal/Ethical Accountability         | 10 |
| ILAS0320 | Archival Development in Asia and the Pacific                      | 10 |
| ILAS0321 | Local Government and Community Archives                           | 10 |

\* Students are required to choose electives to the value of 40 credit points in the third session of the full-time program or over the fifth and later sessions in the part-time program in Archives/Records. At least 10 credit points are to be chosen from the sequence of subjects listed above; 20 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for 10 of the required 40 credit points (with the permission of both Heads of School).

**8923****Master of Information Management-Archives/  
Records (by Formal Course Work) Part-time****Master of Information  
Management-Archives/Records  
MIM-Archiv/Rec****Year 1**

As for GradDipIM-Archiv/Rec

**Year 2**

As for GradDipIM-Archiv/Rec

**Year 3**

Part-time profile to be advised

**8924****Master of Information  
Management-Librarianship  
(by Formal Course Work) Full-time \*****Master of Information Management-Librarianship  
MIM-Lib****Master of Information Management-Librarianship**

- Articulates with the Graduate Graduate Diploma in Information Management-Librarianship.
- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of information in libraries and other information environments.

**Year 1** CP  
As for GradDipMLib

**Year 2****Summer Session**

ILAS0500 Professional Attachment 20

**Session 1 or Session 2**

|          |   |    |
|----------|---|----|
| ILAS0400 | Advanced Information Retrieval                            | 10 |
| ILAS0401 | The Asian Information Environment                         | 10 |
| ILAS0403 | Bibliometrics and Citation Analysis                       | 10 |
| ILAS0406 | International Information and Telecommunication Standards | 10 |
| ILAS0407 | Special Project   | 10 |
| ILAS0408 | Asian Information Resources 2                             | 10 |
| ILAS0409 | Handling Asian Information Materials                      | 10 |

\* Students are required to choose electives to the value of 40 credit points in the third session of the full-time program or over the third and fourth sessions in the part-time program. At least 10 credit points are to be chosen from the sequence of subjects listed above; 20 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for 10 of the required 40 credit points (with the permission of both Heads of School).

## Subject Descriptions

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

### ILAS0101 Information Technology: Access Systems, and Resources

*Staff Contact: Mr William Hood*  
CP10 S1 HPW2

Basic understanding and competence in the use and exploitation of Information Technology, including Telecommunications, in various information environments; exploration and use of new and established information access systems, locally and remotely; overview of the structure and organisation of information resources with special emphasis on access and use of printed and electronic resources in information, library and archive studies.

Within this subject students specialising in the study of Librarianship will proceed to:

Option L: Information Systems for Libraries, understanding and use of integrated library management systems, including the functional applications; acquisitions, cataloguing, OPAC, serials management, in-house multimedia systems, mis, dss; awareness and use of internal and external information systems of the parent organisation; awareness, use and integration of national and international information systems.

Students specialising in the study of Archives Administration will proceed to:

Option A: Information Systems for Archives and Records Management: Understanding and use of systems for bibliographic control/access to and the management of records and archives holdings and for the administration of facilities, staff, funds, services and programmes within repositories; awareness, use and integration of comprehensive library, archives and records systems; linkages to external information systems pertinent to the parent organisation and to national and international bibliographic and exchange systems. comparison, selection and adaptation of commercial systems.

### ILAS0102 Information Systems: Analysis, Design and Management

*Staff Contact: Mrs Connie Wilson*  
CP10 S2 HPW2

Theories, principles and practicalities of Information Retrieval Systems (IRS) and Database Management Systems (DBMS) including determination of application (functional and user) requirements, data elements and models, principles and methods of file organisation (content, structure, context), principal vocabularies and authority controls; principles and mechanisms for retrieval; search strategies, system documentation/metadata, evaluation, storage, security, integrity, longer term issues (disposal, continuing accessibility, preservation/migration, admissibility as evidence).

### ILAS0103

#### Communication and Information in Society

*Staff Contact: Ms Anne Pederson*  
CP10 S1 HPW2

Examination of processes by which information and knowledge are created, integrated, disseminated, organised, used, and preserved. Topics include nature of communication; role of recordkeeping; evolution of literacy; need for 'mediacy', overview of recording, processing, communication, duplication and storage technologies; major societal challenges, issues, and trends for ensuring continuing access to information in the face of escalating social and technological change (including public/private sector roles, ownership and access to information and information services; individual, institutional and societal accountability).

### ILAS0104

#### Management for Information Professionals

*Staff Contact: Dr Patricia Willard*  
CP10 S1 HPW2

Commonalities and differences among information professions and their contexts of practice; professional codes and standards; concepts and tools of management including: strategic planning; performance evaluation and quality assurance; financial planning and control; cost analysis; human resources management; communication, promotion and advocacy. Strategies for managing information agencies as systems

### ILAS0105

#### Information In Context

*Staff Contact: Dr Paul Wilson*  
CP10 F HPW1

A special programme of structured visits, films/videos, on-site observations, distinguished speakers, lecture and seminar presentations which provides enrichment to the content of core subjects ILAS0101-ILAS0104. Students will be actively involved in the planning, promotion, implementation and presentation of these activities, enabling them to gain knowledge and experience in using a variety of communication skills and presentation modes

### ILAS0200

#### Organisation of Knowledge

*Staff Contact: Dr Jack Nelson*  
CP10 S1 HPW2

Introduction to bibliography and bibliographic control; description for all types of materials and formats, including indication of their content, related specifically to Anglo American Cataloguing Rules AACR2(R), 1988; bibliographic standards; application of codes and formats, especially MARC (Machine Readable Cataloguing); indexing and classification systems, especially LCSH (Library of Congress Subject Headings) and DDC (Dewey Decimal Classification); physical forms of catalogues and indexes, especially OPACs; regional, national and international cooperation in bibliographic control, especially ABN (Australian Bibliographic Network), AARNet and INTERNET; place of cataloguing in library management; management of the cataloguing process in libraries.

**ILAS0201****Information Resources**

*Staff Contact: Dr Helen Jarvis*  
CP10 S1 HPW2

Synchronisation of information resources with the needs of the end-user/client. Negotiation of both expressed and actual needs/wants; identification of possible sources, (in print, electronic or other format, available locally or remotely) to meet those needs/wants; navigation of the physical or electronic routes (including the Internet) to obtain access to these sources; evaluation and comparison as to their appropriateness for the particular request in hand and the relative cost-benefit of their acquisition. The mechanics and economics of production and distribution. The processes by which disparate sources are organised and interpreted to form information resources.

**ILAS0202****Information Access and Collection : Policies and Methods**

*Staff Contact: Dr Helen Jarvis*  
CP10 S2 HPW2

Examination of processes of publication and distribution, print-based and electronic; library acquisition and access policies including collection development policies and resource sharing agreements; the virtual library; national approaches to collection and access including the concept of the Distributed National Collection; collection evaluation methods; interlibrary loan and reciprocal access policies; document delivery services; methods for costing and monitoring the impact of varying methods of access.

**ILAS0203****Organisational Context and Information-Seeking Behaviour**

*Staff Contact: Mrs Connie Wilson*  
CP10 S1 HPW2

Awareness of the role and functions of libraries and other types of information organisations; examination of aspects of information-seeking behaviour; human information processing; information flow among social and occupational groups and research on information needs and uses; interdisciplinary aspects of librarianship and information science.

**ILAS0210****Human Resources Management and Staff Development in Libraries**

*Staff Contact: Dr Patricia Willard*  
CP10 S2 HPW2

Introduction to basic principles of human resources management; consideration of their application and adaptation in libraries; review of current strategies used in libraries and other environments for staff development including skills and knowledge enhancement programs and structural approaches such as worker empowerment strategies.

**ILAS0211****Information Networks Management**

*Staff Contact: Dr Helen Jarvis*  
CP10 S2 HPW2

The development and characteristics of the major information networks impacting on Australia. Issues to be studied include: historical evolution; topology (both

organisational and technical); standardisation (both national and international); governance and financial management; and prospects for future development.

**ILAS0212****Measurement and Evaluation of Library and Information Services**

*Staff Contact: Dr Patricia Willard*  
CP10 S2 HPW2

Principles and practices in the evaluation of library and information services; determination and specification of service goals and objectives; development of performance evaluation strategies appropriate to desired outcomes including determination of performance indicators and targets; methods for costing and productivity measurement; performance related management strategies such as Total Quality Management and Continuous Improvement.

**ILAS0213****Client-centred Service Design and Delivery**

*Staff Contact: Dr Patricia Willard*  
CP10 S2 HPW2

Analysis of client service preferences; Service design incorporating principles and practices drawn from communications and marketing as well as information theory and research; Development of effective feedback mechanisms for particular services; Techniques for publicizing and promoting library and information services. Attention will be given to communication and interpersonal skill enhancement.

**ILAS0220****Arts and Humanities Information Sources Services and Needs**

*Staff Contact: Dr Jack Nelson*  
CP10 S2 HPW2

The structure of the literature, with special reference to major finding aids in the field, both in printed and electronic forms. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

**ILAS0221****Asian Information Resources 1**

*Staff Contact: Dr Helen Jarvis*  
CP10 S2 HPW2

The major Asian databases and networks accessible from Australia will be studied, as well as significant print-based information sources. Students will have a structured introduction to the English language versions of these sources, wherever possible in an online environment. The range of sources will include Culture, Business, and Science and Technology. Students will be exposed to problematic areas such as handling non-roman scripts, lack of international standards, and uneven levels of development in various countries.

**ILAS0222****Community Information Sources, Services and Needs**

*Staff Contact: Dr Patricia Willard*  
CP10 S2 HPW2

Consideration of community diversity and information needs of individuals and groups comprising any specific community; information dissemination agencies which



serve the community including the public library; information sources used in addressing community needs.

#### **ILAS0223**

##### **Information Sources and Services in Education**

*Staff Contact: Dr Jack Nelson*

CP10 S2 HPW2

Information needs of teachers, researchers, students and administrators in schools, colleges and universities. Information sources and services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

#### **ILAS0224**

##### **Government Information Sources, Services and Needs**

*Staff Contact: Dr Paul Wilson*

CP10 S2 HPW2

Major categories of publications produced by Australian and overseas governments: parliamentary, executive and judicial. Particular attention paid to publications generated by the Commonwealth Government of Australia and various state governments, especially NSW. Structure and characteristics of government information sources. Role of libraries and librarians in the generation, distribution and preservation of government publications.

#### **ILAS0225**

##### **Health and Life Sciences Information Sources, Services and Needs.**

*Staff Contact: Mrs Connie Wilson*

CP10 S2 HPW2

Information needs of health and life scientists. Role of health and life sciences libraries and librarians. Generation, flow and documentation of health and life sciences information. Structure and characteristics of health and life sciences information. Major health and life sciences databases.

#### **ILAS0226**

##### **Information Sources, Services and Needs In Industry, Business and Government**

*Staff Contact: To be advised*

CP10 S2 HPW2

The nature and function of information services in public and private sector organisations and institutions. The study of information needs and the design of appropriate library and other information services. The role of special libraries and their relationship with other information agencies inside and outside the organisation. Outsourcing of library services and entrepreneurial opportunities.

#### **ILAS0227**

##### **Legal Information Sources, Services and Needs**

*Staff Contact: Mrs Connie Wilson*

CP10 S2 HPW2

Information needs of legal practitioners and institutions. Structure and characteristics of legal information sources. Role of law libraries and librarians. Major legal information sources in print and electronic format.

#### **ILAS0228**

##### **Science, Engineering and Technology Information Sources, Services and Needs**

*Staff Contact: Mrs Connie Wilson*

CP10 S2 HPW2

Generation, flow and documentation of scientific, engineering and technical information. Structure and characteristics of the scientific and technical literature. Major scientific, engineering and technological databases. Information needs of scientists, engineers, and technologists. Role of scientific and technical libraries and librarians.

#### **ILAS0229**

##### **Social Sciences Information Sources, Services and Needs**

*Staff Contact: Dr Jack Nelson*

CP10 S2 HPW2

Generation, structure and use of the literature of political science, economics, law, psychology, sociology, geography and education. Control of and access to published and unpublished literature using print and electronic sources and methods.

#### **ILAS0230**

##### **Advanced Organisation of Knowledge**

*Staff Contact: Dr Jack Nelson*

CP10 S2 HPW2

Extended coverage of descriptive cataloguing, classification and subject indexing, in particular to nonprint materials. Bibliographic databases, specifically ABN and INTERNET and their connection to library and non-library created indexes, bibliographies and catalogues.

#### **ILAS0231**

##### **Bibliographic Standards and Formats**

*Staff Contact: Dr Jack Nelson*

CP10 S2 HPW2

History, present state and future prospects for bibliographic standards (AACR; LCSH and DDC) and formats (MARC) in regional, national and international perspectives. The significance of standards for bibliographic data creation, manipulation and transmission in library and environments.

#### **ILAS0232**

##### **Computer Programming for Information Applications**

*Staff Contact: Mr William Hood*

CP10 S2 HPW2

An introduction to the principles and practice of computer programming with an emphasis on programming examples associated with bibliographic systems, and bibliometric analysis. The language Pascal is used to demonstrate a variety of programming needs and tasks.

#### **ILAS0233**

##### **Computing Applications in the Information Environment**

*Staff Contact: Mr William Hood*

CP10 S2 HPW2

Discusses the wide range and type of computing applications that are represented in the Information Environment including: desk top publishing, scanning and computer graphics, optical character recognition, personal

bibliographic management, document imaging systems, networks and telecommunications.

#### **ILAS0234**

##### **Field Experience**

*Staff Contact: Dr Paul Wilson*

CP10 S2 HPW2

Preparatory lectures and orientation followed by up to 3.5 weeks for full-time work representing 120 real-time hours of small group (up to 3 persons) Field Work in a choice of established library and other information service contexts supervised by experienced librarians and other information service managers according to guide-lines prepared by SILAS staff.

#### **ILAS0235**

##### **Human Computer Interaction**

*Staff Contact: Mrs Connie Wilson*

CP10 S2 HPW2

Survey of issues related to human computer communication. Role of the computer in society, psychological aspects of user behaviour, and applications of interactive computer systems considered for their significance to systems design and user training.

#### **ILAS0236**

##### **Index and Thesaurus Construction**

*Staff Contact: Mrs Connie Wilson*

CP10 S2 HPW2

Indexing principles and practice. Nature and examples of indexing languages, eg. thesaurus. Thesaurus construction. Usefulness of vocabulary control. Advances in indexing methods, including computer-assisted and automatic indexing.

#### **ILAS0301**

##### **Record-Keeping Principles and Structures**

*Staff Contact: Ms Ann Pederson*

CP10 S1 HPW2

This cornerstone subject complements and builds upon appropriate concepts and tools introduced in common core subjects and focuses them on recordkeeping systems. It reviews and further articulates the nature and multiple roles/functions which archives/records perform in an accountable and responsive society, explaining the evolution of key values, concepts, principles over time to the present; it provides a framework for understanding recordkeeping systems in their entirety, utilising the CADS(Control, Accessibility, Disposal, Storage) functional model developed by Australian Archives; it explains the basic elements and requirements for effective design, implementation, management and evaluation of records and archival programmes; traces the development of mainstream practices for the effective management of records and archives throughout their primary/administrative and secondary/research 'life cycles' in both the office and repository domains; then concludes with the latest issues, trends, directions in development of current 'best practices' and standards for archives/records keeping systems and programmes in non-custodial and virtual environments and in the development of cooperative archival systems and alliances.

#### **ILAS0302**

##### **Archives/Records Control Principles**

*Staff Contact: Dr Peter Orlovich*

CP10 S1 HPW3

The nature of records, archives and historical manuscripts. Organic relationships of records, archives and manuscripts. The evolution of control of record-keeping, including registry and classified filing systems. The physical and intellectual control of archives. The evolution of administrative history as a key to the intellectual control of archives, and its relationship to palaeography and diplomatic. Administrative analysis techniques for the control of archives. Instruments of constitutional and administrative change. Sources for documentation of administrative change. Case studies in the analysis and documentation of administrative context. Evolution of archival principles of provenance and original order. Evolution of the record group concept. Control of records and archives at the record and archive group level. Implications of administrative change for the control of records and archives. The series control concept. The evolution of provenance-based, thematic and subject-based finding aids and retrieval tools for archival materials at the repository level.

#### **ILAS0303**

##### **Archives/Records Accessibility**

*Staff Contact: Ms Ann Pederson*

CP10 S1 HPW2

This subject builds upon the foundation established in Archives/Records Control to describe the evolution of principles of access to records and of research uses of records and archives; description of key access points required for effective retrieval systems for archival materials; standards and requirements for national and international finding aids and linkages with external databases for exchange of archival data and materials (Information Resources Directory Systems (IRDS)); planning/administering custodial and non-custodial/remote access and reference services and facilities; identification of major trends and continuing problems and issues related to control, access and retrieval of archives and records in all media; instruction of clients in the use of systems.

#### **ILAS0304**

##### **Archives/Records Disposal and Storage**

*Staff Contact: Ms Ann Pederson, Dr Paul Wilson*

CP15 S2 HPW3

Content components would include elements and requirements for developing a effective framework for appraisal/disposal decision making; variations of strategies, criteria and processes for appraisal/disposal decision making in differing contexts; linkages between appraisal/disposal and storage/preservation; planning and developing preservation programs; designing appropriate storage facilities; equipment and housing considerations; disaster preparedness and response; and ends with identification of major and continuing problems and issues related to records disposal, storage and preservation.

**ILAS0305**  
**Issues/Problems In the Management of**  
**Records/Archives Sources and Services**  
*Staff Contact: Ms Ann Pederson*  
 CP20 F HPW2

Parallels subjects ILAS0301 and ILAS0304 with seminar based readings and discussion of key issues/controversies challenging archivists and records managers in custodial, non-custodial and virtual environments, in dealing with the widening diversity of record media and in designing mechanisms to capture(retrospectively and concurrently) important information in non-documentary forms(e-mail, oral history, etc.)

**ILAS0306**  
**Field Experience**  
*Staff Contact: Dr Paul Wilson*  
 CP15 F HPW1.5

10 hours of preparatory lectures and orientation followed by 3.5 weeks for full-time work representing 120 real-time hours of small group(up to 3 persons) Field Work in a choice of established archival contexts supervised by experienced archivists according to guide-lines prepared by SILAS staff.

**ILAS0307**  
**Special Research Project**  
*Staff Contact: Dr Peter Orlovich*  
 CP10 S2 HPW2

An individually arranged program which could include a special research paper on a major topic of interest producing a 7-9,000 word research based paper, an archival finding aid, a recordkeeping system or information/documentation needs analysis; policy/procedures management manual or consultancy report, among other assessable products.

**ILAS0308**  
**Laboratory in Conservation of Research Materials**  
*Staff Contact: Dr Paul Wilson*  
 CP10 S2 HPW2

The aim of this subject is to introduce students to some of the testing methods and treatment options involved in the conservation of archival/library materials. Emphasis will be placed on understanding the physical characteristics and structure of paper-based documentary materials and how these impact upon treatment decisions. Students will learn simple repair techniques and also how to construct protective enclosures.

**ILAS 0309**  
**Care and Management of Special Collections**  
*Staff Contact: Dr Paul Wilson*  
 CP10 S2 HPW2

This subject looks at some of the major categories of special collections found in research libraries and archives. Examples include rare books, photographs, film, sound, documentary art, ephemera, maps and plans, and electronic media. Relevant managerial considerations such as acquisition policy, intellectual control, and exhibition practice will be examined as will preservation requirements for different media.

**ILAS0310**  
**Seminar in the Management of Electronic Records**  
**and Data Archives**  
*Staff Contact: To be advised*  
 CP10 SS HPW2

Tools for the management of records keeping systems and information products(data archives) created using new and emerging technologies in public and private sectors, including design, implementation and operational aspects over the short, immediate and long term. Major types of systems and their products. Analysis of management considerations for operational systems and for archival holdings within the office and repository environments. Development or adaption of alliances, strategies and standards for effective management. The electronic 'life cycle' and key points for management control; Professional requirements and 'best practices' for electronic recordkeeping; existing and emerging technical and professional standards; Metadata system construction and management; Problems, issues and continuing concerns.

**ILAS0311**  
**Oral History**  
*Staff Contact: Ms Ann Pederson*  
 CP10 S2 HPW2

Strategies and programs to fill in the gaps in our written records is an area of growing interest and importance in archives. Because of the technological dependencies, expense and legal and social sensitivities of these programs, careful design and management is required, to ensure success. Specific topics will include: nature of oral history (aural documentation vs reminiscences), components for effective program design and management including documentary, legal and ethical considerations; psychological factors influencing the oral history process; interview techniques; transcription and indexing; storage and care of aural materials; providing effective access to and reference services for aural materials; types of use(private study, publication, broadcast, exhibition, film/video etc.) of aural materials; problems and issues.

**ILAS0312**  
**Advocacy, Public Programs and Outreach**  
*Staff Contact: Ms Ann Pederson*  
 CP10 S2 HPW2

This subject would examine the importance of effectively communicating promoting the usefulness of records and archives to a number of significant 'publics' and stakeholders as the key to developing and expanding a strong base of support within host organisations and in the wider client community. Specific topics would include: identification of significant management and client 'publics'; corporate image management and public relations; planning successful events, programs and services for a wide ranging clientele; forging productive professional relationships and alliances(colleagues, hosts, clients, sponsors, other professions, non-users); sponsorship fund-raising and development.

**ILAS0313**  
**Management Issues for Small Archives**  
*Staff Contact: To be advised*  
 CP10 SS HPW2

Analysis of complex problems and issues facing managers of smaller archives in public and private sectors. Topics

include: acquisition and collecting policies vs documentation plans/strategies; relationships with donors and other clients; new appraisal principles and practices; descriptive standards for archival materials; access regulations with regard to copyright, privacy/confidentiality, defamation; reprography and imaging options for access and preservation; public services and user education programs; resource management, allocation and development; strategic planning and programme assessment; effects of technological and societal change on long-term information sources and services.

#### **ILAS0314**

##### **Managing Photographs**

*Staff Contact: Ms Ann Pederson*

CP10 S2 HPW2

This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information; describes the major still image(film and print) visual sources, their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage and accessibility principles and practices; presents major research uses; highlights technological, legal and ethical issues and problems.

#### **ILAS0315**

##### **Seminar on Record Keeping and Legal/Ethical Accountability**

*Staff Contact: To be advised*

CP10 S2 HPW2

Investigation of the nature of recordkeeping as the arsenal of law; evolution of the concept of record as evidence; explanation of tools, principles and practices of diplomatics in authenticating records as evidence; legal implications of custody vs ownership; major laws and legal processes with requirements affecting recordkeeping; the interface between law and ethics; the ethical dimension of major controversies and issues will be highlighted using legal and ethical case studies.

#### **ILAS0318**

##### **Managing Moving Images**

*Staff Contact: Dr Paul Wilson*

CP10 S2 HPW2

This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information as moving images; describes the major moving image sources(film and video), their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage/preservation and accessibility principles and practices; discusses major research uses of moving images; highlights technological, legal and ethical issues and problems.

#### **ILAS0319**

##### **Primary Source Research Processes and Analysis**

*Staff Contact: To be advised*

CP10 SS HPW2

Emphasis on understanding the cognitive processes in seeking and using information to support research; the development of the analytical skills and insights required to exploit a variety of primary sources; understanding of how users conduct the major types of research and the requirements they place on primary records and contemporaneous information sources(library and archival) and services; critical evaluation of client needs, information services and of research products.

#### **ILAS0320**

##### **Archival Development in Asia and the Pacific**

*Staff Contact: Dr Peter Orlovich*

CP10 SS HPW2

Archival development. The role of archives in national development. International archival cooperation and the International Council on Archives. Development of national, state and territorial archive services in Asia and the Pacific. Archival problems in developing nations.

#### **ILAS0321**

##### **Local Government and Community Archives**

*Staff Contact: Dr Peter Orlovich*

CP10 SS HPW2

Historical context of local authority archives. Local government record-keeping practices in Australia and New Zealand. Role of local government archive services. Planning, implementing, maintaining and promoting local government archive services. Basic standards. Local government archives legislation. Local authority and community organisation archives and community history.

#### **ILAS0322**

##### **Archive History**

*Staff Contact: Dr Peter Orlovich*

CP10 S2 HPW2

Archives administration and the auxiliary sciences of history. The laws of evidence and the doctrine of custody. Archives and 'scientific history' in the 19th century. The First World War and the opening of the archives. The socio-political origins of archival development. Overview of the origin and history of national, state and private archives in the 19th and 20th centuries. Archival training. The archives profession and archival associations.

#### **ILAS0323**

##### **Sources for Context Analysis**

*Staff Contact: Dr Peter Orlovich*

CP10 S2 HPW2

Administrative context, organisation and functions. Machinery of executive, legislative and judicial agencies. Sources for the analysis of administrative context, including statutes, statutory instruments, legal instruments and constitutions. Bibliographic and archival sources for the analysis of administrative context. Source analysis techniques.

**ILAS0400****Advanced Information Retrieval**

*Staff Contact: Mrs Connie Wilson and Mr William Hood*  
CP10 SS HPW2

Explores the availability, retrieval, transfer and repackaging of electronic information. Examines in-depth the theory and practice of information retrieval. Looks at various commercial Information Retrieval systems with the view of comparing the advanced features of major systems.

**ILAS0401****The Asian Information Environment**

*Staff Contact: Dr Helen Jarvis*  
CP10 SS HPW2

Differing government and societal attitudes to freedom of information, and relative levels of literacy in different countries will be explored in a analysis of information services in four selected Asian countries (China, Japan, Indonesia and Cambodia), including patterns of research and publishing in both hardcopy and digital formats.

**ILAS0403****Bibliometrics and Citation Analysis**

*Staff Contact: Mrs Connie Wilson and Mr William Hood*  
CP10 SS HPW2

Survey of current theory, method and empirical studies in Bibliometrics (the application of mathematics and statistical methods to books and other media of communication) and Citation Analysis (analytical method or tool using reference sources of printed and electronic communication).

**ILAS0406****International Information and Telecommunication Standards**

*Staff Contact: Dr Helen Jarvis*  
CP10 SS HPW2

Analysis of the international standards that are assuming increasing importance in operations in the information sector. Particular attention will be paid to telecommunications and networking standards (for instance X.500, X.400, Z39.50), and to formats for exchange of machine-readable data (especially MARC and the Common Communications Format).

**ILAS0407****Special project**

*Staff Contact: Head of School*  
CP10 SS HPW2

In the third or later session of their course, students in the Master of Information Management may pursue a special project on an approved topic for which adequate and appropriate supervision can be arranged.

**ILAS0408****Asian Information Resources 2**

*Staff Contact: Dr Helen Jarvis*  
CP10 SS HPW2

Students will specialise in the major vernacular information sources, from either Southeast Asia or Northeast Asia.

**ILAS0409****Handling Asian Information Materials**

*Staff Contact: Dr Helen Jarvis*  
CP10 SS HPW2

The cycle of handling Asian materials will be discussed from the perspective of an Australian information agency. All aspects of technical processing from selection, through acquisition to cataloguing and classification will be covered. A common set of procedures and exercises will be developed with modifications to cope with country and language variations. Prerequisite for admission to this subject will be competence in the language of the materials to be handled. (Initially Chinese, Japanese and Indonesian, with a view to expanding this module to cater for Thai, Vietnamese and Cambodian).

**ILAS0500****Professional Attachment**

*Staff Contact: To be advised*  
CP20 X1

Attachments for full-time work of 6 - 8 weeks' duration will be arranged in the summer vacation preceding third session in the MIM program full-time and the fifth session in the part-time MIM Archiv/Rec program. These attachments will be arranged in archives, libraries and other information management environments in accordance with the specialty and the specialised interest of the student.

**LIBS0805****Issues in Librarianship**

*Staff Contact: Dr Patricia Willard*  
CP15 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.

**LIBS0806****Issues in Archival Development**

*Staff Contact: Dr Peter Orlovich*  
CP15 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.

**LIBS0807****Research Methods in Librarianship**

*Staff Contact: Dr Patricia Willard*  
CP15 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.

**LIBS0808****Archival Development Project Proposals**

*Staff Contact: Dr Peter Orlovich*  
CP15 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.

**LIBS0811****Library and Information Services Management 1**

*Staff Contact: Dr Patricia Willard*  
CP15 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: Dr Patricia Willard*  
CP15 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: To be advised*  
CP10 S1 HPW2

Information as a resource. Effects of information technology on work and the distribution of wealth. Copyright, patents, licences and other systems aimed at ensuring appropriability of economic benefits from information. Market research and the pricing and distribution of information products and services.

**LIBS0816****Information Processing Technology**

*Staff Contact: Mr William Hood*  
CP10 S2 HPW2

Integrated Library Management Systems; Desk top publishing; Scanning and computer graphics; Optical Character Recognition; Networks and telecommunications; Personal bibliographic database management; hypertext; Graphical user interfaces; Spreadsheets and charting; advances in information processing technologies.

**LIBS0817****Information Storage and Retrieval Systems**

*Staff Contact: Mrs Connie Wilson*  
CP15 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: To be advised*  
CP10 S1 HPW2

Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

**LIBS0821****Human Computer Interface Design**

*Staff Contact: To be advised*  
CP15 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 Connie Wilson*  
CP15 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: To be advised*  
CP15 S1 HPW3

File structures, database management systems and file interrogation systems in text and image processing environments. Mapping and normalisation of relations, access methods, data organisation, independence, integrity and security. Databases and query languages.

**LIBS0830****Bibliographic Control**

*Staff Contact: Dr Jack Nelson*  
CP15 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 nontraditional subject indexing systems such as PRECIS and NEPHIS.

**LIBS0833****Seminar in History of The Book**

*Staff Contact: To be advised*  
CP15 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: Mrs Connie Wilson*  
CP15 S2 HPW3

Application of mathematical and statistical methods to documents and surrogates. Quantitative aspects of the generation, propagation and utilisation of scientific information as applied to research and policy making.

### **LIBS0838** **Preservation Administration**

*Staff Contact: Dr Paul Wilson*  
CP15 S1 HPW3

Examination and analysis of longterm conservation and preservation problems and issues facing information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, information transfer, and deacidification and cooperative planning for interinstitutional preservation projects.

### **LIBS0842** **Evaluation and Performance Measurement in Information Agencies**

*Staff Contact: Dr Patricia Willard*  
CP15 S1 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 organisational development. Implementation of evaluations. Analysis and interpretation of data.

### **LIBS0843** **Special Topic In Library and Information Science**

*Staff Contact: Head of School*  
CP15 SS 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: Head of School*  
CP15 SS 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 Helen Jarvis*  
CP15 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 Connie Wilson*  
CP15 S1 HPW3

Explores the availability, retrieval and transfer of electronic information. Examines the theory of information storage and retrieval. Looks at repackaging of information and creation inhouse databases. (Recommended as background for LIBS0817).

### **LIBS847** **Marketing of Library and Information Services**

*Staff Contact: Dr Patricia Willard*  
CP15 SS 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 organisational strategy.

### **LIBS0901** **Project Report (Major)**

*Staff Contact: Head of School*  
CP30 F HPW3 (equivalent)

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*  
CP15 SS HPW3(equivalent)

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 Damian Grace*  
CP15 S1 HPW2

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

### **PROF0002** **Understanding Research**

*Staff Contact: A/Prof Jim Sockler*  
CP15 S1 HPW2

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

**PROF0003**

**Qualitative Research Procedures**

*Staff Contact: To be advised*

CP15 SS HPW2

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

**Servicing Subject**

**COMM5901**

**Organisational Behaviour**

*Staff Contact: Mr J. Holt*

CP20 SS HPW3

**Note/s:** Excluded IROB5906, PSYC7100.

This subject seeks to explain human behaviour within organisations. It draws predominately from the behavioural science disciplines of psychology and social psychology. Its foci are the individual, the group, and the behavioural processes involved in organisation integration, change and development. Topics covered include personality, attitudes and values, motivation and learning, interpersonal behaviour, group dynamics, leadership and teamwork, decision-making, power and control.



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# School of Social Work

## Kensington Campus

**Head of School**  
Prof Tony Vinson

**Administrative Officer**  
Ms 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 research. The School also offers three articulated Graduate Diplomas and Masters Courses in: Couple and Family Therapy; Equity and Social Administration and International Social Development.

For information on these graduate degrees and diplomas, see *Graduate Study and Conditions for the Award of Degrees* later in this handbook.

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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 worldwide occupation and discipline concerned with helping individuals, families, groups, organisations, communities, and societies to deal with social problems and to develop more satisfying and equitable social conditions generally.

The BSW degree course is designed to prepare students for the professional practice of social work. It is expected to be undertaken as a four-year full-time program. The Head of School may, however, permit a student who is unable to study full-time to take the course over a longer period not exceeding seven years.

The aim is to produce a social worker who has a general foundation for continuing professional learning, and can undertake independent professional practice at a basic level of competence, utilising relevant knowledge and skills in accordance with the profession's values.

This aim is achieved through developing the student's understanding of:

normative and factual aspects of the various systems (political, economic, and social) in which people live. This involves teaching materials which give insights into what values people hold, how they attain them, and competing views of what ought to be the situation;

the nature and extent of social problems and social conditions for people at different stages of the life cycle and in various socio-economic, psycho-social, biological and geographic circumstances;

policies and services, and various 'helping' occupations, specifically created and maintained to enhance the wellbeing of people within their society;

the development of social work as an organised occupation: its history; its relationship to its society; its relationships to social welfare systems and to other 'helping' occupations; its composition and organisation; its various tasks and the knowledge and skills necessary to undertake them; and its new directions for development.

In this first professional qualification, the student gains understanding of the main dimensions of contemporary and future social work practice at the various levels and in the various fields of social work intervention. Features of the course are a problemsolving approach in the first year, and a range of electives on selected aspects of social work in the final two years.

## Field Education

An integral aspect of the course is organised learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects, a field instructor, usually in a social welfare agency, is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From halfway through Year 2, a total of 161 seven-hour days are taken up in this way. Thirty-four of these days are scheduled during academic recess periods. A student's three field education placements are in more than one type of practice setting. The settings vary and can include medical, psychiatric, community health, community, family and child welfare, services to disabled groups, services to the aged, services to migrants, income security, and corrective services. Non-government social welfare agencies and agencies at all levels of government are utilized. For some students, their third field education placement may be located outside the Sydney metropolitan area.

The widening range of social work tasks and roles means that a variety of people are suited for social work practice. However, all forms of professional social work require interpersonal skills, a disciplined mind, and adherence to the profession's community service ethic, and social work often involves working with people and organisations under stress and in situations where there is conflict.

## Admission to the Course

Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they have completed at least 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 SOCW8194 Social Work Practice 1- Bridging as a 4 hour per week *Session 1* subject in Year 2.

The following indicates the principles on which the School of Social Work accredits other qualifications against its program. These are endorsed by the Australian Association of Social Workers (AASW), the national professional body which accredits our course:

for candidates holding a completed Australian Associate Diploma in a related field of study and admitted to a four

year Social Work degree program, a minimum credit of 25% of that degree program;

for candidates having completed two years of a three year Australian Social Welfare degree program, or holding a completed three year Australian Social Welfare degree, and admitted to a four year Social Work degree program for credit, credit will be granted at a minimum of 25%, and normally in the range of 25-50%, of that degree program; for candidates having completed one year of a three year Australian Social Welfare degree program and admitted to a four year Social Work degree program, a credit of up to 25% of that degree program;

for candidates transferring between four years Australian Social Work degree programs, full equivalent credit for comparable subjects (given differences in course structures between universities, year-by-year equivalence is not guaranteed);

the amount of credit for overseas qualifications will be given on a case by case basis.

## Progression

Except with the permission of the Head of School, students may not proceed to the next year of the course until they have fulfilled all the requirements of the previous year.

## General Education Requirement

General Education electives totalling 30 credit points must be taken from the General Education program. See the General Education Handbook for further details.

## Honours

For 1996 students may graduate with Honours in either of two ways:

1. Superior performance throughout the course with greater weight being given to later years or
2. Completion of two modules, Honours Strand A and Honours Strand B (SOCW8492) at credit level, then completion of a 10,000 - 12,000 word Honours Thesis (SOCW8495). Where the Thesis is awarded a grade of Credit or above, the student will graduate with the appropriate class of Honours.

The classes and divisions of Honours are:

Class 1; Class 2, Division 1; Class 2, Division 2

## 4030 Social Work Degree Course Full-time

### Bachelor of Social Work BSW

|  |  |           |
|--|--|-----------|
| <b>Year 1</b>  |  | <b>CP</b> |
| <i>Session 1</i>   |  |           |
| SOCI1131   | Society and the Individual :<br>Basic Concepts | 15        |
| 15 Level 1 credit points approved as counting<br>towards the BA degree |  | 15        |
| <i>Session 2</i>   |  |           |
| SOCI1831   | Australian Giants: Organisations<br>& Society  | 15        |
| 2 General Education Electives (56 hours total)                         |  | 15        |
| <i>Full Year</i>   |  |           |
| PSYC1002   | Psychology 1                                   | 30        |
| SOCW8193   | Social Work Practice 1                         | 30        |
| <b>Year 2</b>  |  |           |
| <i>Session 1</i>   |  |           |
| SOCW8211   | Social and Behavioural Science 1               | 10        |
| 2 General Education Electives (56 hrs total)                           |  | 15        |
| <i>Session 2</i>   |  |           |
| SOCW8232   | Research Methods 1                             | 10        |
| SOCW8282   | Social Work Practice<br>- First Placement*     | 15        |
| <i>Full Year</i>   |  |           |
| SOCW8203   | Human Behaviour 1                              | 20        |
| SOCW8254   | Social Welfare 1                               | 25        |
| SOCW8291   | Social Work Practice 2                         | 30        |
| <b>Year 3</b>  |  |           |
| <i>Session 1</i>   |  |           |
| SOCW8331   | Research Methods 2                             | 15        |
| SOCW8381   | Social Work Practice<br>- Second Placement**   | 30        |
| <i>Session 2</i>   |  |           |
| SOCW8312   | Social and Behavioural Science 2               | 10        |
| SOCW8342   | Social Philosophy 1                            | 10        |
| SOCW8354   | Social Welfare 2                               | 20        |
| <i>Full Year</i>   |  |           |
| SOCW8303   | Human Behaviour 2                              | 20        |
| SOCW8395   | Social Work Practice 3                         | 25        |
| <b>Year 4</b>  |  |           |
| <i>Session 1</i>   |  |           |
| SOCW8441   | Social Philosophy 2                            | 15        |
| SOCW8454   | Social Welfare 3                               | 20        |
| SOCW8492   | Social Work Practice 4                         | 30        |
| <i>Session 2</i>   |  |           |
| SOCW8481   | Social Work Practice<br>- Third Placement *    | 65        |
| SOCW8495   | Honours Thesis                                 | 25        |

\* 3 week block in the midyear recess + 2 days a week (no recess)  
to end week 12, Session 2 (41 days).

\*\* 4 week block in February + 3 days a week (no recess) for Session  
1 (55 days.)

\* 12 week block, Session 2, week 1 to week 12, no recess, university  
based seminar series included (65 days)

**Note:** There may be some minor adjustments to CCH for  
some subjects in 1996, pending Council endorsement.

## 4785

### Combined Social Work/Law Course

### Bachelor of Social Work/Bachelor of Laws BSW LLB

This unique and challenging six year full-time course  
qualifies students for the professional practice of both social  
work and law. In the first four years, core social work and  
legal subjects are combined, while in the final two years  
students are able to choose from a wide range of  
specialised electives in both professional disciplines. The  
final Social Work field placement is undertaken in a legal  
setting.

Graduates will be equipped with the knowledge and skills  
to work in a variety of emerging areas which require an  
understanding of the law, social work theory and practice  
and a commitment to social justice. Such areas include  
consumer protection, tenancy obligations and entitlements,  
land rights, child custody and family property disputes,  
social security and welfare rights.

The main features of the Combined Social Work/Law  
course are as follows:

1. The course is a six-year full-time combined course  
leading to the award of the two degrees of Bachelor of  
Social Work (BSW) and Bachelor of Laws (LLB).

2. There are no general course prerequisites for the Social  
Work course but students must study Social Work subjects  
in a sequence approved by the Faculty of Professional  
Studies.

There are no general course prerequisites to courses  
offered by the Faculty of Law but students must study Law  
subjects in a sequence approved by the Faculty of Law.

3. The degree of Bachelor of Social Work is not awarded  
until the completion of the full six-year program, but any  
student who fails to complete the full program may apply  
for advanced standing in the Faculty of Professional  
Studies Social Work degree course. Alternatively a student  
may apply for advanced standing in the Faculty of Law  
Jurisprudence degree course.

The structure of the combined Social Work/Law course is  
set out below. 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.

4. The total of credit points required in Law subjects is 405  
(240 from compulsory subjects and 165 from elective  
subjects.)

### General Education Requirements

Students commencing study in 1996 will be advised when  
details of their General Education Requirement are  
finalised.

4785

**Combined Social Work/Law Course Full-time****Bachelor of Social Work/Bachelor of Laws  
BSW LLB****Social Work/Law****Year 1****Session 1**SOCI1131 Society and the Individual:  
Basic ConceptsSOCW8194 Social Work Practice 1 -  
Bridging**Session 2**SOCI1831 Australian Giants: Organisations  
and Society**Full Year**

PSYC1002 Psychology 1

SOCW8254 Social Welfare 1\*

LAWS1120 Legal System - Torts

LAWS7410 Legal Research and Writing 1

**Year 2****Session 1**

SOCW8211 Social and Behavioural Science 1

LAWS6210 Law, Lawyers and Society

LAWS2140 Public Law

**Session 2**

SOCW8232 Research Methods 1

SOCW8282 Social Work Practice

- 1st Placement (41 days)\*\*

**Full Year**

SOCW8203 Human Behaviour 1

SOCW8291 Social Work Practice 2

LAWS1420 Contracts

**Year 3****Session 1**

LAWS2160 Administrative Law

**Session 2**

SOCW8342 Social Philosophy 1

SOCW8354 Social Welfare 2

CP

15

20

15

30

25

30

10

10

15

7.5

10

15

20

30

22.5

15

10

20

**Full Year**

SOCW8303

LAWS1610

LAWS3010

Human Behaviour 2

Criminal Law

Property and Equity

**Year 4****Session 1**

SOCW8381

Social Work Practice

- 2nd Placement (55 days)

SOCW8454

Social Welfare 3

LAWS7420

Legal Research and Writing 2

LAWS7430

Research Component+

**Session 2**

SOCW8312

Social and Behavioural Science 2

LAWS2150

Federal Constitutional Law

LAWS8320

Legal Theory or

LAWS8820

Law and Social Theory

**Full Year**

LAWS1010

Litigation

SOCW8395

Social Work Practice 3

**Year 5****Session 1**

SOCW8492

Social Work Practice 4

LAWS4010

Business Associations 1

**Session 2**

SOCW8481

Social Work Practice

- Final Placement

(54 days) \*\*\*

SOCW8495

Honours Thesis

**Full Year**

LAWS7210

Clinical/Legal Experience\*\*

plus Law electives to the value of 45 credit points

or

LAWS7200

Clinical/Legal Experience (Intensive)

plus Law electives to the value of 30 credit points

**Year 6****Full Year**

Law Electives to the value of 105 credit points

\* Students do not take 1 hour/week law component of this subject  
in Session 1.\*\* The first two fieldwork placements commence with a 3 or 4 week  
block (5 days per week) and continue on either 2 or 3 days per week  
during session time. The final placement is a 54 day block.\* A Research Component is taken either after or concurrently with  
Legal Research and Writing 2.\*\* These subjects are taken concurrently. The Social Work  
placement is served at Kingsford Legal Centre.

CP

20

30

30

CP

30

20

5

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15

15

15

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25

30

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15

65

25

30

45

or

30

30

105

CP

10

20

## Subject Descriptions

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

### SOCW8193

#### Social Work Practice 1

*Staff Contacts: Ms Carmel Flasks, Ms Jan Breckenridge*  
CP30 F L1 T3

This subject introduces a number of core themes, practice skills and contemporary issues in social work. Four current practice contexts are used to exemplify the range of knowledge needed for effective social work practice, and to develop an understanding of the diversity of professional interventions.

### SOCW8194

#### Social Work Practice 1 - Bridging

*Staff Contacts: Ms Carmel Flasks, Ms Jan Breckenridge*  
CP20 S1 L1 T3

Introduces a number of core themes, practice skills and contemporary issues in social work. Current practice contexts are used to exemplify the range of knowledge needed for effective social work practice, and to develop an understanding of the diversity of professional interventions. Taken by students with advanced entry or who are enrolled in the SW/Law Degree.

### SOCW8203

#### Human Behaviour 1

*Staff Contact: Dr Carmen Moran*  
CP20 F S1 L2 T1, S2 L1 T1

Human Behaviour and development across the life-span with particular reference to the biopsychosocial perspective. The developmental theories of Freud, Piaget, Erikson, concepts such as critical periods, sensitive periods, attachment, anxiety, stress, and happiness are critically reviewed and contrasted with other approaches to human behaviour and development.

### SOCW8211

#### Social and Behavioural Science 1

*Staff Contact: To be advised*  
CP10 S1 L1 T1

Theories and concepts in sociology of particular relevance for social work. Major theoretical perspectives are presented including functionalism, power/conflict theory, feminist theories and symbolic-interactionist theory. These perspectives are applied to the family, social groups, health, the city and other relevant areas.

### SOCW8232

#### Research Methods 1

*Staff Contact: Dr Michael Wearing*  
CP10 S2 L1 T1

General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive

statistics, hypothesis testing using one or more samples. Introduces multiple comparison procedures.

### SOCW8254

#### Social Welfare 1

*Staff Contact: Dr Rosemary Berreen*  
CP25 F S1 L2 T2, S2 L1 T1

Basic concepts and terms relating to social welfare, social policy and social justice are examined and the social construction of welfare is explored. Political, economic and legal systems are outlined and demographic patterns considered. Ideological perspectives and theoretical views on welfare are introduced with emphasis on the impact of class, gender, ethnicity and race on welfare distribution. The roles of the state, family and informal networks, the voluntary sector and the market in delivering welfare are explored. Major trends in general and Australian social welfare history are analysed. Students are introduced to policy analysis frameworks.

### SOCW8291

#### Social Work Practice 2

*Staff Contact: Dr Richard Roberts*  
CP30 F S1 L1 T2, S2 L2 T2

There are three components to the subject:

- (i) workshops to develop skills in basic communication in a range of social work contexts, and basic social work interviewing skills focussing on the beginning and ending stages;
- (ii) conceptual frameworks for understanding social work practice and multidimensional assessment in social work practice;
- (iii) various models of community work are located and analysed in the contemporary social policy and economic context; selected skills in neighbourhood work, local research, communication, campaigning and meeting procedure are pursued; community work is critiqued within wider welfare practice, in particular issues of power and powerlessness that affect marginalised communities.

### SOCW8303

#### Human Behaviour 2

*Staff Contact: Dr Elizabeth Fernandez*  
CP20 F L2 T1

The first session deals with health and disease and social implications thereof. Introduces interactionist and political theories. In Session 2 mental health issues and major theories of anxiety are dealt with.

### SOCW8312

#### Social and Behavioural Science 2

*Staff Contact: Dr Ted Trainer*  
CP10 S2 L1 T1

Deals with Sociological theories and evidence bearing on a number of issues of special relevance for thinking about contemporary society and social work, such as the economy, media, religion, prisons, sustainability and the limits to growth, organisations, inequality, community, education, the state, social change, Post modernism, power and ideology.

**SOCW8331****Research Methods 2**

*Staff Contact: Dr Michael Wearing*  
CP15 S1 L1 T2

Various forms of experimental, qualitative and survey research designs. Forms of data collection and the development of measuring devices. Validity and reliability concepts. Correlation analysis and prediction problems. Introduces multivariate analysis. Part of class-time is allocated to working on group assessment projects.

**SOCW8342****Social Philosophy 1**

*Staff Contact: Dr Damian Grace*  
CP10 S2 L1 T1

A general introduction to normative ethics, its scope and some important doctrines about morality in the Western tradition.

**SOCW8354****Social Welfare 2**

*Staff Contact: Dr Eileen Baldry*  
CP20 S2 L1 T2

Social Welfare 2 builds on the historical, ideological, political and economic background to the welfare state and social policy covered in Social Welfare 1. Policy analysis framework introduced in Social Welfare 1, together with perspectives from various policy theorists and analysts, are applied in the detailed discussion and analyses of major policies in policy domains such as health, housing, urban and regional, finance, transport and criminal justice. Comparative policy studies are used in various of these critical analyses.

**SOCW8395****Social Work Practice 3**

*Staff Contact: Dr Diane Barnes*  
CP25 F T4

Session 1 provides specialised knowledge needed for social work intervention at the personal level. The two separate but clearly related components are (i) direct practice with individual cases, and (ii) use of the group as a vehicle for change. In both components, the phases of the change process (beginning, middle, end) are addressed, with major emphasis being placed on experiential learning and skills development in addition to theoretical/conceptual understanding. In Session 2, students select two options from a range of elective modules each of which focus on a selected aspect or method of social work practice (e.g., practice in a functional social welfare field like health, legal settings, child and family welfare; in relation to particular population groups such as children, migrants; or specific methods of practice such as family therapy, community work).

**SOCW8441****Social Philosophy 2**

*Staff Contact: Dr Damian Grace*  
CP15 S1 L1 T1

Introduces political philosophy with particular attention to questions of freedom, equality, authority, needs, rights and justice in liberal democracies.

**SOCW8454****Social Welfare 3**

*Staff Contact: To be advised*  
CP20 S1 L2 T1.5

Building on Social Welfare 1 and 2, this subject introduces students to the social policy processes of formulation, implementation and evaluation. It also covers another, more detailed policy analysis framework than that presented in Social Welfare 1. These processes and elements of the policy analysis framework are utilized to closely examine some select policy domains (e.g., social security, employment) as well as the impact of several policies on the patterns of welfare experienced by people within major population groupings (e.g., immigrants, the aged).

**SOCW8492****Social Work Practice 4**

*Staff Contact: Dr Diane Barnes*  
CP30 S1 T6

Students undertake a 2 hour per week segment on social administration in which they are given an introductory overview of management and skills which will inform and guide their participation in subsequent employment whether or not they become administrators. It considers the values, knowledge and skills involved in the design, management, and evaluation of the human service organisations.

In the remaining four hours per week students undertake two additional practice electives to complement those taken in SOCW8395. Students who are invited to undertake Honours will take Honours Strand A and Honours Strand B as their electives in Session 1.

**Honours Strand A**

Critical examination of examples of current research in social policy, social work and conjoint fields of scholarship. Advanced consideration is given to the philosophical, theoretical, methodological and practical components of scholarly endeavour. In addition to seminar presentations by researchers, there are instructional sessions which focus on the conceptual, theoretical, and procedural issues arising from the research reviews and research methodology.

**Honours Strand B**

In addition to workshops on thesis writing, theoretical and methodological issues, the main emphasis in this subject is upon students' development and presentation of work related to their theses.

**SOCW8495****Honours Thesis**

**Note: This is subject to Council Approval for 1996.**

*Staff Contact: Prof. Tony Vinson*

CP25 S2 Individual supervision + 4 hours seminars

*Prerequisites:* Honours Strand A and Honours Strand B (SOCW8492)

Credit average in all graded subjects in the BSW program (including Hons Strand A and B).

Students work individually on their thesis on a topic acceptable to the Subject Co-ordinator, attend two 'work-in-progress' workshops and consult with appointed supervisors. The completion of this subject is the submission of an acceptable honours thesis of 10,000 - 12,000 words at the end of the final year. Students who

complete the thesis with a grade of credit or above will graduate with the appropriate classification of honours.

## Field Education

Each student undertakes three placements in the BSW Degree Course. These placements are designed to develop knowledge and skills in different social work methods and to enable students to gain a critical understanding of the values and principles of social work at different levels of intervention. The aim is to provide experience in a range of settings and assist in the integration of theory and development of appropriate professional behaviours.

Each placement involves a student being assigned to a field teacher in a social welfare agency for a particular period of time. During this time the student will undertake work considered appropriate by the agency and university. The university provides expectations and guidelines which are the basis for planning and evaluation of performance.

### SOCW8282

#### Social Work Practice - First Placement

*Staff Contact: Ms Karen Heycox*  
CP15 S2

First placement is located in a wide range of settings. Basic skills and responsibilities of practice and a beginning understanding of working in a welfare organisation are emphasised. This placement occurs in Session II of year 2. Commences in the mid year break with a three week block, then two days per week in Session II and is undertaken concurrently with classroom work (41 days July-October).

### SOCW8381

#### Social Work Practice - Second Placement

*Staff Contact: Ms Lesley Hughes*  
CP30 S1

The focus in this placement will depend on what students have learned in First placement and what they intend to do in Third placement. The placement may be used to develop new areas of knowledge and skill in direct service such as case work and/or group work or, indirect service such as research, community work, and policy/planning. This placement occurs in Session I of year 3. It commences with a four week block during the long vacation and continues for three days per week in Session I and is undertaken concurrently with classroom work (55 days, February-June).

### SOCW8481

#### Social Work Practice - Third Placement

*Staff Contact: Ms Karen Heycox*  
CP65 S2

Third placement is available in a variety of settings. Placements which are relevant to students' Social Work Practice Electives, and which help prepare them for their future career in Social Work, are offered.

Students are encouraged to undertake placements in regional cities and rural areas of NSW.

This is a 65 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 university based seminar series.

## Servicing Subjects

### LAWS1010

#### Litigation

*Staff Contact: Dr Jill Hunter*  
CP30 F HPW4

Introduces students to issues and problems in three areas:

Civil pre-trial procedure: focuses on selected topics largely in the context of Supreme Court - actions parties to an action; pleadings; discovery and exchange of information. Supreme Court Rules are examined to determine the extent to which they facilitate just, accurate and speedy resolution of disputes. Problems of delay and cost are also addressed with particular reference to case-flow management techniques and alternative dispute resolution.

Criminal pre-trial procedure: the law and related issues associated with arrest, warrants, police searches, interrogation and the formulation of pleadings. Comparisons are drawn between the civil and criminal pre-trial processes.

Evidence: a basic understanding of the legal and philosophical principles related to the presentation of evidence in court. A comprehensive examination of the rules of evidence, including those designed to protect the accused at trial; the rule against hearsay evidence; the use of expert evidence; the treatment of unreliable evidence; proof and probability theory and questioning of witnesses in court.

The effect of pretrial procedures on the final outcome at trial highlighted.

### LAWS1120

#### Legal System Torts

*Staff Contact: Mr Angus Corbett, Ms Prue Vines*  
CP22.5 F HPW4

The legal significance of the arrival of the British in Australia; the principal institutions of the legal system, particularly the courts, the legislature, and the executive arms of government; the judiciary; the legal profession; their history, roles, interrelationships, operation and techniques; general constitutional principles and institutions; the notion and consequences of federalism; Bill of Rights proposals; precedent and statutory interpretation, practice and theory; sources of Australian law, including the past and present status of Aboriginal customary law; origins of the common law; classifications within the common law; jurisdiction of Australian courts.

A number of torts, both intentional and unintentional, relating to economic interests as well as personal injury. The primary focus of the course is a thorough and comprehensive introduction to the tort of negligence. There is a detailed discussion of specific issues such as recovery for personal injury, for nervous shock, for pure economic loss as well as affirmative duties of care. In addition there is an introduction to the law relating to limitation periods, vicarious liability, defences to the tort of negligence and the law relating to the assessment of damages. The approach to teaching this material is via extensive discussion of a relatively limited number of leading cases. Students are thus able to build up an understanding of this body of law through their own analysis of case law and statute law.

A second strand of this course is to introduce students to the wide ranging debates about the appropriate role and

function of tort law. This requires developing a working knowledge of a feminist and economic analysis of tort law and of the various corrective justice theories of tort. In developing this working knowledge students will be exposed to secondary materials which build upon and refer to the cases and statutes which are included in the course.

#### **LAWS1420**

##### **Contracts**

*Staff Contact: Mr Denis Harley*

CP22.5 F HPW S1 2, S2 4

**Note:** Taken concurrently with LAWS2140 as a composite subject.

This course examines the nature of contractual obligations and how parties make and break contracts. Topics include: how contracts are formed and the necessary elements of a validly constituted contract; express and implied terms of a contract and how such terms are imported into the contract; how courts interpret the terms of a contract; the consequences where a contract is induced by 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*

CP30 F HPW4

The principles of criminal law and criminal liability. Aims to: promote and refine research and social policy analysis skills; develop a rigorous analytic and socially oriented approach to the study of criminal law; investigate the constitution of concepts like crime, criminal and criminal law; question traditional approaches which assume a unified set of general principles; suggest an approach to criminal law as a number of diverse fields of regulation; acknowledge the importance of forms of regulation outside the criminal law; examine empirical material on the actual operation of the N.S.W. criminal process such as court statistics and a court observation exercise; examine the substantive rules developed in selected criminal offence areas; stress the importance and relevance of criminal law in an understanding of law, even (and especially) for those who do not intend to practise in the area. Topics include: the phenomenon of crime, the criminal process, criminal responsibility, homicide offences, public order offences, drug offences, offences against the person, offences of dishonest acquisition, general defences, complicity, conspiracy, sentencing and penal practices.

#### **LAWS2140**

##### **Public Law**

*Staff Contact: Mr Robert Shelly*

CP7.5 S1 HPW2

**Note:** Taken concurrently with LAWS1420 as a composite subject.

This course introduces the students to the concept of 'public law', its methods of reasoning, history and fundamental principles. It deals with the fundamental principles of constitutional and administrative law, with the ethical precepts underlying our constitutional system; with the

essential features of our system of government, and with the increasing role of public international law. The course also introduces students to comparative law, especially the public law assumptions of the Civil Law system. Topics include the concept of public law; theories and history of constitutionalism; comparative methods of enforcing constitutional precepts; Australia's constitutional development; the separation of powers, responsible government and constitutional conventions; and the republicanism debate.

#### **LAWS2150**

##### **Federal Constitutional Law**

*Staff Contact: Prof George Winterton, Mr Keven Booker*

CP15 S1 or S2 HPW4

Federal constitutional law, stressing the legislative and judicial powers of the Commonwealth and the judicial interpretation by the High Court of the extent of those powers, in particular: trade and commerce, external affairs, corporations, appropriation, grants and taxation powers, family law and industrial law powers, inconsistency of Commonwealth and State laws, freedom of interstate trade and commerce, excise and implied limitations on Commonwealth and State powers. Techniques and approaches adopted by the High Court in interpreting the Australian Constitution, and occasionally, federal executive power.

Further study of constitutional law may be undertaken in LAWS2100 The High Court of Australia.

#### **LAWS2160**

##### **Administrative Law**

*Staff Contact: Ms Melinda Jones*

CP15 S1 or S2 HPW4

This course considers the law concerning the accountability and control of government officials. Topics covered include: the regulation of delegated legislation; the problem of corruption; the duty to give reasons for administration decisions; freedom of information, the Ombudsman, the Administrative Appeals Tribunal; and judicial review of administrative action [the principles of legality and procedural fairness].

#### **LAWS3010**

##### **Property and Equity**

*Staff Contact: A/Prof Chris Rossiter*

CP30 F HPW4

The basic principles of the law of property, transcending the traditional boundaries of real and personal property. For reasons of time and convenience, most topics are those usually considered in the context of 'real property'.

Enquiry into the meaning of the concepts of property and the purposes that are or ought to be fulfilled by the law of property. Some of the traditional concepts and classifications adopted by the common law in the content of the study of fixtures. Topics: possession as a proprietary interest in land and goods; some basic concepts such as seisin and title; the fragmentation of proprietary interests, including the doctrines of tenure and estates; an introduction to future interests; the development of legal and equitable interests, including a comparative treatment of their nature, extent and sphere of enforceability and an introduction to trusts; legal and equitable remedies; the statutory regulation of proprietary interests in land,



including an examination of the Torrens and deeds registration systems; co-ownership; an introduction to security interests; the acquisition of proprietary interests; the alienability of interests including trusts for sale; commercial transactions involving leasehold estates in land and bailment of goods.

#### **LAWS4010**

##### **Business Associations 1**

*Staff Contact: Mr Angus Corbett*

CP15 S1 or S2 HPW 4

**Note:** Students are advised to complete LAWS3010 Property and Equity before undertaking Business Associations 1.

An introduction to a number of important legal and theoretical aspects of the operation of business companies. In addition, there is a brief overview of partnership law.

The company law component of the subject falls into two parts. The first deals with the process and incidents of incorporation. The topics dealt with in this part include the derivation of the modern company; an introduction to the regulatory structures for companies and the securities industry in Australia; the formation of the company; the privileged position of the private company; an introduction to the corporate constitution, organs and capital; promoters' duties; preincorporation contracts; the separate personality of the corporation (and its exceptions); corporate liability in crime.

The balance of the subject is concerned with the structure and governance of the company. It examines the corporate organs (the board of directors and the general meeting) and the division of corporate powers between them; the duties and liabilities of directors and other officers; the remedies available to shareholders for the enforcement of directors' duties and protection against oppression or overreaching by controllers.

While much of this company law doctrine is equally applicable to the large company as to the small enterprise, the subject stresses the problems, processes and transactions typically encountered by small incorporated business.

#### **LAWS6210**

##### **Law, Lawyers and Society**

*Staff Contact: Dr Stan Ross*

CP15 S1 or S2 HPW 4

1. The lawyer/client relationship, including who exercises control and the lawyers' duties to accept work, to keep client confidences, to act competently and to avoid conflicts of interest; the social implications of lawyers' professional behaviour. 2. The adversary system of litigation and the lawyers' role therein, both generally and specifically as defence counsel and as prosecutor in criminal cases. 3. The structure of the profession and methods of regulation including discussion of the concept of professionalism, control of admission, discipline generally and conducting court specifically; selection and control of the judiciary. 4. Issues relating to the delivery of legal services, including specialisation in lawyers' practice, the structure and availability of legal aid, the regulation of lawyers' fees, the extent of the lawyers' monopoly and the role of non-lawyers in delivering legal services.

#### **LAWS7200**

##### **Clinical Legal Experience (Intensive)**

*Staff Contact: To be advised*

CP15 S1 S2 HPW16

Clinical legal education takes students out of the classroom and places them in a law practice. This is to enable students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculty's clinic, Kingsford Legal Centre, two full days a week. The clinic is a community legal centre which provides a free legal service to the local community. Students manage clients' files under the supervision of experienced solicitors. This involves the interviewing and the counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

In addition to two days' attendance, students are asked to attend evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of students' experiences, and for instruction in legal procedure and skills. There are regular opportunities to attend Court.

As well as clients' files the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School of Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions but not over the summer vacation. A student who has enrolled in and who has passed or failed LAWS7210 Clinical Legal Experience may not enrol in this subject without the approval of the Associate Dean. It is suggested that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

#### **LAWS7210**

##### **Clinical Legal Experience**

*Staff Contact: To be advised*

CP15 S1 S2 HPW8

Clinical legal education takes students out of the classroom and places them in a law practice. This is both to enable students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculty's clinic, the Kingsford Legal Centre, one full day a week. The clinic is a community legal centre which provides a free legal service to the local community. Students work on clients' files under the supervision of experienced solicitors. This involves the interviewing and counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

Students are also required to attend a number of evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of the students' experiences, and for instruction in legal procedure and skills. There are also regular opportunities to attend court.

As well as clients' files, the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School of Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions and over the summer vacation. A student who has enrolled in and who has passed or failed LAWS7200 Clinical Legal Experience (intensive) may not enrol in this subject without the approval of the Associate Dean. It is recommended that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

#### **LAWS7410**

##### **Legal Research and Writing 1**

*Staff Contact: Ms Irene Nemes*  
CP10 S1 HPW2

The literature, both legal and non-legal, relevant to the law in Australia. The contents of a law library, how it works and is ordered and how lawyers go about using it to find the law. Practice in handling the principal legal materials in the law library, notably law reports, collections of statutes, bibliographies, periodical indexes, digests and material on law reform. An introduction to case analysis and statutes. Principles of legal writing, including plain English, citation practice, word processing and logical argument. An introduction to the use of computerized legal research methods. The methods and objectives of legal and empirical research.

#### **LAWS7420**

##### **Legal Research and Writing 2**

*Staff Contact: Ms Irene Nemes*  
CP5 S2 HPW2

A revision of legal research skills acquired in LAWS7410 Legal Research and Writing 1, particularly the use of Australian digests, law reform materials, loose-leaf services and legal encyclopaedias. Practice in finding and updating the law on a topic. Foreign Legal systems and International law. Further instruction on the use of computers for retrieval of legal materials.

#### **LAWS7430**

##### **Research Component**

*Staff Contact: Mr Ian Cameron*

**Note/s:** Taken after or concurrently with LAWS7420.

This subject must be taken either concurrently with or after LAWS7420 Legal Research and Writing 2, though students are advised where possible to complete Legal Research and Writing 2 first so that they have a command of the relevant research techniques. Students must select one from amongst the subjects for which they are enrolled in which a piece of assessable work (a research essay or moot) will be allocated for Research Component, and must submit a Research Component Form to the Administrative Assistant (Undergraduate) by the end of Week 4 in the Session in which they elect to undertake Research Component. This form must identify the subject in which the work for Research Component will be undertaken, and must be signed by the teacher in the subject. Students must attach to the completed research essay or moot submission a written research report, outlining the research methods

adopted in preparation for the essay or moot. The piece of assessable work chosen for allocation to Research Component must be worth no less than 30% of the total mark (in the case of a three-credit point subject, or 15% of the total mark in the case of a six-credit point subject). The assessment of Research Component will be made on the basis of the research report, in addition to the separate assessment of the essay or moot for the purpose of the subject selected. All subjects offered in the Law School are *prima facie* available to Research Component students for this purpose. Where for compelling reason no provision for a suitable essay or moot is or can be made in a program of assessment of a particular subject, the teacher of that subject may ask the student to select another subject. Research Component may also be satisfied by taking one or more of the Research Thesis electives (LAWS6510, LAWS6520, LAWS6530). There is no formal teaching in LAWS7430 Research Component and no credit points are awarded for it.

#### **LAWS8320**

##### **Legal Theory**

*Staff Contact: A/Prof Martin Krygier*  
CP15 S1 or S2 HPW4

Introduction to philosophical questions which underline the practical workings of the law. The course concentrates on questions to do with legal reasoning, particularly the reasoning of judges, and of moral reasoning; and the interrelationships between law and morals and law and politics.

#### **LAWS8820**

##### **Law and Social Theory**

*Staff Contact: A/Prof Martin Krygier*  
CP15 S1 or S2 HPW4

Examination of sociological assumptions about law, about society, and about the relationships between law, legal institutions and social ordering. Topics include: The role and functions of law within modern society, the extent to which law embodies implicit social theories and the nature of these theories, and the implications of social research on our understanding of the place of law in society.

LAWS8320 and LAWS8820 form part of the compulsory core of the LLB and BJuris degree courses with respect to students who entered the Faculty in 1981 or later. Students are required to take one of these two subjects to fulfil compulsory requirements and are permitted to take the other as an elective.

#### **PSYC1002**

##### **Psychology 1**

*Staff Contact: Dr A Adams*  
CP30 F HPW5

**Note/s:** A high proficiency in English is necessary to pass this subject. Excluded GENS4620, GENS5050.

Introduces the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.

Credit is given for participating in various School-approved research studies for up to six hours during the year. An alternative is available.

**SOCI1131****Society and the Individual: Basic Concepts***Staff Contact: Clive Kessler, Mira Crouch*

CP15 S1 HPW3

The study of social conditions which shape people's lives and outlook. This includes the analysis of our own immediate social environment as well as the broad field of global forces which impinge on us. Issues covered include culture, social change, power, inequality, work, consumerism and global communications, while the relevance to them of some classical sociological concepts is examined.

**SOCI1831****Australian Giants: Organisations & Society***Staff Contact: Grant McCall, Ann Daniel*

CP15 S2 HPW3

Explores Australia's cultural, economic, social and political landscape to identify and examine those large institutions whose effects on national life and the lives of individuals are profound and extensive. The focus is on the institutions of law, education, health and policy in the public sector and on national and international corporations in the private sector. These issues are explored in the context of Australia's place in the Asia-Pacific region and the force of global communications technology and power to detail the impacts of large organisations on our private lives and social worlds.

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## Graduate Study

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### Course Outlines

**1980****Doctor of Philosophy**

#### Doctor of Philosophy PhD

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

In addition to a thesis, each candidate may be required to complete one or two one session subjects, usually a research subject and/or a social policy subject. This would normally be in the first year of registration.

**2970****Master of Social Work (by Research)****MSW**

In addition to a thesis, each candidate is required to complete two one session subjects, usually a social policy subject and a research methods subject, normally in the first year of registration.

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### Graduate Diploma And Masters Courses

The School offers articulated Graduate Diploma and Masters courses in three specialist content areas: Couple and Family Therapy; International Social Development; and Equity and Social Administration.

The Graduate Diploma programs are each offered on a two-year part-time basis. Extension to a Masters qualification involves an additional year of a part-time (or one session of full-time) enrolment during which a minor thesis is written. Students intending to progress to a Masters level must indicate this intention to the Program Coordinator mid-way through their second year of part-time study, and successful completion of the Graduate Diploma at a credit standard is a prerequisite for progression to the Masters level of study.

**5550****Graduate Diploma in Couple and Family Therapy****GradDipC/FTtherapy**

Two year course/part-time only.

Two 14 week sessions per year. Six hours per week (total 336 hours).

Jointly offered and taught by School of Social Work and Relationships Australia(NSW).

Fee: \$4,100.00 per academic year, \$8,200 for the 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 end October; 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 CP**

|                  |  |    |
|------------------|--|----|
| <b>Session 1</b> |  |    |
| SOCW7781         | Research Issues in Couple and Family Therapy | 12 |
| SOCW7782         | Sociology of Marriage and the Family         | 12 |

|                  |                     |    |
|------------------|---------------------|----|
| <b>Session 2</b> |                     |    |
| SOCW7783         | Clinical Practice I | 12 |

|                  |                                     |    |
|------------------|-------------------------------------|----|
| <b>Full Year</b> |                                     |    |
| SOCW7780         | Theory of Couple and Family Therapy | 24 |

**Year 2**

|                  |                      |    |
|------------------|----------------------|----|
| <b>Session 1</b> |                      |    |
| SOCW7784         | Clinical Practice II | 24 |

|                  |   |    |
|------------------|---|----|
| <b>Session 2</b> |   |    |
| SOCW7785         | Special Issues in Couple and Family Therapy | 18 |
| SOCW7786         | Individual Learning Contract                | 18 |

**Note:** Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

|                        |  |    |
|------------------------|--|----|
| <b>Sessions 1 or 2</b> |  |    |
| SOCW7787               | Theory of Couple and Family Therapy (Abridged)<br>(in place of SOCW7780) | 12 |
| SOCW7809               | Clinical Practice (Abridged)<br>(in place of SOCW7783 and SOCW7784)      | 18 |

**5552****Graduate Diploma in International Social Development****GradDipIntSocDev**

Two years part-time.  
One year full-time.

Two 14 week sessions per year. Six hours per week in Session 1, Year 1, four hours per week in Session 2, Year 1.

Six hours per week in Session 1, Year 2, six hours per week in Session 2, Year 2.

The purpose of this graduate diploma course is to prepare local and overseas candidates for work in the broad area of international aid. It is also relevant for work with immigrant and refugee populations in Australia. By the end of the diploma program candidates will:

have developed a knowledge base and analytical framework to critically assess the context in which international aid is delivered;

have considered a range of social theories which promote alternative perspectives on values and motivation for working in the international field;

have substantive knowledge and a range of skills related to planning, delivery and evaluation of international aid.

**Year 1 CP**

|                  |  |    |
|------------------|--|----|
| <b>Session 1</b> |  |    |
| SOCW7788         | Issues in International Social Development | 12 |
| SOCW7789         | Social Development Policy and Planning     | 12 |
| SOCW7790         | Community Development                      | 12 |

|                  |  |    |
|------------------|--|----|
| <b>Session 2</b> |  |    |
| SOCW7791         | Preparation for International Practice | 12 |
| SOCW7792         | Individual Project A - Part 1          | 12 |

**Year 2**

|                  |   |    |
|------------------|---|----|
| <b>Session 1</b> |   |    |
| SOCW7794         | Social Infrastructure for International Aid | 12 |
| SOCW7795         | Management of Human and Financial Resources | 12 |
| SOCW7796         | Community Education Strategies              | 12 |

|                  |                               |    |
|------------------|-------------------------------|----|
| <b>Session 2</b> |                               |    |
| SOCW7793         | Individual Project A - Part 2 | 24 |
| or               |                               |    |
| SOCW7806         | Individual Project B*         | 12 |
| SOCW7797         | Research Methods*             | 12 |

\*Only available for students intending to progress to Masters study who have met the prerequisite standard.

**5553****Graduate Diploma in Equity and Social Administration****GradDipEq&SocAdmin**

Two year course/part time only.  
Two 14 week sessions per year. Total course hours 252.

**Admission Requirements**

Holders of Bachelors degrees will be eligible to enrol in the Graduate Diploma in Equity and Social Administration.

Work experience and other qualifications may suffice for eligibility to enrol in the Graduate Diploma of Equity and Social Administration.

Admission will be competitive and based on qualifications and experience.

The objective of the Graduate Diploma is to equip access and equity program and human resource management professionals with the theoretical, professional and practical knowledge necessary for the effective development and management of equity (such as equal employment opportunity, access and equity, affirmative action) policies and related programs, in the government, non-government and private sectors.

**Note:** There will be no intake in 1996.

| <b>Year 1</b>                  |                                    | <b>CP</b> |
|--------------------------------|------------------------------------|-----------|
| <i>Session 1 or Session 2*</i> |                                    |           |
| SOCW7798                       | Equality and Diversity in Practice | 12        |
| SOCW7800                       | Research Issues in Equity          | 12        |
| SOCW7801                       | Managing for Compliance            | 12        |

|                  |                            |    |
|------------------|----------------------------|----|
| <i>Full Year</i> |                            |    |
| SOCW7799         | Contemporary Social Theory | 24 |

| <b>Year 2</b>                  |                                      |    |
|--------------------------------|--------------------------------------|----|
| <i>Session 1 or Session 2*</i> |                                      |    |
| SOCW7803                       | Equity Program Design and Evaluation | 12 |
| SOCW7804                       | Issues in Ethics and Equity          | 12 |

|                  |                                       |    |
|------------------|---------------------------------------|----|
| <i>Full Year</i> |                                       |    |
| SOCW7802         | Social Policy, Equity and Legislation | 24 |

*\*Students should check in the particular year in which they take the subject whether it is offered in S1 or S2.*

## 8930 Master of Social Work (by Formal Coursework)

Part-time.

It is possible for qualified social workers to progress from any of the above-listed graduate diplomas to a Master of Social Work (by Formal Coursework). This course is designed to enable social workers to give leadership in professional social work practice in the specialist area of their study. The course structure will take one of the following three forms, leading respectively to Master of Social Work (Couple and Family Therapy), Master of Social Work (International Social Development) or Master of Social Work (Equity and Social Administration). However, the Minor Thesis in Social Work subject, SOCW7807, is taken in place of the Minor Thesis (General), SOCW7808, subject.

### Admission requirements

Candidates must hold a Bachelor of Social Work Degree and have at least one year's professional practice experience. A candidate shall also have completed the coursework for one of the three graduate diplomas offered by the School at an acceptable level; exemptions will then be given for subjects in the 1st and 2nd years of the Masters program.

## 8931 Master of Couple and Family Therapy

### MC/FTtherapy

Articulates with Graduate Diploma in Couple and Family Therapy.

Requires an additional one year of part-time study, or one session of full-time study, in which a minor thesis is to be written.

The program is designed to meet the need of students wishing to extend their postgraduate research experience in the area of Couple and Family Therapy.

### Admission requirements

The route to the 3rd year stage of the Masters program is via the Graduate Diploma only, and candidates who have completed the Graduate Diploma in Couple and Family Therapy receive exemptions for the subjects in the first and second years of the Masters program.

| <b>Year 1</b>    |  | <b>CP</b> |
|------------------|--|-----------|
| <i>Session 1</i> |  |           |
| SOCW7781         | Research Issues in Couple and Family Therapy | 12        |
| SOCW7782         | Sociology of Marriage and the Family         | 12        |

|                  |                     |    |
|------------------|---------------------|----|
| <i>Session 2</i> |                     |    |
| SOCW7783         | Clinical Practice 1 | 12 |

|                  |                                     |    |
|------------------|-------------------------------------|----|
| <i>Full Year</i> |                                     |    |
| SOCW7780         | Theory of Couple and Family Therapy | 24 |

| <b>Year 2</b>    |                      |    |
|------------------|----------------------|----|
| <i>Session 1</i> |                      |    |
| SOCW7784         | Clinical Practice II | 24 |

|                  |   |    |
|------------------|---|----|
| <i>Session 2</i> |   |    |
| SOCW7785         | Special Issues in Couple and Family Therapy | 18 |
| SOCW7786         | Individual Learning Contract                | 18 |

| <b>Year 3</b>    |                        |    |
|------------------|------------------------|----|
| <i>Full Year</i> |                        |    |
| SOCW7808         | Minor Thesis (General) | 60 |

**Note:** Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

|                        |  |    |
|------------------------|--|----|
| <i>Sessions 1 or 2</i> |  |    |
| SOCW7787               | Theory of Couple and Family Therapy (Abridged)<br>(in place of SOCW7780) | 12 |
| SOCW7809               | Clinical Practice (Abridged)<br>(in place of SOCW7783 and SOCW7784)      | 18 |

8932

**Master of International Social Development****MIntSocDev**

Three years part-time.

One and a half years full-time.

Two 14 week sessions per year. Six hours per week in Session 1, Year 1, four hours per week in Session 2, Year 1.

Six hours per week in Session 1, Year 2, six hours per week in Session 2, Year 2.

Twelve hours per week in Session 1, Year 3, twelve hours per week in Session 2, Year 3.

The overall goal of this degree program is to offer a graduate qualification in social development policy and planning with an international focus. In addition to the objectives of the diploma program, by the end of the degree program candidates will be able to demonstrate research skills required to complete a graduate level thesis relevant to international aid.

**Admission requirements**

A candidate for the degree shall have completed the coursework for the Graduate Diploma in International Social Development at a credit level or above. Therefore, they receive exemptions for these subjects in the first and second years of the Masters program.

|                  |   |           |
|------------------|---|-----------|
| <b>Year 1</b>    |   | <b>CP</b> |
| <i>Session 1</i> |   |           |
| SOCW7788         | Issues in International Social Development  | 12        |
| SOCW7789         | Social Development Policy and Planning      | 12        |
| SOCW7790         | Community Development                       | 12        |
| <i>Session 2</i> |   |           |
| SOCW7791         | Preparation for International Practice      | 12        |
| SOCW7792         | Individual Project A - Part 1               | 12        |
| <b>Year 2</b>    |   |           |
| <i>Session 1</i> |   |           |
| SOCW7794         | Social Infrastructure for International Aid | 12        |
| SOCW7795         | Management of Human and Financial Resources | 12        |
| SOCW7796         | Community Education Strategies              | 12        |
| <i>Session 2</i> |   |           |
| SOCW7806         | Individual Project B                        | 12        |
| SOCW7797         | Research Methods                            | 12        |
| <b>Year 3</b>    |   |           |
| <i>Full Year</i> |   |           |
| SOCW7808         | Minor Thesis (General)                      | 60        |

8933

**Master of Equity and Social Administration****MEq&SocAd**

Articulates with Graduate Diploma in Equity and Social Administration.

Requires an additional one year of part time study or one session of full time study, in which a minor thesis is to be written.

The objectives of the Masters program are to build on the knowledge and skills of diplomates by equipping them with the research skills and the conceptual and practical sophistication to plan and undertake equity policy and related high level research, in either more general contexts or more specifically in relationship to the social work profession.

**Admission Requirements**

Admission to the Masters year of the program is through successful completion at a credit level or above, of the Graduate Diploma, after which students will be granted exemptions for the subjects successfully completed.

|                               |                                       |           |
|-------------------------------|---------------------------------------|-----------|
| <b>Year 1*</b>                |                                       | <b>CP</b> |
| <i>Session 1 or Session 2</i> |                                       |           |
| SOCW7798                      | Equality and Diversity in Practice    | 12        |
| SOCW7800                      | Research Issues in Equity             | 12        |
| SOCW7801                      | Managing for Compliance               | 12        |
| <i>Full Year</i>              |                                       |           |
| SOCW7799                      | Contemporary Social Theory            | 24        |
| <b>Year 2*</b>                |                                       |           |
| <i>Session 1 or Session 2</i> |                                       |           |
| SOCW7803                      | Equity Program Design and Evaluation  | 12        |
| SOCW7804                      | Issues in Ethics and Equity           | 12        |
| SOCW7797                      | Research Methods                      | 12        |
| <i>Full Year</i>              |                                       |           |
| SOWC7802                      | Social Policy, Equity and Legislation | 24        |
| <b>Year 3</b>                 |                                       |           |
| <i>Full Year</i>              |                                       |           |
| SOCW7808                      | Minor Thesis (General)                | 60        |

*\*All of the listed subjects will be offered at least once in any 2-year period, and students are required to complete each subject listed.*

## Subject Descriptions

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

### SOCW7727

#### **Social Work Research Methods B**

*Staff Contact: Dr Michael Wearing*

CP15 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.

### SOCW7761

#### **Project**

*Staff Contact: To be advised*

CP15 S1 HPW12

**Note/s:** 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.

### SOCW7780

#### **Theory of Couple & Family Therapy**

*Staff Contact: Ms Carmel Flasks*

CP24 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: Dr Michael Wearing*

CP12 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: To be advised*

CP12 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 parentchild 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: Dr Jac Brown*

CP12 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 with a clinical supervisor who will direct their clinical work.

### SOCW7784

#### **Clinical Practice II**

*Staff Contact: Dr Jac Brown*

CP24 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 involve therapy with the client population of Relationships Australia (NSW). Students will work in small groups and will function as a team to facilitate their theoretical and clinical understanding and therapeutic skills.

### SOCW7785

#### **Special Issues in Couple and Family Therapy**

*Staff Contact: Ms Carmel Flasks*

CP18 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.

### SOCW7786

#### **Individual Learning Contract**

*Staff Contact: Ms Carmel Flasks*

CP18 S2 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 Coordinator 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.

#### **SOCW7787**

##### **Theory of Couple and Family Therapy (Abridged)**

*Staff Contact: Ms Carmel Flasks*

CP12 S2 HPW 2

This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and therefore have a solid understanding of some of the major theory concepts in systemic therapy. Students will review and consolidate their previous learning, undertake a critical study of the theory and practice concepts of the Milan approach, and explore selected contemporary developments in systemic theory and practice.

#### **SOCW7788**

##### **Issues in International Social Development**

*Staff Contact: Dr Barbara Ferguson*

CP12 S1 HPW 2

This subject introduces students to conceptual, structural and pragmatic issues in social development as process and goal. It offers a knowledge base and analytical framework for work in the field of international aid. Controversies in development theory are examined as well as the complexities of the geopolitical and economic contexts in which international aid is delivered. Specific problems of international aid addressed in relation to a range of social theories include: the colonial legacy, poverty, population growth and movement, multinational corporations, international loans and Third World debt, environmental degradation, war and human rights.

#### **SOCW7789**

##### **Social Development Policy and Planning**

*Staff Contact: To be advised*

CP12 S1 HPW 2

This subject provides a framework for understanding social development looking at the aims of social development in international, regional, national and local settings. Social development affords a different perspective from orthodox economic models. This subject also introduces policy development and analysis skills needed to plan and implement social development programs. It links these skills with the skills of community organisation, advocacy, program planning, administration and evaluation required to maintain them.

#### **SOCW7790**

##### **Community Development**

*Staff Contact: Prof Tony Vinson*

CP12 S1 HPW 2

This subject begins with a review of the history, background and applications of community development programs in Third World situations. Students then examine a range of case examples which introduce relevant strategies and approaches to local level and organisational change. Alternative models of social and economic planning, administration and service delivery are considered. Particular emphasis is accorded to participative and

decision making processes, and to skills in assessment, consultation and planning.

#### **SOCW7791**

##### **Preparation For International Practice**

*Staff Contact: Dr Barbara Ferguson, Dr Diane Barnes*

CP12 S2 HPW 2

This subject prepares students to function within their own professions in international contexts. It promotes examination of values and motives for engaging in international work in the light of theories of social justice. Students are introduced to the ethnographic method as well as a range of other skills for effective interpersonal communication, community participation and research in crosscultural situations.

#### **SOCW7792**

##### **Individual Project A Part 1**

*Staff Contact: Dr Barbara Ferguson*

CP12 S2 HPW 2

In this subject students develop an individual learning contract to complete a project. The project requires library and empirical research designed to integrate and apply elements of the coursework to students' particular field of work. Students identify the problem or issue to be addressed, discuss the cultural, geo-political and economic context and the relevant policies and programs.

#### **SOCW7793**

##### **Individual Project A - Part 2**

*Staff Contact: Dr Barbara Ferguson*

CP24 S2 HPW 6

Students extend the work undertaken in SOCW7792, in relation to the problem or issue that forms the basis of their individual learning contract. A research proposal or a submission for an implementation plan to address the problem or issue is developed.

#### **SOCW7794**

##### **Social Infrastructure for International Aid**

*Staff Contact: Dr Barbara Ferguson*

CP12 S1 HPW 2

This subject introduces students to the international aid agencies, their respective structures, roles and relationships with one another. It examines the workings of government and non-government aid agencies at national and international levels. This information is then related to case examples which demonstrate skills to negotiate within the international aid systems, secure funding, lobby and advocate to redefine development assistance.

#### **SOCW7795**

##### **Management of Human and Financial Resources**

*Staff Contact: Dr Barbara Ferguson*

CP12 S1 HPW 2

This course covers two broad areas. First, the management of human resources, provides an overview of the problems and opportunities which arise in managing people, with special reference to working within international aid organisations. Topics include staff recruitment, selection, development and evaluation. The second area, the management of financial resources seeks to introduce students to some of the conceptual and technical skills required to deal with financial and resource control



problems. Topics include preparation and interpretation of budgets and financial reports.

#### **SOCW7796**

##### **Community Education Strategies**

*Staff Contact: Dr Sandy Regan*

CP12 S1 HPW2

This subject covers a range of community education strategies drawing on case studies of innovative models in Third World communities. Students consider appropriate objectives, methods, communication skills and assessment for adult learners taking into account adaptations required in different sociocultural contexts. In addition to examining the rationale, nature and scope of distance education, students are introduced to skills for developing curricula and written packages, and to the appropriate use of available technologies.

#### **SOCW7797**

##### **Research Methods**

*Staff Contact: Dr Michael Wearing*

CP12 S2 HPW 3

This subject is designed to enhance basic and intermediate skills in research work at a postgraduate level with a specific focus on thesis writing, research methodology and analysis and presentation of data. The subject develops critical and analytical skills in the reading and summation of literature for a piece of research. Both qualitative and quantitative analysis are covered in the subject as they relate to writing up a thesis. The subject also covers various styles of research methods used in research projects. It is envisaged that micro and mainframe computers will be used to assist the analysis and presentation of data and the writing up of the minor thesis.

#### **SOCW7798**

##### **Equality And Diversity In Practice**

*Staff Contact: Ms Helen Meekosha*

CP12 S1 or S2 HPW 2

Practitioners operate in environments of unequal power. These apply in respect of gender, class, race, ethnicity and age relations, as well as disability and sexuality. Concepts useful for understanding and intervening in unequal situations such as equality, diversity, difference, equity, gender and citizenship will be examined. Applications of these concepts to contemporary social movements will be pursued. Examples will be selected from change strategies led by and involving indigenous peoples, people with disabilities, gays and lesbians, aged people, women and youth. Practices relevant to these movements will be examined in some detail.

#### **SOCW7799**

##### **Contemporary Social Theory**

*Staff Contact: Ms Jan Breckenridge*

CP24 F HPW 2

This subject will examine a range of social theories and link these to contemporary debates on equity, equality, specificity, 'political correctness' and social diversity. The subject will focus on the way in which theory responds to these contemporary debates; theoretical approaches under review will include class analysis, gender analysis, discourse analysis, theories of race, post-structural theory, critical theory, feminist theory, and theories of democracy and citizenship. Dimensions of difference relate to gender,

Aboriginality, class, ethnicity, sexuality, age, disability, literacy and geographical location.

#### **SOCW7800**

##### **Research Issues In Equity**

*Staff Contact: Dr Michael Wearing*

CP12 S1 or S2 HPW 2

This subject examines specific issues of research relevant to social administration and equity. Particular attention will be given to qualitative and quantitative analysis. Some of the special difficulties of research in equity and social administration will be explored, and examples of contemporary research in the area will be examined and critically reviewed. The course will focus on how to evaluate other research and how to plan research.

#### **SOCW7801**

##### **Managing For Compliance**

*Staff Contact: To be advised*

CP12 S1 or S2 HPW 2

One of the central issues for people involved in equity management is the organisational context of changes in legislation and policy on equity - such as equal opportunity. This subject will link organisational theory, organisational communication strategies and strategies for social change in building analytic skills and skills in policy implementation. Topics include staff recruitment and selection, leadership and motivation, staff supervision and evaluation, compensation and benefits, EEO and the relationship of the people management function to the mission of the organisation, conflict resolution, mediation and negotiation skills. The course develops students' understanding of the different meanings of compliance in management of equity policy.

#### **SOCW7802**

##### **Social Policy, Equity And Legislation**

*Staff Contact: Dr Eileen Baldry*

CP24 F HPW 2

Social policy relevant to access and equity, equal opportunity, affirmative action, and social justice will be described and analysed. Particular attention will be paid to target groups in the development of social policy. Current social policy and administration debates relevant to equity principles and practice will be examined. Specific legislation will be examined in terms of the political processes which led to their enactment, the content of the legislation and implementation, and the capacity of differing legislative approaches to bring about change. The legislative context will be drawn from Australia and overseas. Fields of concern may include social welfare, health, education, employment, community services, and community development.

#### **SOCW7803**

##### **Equity Program Design And Evaluation**

*Staff Contact: To be advised*

CP12 S1 or S2 HPW 2

This subject examines equity issues which arise in relation to program and policy design and evaluation, as understood in terms of their effectiveness. The elements are: identifying equity considerations in the policy planning process, ensuring equity goals are built into program design, and assessing to what extent equity has been achieved in evaluation of social programs. These concerns

provide a context for developing and implementing programs which are effective both in terms of the substantive goals and in the pursuit of specific equity goals. A number of research methods, both quantitative and qualitative, are used to undertake and understand evaluation of programs and policies.

#### **SOCW7804**

##### **Issues In Ethics and Equity**

*Staff Contact: Dr Damian Grace*

CP12 S1 or S2 HPW 2

An exploration of equity issues in a range of social, institutional and work place settings. This exploration will be conducted against a background of theories of morality and moral reasoning. Topics will include: Free speech and racial vilification, affirmative action, loyalty and whistleblowing.

#### **SOCW7806**

##### **Individual Project B**

*Staff Contact: Dr Barbara Ferguson*

CP12 HPW 3

Students intending to progress from a Graduate Diploma to a Masters program build on the project work begun in SOCW7792 by developing a research proposal which then becomes the basis for their subsequent minor thesis research.

#### **SOCW7807**

##### **Minor Thesis in Social Work**

*Staff Contact: Individual Supervision*

CP60 F HPW 12

Each student enrolled in a Master of Social Work course is required to submit a minor thesis which has explicit relevance to social work practice. Each candidate has a social work supervisor. The thesis is an original piece of work which takes account of literature in the topic area, and which makes some contribution to theory development. It can be based on empirical investigation or be primarily analytic in nature. The thesis should be 15,000 to 20,000 words in length. The examination of theses will be administered by the School's Postgraduate Studies Committee. Theses will be examined by two examiners - one internal to the School of Social Work and one external.

#### **SOCW7808**

##### **Minor Thesis (General)**

*Staff Contact: Individual Supervision*

CP60 F HPW 12

Each student enrolled in the Master of Couple and Family Therapy, Master of Equity and Social Administration or Master of International Social Development is required to submit a minor thesis related to this area. Each candidate has individual supervision and is expected to attend a series of seminars in which students' research-in-progress is presented and discussed. The thesis is an original piece of work which takes account of literature in the topic area, and which makes some contribution to theory development. It can be based on empirical investigation or be primarily analytic in nature. The thesis should be 15,000 to 20,000 words in length. The examination of theses will be administered by the School's Postgraduate Studies Committee. Theses will be examined by two examiners - one internal to the School of Social Work, and one external.

#### **SOCW7809**

##### **Clinical Practice (Abridged)**

*Staff Contact: Ms Carmel Flasks*

CP18 S1 or S2 HPW3

This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and/or who have had substantial clinical training in Milan therapy through formal supervision of their work with couples and families. The course will consolidate and extend students' clinical training through a structured experience of direct supervision, develop practice skills, and ensure exposure to a variety of therapy situations. The emphasis of supervision will be on the relationship-focused developments in Milan therapy.

### **Faculty Electives**

#### **PROF0001**

##### **Professional Ethics**

*Staff Contact: Dr Damian Grace*

CP15 S1 HWP2

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

#### **PROF0002**

##### **Understanding Research**

*Staff Contact: A/Prof Jim Sockler*

CP15 S1 HPW2

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

#### **PROF0003**

##### **Qualitative Research Procedures**

*Staff Contact: To be advised*

CP15 S2 HPW2

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

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# School of Sport and Leisure Studies

## St George Campus

**Head of School**  
Associate Professor James Sockler

**Administrative Officer**  
Mr William H Baker

The School of Sport & Leisure Studies offers degree courses in Sports Science and Leisure Studies at the undergraduate level and a Master of Sports Science, and a PhD program at the graduate level.

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## Undergraduate Study

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### Course Outlines

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#### 424140 Bachelor of Leisure Studies Course

#### Bachelor of Leisure Studies BLeSt

The School offers a course leading to the award of the degree of Bachelor of Leisure Studies. Students enrolled in Leisure Studies undertake specialist subjects in areas such as outdoor recreation, leisure theory, leisure for specific populations and leisure management. The course supports these specialised areas with a broad experience in human and community studies appropriate for people to enter the Leisure industry.

#### Schedule of Subjects

| Year 1    |                                   | CP   |
|-----------|-----------------------------------|------|
| Session 1 |                                   |      |
| SLST1149  | Motor Skill Learning              | 12.5 |
| SLST3200  | Human Anatomy & Physiology        | 12.5 |
| SLST3211  | Computers in Sport Science        | 10.0 |
| SLST3234  | Social Issues in Sport & Exercise | 12.5 |
| SLST4217  | Leisure in Society                | 15.0 |
| SLST7721  | Practicum 1                       |      |
| Session 2 |                                   |      |
| SLST1141  | Communication Skills              | 10.0 |
| SLST1147  | Exercise Physiology 1             | 12.5 |
| SLST1151  | Skill Acquisition                 | 12.5 |
| SLST3245  | Psychology of Sport & Exercise    | 12.5 |
| SLST3305  | Understanding Personal Health     | 10.0 |
| SLST4228  | Leisure in Australia              | 15.0 |
| SLST7721  | Practicum 1                       |      |

| <b>Year 2</b>              |  | <b>CP</b> |
|----------------------------|--|-----------|
| <i>Session 1</i>           |  |           |
| SLST3267                   | Statistics for SportScience                            | 10.0      |
| SLST4239                   | Recreation Leadership                                  | 15.0      |
| SLST6411                   | Outdoor Recreation                                     | 15.0      |
| SLST2140                   | Leisure and the Arts                                   | 15.0      |
| SLST6531                   | Sport for Recreation                                   | 15.0      |
|                            | General Education Elective                             | 7.5       |
| SLST7742                   | Practicum 2  |           |
| <i>Session 2</i>           |  |           |
| SLST3278                   | Lab Fitness Assessment Procedures                      | 10.0      |
| SLST3300                   | Administration Studies                                 | 10.0      |
| SLST4133                   | SocialPsychology of Leisure                            | 15.0      |
| SLST2210                   | Facility Planning & Use                                | 15.0      |
| SLST4251                   | Recreation/Sport Promotion & Marketing                 | 15.0      |
|                            | General Education Elective                             | 7.5       |
| SLST7742                   | Practicum 2  |           |
| <b>Year 3</b>              |  |           |
| <i>Session 1</i>           |  |           |
| SLST6322                   | Studies in Specific Populations                        | 10.0      |
| SLST7651                   | Professional Ethics & Social Responsibility in Leisure | 15.0      |
| SLST4155                   | Administration & Management Studies                    | 15.0      |
| SLST3155                   | Recreational Policy & Planning                         | 10.0      |
|                            | Elective   | 15.0      |
|                            | General Education Elective                             | 7.5       |
| SLST7763                   | Practicum 3  |           |
| <i>Session 2</i>           |  |           |
| SLST4166                   | Applied Business Studies in Recreation                 | 15.0      |
| SLST3363                   | Current Issues in Sport s & Recreation                 | 12.5      |
| SLST4240                   | Programming for Leisure                                | 17.0      |
|                            | Elective   | 15.0      |
|                            | General Education Elective                             | 7.5       |
| SLST7763                   | Practicum 3  |           |
| Total Credit Points: 413.5 |  |           |

## 424121 Bachelor of Sports Science Course (Exercise Science)

## 424122 Bachelor of Sports Science Course (Sports Coaching)

### Bachelor of Sports Science BSPSc

The School offers a course leading to the award of Bachelor of Sports Science with major studies in Exercise Science and Sports Coaching. Students study a common core of subjects in the first year of the course. In the second and

third years of the course students progressively undertake subjects relevant to their major area of specialisation.

### Schedule of Subjects

| <b>Year 1</b>                  |   | <b>CP</b> |
|--------------------------------|---|-----------|
| <i>Session 1</i>               |   |           |
| SLST1149                       | Motor Skill Learning                            | 12.5      |
| SLST3200                       | Human Anatomy & Physiology                      | 12.5      |
| SLST3211                       | Computers in Sports Science                     | 10        |
| SLST3222                       | Concepts in Bioscience                          | 12.5      |
| SLST3234                       | Social Issues in Sport & Exercise               | 12.5      |
| <i>Session 2</i>               |   |           |
| SLST0805                       | Practicum 1 (Exercise Science)                  | *         |
| SLST0808                       | Practicum 1 (Sports Coaching)                   | *         |
| SLST1145                       | Functional Anatomy                              | 12.5      |
| SLST1147                       | Exercise Physiology 1                           | 12.5      |
| SLST1151                       | Skill Acquisition                               | 12.5      |
| SLST3245                       | Psychology of Sport and Exercise                | 12.5      |
| SLST3305                       | Understanding Personal Health                   | 10        |
| SLST1141                       | Communication Skills                            | 10        |
| * 80 hours of field experience |   |           |
| <b>Year 2</b>                  |   |           |
| <i>Session 1</i>               |   |           |
| SLST1146                       | Kinesiology 10                                  |           |
| SLST1148                       | Exercise Physiology 2                           | 12.5      |
| SLST1150                       | Exercise Programs & Prescription 1              | 10        |
| SLST2132                       | Introduction to Coaching (Sports Coaching)      | 10        |
|                                | OR  |           |
| SLST3256                       | Nutrition for Health (Exercise Science)         | 10        |
| SLST3267                       | Statistics for Sports Science                   | 10        |
|                                | General Education Elective                      | 7.5       |
| <i>Session 2</i>               |   |           |
| SLST0806                       | Practicum 2 (Exercise Science)                  | *         |
|                                | OR  |           |
| SLST0809                       | Practicum 2 (Sports Coaching)                   | *         |
| SLST2129                       | Exercise Programs & Prescription 2              | 10        |
| SLST3278                       | Laboratory Fitness Assessment Procedures        | 10        |
| SLST3289                       | BiomechanicsTheory & Practice                   | 10        |
| SLST3300                       | Administration Studies                          | 10        |
| SLST3312                       | Advanced Exercise Physiology (Exercise Science) | 12.5      |
|                                | OR  |           |
| SLST2133                       | Coaching Methodology (Sports Coaching)          | 12.5      |
|                                | General Education Elective                      | 7.5       |
| * 80 hours of field experience |   |           |

| Year 3                         |   | CP   |
|--------------------------------|---|------|
| <b>Session 1</b>               |   |      |
| SLST3184                       | Sports Management<br>(Sports Coaching)                              | 12.5 |
|                                | OR  |      |
| SLST3324                       | Advanced Laboratory<br>Assessment Procedures<br>(Exercise Science)  | 12.5 |
| SLST3336                       | Exercise Programs & Prescription<br>for Specific Populations        | 10   |
| SLST3363                       | Current Issues in Sports Science                                    | 12.5 |
| SLST7651                       | Professional Ethics and Social<br>Responsibility                    | 15   |
| Elective                       |   | 10   |
| General Education Elective     |   | 7.5  |
| <b>Session 2</b>               |   |      |
| SLST0807                       | Practicum 3 (Exercise Science)<br>OR                                | *    |
| SLST0810                       | Practicum 3 (Sports Coaching)                                       | *    |
| SLST2128                       | Exercise and Sports Injuries  | 10   |
| SLST3351                       | Training the Elite Athlete  | 15   |
| SLST3375                       | Assessment Program Design &<br>Implementation<br>(Exercise Science) | 15   |
|                                | OR  |      |
| SLST3387                       | Sport Skills Assessment<br>(Sports Coaching)                        | 15   |
| Elective                       |   | 10   |
| General Education              |   |      |
| Elective                       |   | 7.5  |
| * 80 hours of field experience |   |      |

### Elective Subjects

Elective subjects selected must carry a minimum of ten credit points.

|                  |  |      |
|------------------|--|------|
| <b>Session 1</b> |  |      |
| SLST2132         | Introduction to Coaching<br>(Exercise Science) | 10   |
| SLST3184         | Sports Management<br>(Exercise Science)        | 12.5 |
| SLST3256         | Nutrition for Health (Sports Coaching)         | 10   |

|   |   |      |
|---|---|------|
| <b>Session 1 (cont)</b>   |   |      |
| SLST3324  | Advanced Lab Assess Procedures<br>(Sports Coaching)             | 12.5 |
| SLST3410  | Application in Biomechanics                                     | 10   |
| SLST3421  | Electromyographic Analysis of<br>Movement                       | 10   |
| SLST3348  | Stress and Performance  | 10   |
| <b>Session 2</b>  |   |      |
| SLST3312  | Advanced Exercise Physiology<br>(Sports Coaching)               | 12.5 |
| SLST3375  | Assessment Program Design &<br>Implementation (Sports Coaching) | 15   |
| SLST3443  | Nutrition in Sport & Exercise                                   | 10   |
| SLST3465  | Sport Psychophysiology  | 10   |
| SLST3476  | Corporate Health Management                                     | 10   |
| SLST9897  | Independent Study   | 10   |
| Not all electives will be offered each session.   |   |      |
| Students may choose elective subjects from other<br>undergraduate degree courses, with the approval of the<br>Head of School. |   |      |

### BSPSc (Honours)

Students who complete the BSPSc Pass Degree with a superior academic record (normally with grades of credit or better in all subjects) may make written application to the Head of the School of Sport & Leisure Studies to be admitted to the Honours Program (4th year).

In the Honours year, students complete a research-based subject, the subject Professional Ethics and a Thesis. Students may be required to undertake additional course work to support their thesis topic.

### Year 4 (Honours)

|                  |   |    |
|------------------|---|----|
| <b>Session 1</b> |   |    |
| PROF0001         | Professional Ethics                               | 15 |
| SLST3487         | Research Procedures & Design<br>in Sports Science | 15 |
| SLST3498         | Thesis  | 45 |
| <b>Session 2</b> |   |    |
| SLST3498         | Thesis  | 45 |

## Subject Descriptions

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

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### Bachelor of Sports Science (Exercise Science)

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### Bachelor of Sports Science (Sports Coaching)

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### Bachelor of Leisure Studies

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#### SLST1141

##### Communication Skills

*Staff Contact: Ms Pauline Sky*

CP10 S1 HPW3

The subject is designed to provide an overview of several contemporary modes of effective communication including both interpersonal and intrapersonal aspects. It has a strong practical emphasis. Students are introduced to aspects of communication theory and be given wide practical experience in a range of communication modes.

#### SLST1145

##### Functional Anatomy

*Staff Contact: Mr Paul Batman*

CP12.5 S2 HPW4

*Prerequisite: SLST3200*

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

#### SLST1146

##### Kinesiology

*Staff Contact: Mr Paul Batman*

CP10 S1 HPW3

*Prerequisite: SLST1145*

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

#### SLST1147

##### Exercise Physiology 1

*Staff Contact: Mr John Schell*

CP12.5 S2 HPW4

*Prerequisite: SLST3200*

This subject introduces students to basic physiological functions involved in the performance of work and exercise. Students study the role of the neuromuscular system and cardiorespiratory system in the performance of work and exercise. Emphasis is placed on the importance of the body's energy systems in optimal human performance.

#### SLST1148

##### Exercise Physiology 2

*Staff Contact: Mr John Schell*

CP12.5 S1 HPW4

*Prerequisite: SLST1147*

This subject is designed to extend knowledge gained in the prerequisite course and to examine the effects of important physiological responses, environmental elements and induced substances on physical performance. Students study the effects of environmental conditions, prescribed drugs and common ergogenic substances on exercise performance.

#### SLST1149

##### Motor Skill Learning

*Staff Contact: Mr Connell Byrne*

CP12.5 S1 HPW4

This subject is designed to give students an adequate foundation in the ways in which motor skills are developed, improved and effectively taught. It focuses on the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

#### SLST1150

##### Exercise Programs and Prescription 1

*Staff Contact: Mr Paul Batman*

CP10 S1 HPW3

This subject is designed to introduce the student to the underlying concepts of exercise programming and prescription. Principles of aerobic fitness and flexibility development are applied to appropriate exercise programming. Students study the general principles of exercise prescription and programming, as they relate to aerobic fitness performance and flexibility. Students are involved in the performance of a wide variety of activities and exercise programs designed to enhance aerobic fitness.

#### SLST1151

##### Skill Acquisition

*Staff Contact: Mr Connell Byrne*

CP12.5 S2 HPW4

*Prerequisite: SLST1149*

This subject is designed to enable students to understand the ways in which people learn to perform sporting skills efficiently and strategies for teaching such skills. Students develop the ability to demonstrate skills, analyse performance and provide remediation. Competence in

planning coaching sessions and use of coaching aids is developed.

#### **SLST2128**

##### **Exercise and Sports Injuries**

*Staff Contact: A/Prof James Sockler*

CP10 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: Dr Tim Olds*

CP10 S2 HPW3

This subject aims to extend the student's knowledge of exercise programming and prescriptions. Specifically the subject focuses on resistance training regimes designed to enhance good health, activities of daily living and sports performance. Students will study the physiological basis for the expression of strength and physiological responses to resistance training programs.

#### **SLST2132**

##### **Introduction to Coaching**

*Staff Contact: Mr Connell Byrne*

CP10 S1 HPW3

*Prerequisite: SLST1151*

This subject is designed to allow students to integrate the theories, concepts, and principles of coaching in a number of modes and situations. Practical experiences develop an understanding of the coach's role. Tactical drill patterns and team play strategies are major activities undertaken.

#### **SLST2133**

##### **Coaching Methodology**

*Staff Contact: Dr Bruce Wilson*

CP12.5 S2 HPW4

*Prerequisite: SLST2132*

The subject is designed to allow students to develop specialised coaching techniques and strategies in their particular sport. The material complements the National Coaching Accreditation Scheme Program. Development of individual and group practices; analysis and remediation techniques are treated in some detail.

#### **SLST2140**

##### **Leisure and the Arts**

*Staff Contact: Ms Pauline Sky*

CP15.0 S1 HPW4

This subject examines the social need for the arts, including performance, fine and craft art forms. Reasons for the popularity of attending performances and displays of art, as well as participating in the production of art works are examined.

#### **SLST2210**

##### **Facility Planning and Use**

*Staff Contact: Ms Pauline Sky*

CP15.0 S2 HPW4

This subject examines how different recreational and/or sports programs impact on facility design, construction, and scheduling. A wide variety of facilities, including swimming pools, stadia, museums, and recreational centres will be considered.

#### **SLST3155**

##### **Recreational Policy and Planning**

*Staff Contact: Ms Pauline Sky*

CP10.0 S1 HPW3

This subject examines issues and procedures necessary for successful development of recreational and sports programs. Preparation of planning and policy documents, along with their implementation are discussed.

#### **SLST3184**

##### **Sports Management**

*Staff Contact: Dr Bruce Wilson*

CP12.5 S1 HPW3

*Prerequisite: SLST3300*

This unit is designed to provide knowledge and understanding of the principles and practical skills required by the successful sports coaching administrator. Constitutions, bylaws and club administration are reviewed. Tournament and competition scheduling skills are developed.

#### **SLST3200**

##### **Human Anatomy & Physiology**

*Staff Contact: Mr Paul Batman*

CP12.5 S1 HPW4

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

#### **SLST3211**

##### **Computers in Sports Science**

*Staff Contact: A/Prof James Sockler*

CP10 S1 HPW3

This subject is to give an overview of the use of the computer as an information processing tool within the administration of sport and coaching. Word processing, spread sheets, data base, graphics will be applied to sports specific administrative processes.

#### **SLST3222**

##### **Concepts in Bioscience**

*Staff Contact: Ms Liz Lowe*

CP12.5 S1 HPW4

This subject aims to develop an understanding of the basic concepts in chemistry, physics and mathematics as they relate to sports science. It is an integrated subject designed to provide a foundation in science in preparation for specific studies in exercise science. Topics covered include

biological chemistry, metabolic processes, biophysics, Introductory biochemistry, physical laws of motion, mathematical calculations and interpretation of data.

**SLST3234****Social Issues in Sport & Exercise**

*Staff Contact: Dr Bruce Wilson*  
CP12.5 S1 HPW3

This subject is designed to provide students with an appreciation of the role of Sport and Recreation in Society and an understanding of the social norms and forces that influence behaviour related to sport and recreation. The subject examines sport as a social institution and a social process. These concepts are addressed in the context of current issues of education, communication, professionalism and politics.

**SLST3245****Psychology of Sport and Exercise**

*Staff Contact: Dr Bruce Wilson*  
CP12.5 S2 HPW3

This subject analyses the competitive exercise and sports process. Students study how personality and situational variables affect motivation, anxiety and aggression in sport and exercise. It focuses on the psychological skills needed by leaders, coaches and athletes for successful and enjoyable sport and exercise participation. Subject content is considered in terms of the sporting and exercise environment, coaching techniques and performance.

**SLST3256****Nutrition for Health**

*Staff Contact: A/Prof James Sockler*  
CP10 S1 HPW3

This subject is designed as an introduction into the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.

**SLST3267****Statistics for Sports Science**

*Staff Contact: Dr Tim Olds*  
CP10 S1 HPW3

This subject is an introduction to applied descriptive and inferential statistics. Areas covered include the logico-mathematical rationale for statistical procedures, measures of central tendency and variability, characteristics of the normal distribution, transformed scores, effect sizes and confidence limits, Student's t-tests, oneway ANOVA (factorial and repeated measures), the Pearson product-moment correlation coefficient and linear regression, and basic nonparametric statistics. The emphasis will be on exercise science-specific applications, such as understanding the use of statistics in scholarly journals and in reporting the results of tests of physical ability.

**SLST3278****Laboratory Fitness Assessment Procedures**

*Staff Contact: Mr John Schell*  
CP10 S2 HPW3

In this subject students explore the concept of physical fitness and are introduced to the component of physical fitness. Students attain the knowledge and skills associated with conducting a broad range of assessment procedures designed to measure individual status in health and performance related fitness components. Testing procedures appropriate for the assessment of groups of individuals will be emphasised.

**SLST3289****Biomechanics Theory and Practice**

*Staff Contact: Ms Liz Lowe*  
CP10 S2 HPW3

*Prerequisite: SLST3222*

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement. Students study the effects of various forms of motion and types of forces on human movement, with respect to exercise and sports performance. Topics covered include linear and angular kinematics and kinetics, fluid dynamics and mechanical efficiency.

**SLST3300****Administration Studies**

*Staff Contact: Ms Liz Lowe*  
CP10 S2 HPW3

The subject will develop a general understanding of the theory and practice of Administration. It will explore various theories useful in explaining administrative functioning; relationships between task achievement, structure, workforce and leaders; decision making and communications. Legal implications for sports and fitness agencies, promotion and sponsorships will be discussed. Appropriate financial and accounting procedures necessary for sound business practice will be investigated.

**SLST3305****Understanding Personal Health**

*Staff Contact: Mr John Schell*  
CP10 S2 HPW3

This subject is designed to assist the student to gain an improved understanding of personal health. The topic examines the social, emotional, intellectual, physical and spiritual aspects of the individual, and how these different dimensions interact with one another in 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: Mr John Schell*  
CP12.5 S2 HPW4

*Prerequisite: SLST1148*

The subject is designed to examine in depth, selected topics in exercise physiology which are pertinent to the area of exercise science. Students study topics related to electrocardiography, anaerobic threshold, prolonged exercise involvement and other selected topics in Exercise



Physiology. Also, students are required to study a specific topic of interest in Exercise Physiology and present their findings in class.

### **SLST3324**

#### **Advanced Laboratory Assessment Procedures**

*Staff Contact: Mr John Schell*

CP12.5 S1 HPW3

*Prerequisite:* SLST3278

In this subject students gain knowledge and skills associated with more complex procedures for the assessment of physical fitness and human performance. Students learn to calibrate and operate sophisticated scientific equipment associated with the detailed assessment of elite athletic performance. Assessment procedures include graded exercise testing for the determination of maximal oxygen consumption and anaerobic threshold, and tests of anaerobic power and capacity.

### **SLST3336**

#### **Exercise Programs & Prescription for Specific Populations**

*Staff Contact: Ms Liz Lowe*

CP10 S1 HPW3

*Prerequisites:* SLST1150 and SLST2129

This subject is designed to extend the student's knowledge of exercise programming and prescription. Specifically the subject focuses on designing training programs for specific populations. The subject covers physiology specific to each population group and the implications this on exercise performance and programming. Areas covered include ageing, pregnancy, asthma, cardiovascular disease, obesity and diabetes.

### **SLST3348**

#### **Stress and Performance**

*Staff Contact: Dr Bruce Wilson*

CP10 S1 HPW3

This subject is designed to help sports performers meet the cognitive and affective demands of situational stressors during competition. The concept of anxiety, stress responses, temporal patterning, the role of individual differences, selfregulation, and theoretical models of stress will be investigated. Students will develop techniques which focus on coping strategies specific to performance needs.

### **SLST3351**

#### **Training the Elite Athlete**

*Staff Contact: Mr Paul Batman*

CP15 S2 HPW4

*Prerequisite:* SLST3245

This subject is designed to introduce the student to performance enhancement techniques for the elite athlete. It combines both the physiological and psychological components in program design. Specifically, the focus will be on the physiological basis of overload, overtraining, recovery, reversibility, detraining and periodization. The psychological component will review coaching strategies, such as coach athlete relationships, goal setting strategies and advanced diagnostic techniques.

### **SLST3363**

#### **Current Issues In Sports & Recreation**

*Staff Contact: A/Prof James Sockler*

CP12.5 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: Dr Tim Olds*

CP15 S2 HPW4

*Prerequisite:* SLST3324

This subject is designed to give students experience in the planning, organisation and administration of a variety of fitness assessment programs. Students will gain experience in working as a team in the planning and administering of fitness assessment programs for specific community and sporting groups. They are responsible for the analysis of data and the writing of the assessment reports.

### **SLST3387**

#### **Sport Skills Assessment**

*Staff Contact: Mr Connell Byrne*

CP15 S2 HPW4

*Prerequisite:* SLST2132

The subject will investigate appropriate methods of assessing specific sports skills. It will review fitness, motor performance and psychological parameters and assess their relevance to effective performance. The appropriateness of assessment as a talent identification tool will be addressed.

### **SLST3410**

#### **Application in Biomechanics**

*Staff Contact: Ms Liz Lowe*

CP10 S1 HPW3

*Prerequisite:* SLST3289

This subject aims to extend the students' knowledge of both qualitative and quantitative biomechanics. Emphasis will be placed on identifying and describing the instrumentation commonly used in Biomechanics, as well as identifying strategies that can be employed to interpret the data collected. It is expected that students will complete a number of laboratory exercises/projects over the duration of the subject. Course will focus on sports specific and ergonomic applications of Biomechanics.

### **SLST3421**

#### **Electromyographic Analysis of Movement**

*Staff Contact: Mr Paul Batman*

CP10 S1 HPW3

*Prerequisite:* SLST1146

This subject aims to extend the students' knowledge of applied anatomy and movement analysis. Specifically, students focus on EMG apparatus, detection and recording techniques, as well as the decomposition of the EMG signal as applied to muscle movements in exercise and sports.

Emphasis is placed on EMG detection and interpretation to movements of the upper limb, lower limb and trunk in exercise and sport.

**SLST3443****Nutrition in Sport & Exercise**

*Staff Contact: Mr John Schell*

CP10 S2 HPW3

*Prerequisite:* SLST3256

This subject is designed to present the latest in knowledge on all aspects of diet, to improve understanding of sound nutrition with specific reference to health and fitness activities. Students are introduced to a range of issues related to optimising the nutritional value of a variety of foods. Also, students study in detail, various dietary regimens related to weight control, athlete training and sports competition.

**SLST3465****Sport Psychophysiology**

*Staff Contact: Dr Bruce Wilson*

CP10 S2 HPW3

*Prerequisites:* SLST3245 and SLST1148

This subject is designed to integrate knowledge from related psychological and physiological research associated with sport and exercise. A multilevel approach to cognitive and affective responses and their relationship to somatic parameters will be explored.

**SLST3476****Corporate Health Management**

*Staff Contact: Mr John Schell*

CP10 S2 HPW3

*Prerequisites:* SLST3305 and SLST3324

In this subject students become aware of the nature of corporate health management programs conducted in Australia. Students study in depth, the content of corporate health management programs, together with the organisation and implementation of such programs.

**SLST4133****Social Psychology of Leisure**

*Staff Contact: Ms Pauline Sky*

CP15 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: Ms Pauline Sky*

CP15 S1 HPW3

*Prerequisite:* SLST1142

This subject extends the students knowledge of administration in government and nongovernment 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: Ms Pauline Sky*

CP15 S2 HPW4

*Prerequisite:* SLST4155

This subject introduces the student to standard business practices and provides knowledge of the details associated with some of these practices. Students learn features of business organisations, goods and services, financial and banking procedures, office systems and documentation in applicable recreation settings. The computerization of selected business systems is studied.

**SLST4217****Leisure in Society**

*Staff Contact: Ms Pauline Sky*

CP15 S1 HPW4

Provides a focused perspective on the history of recreation in society, the changing patterns of work and leisure, and the way in which social meanings of leisure and recreation influence lifestyle patterns. Analyses the impact of technologies on time use patterns. An introduction to the background issues and methods of analysis basic to developing a personal philosophy of leisure.

**SLST4228****Leisure in Australia**

*Staff Contact: Ms Pauline Sky*

CP15 S2 HPW4

*Prerequisite:* SLST4217

Examines Australian leisure patterns, for example, those inherited through British colonisation, and those attributed to cultural socialisation. National research studies into the recreation participation patterns of Australians gives insight into leisure time and resources demand, and are analysed to distinguish real from assumed demand. The role and forms of leisure in Australian lifestyle are explored.

**SLST4239****Recreation Leadership**

*Staff Contact: Ms Pauline Sky*

CP15 S1 HPW4

Aims to equip students with the necessary conceptual foundation and practical skills to lead recreation participants, and to supervise recreation staff. Reviews various styles of leadership appropriate to the range of recreation settings, and discusses methods and materials for recreation instruction. Explores theories of leadership and how they apply in practice.

**SLST4240****Programming for Leisure**

*Staff Contact: Ms Pauline Sky*

CP17 S2 HPW4

*Prerequisite:* SLST4228

Examines strategies for facilitating leisure opportunities through the systematic design and implementation of needsresponsive recreation programming. Professional methods of client needs assessment, leisure service delivery, and program evaluation are explored with the emphasis on planning for positive leisure experience.

**SLST4251**  
**Recreation/Sport Promotion and Marketing**  
*Staff Contact: Ms Pauline Sky*  
 CP15 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.

**SLST6322**  
**Studies in Specific Populations**  
*Staff Contact: Ms Pauline Sky*  
 CP10 S2 HPW3

Overview of specific populations within Australian society and their need for leisure services. Emphasis is on populations distinguished by gender, race, ethnicity, locality (urban/rural), disability, age, and socioeconomic status. Examines current issues and predicted future trends related to associations, institutions, and community services that represent or cater for specific populations. for specific populations.

**SLST6411**  
**Outdoor Recreation 1**  
*Staff Contact: Mr John Nolan*  
 CP15 S1 HPW4

This subject is designed to introduce the student to basic concepts and contemporary movements in outdoor recreation and the application of these to popular outdoor recreational pursuits. Students explore and participate in basic outdoor recreational and leisure activities. Outdoor recreational concepts, the organisation and planning of activities, and future directions in outdoor recreation are examined.

**SLST6531**  
**Sport for Recreation**  
*Staff Contact: Mr John Nolan*  
 CP15 S1 HPW4

This leisure experience is designed to provide participants with knowledge of and experience in a selected number of individual and team type sports. It develops personal abilities and skills to enable participants to coach the sport at an elementary, recreational level. Sports will be selected from the range of individual and team games currently played in the community.

**SLST7651**  
**Professional Ethics and Social Responsibility in Leisure**  
*Staff Contact: Ms Pauline Sky*  
 CP15 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.

**SLST9897**  
**Independent Study**  
*Staff Contact: Mr John Schell*  
 CP10 S2 HPW3

This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in practical studies. Students study in depth a particular aspect of sports science or leisure and present their work in the form of a major essay or practical project. Students must submit a proposal for approval by the Head of School prior to session commencement.

**Practicum**

**SLST0805**  
**Practicum 1 (Exercise Science)**  
*Staff Contact: Mr Paul Batman*

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organisations. The 80 hour requirement consists of two 40 hour work experience modules.

**SLST0806**  
**Practicum 2 (Exercise Science)**  
*Staff Contact: Mr Paul Batman*  
*Prerequisite: SLST0805*

Practicum 2 consists of 80 hours duration requiring students to participate in a wide range of activities associated with fitness evaluation, exercise prescription and exercise leadership at an approved agency.

**SLST0807**  
**Practicum 3 (Exercise Science)**  
*Staff Contact: Mr Paul Batman*  
*Prerequisite: SLST0806*

Practicum 3 consists of 80 hours of satisfactory work in an approved agency, of which 60 hours must be of a practical nature. It involves a wide range of practical work associated with organising and leading Sports Science activities in an agency setting.

**SLST0808**  
**Practicum 1 (Sports Coaching)**  
*Staff Contact: Mr Connell Byrne*

This 80 hour subject aims to extend the 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: Mr Connell Byrne*  
*Prerequisite: SLST0808 including a current NCAS Level 1 Coaching Accreditation in the chosen sport.*

This 80 hour subject aims to extend the students practical knowledge and experience in the sport they have chosen to study. Activities are campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours are conducted on campus with the remaining 60 hours being in the field with a supervising coach.

**SLST0810****Practicum 3 (Sports Coaching)***Staff Contact: Mr Connell Byrne**Prerequisite: SLST0809*

This 80 hour subject aims to extend the 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.

**SLST7721****Practicum 1 (Leisure Studies)***Staff Contact: Ms Pauline Sky***S2****Note/s:** No credit points 80 hours per year

This practicum of 80 hours requires student participation in a wide range of activities associated with community recreation servicing. Practicum 1 requirements are divided into two parts. The first session of 20 hours is to allow the student to become familiar with agency operations. The second session may involve working as a staff member or, in some cases being responsible for a particular program or series of work related activities, under the general supervision of a centre staff member.

**SLST7742****Practicum 2 (Leisure Studies)***Staff Contact: Ms Pauline Sky***F****Note/s:** No credit points 80 hours per year

Second year practicum requires the student to undertake an 80 hour commitment to one agency in order to engage in a continuous experience of work in the field of leisure services. The practicum requirements may be met through regular involvement with an agency over an extended period of time or by a concentrated period of activity. For example, in a camp setting, vacation play centre or a shortrun agency program.

**SLST7763****Practicum 3 (Leisure Studies)***Staff Contact: Ms Pauline Sky***F****Note/s:** No credit points 80 hours per year.

This final practicum of 80 hours, requires students to participate in programs associated with the delivery of leisure services to a special population or special project. This placement provides students with the opportunity to practice and develop research skills in the field, and to gain organisational and administrative experience through involvement in a specific project. Students are required to demonstrate positive professional leadership and make a significant contribution to the specific project.

**(Honours)****SLST3487****Research Procedures & Design in Sports Science***Staff Contact: A/Prof James Sockler***CP15 S1 HPW3**

This subject is designed to give students an insight into research through an examination of the qualitative and quantitative techniques used in the research process and to philosophical considerations underlying research. Students will apply principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of the enrolled students, enabling them to apply empirical and inferential research techniques appropriate to their research interests and needs.

Students become familiar with computer based statistical packages and their use.

**SLST3498****Thesis***Staff Contact: A/Prof James Sockler***CP90**

The honours student will be required to submit a thesis involving an original investigation of a topic relevant to the area of Sports Science and approved by the Head of School. A Supervisor, appointed from the full-time academic members of the School of Sport and Leisure Studies, will advise and monitor student progress.

# Graduate Study

## Course Outlines

The School of Sport & Leisure Studies offers courses leading to the award of Doctor of Philosophy (PhD), Master of Sports Science, and Master of Sports Science (with Honours).

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

### 1930 Doctor of Philosophy

#### Doctor of Philosophy PhD

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

### 9340 Master of Sports Science

#### Master of Sports Science MSPSc

The course is structured in three strands:

- (1) A sequence of two subjects in research methodology.
- (2) Elective specialisation: student selects four (4) subjects from the Human Performance area, with particular emphasis on Exercise Physiology, Motor Control/Sports Psychology and Sports Administration.
- (3) A major project which provides the student with an opportunity to pursue an area of interest within the discipline.

To qualify for the degree, candidates must complete the required research subject core, the major project and a selection of four (4) subjects from the Human Performance strand.

Subject to the discretion of the Head of School, a candidate may choose up to two (2) electives from subjects offered by other schools in the Faculty or other faculties within The University of New South Wales, or another recognised institution.

A candidate for the Masters Degree must have been awarded an appropriate degree of Bachelor from The University of New South Wales or a qualification, or qualifications, considered equivalent from another

University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

The course is offered on a full and part time basis. Full-time students complete the degree in a minimum of two sessions, part-time students in a minimum of four sessions.

### Core Strand Research Methods

Students are required to complete both subjects.

|          |   |    |
|----------|---|----|
| SLST9000 | Research Methods and Design                           | CP |
| SLST9010 | Application of Research to Sport and Exercise Science | 15 |

### Human Performance Strand

Students will select four (4) subjects in this strand or undertake other subjects conditional on the approval of the Head of School.

| Subject  |  |    |
|----------|--|----|
| SLST9100 | Sports Administration Theory and Practice  | 15 |
| SLST9110 | Current Issues in Sports Administration    | 15 |
| SLST9200 | Advanced Topics in Exercise Physiology     | 15 |
| SLST9210 | Scientific Principles of Human Performance | 15 |
| SLST9220 | Exercise Testing and Fitness Evaluation    | 15 |
| SLST9240 | Anthropometry                              | 15 |
| SLST9250 | Nutrition for Peak Performance             | 15 |
| SLST9300 | Motor Learning and Performance             | 15 |
| SLST9310 | Motor Control and Behaviour                | 15 |
| SLST9350 | Psychological Enhancement for Sport        | 15 |
| SLST9360 | Applied Sport Psychology                   | 15 |

### Major Project

|          |               |    |
|----------|---------------|----|
| SLST9400 | Major Project | 30 |
|----------|---------------|----|

Students must complete a major project. The project must be in a specific area of the discipline. Prior to commencing, students are required to have their topic approved by a committee consisting of the Head of School, the Postgraduate Course Coordinator and the Project Supervisor.

### Alternative Subjects Master of Sports Science

Subject to the approval of the Head School of Sport and Leisure Studies and the Head of the appropriate School, students in the Master of Sports Science may enrol in

subjects offered outside the School of Sport & 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 subjects, which is not exhaustive or exclusive, includes:

| Subject  | CP |
|--|----|
| <b>School of Information Systems</b>                               |    |
| INFS5988 Business Information Systems                              | 20 |
| INFS5992 Data Management   | 20 |
| <b>School of Industrial Relations and Organisational Behaviour</b> |    |
| IROB5701 Australian Industrial Relations                           | 20 |
| IROB5702 Industrial Relations in the Global Economy                | 20 |
| IROB5901 Organisational Behaviour                                  | 20 |
| IROB5903 Organisational Change and Development                     | 20 |
| IROB5906 Human Resource Management in Context                      | 20 |
| IROB5907 Human Resource Management Processes                       | 20 |
| <b>School of Economics</b>   |    |
| ECON5103 Business Economics  | 20 |
| EOH5352 The Modern Business Corporation                            | 20 |
| EOH5357 Comparative Economic History                               | 20 |
| EOH5355 Aspects of Australian Economic History                     | 20 |

## 2998

### Master of Sports Science (Hons)

#### Master of Sports Science (Hons)

##### MSPSc (Hons)

A candidate for the award of the degree 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 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 organisational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

### SLST9000

#### Research Methods and Design

Staff Contact: A/Prof James Sockler  
C15 S1 HPW2

Introduction to a range of quantitative and qualitative techniques used in research and to philosophical considerations underlying research. Presuppositions of research: Principles, assumptions and problems with specific research techniques, such as statistics, participant observation, interviewing etc. Purpose of this subject is to enable students to read academic literature in an informed manner.

### SLST9010

#### Application of Research to Sport and Exercise Science

Staff Contact: A/Prof James Sockler  
CP15 S2 HPW2

The application of principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of students enrolled in the subject and will include research designs which enable students to apply empirical and inferential research techniques appropriate to their research interests and needs.

### SLST9100

#### Sports Administration - Theory and Practice

Staff Contact: A/Prof James Sockler  
CP15 S1 HPW2

This subject examines selected theories of administration and management and their application in a sporting context. Organisations, bureaucracies, contingency and open system theories: motivation, leadership, supervision

and staff development; negotiation procedures, conflict resolutions, organisational change, communication, decision making and evaluation are considered.

#### **SLST9110**

##### **Current Issues in Sport Administration**

*Staff Contact: A/Prof James Sockler*

CP15 S2 HPW2

This subject addresses current issues in sport and their relevance to sports administrators. Particular attention will be given to sport and the law; sponsorship, promotion and marketing; professionalism; international sport; women in sport; children in sport; violence in sport and sport safety. Other topics relevant at the time are included.

#### **SLST9200**

##### **Advanced Topics in Exercise Physiology**

*Staff Contact: James Sockler*

CP15 S2 HPW2

The subject is designed to examine advanced and current topics of exercise physiology related to acute and chronic exercise. Topics include: Cardiac and peripheral (including morphological and enzymological) adaptations to various modes of training; skeletal muscle fibre recruitment; metabolic pathways and substrate utilisation during various work situations; and haematology.

#### **SLST9210**

##### **Scientific Principles of Human Performance**

*Staff Contact: Mr Paul Batman*

CP15 S2 HPW2

Designed to extend the students knowledge in assessment and programming for exercise prescriptions and sports performance. Focuses on time and motion analysis of exercise programs and sports activities, advanced movement analysis techniques, theories and methods of aerobic and anaerobic conditioning, designing resistance training programs for exercise prescription and sports conditioning and exercise prescription for special populations.

#### **SLST9220**

##### **Exercise Testing and Fitness Evaluation**

*Staff Contact: A/Prof James Sockler*

CP15 S1 HPW2

Students are involved in critically evaluating specific popular exercise testing procedures, developing specific purpose graded exercise testing protocols and examining recent developments in exercise testing, including sport specific assessment programs. Students are also introduced to electrocardiogram use at rest and during exercise. Students are required to present a seminar paper on an approved subject related topic.

#### **SLST9240**

##### **Anthropometry**

*Staff Contact: Dr Tim Olds*

CP15 HPW3

This course will teach the measurement techniques, analytic procedures, and theory required for skilled anthropometry in sports science, nutrition and related areas. The protocol endorsed by the Australian Sports Commission and the International Society for the advancement of Kinanthropometry (ISAK) will form the basis for the practical course work. Successful students will

receive ISAK accreditation at Level 2. Theory components include somatotyping, allometry, densitometry, multicompartament models, and applications of anthropometry in the areas of health, ergonomics, body image and sports performance.

#### **SLST9250**

##### **Nutrition for Peak Performance**

*Staff Contact: Ms Barbara Eden*

CP15 S2 HPW2

This subject provides an examination of the theoretical and practical aspects of nutrition as a basis for peak performance. The use of epidemiological studies and the analysis of nutrition research exemplifies these aspects. This subject also provides the student with skills to assist in the provision of nutrition information and the guidance and successful changes in nutrition behaviour. Each student is required to research topics dealing with current issues and trends in nutrition for peak performance.

#### **SLST9300**

##### **Motor Learning and Performance**

*Staff Contact: Mr Connell Byrne*

CP15 S1 HPW2

A theoretical and practical subject which aims to introduce and increase the students understanding of the variables of learning and performance that influence motor skill acquisition and performance. Teaches students to improve their research and reporting skills and understand the intricacies of experimental research.

#### **SLST9310**

##### **Motor Control and Behaviour**

*Staff Contact: Mr Connell Byrne*

CP15 S2 HPW2

Students conduct an exploration of current research and theories in the motor control of skill domain. The level of analysis involves a depth of understanding of present theories/research; use of technical equipment; and the application of these to the field setting.

#### **SLST9350**

##### **Psychological Enhancement for Sport**

*Staff Contact: Dr Bruce Wilson*

CP15 S1 HPW2

This subject involves the study of psychological theories and concepts and their relationship to human behaviour in sport. Sport viewed in the context of participant and the coach. Particular emphasis is placed on motivational variables, emotional states, personality, psychology and competition, coach/athlete interaction and enhancement strategies.

#### **SLST9360**

##### **Applied Sport Psychology**

*Staff Contact: Dr Bruce Wilson*

CP15 S2 HPW2

This subject involves the development of specific enhancement techniques in the manipulation of performance. Topics covered include application of methods for the mental preparation of elite and sub-elite athletes. This is achieved through seminar and practical sessions.

**SLST9400****Major Project**

*Staff Contact: A/Prof James Sockler*  
CP30

The subject offers students an opportunity to study in depth a particular aspect of sport or exercise science. They are required to plan and design a study which leads to a major essay or practical project on a significant topic. Students would be expected to demonstrate responsibility and confidence in a basically selfdirected approach to scholarship.

**SLST9450****Thesis**

*Staff Contact: A/Prof James Sockler*  
CP90

The student will be required to submit a thesis embodying the results of an original investigation on a topic relevant to the area of Sports Science and approved by the Head of School. Such work to be carried out under the direction of a supervisor appointed from the full-time academic members of the School of Sport and Leisure Studies.

**Faculty Electives****PROF0001****Professional Ethics**

*Staff Contact: Dr Damian Grace*  
CP15 S1 HPW2

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

**PROF0002****Understanding Research**

*Staff Contact: A/Prof Jim Sockler*  
CP15 S1 HPW2

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

**PROF0003****Qualitative Research Procedures**

*Staff Contact: To be advised*  
CP15 SS HPW2

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

**Servicing Subjects****School of Information Systems****INFS5988****Business Information Systems**

*Staff Contact: School Office*  
CP20 S1 HPW3

This course aims to provide an introduction to the use and management of Information Systems in business. The course will assist students to develop their knowledge and understanding of the role of Information Systems in business organisations, and components and disciplines which comprise Information Systems. This course will also assist students to develop their capabilities to critically apply the disciplines of Information Systems and to use application software in support of typical management tasks. Application software will include word processing, spreadsheets and personal databases.

**INFS5992****Data Management**

*Staff Contact: School Office*  
CP20 S1 HPW3

A review of data management principles including both simple and complex file designs, and the concept of database management systems. Alternative database management system architectures, including network hierarchical and relational approaches. Database query systems, including relational algebra. Case studies and assignments embodying these principles.

**School of Economics****ECON5103****Business Economics**

*Staff Contact: Dr J Lodewijks*  
CP20 S1 or S2 HPW3

An introduction to economic analysis and policy. Using a case study approach, students will examine government and business reports, magazine and newspaper articles, and monographs/journals dealing with contemporary economic issues. Reports or articles will be analyzed using simple micro and macroeconomic tools and reasoning. The aim of the subject is to improve the economic literacy of students.

**Department of Economic History****ECOH5352****The Modern Business Corporation**

*Staff Contact: Dr B Dyster*  
CP20 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 organisation of the corporation and the growth of modern management; the history of the multinational enterprise and an evaluation of home and hostcountry impacts; business policy in the context of government



regulation and trade unions; the economic and social implications of the modern corporation.

#### **ECOH5355**

##### **Aspects of Australian Economic History**

*Staff Contact: Dr B Dyster*

CP20 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; postwar developments.

#### **ECOH5357**

##### **Comparative Economic History**

*Contact: B Dyster*

CP20 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 Organisational Behaviour**

#### **IROB5701**

##### **Australian Industrial Relations**

*Staff Contact: A/Prof B Dabscheck*

CP20 S1 L3

Concepts and issues in Australian industrial relations at the macro or systems level, with overseas comparisons where appropriate. Labour movements and the evolution of employee-employer relations in the context of industrialisation and change; origins and operations of industrial tribunals at the national and state levels; their instrumentalities; nature of industrial conflict and procedures for conflict resolution such as arbitration and bargaining; national wage policy.

#### **IROB5702**

##### **Industrial Relations in the Global Economy**

*Staff Contact: Mr I Hampson*

CP20 S2 L3

*Prerequisite: IROB5701*

The course focusses on the 'global shifts' in economics and industry that are driving transformations in many national IR systems. As such the course shares many of the objectives of Comparative IR, namely to foster an appreciation of the merits of Comparing IR systems, and the uses of comparative method. Since one of the major uses of comparative arguments is in the sphere of industrial relations policy, the course also aims to review debates

about the links between IR systems on the one hand, and national competitiveness and social protection on the other.

#### **IROB5901**

##### **Organisational Behaviour**

*Staff Contact: Mr J Holt*

CP20 SS L3

*Note/s: Excluded IROB5906, PSYC7100.*

This subject seeks to explain human behaviour within organisations. It draws predominantly from the behavioural science disciplines of psychology and social psychology. Its foci are the individual, the group, and the behavioural processes involved in organisation integration, change and development. Topics covered include personality, attitudes and values, motivation and learning, interpersonal behaviour, group dynamics, leadership and teamwork, decisionmaking, power and control.

#### **IROB5903**

##### **Organisational Change and Development**

*Staff Contact: Dr A Bordow*

CP20 S1 L3

*Prerequisite: IROB5901 or IROB5701*

The theory and practice of change in organisations with special attention to applied behavioural science methods for achieving sustained improvement in performance at the individual, group and system levels. Methods and topics examined include: diagnostic approaches, organisational culture and change, action research, organisational learning, strategic planning for change, organisational transitions, structural redesign, teambuilding and skills of change agent intervention.

#### **IROB5906**

##### **Human Resource Management in Context**

*Staff Contact: Ms L Taksa*

SS L3

*Note/s: Excluded IROB5901.*

Theories of organisational behaviour and management will be examined in order to locate Human Resource Management in historical, conceptual and practical contexts. Changing factors that shape the organisation of work, worker and managerial responses and action will be considered with specific focus on their relationship to power, conflict, control, motivation, group interaction and culture. The role of Human Resource Management in the implementation of organisational change will be included.

#### **IROB5907**

##### **Human Resource Management Processes**

*Staff Contact: Dr R Kramer*

SS L3

*Prerequisites: IROB5906 or IROB5701 or IROB5901 or equivalent*

Theoretical foundations of Human Resource Management; power and authority of HRM function. Examination of policies and strategies developed by employers to organise and reward their employees. Values underlying such policies; controversies surrounding their development and implementation; the way in which organisational dynamics influence their operation. The interface between HRM policies and the regulatory, social and organisational contexts; the operation of HRM policies in different business sectors and countries.



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# School of Teacher Education

## St George Campus

**Head of School**  
Dr Barry Newman

**Administrative Officer**  
Mr Stephen Scorse

The School of Teacher Education offers undergraduate and graduate courses in Primary and Secondary Education and in Computing for educational 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**

This course shall cease to be offered to commencing students from 1996.

#### **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 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.

#### **Credit Point Requirements**

The course is offered on a full-time basis with normal progression over two years. The credit points allocated for successful completion of each subject over the two years of this course are shown in the schedule of subjects.

Successful completion of the Associate Diploma of Applied Science (Business Computing) requires a total of 240 credit points.

Each subject~15 credit points

Total for 1st year~8 (subjects) x 15 (credit points) = 120 credit points

Total for 2nd year-8 (subjects) x 15 (credit points) = 120 credit points

### Schedule of Subjects

| Year 1           |   | CP | HPW |
|------------------|---|----|-----|
| <i>Session 1</i> |   |    |     |
| TEED1133         | Principles of Programming 1             | 15 | 4   |
| TEED1134         | Fundamentals of Computing               | 15 | 4   |
| TEED1135         | Small Systems Software: Word Processing | 15 | 4   |
| TEED1136         | Business Mathematics and Communications | 15 | 4   |
| <i>Session 2</i> |   |    |     |
| TEED1137         | Principles of Programming 2             | 15 | 4   |
| TEED1138         | Operating Systems and Communications    | 15 | 4   |
| TEED1139         | Software Applications 1: Spreadsheets   | 15 | 4   |
| TEED1140         | Business Studies 1                      | 15 | 4   |
| <i>Year 2</i>    |   |    |     |
| <i>Session 1</i> |   |    |     |
| TEED2113         | Systems Analysis                        | 15 | 4   |
| TEED2114         | Software Applications 2: Databases      | 15 | 4   |
| TEED2115         | Business Studies 2                      | 15 | 4   |
| TEED2121         | BASIC Programming                       | 15 | 4   |
| <i>Session 2</i> |   |    |     |
| TEED2117         | Systems Design Project                  | 15 | 4   |
| TEED2118         | Work Experience                         | 15 | 4   |
| TEED2119         | Computers and People                    | 15 | 4   |
| TEED2122         | Database Languages                      | 15 | 4   |

equivalent qualification, and who have relevant professional experience. The course aims to provide teachers with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing. Details of this course can be found elsewhere in this handbook. Having attained this award practicing teachers can apply to their employer for recognition of the qualification.

#### Sequence of learning

The sequence of learning comprises three stages:

1. Years 1-3 full-time study in Course 4101 - Bachelor of Teaching (Primary)
2. 120 days professional teaching experience
3. Years 4-5 part-time study in Course 4102 - Bachelor of Education (Primary).

### 4101

#### Bachelor of Teaching (Primary) Course

#### Bachelor of Teaching 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;
- the capacity to implement these plans with sensitivity and to evaluate their performance and that of their pupils;
- the ability to initiate, sustain and evaluate their own professional growth; and
- a general and strategic understanding of the major fields and traditions of learning beyond their professional discipline as provided by the General Education program of the University.

The Bachelor of Teaching (Primary) degree course is planned to emphasise vocational and professional issues. It is considered that a broad introduction to the range of experiences encountered in schools is appropriate early in the course to provide an overview of the requirements of the teaching role. The provision of core and elective studies is also a feature of the course.

### Primary Teacher Education Courses

The School offers a Bachelor of Teaching as pre-service training for intending primary school teachers. This course prepares students to teach grades Kindergarten to Year 6 (K-6) and provides the base qualification for working in the primary teaching profession. The course is undertaken on a full-time basis over 3 years.

The School also offers a Bachelor of Education (Primary) to qualified teachers, those who have attained the award of Bachelor of Teaching (Primary) or its equivalent, and who have relevant professional experience. This course is undertaken on a part-time basis over two years. The course may be awarded at Pass or Honours level and in order to be eligible students must not only achieve satisfactory results in the subjects studied but have accumulated 120 days of professional teaching experience. Having attained this award practicing teachers can apply to their employer for recognition of their 4 year trained status. Within the teaching profession the course is often referred to as 'year 4' or the 'fourth year' qualification. Applications for entry into the Bachelor of Education (Primary) are made direct to the University.

A Graduate Diploma of Educational Studies (Computer Education) is also offered to qualified teachers who have attained the award of Bachelor of Teaching (Primary) or

## Field Experience

Field experience is integrated with relevant subjects studied during the academic session. It includes field visits, practical activities on campus such as microteaching and a block practicum.

The practicum provides students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginner teachers.

Specific periods of practice teaching provide opportunities for the students to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
- demonstrate effective teaching and management skills;
- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and
- develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

In the practicum students are systematically exposed to a demanding graded set of tasks that require increasingly demanding levels of performance. In all tasks, theory and practice are closely linked.

## Special Course Requirements

The following are requirements associated with admission into and graduation from, this course:

### Course Prerequisites

Students must satisfy the following course prerequisites for admission:

|         |                 |        |
|---------|-----------------|--------|
| English | 2UG             | 50-100 |
|         | 2U Contemporary | 50-100 |
|         | 2U              | 50-100 |
|         | 3U              | 1-50   |

## Employment Prerequisites

In order to obtain employment with the NSW Department of School Education, students must either enter the course having satisfactorily completed two units of English and two units of Mathematics at the NSW Higher School Certificate or must at least obtain these (or equivalent) before graduating.

## Credit Point Requirements

The credit points allocated for successful completion of each subject over the three years of this course are shown in the schedule of subjects.

Successful completion of the Bachelor of Teaching requires the attainment of a total of 315 points.

Standard course subject~7.5 credit points

Practice Teaching~15 credit points

General Education~5 credit points

1st year~12 x subjects @ 7.5 points each + Practicum @ 15 points = 105 points

2nd year~10 x subjects @ 7.5 points each + Practicum @ 15 points + 2 x General Education @ 7.5 points = 105 credit points

3rd year~10 x subjects @ 7.5 points each + Practicum @ 15 points + 2 x General Education @ 7.5 points = 105 credit points

## Schedule of Subjects

The course requires full-time attendance over three years. Each of the three years of study is broken into two sessions. Each subject is presented as a one session unit of study.

| Year 1                           |   | CP  | HPW |
|----------------------------------|---|-----|-----|
| Session 1                        |   |     |     |
| Education Studies:               |   |     |     |
| TEED7110                         | Developmental Psychology 1:                       | 7.5 | 2   |
| TEED7111                         | The Life Span Psychology of Teaching and Learning | 7.5 | 2   |
| Teaching and Curriculum Studies: |   |     |     |
| TEED7130                         | Teaching 1: Introduction Skills                   | 7.5 | 2   |
| Key Learning Areas:              |   |     |     |
| TEED7150                         | English 1   | 7.5 | 3   |
| TEED7151                         | Mathematics 1                                     | 7.5 | 3   |
| TEED7152                         | Science and Technology 1                          | 7.5 | 3   |

|                   |              |    |   |
|-------------------|--------------|----|---|
| Field Experience: |              |    |   |
| TEED7160          | Practicum 1* | 15 | - |

\* This subject is registered as a Session 3 (S3) or whole year subject.

|                                  |   |     |   |
|----------------------------------|---|-----|---|
| Session 2                        |   |     |   |
| Education Studies:               |   |     |   |
| TEED7112                         | Developmental Psychology 2: Children 5-12             | 7.5 | 2 |
| Teaching and Curriculum Studies: |   |     |   |
| TEED7131                         | Teaching 2: Advanced Skills                           | 7.5 | 2 |
| TEED7132                         | Technology in Education                               | 7.5 | 2 |
| Key Learning Areas:              |   |     |   |
| TEED7153                         | Human Society and Environment 1                       | 7.5 | 3 |
| TEED7154                         | Personal Development Health and Physical Education 1* | 7.5 | 3 |
| TEED7155                         | Creative and Practical Arts 1                         | 7.5 | 3 |

|                              |  |     |   |
|------------------------------|--|-----|---|
| Year 2                       |  |     |   |
| Session 1                    |  |     |   |
| Education Studies:           |  |     |   |
| TEED7211                     | Schools and Society                                  | 7.5 | 2 |
| TEED7230                     | English as a Second Language                         | 7.5 | 2 |
| Key Learning Areas:          |  |     |   |
| TEED7253                     | Human Society & Environment 2                        | 7.5 | 3 |
| TEED7254                     | Personal Development Health and Physical Education 2 | 7.5 | 3 |
| TEED7255                     | Creative and Practical Arts 2                        | 7.5 | 3 |
| Field Experience:            |  |     |   |
| TEED7260                     | Practicum 2*   | 15  | - |
| General Education Session 1: |  |     |   |
| xxxx xxxx                    | General Education**                                  | 7.5 | 2 |

|                            |  | CP  | HPW |
|----------------------------|--|-----|-----|
| <b>Session 2</b>           |  |     |     |
| <b>Education Studies:</b>  |  |     |     |
| TEED7210                   | Developmental Psychology 3:<br>Children with Special Needs | 7.5 | 2   |
| <b>Key Learning Areas:</b> |  |     |     |
| TEED7250                   | English 2  | 7.5 | 3   |
| TEED7251                   | Mathematics 2  | 7.5 | 3   |
| TEED7252                   | Science and Technology 2                                   | 7.5 | 3   |

**Teaching and Curriculum Studies Electives:**

Students must elect one subject from those in group A. Not all subjects may be available in any given session. Students are also required to undertake Teaching and Curriculum electives in year 3 and may choose their year 3 group A electives from these year 2 offerings.

|   |  |     |   |
|---|--|-----|---|
| <b>Group A electives:</b>                 |  | 7.5 | 2 |
| <b>Teaching &amp; Curriculum for the:</b> |  |     |   |
| TEED7231                                  | Child with Disabilities                  |     |   |
| TEED7232                                  | Gifted and Talented Child                |     |   |
| TEED7233                                  | Aboriginal Child                         |     |   |
| TEED7234                                  | Child in the Western Metropolitan Region |     |   |
| TEED7235                                  | Child with English as a Second Language  |     |   |
| TEED7236                                  | Child in a Rural Area                    |     |   |

**General Education Session 2:**

|           |                     |     |   |
|-----------|---------------------|-----|---|
| xxxx xxxx | General Education** | 7.5 | 2 |
|-----------|---------------------|-----|---|

**Year 3****Session 1****Teaching and Curriculum Studies:**

|          |  |     |   |
|----------|--|-----|---|
| TEED7330 | Teaching 3: Programming and Evaluation | 7.5 | 2 |
|----------|--|-----|---|

**Key Learning Areas:**

|          |                          |     |   |
|----------|--------------------------|-----|---|
| TEED7350 | English 3                | 7.5 | 3 |
| TEED7351 | Mathematics 3            | 7.5 | 3 |
| TEED7352 | Science and Technology 3 | 7.5 | 3 |

**Filed Experience**

|          |              |    |   |
|----------|--------------|----|---|
| TEED7360 | Practicum 3* | 15 | - |
|----------|--------------|----|---|

**General Education Session 1:**

|           |                     |     |   |
|-----------|---------------------|-----|---|
| xxxx xxxx | General Education** | 7.5 | 2 |
|-----------|---------------------|-----|---|

**Session 2****Education Studies**

|                           |                                 |     |   |
|---------------------------|---------------------------------|-----|---|
| TEED7310                  | Philosophy of Education         | 7.5 | 2 |
| <b>Key Learning Areas</b> |                                 |     |   |
| TEED7353                  | Human Society and Environment 3 | 7.5 | 3 |
| TEED7354                  | Health and Physical Education 3 | 7.5 | 3 |
| TEED7355                  | Creative and Practical Arts 3   | 7.5 | 3 |

**Teaching and Curriculum Studies Electives:**

Students in their third year must elect one subject each session from Groups A and B below. One must come from A however the other may come from group A or B. Not all subjects may be available in any given session

|   |  |     |   |
|---|--|-----|---|
| <b>Group A Electives</b>                  |  | 7.5 | 2 |
| <b>Teaching &amp; Curriculum for the:</b> |  |     |   |
| 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                    |     |   |

|                                    |   | CP  | HPW |
|------------------------------------|---|-----|-----|
| <b>Group B Electives</b>           |   |     |     |
| <b>Teaching and Curriculum in:</b> |   |     |     |
| TEED7331                           | English   | 7.5 | 2   |
| TEED7332                           | Mathematics   |     |     |
| TEED7333                           | Science and Technology                              |     |     |
| TEED7334                           | Human Society and Environment                       |     |     |
| TEED7335                           | Personal Development, Health and Physical Education |     |     |
| TEED7336                           | Creative and Practical Arts                         |     |     |

**General Education Session 2:**

|           |                     |     |   |
|-----------|---------------------|-----|---|
| xxxx xxxx | General Education** | 7.5 | 2 |
|-----------|---------------------|-----|---|

\*This subject is registered as a Session 3 (S3) or whole year subject.

\*\*The University shall implement new General Education arrangements in 1996. Students in non exempt courses must undertake 30 credit points of study in General Education over the duration of the course. In the B Teach this will normally be over years 2 and 3 with one General Education subject (15 credit points) being undertaken each session. Arrangements for General Education shall be made available prior to the commencement of each academic year.

**4102****Bachelor of Education (Primary) Course****Bachelor of Education  
BEd**

This course builds directly onto the BTeach or equivalent qualification and the professional experience gained before or during the BEd. A range of choice is offered across and within all strands except General Education. This choice permits students to pursue special interests begun in the first three years, to strengthen subject-content knowledge, and study emerging issues in research and practice.

**Honours**

Eligible students may undertake studies in this course leading to the award of Bachelor of Education with Honours. The degree with honours is a research award which includes instruction in research methodology and statistical analysis and requires students to conduct an original piece of research. Its main objective is to prepare students for research in higher degrees.

Entry is normally by invitation based on the achievement level in the Bachelor of Teaching or equivalent study.

The degree may be awarded with Honours at Class I level or Class II, Division 1, or Class II, Division 2 levels. Students seeking the award of the degree at Honours level must have completed the degree of Bachelor of Teaching with Merit, or its equivalent, and have attained a grade level of at least Credit in the following Bachelor of Education (Primary) subjects:  
TEED8117, TEED8118, TEED8119, TEED8120, TEED8122 and TEED8123.

They must also have satisfied attendance requirements in TEED8121.

## Field Experience Requirements

Field experience of 120 days is a prerequisite for completion. As the course is conducted part-time this may be undertaken during the program concurrent with study. Generally however, students admitted to the course have already met this requirement.

## Structure of the Program

The course is conducted part-time over two years (4 sessions) and is designed to be accessible to teachers working within the profession. Students are required to undertake eight subjects, two subjects being studied in each of the four sessions. The two subjects of General Education identified in the schedule of subjects are compulsory. The remaining six are chosen from the three strands of Education Studies; Teaching and Curriculum Studies and Key Learning Areas. Subject availability is dependent on a sufficient number of students electing the subject and lecturer availability.

## Programs of Study

Students are required to enrol under the appropriate program of study code.

Program Code (POS) 1000 : Students studying towards the award at pass level

Program Code (POS) 2000 : Students studying towards the award with honours

## Credit Point Requirements

The credit points allocated for successful completion of each subject over the two years of this course are shown in the schedule of subjects. Eligibility for the award of the Bachelor of Education at Pass level requires prior attainment of the Bachelor of Teaching or equivalent qualification, 120 days teaching experience, and successful completion of 8 subjects within the Bachelor of Education course. Honours level requires the successful completion of 7 subjects in addition to subject TEED8120 and TEED8121.

Pass level (POS Code 1000) ~8 x subjects @ 15 points each = ~120 points

Total for Honours level (POS Code 2000) ~7 x subjects @ 15 points + TEED8120 @ 45 points + attendance in TEED8121 = ~150 points

## Schedule of Subjects

The following schedule is provided as a guide only. Subject availability and the session in which they are available is dependant on a sufficient number of students electing a subject and lecturer availability.

| Year 1  | CP |
|---|----|
| <b>Session 1</b>                              |    |
| <b>Education Studies:</b>                     |    |
| TEED8110 Recent Research in Primary Education | 15 |
| TEED8111 Educational Psychology               | 15 |
| TEED8112 Developmental Psychology 4           | 15 |

|  |    |
|--|----|
| TEED8117 Education Research Methods A***                                 | 15 |
| TEED8119 Thesis Design and Preparation*                                  | 15 |
| TEED8122 Trends in Research on Children***                               | 15 |
| <b>Teaching and Curriculum Studies:</b>                                  |    |
| TEED8130 Models of Curriculum Development                                | 15 |
| TEED8132 Current Approaches in English as a Second English               | 15 |
| TEED8133 Current Approaches in Education of Gifted and Talented Children | 15 |

|   |    |
|---|----|
| <b>Key Learning Areas:</b>  |    |
| TEED8150 English 4A   | 15 |
| TEED8151 English 4B   | 15 |
| TEED8152 Mathematics 4A   | 15 |
| TEED8153 Mathematics 4B   | 15 |
| TEED8154 Science and Technology 4A                                    | 15 |
| TEED8155 Science and Technology 4B                                    | 15 |
| TEED8156 Human Society and Environment 4A                             | 15 |
| TEED8157 Human Society and Environment 4B                             | 15 |
| <b>General Education:</b>   |    |
| It is compulsory that students undertake this subject.                |    |
| TEED8171 Contemporary Issues In Education and Social Responsibilities | 15 |

|   |    |
|---|----|
| <b>Session 2</b>  |    |
| <b>Education Studies:</b>                               |    |
| TEED8113 Contemporary Developments in Primary Education | 15 |
| TEED8114 Sociology of Education                         | 15 |
| TEED8118 Education Research Methods B***                | 15 |
| TEED8120 Honours Thesis                                 | 45 |
| TEED8121 Thesis Seminar**                               |    |
| TEED8122 Trends in Research on Children                 | 15 |
| TEED8123 Trends in Research in Classrooms***            | 15 |

|  |    |
|--|----|
| <b>Teaching and Curriculum Studies:</b>                                |    |
| TEED8131 Field-based Project   | 15 |
| TEED8134 Current Approaches in Education of Children with Disabilities | 15 |
| TEED8135 Current Approaches in Aboriginal Education                    | 15 |

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|--|----|
| <b>Key Learning Areas:</b>                                       |    |
| TEED8158 Personal Development - Health and Physical Education 4A | 15 |
| TEED8159 Personal Development - Health and Physical Education 4B | 15 |
| TEED8160 Creative and Practical Arts 4 - Music                   | 15 |
| TEED8161 Creative and Practical Arts 4 - Art                     | 15 |
| TEED8162 Creative and Practical Arts 4 - Design                  | 15 |
| TEED8163 Creative and Practical Arts 4 - Drama                   | 15 |
| <b>General Education</b>   |    |
| It is compulsory that students undertake this subject.           |    |
| TEED8172 Professional Ethics for Teachers***                     | 15 |

\*Subjects so marked are available to students who are undertaking approved study towards the BEd with honours.

\*\*This subject carries an attendance requirement only and does not have a credit point value.

\*\*\*Students in Years 2 and 3 of the Bachelor of Teaching course may enrol in these subjects with the permission of the Head of the School.

\*\*\*\*The University shall implement new General Education requirements in 1996. Students must undertake 56 hours study involving the examination of the purpose and consequences of their education and ethical action and the social responsibility of graduates. Subject to approval by the University subjects so marked will fulfil this requirement.

## Recommended Computing Equipment and Software School Statement

It is recommended that all students in the School of Teacher Education purchase a computer and appropriate software. All assignments in all subjects should be word-processed, where appropriate, and this is much more easily done when students have a computer at home. Access to the computer labs on campus is available to all students of the School, but machines may not be available at peak times because of the high demand. Students who do not have their own printer are welcome to use the printers in the computer labs, provided that their hardware and software are compatible with that available in the labs.

Minimum recommendations for Teacher Education students:

### Hardware:

- Apple Macintosh LC-class computer (or Apple PowerBook laptop).

### Software:

- System 7.1 or later (supplied with computer)
- ClarisWorks or Microsoft Works

- Anti-viral program such as Symantec
- Anti-Virus for Macintosh, or Disinfectant.

Minimum recommendations for Computing students:

### Hardware:

- Apple Macintosh LC-class computer, or IBM - compatible with i486 CPU, or laptop equivalent of either.

### Software:

- System (usually supplied with computer)
- Word processor (Microsoft Word)
- Spreadsheet (Microsoft Excel)
- Database (such as Filemaker Pro or Access)
- Anti-Viral program (SAM, Disinfectant, or MacAfee)
- HyperCard (Macintosh only)

Programming languages: BASIC and Pascal (seek advice from School staff for current brand recommendations).

## Subject Descriptions

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

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

CP15 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

CP15 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

CP15 S2 HPW4

Prerequisites: TEED1133

This subject extends students' skills needed for programming small business computer systems. Students

## Associate Diploma of Applied Science (Business Computing)

### TEED1133

#### Principles Of Programming 1

Staff Contact: Mr Robert Baker

CP15 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

CP15 S1 HPW4

This subject introduces the structure, use and operation of computers in the small business and office environment.



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*

CP15 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*

CP15 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

## Business Studies 1

*Staff Contact: Mr Robert Baker*

CP15 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 organisations, goods and services, banking procedures, office systems and business documentation.

# TEED2113

## Systems Analysis

*Staff Contact: Mr Robert Baker*

CP15 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 micro-computers.

# TEED2114

## Software Applications 2: Databases

*Staff Contact: Mr Robert Baker*

CP15 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*

CP15 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 computerisation of selected business systems.

# TEED2117

## Systems Design Project

*Staff Contact: Mr Robert Baker*

CP15 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*

CP15 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*

CP15 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*

CP15 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*

CP15 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.

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**Bachelor of Teaching (Primary)**
**TEED 7110****Developmental Psychology 1: The Life Span***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW2

An introduction to the principles and methodology of developmental psychology will be provided by the study of human development across the life span. Particular focus on early childhood language and cognition and on the techniques of child study will prepare for a detailed examination of the primary school child in Developmental Psychology 2.

**TEED7111****Psychology of Teaching and Learning***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW2

This subject introduces students to the ways in which school aged children learn and to the ways in which teachers' behaviour can contribute to this process. Students will have opportunities to work with individuals and small groups of children to observe their learning patterns and to plan teaching and learning activities for them. Students will gain insights into the ways children at different ages think and feel about different subjects and the influences which peers, teachers, educational resources and the school and community context have upon the child's subsequent learning.

**TEED7112****Development Psychology 2 Children 5 to 12 years***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW2

The development of children aged five to twelve years will be studied. Attention will be given to physical, cognitive, social, moral and spiritual development. An historical perspective on child development and developmental problems associated with family breakdown and child abuse will be considered. Emphasis will be given to the further use of child study techniques and to the relationship of development to primary school education.

**TEED7130****Teaching 1: Basic Skill***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW2

This subject introduces students to the basic principles of teaching in primary classrooms. Students will have an

opportunity to plan, to teach and to evaluate their teaching in a carefully controlled classroom setting. This subject also serves as a preparation for the students' first block practice teaching experience. Students will focus on teacher behaviours which have been shown through extensive research on teaching to contribute positively to student learning.

**TEED7131****Teaching 2: Advanced Skills***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW2

*Prerequisite: TEED7130*

This subject aims to provide opportunities for students to further develop the teaching skills introduced in Teaching 1: Basic Skills, but with a specific focus on classroom relations and management strategies. Positive discipline practices will be explored as a function of teacher leadership that fosters maximum self control in students. Disruptive behaviour will be studied as a phenomenon occurring in the group as well as by the individual. Some essential protocols of effective conflict resolution will be included.

**TEED7132****Technology in Education***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW2

This subject will focus on the use of computers and other technology as classroom tools. Students will be introduced to a variety of resources and issues that affect the implementation of technology in the teaching/learning environment.

**TEED7150****English 1***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW3

This subject is designed to enable students to read and evaluate a wide range of children's books suitable for use within a K-6 context. It aims to provide a basis in theory and practice, from which to consider the role of literature in the primary curriculum. Students will learn how to encourage children to read both extensively and intensively. A number of theoretical perspectives from which selected books can be studied will be presented, with a focus on strategies for classroom practice. The development of students' own analytical and teaching skills will be emphasised, in order to enrich children's learning through literature.

**TEED7151****Mathematics 1***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW3

This subject introduces the student to the K-6 Mathematics curriculum. An overview of the syllabus is provided. The role of the teacher as an active classroom researcher and reflective practitioner focussing on how children learn Mathematics is emphasised. In particular, this subject concentrates on how the child develops an understanding of Mathematical concepts. Appropriate early experiences in problem solving are explored. The skills and understanding required to teach the curriculum strand, Space, are given specific attention. Students must pass a

basic mathematics skills test for a pass to be awarded in this subject.

#### **TEED7152**

##### **Science and Technology 1**

*Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW3

The subject aims to introduce students to K-6 Science/Technology teaching and basic Computer skills. Emphasis will be placed on the processes of Investigating, Designing and Making, the Cognitive Development of K-6 children and appropriate lesson types for Primary Science and Technology classes. Subject content will include lesson planning, Science processes skills, Science and Technology lesson types, pupil-centred teaching and the needs of special groups using Living Things, Information and Service as topics. Students will engage in Science Microteaching in schools. Computer skills will be Word Processing and Database with emphasis on their use in writing Science and Technology assignments.

#### **TEED7153**

##### **Human Society and Environment 1**

*Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

This subjects aims to familiarise students with expectations associated with the teaching of 'Human Society and Environment at the primary level. Students will explore: the rationale underlying the Human Society and Environment Syllabus and related curriculum documents; recent initiatives and developments in the field of primary Social Studies including key content areas and perspectives; and teaching / learning strategies for effective teaching of Human Society and Environment. Expanding students' knowledge and understanding of Australia's parliamentary system to assist students to critically examine the benefits of democratic society will be given particular attention.

Subject to approval, content may vary.

#### **TEED7154**

##### **Personal Development Health and Physical**

##### **Education 1**

*Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

This subject aims to introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Sports and Games, Fitness and Lifestyle, and Safety. The emphasis will be placed upon developing the appropriate skills, knowledge and teaching strategies necessary to teach these selected content strands within the primary school. Motor development of the primary school child and developing the skills of observing and analysing movement will be given particular attention.

#### **TEED7155**

##### **Creative and Practical Arts 1**

*Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

There are two strands in this subject. The first strand is common to all students, the second is elected.

##### **Strand 1. The Arts and Human Development**

The subject introduces students to the value of the arts to

human development and helps to clarify the nature of artistic skills. The development of artistic capacities is studied in relation to specific media, to actions and to symbol systems utilised in various art forms. Educational aims and objectives in the creative and practical arts are also be examined as part of the investigation of the nature of artistic skills.

Strand 2. Choose one of the following:

##### *(i) Art and Design*

The subject introduces students to visual arts education through the development of knowledge and skills in art making, criticism and art history. Practical studio activities focus upon two dimensional studies in drawing and design and students develop their language in the study of visual art forms. Practical activities in art making, criticism and history study are linked to the K-6 Creative and Practical Arts Syllabus.

or

##### *(ii) Music*

This subject introduces students to teaching music in the primary school (K-6). The subject is practically-based in making music, using a range of simple music making instruments and it is intended to build skills and assist students to become more confident in teaching music to primary aged children. The music component of the Creative and Practical Arts syllabus is introduced and students explore the nature and aims of music education and ways to achieve the aims in practice.

or

##### *(iii) Drama and Play*

This subject introduces students to the fundamental processes of Drama Education through group work and practical applications. Concepts of child development and experiential learning process are explored within a K-6 developmental perspective. There is an introduction to, and investigation of, the drama component of the Primary, Creative and Practical Arts syllabus.

#### **TEED7160**

##### **Practicum 1**

*Staff Contact: Ms Debbie Scott*

CP15 S3 20 days min

The aim of the Practicum is to integrate relevant subjects studied during the academic year with their application during the Practicum in schools or other educational settings. The field experience is graduated in regard to its difficulty so that students can begin with exercises they can manage and progress to more difficult teaching procedures in a systematic way. One day a week is to be designated for field experiences throughout the three years. This day can be used for a range of field experiences relevant to subject knowledge. It can also be used to strengthen skill competences as required. In third year the students are attached one day a week to the classes in which they are to do the practicum.

**TEED7210****Developmental Psychology 3 - Children with Special Needs**

*Staff Contact: Dr Loretta Giorcelli*  
CP7.5 S1 HPW2

This course extends student's knowledge of psychology and pedagogy of students with special teaching and learning needs in the regular classroom. An exploration of the nature of the problems inhibiting learning and academic progress provides a theoretical and practical framework for the selection of teaching strategies for the students.

Issues covered include: understanding individual differences, the scope of exceptionally, current integration/inclusion practices, current perspectives to the education of students with disabilities, learning difficulties and behaviour disorders. The impact of the child with disability on the family, the role of the interdisciplinary team and Special Education technology are also covered.

**TEED7211****Schools and Society**

*Staff Contact: Ms Debbie Scott*  
CP7.5 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 develop skill in critically analysing the place of education in society and the part they play as active social participants whether as students, teachers, administrators or concerned citizens in the process of education. Students are expected to demonstrate their competence in the subject in both written and oral form.

**TEED7230****English as a Second Language**

*Staff Contact: Ms Debbie Scott*  
CP7.5 S1 HPW2

This subject introduces students to current theory, research and practice in second language learning and teaching. Participants examine current thinking in communicative and functional approaches to second language learning to understand their application to classroom practice. In particular, students develop skills in preparing student profiles by observing children in the classroom and identifying the range of strategies second language learners use to learn oral and spoken English across the curriculum.

**TEED7231****Curriculum and Teaching for the Student with Disabilities, Learning Difficulties and Behaviour Problems**

*Staff Contact: Dr Loretta Giorcelli*  
CP7.5 SS HPW2

*Prerequisite: TEED7210*

Students acquire appropriate and specific teaching and curriculum skills which can be applied regardless of a pupil's or a group of pupils' learning deficits and strengths. Instruction on the use of appropriate assessment procedures and developing individualised educational and/or management programs give emphasis to the complex and interrelated nature of children's learning problems. Students develop an ecological perspective of professional

roles and responsibilities which teachers must assume in order to best serve children with special needs in the regular classroom.

Topics focus on the modification of instructional modalities and conditions; effective strategies for instruction, teaching basic thinking skills, developments in Computer Technology and their implications for the student with special needs. Students have opportunity to work with a child(ren) with special needs in a school setting and are expected to assess the learning problem, develop an appropriate individual program and provide ongoing evaluations as part of the monitoring process.

**TEED7232****Teaching and Curriculum for the Gifted and Talented Child**

*Staff Contact: Ms Debbie Scott*  
CP7.5 SS HPW2

The aim is to assist young teachers to identify gifted and talented children and differentiate the curriculum to respond more appropriately to their academic and social needs. The subject introduces students to the concepts of giftedness and talent, and the subjective and objective procedures by which children of high intellectual potential can be recognised in the primary classroom. Students examine and practise ways of enriching and differentiating the curriculum to cater for gifted students in the regular classroom and in special programs. The effects of special groupings on the social and emotional development of gifted students are carefully examined

**TEED7233****Teaching and Curriculum for the Aboriginal Child**

*Staff Contact: Ms Debbie Scott*  
CP7.5 SS HPW2

This subject is designed to develop student skills and knowledge in planning, teaching and evaluating a relevant curriculum, for Aboriginal children. Students are introduced to the Aboriginal Education Policy and develop strategies for effective implementation of this policy. The subject traces the major approaches to educational provision for Aborigines and Torres Strait Islanders through study of the period of initial contact, missionary activity in education, protective segregation, Assimilation and Multiculturalism. Examination of Contemporary approaches to education of Aboriginal people includes study of Aboriginal and Islander initiatives and innovations.

**TEED7234****Teaching and Curriculum for the Child in the Western Metropolitan Region**

*Staff Contact: Ms Debbie Scott*  
CP7.5 S1 HPW2

Students examine significant characteristics of communities in the western and south western regions of Sydney and strategies for identifying and meeting the educational needs of the children and the community in school settings. A particular focus is on positive responses made by schools, for example, by building onto community strengths and by working through shared goals. The subject prepares students for a practicum in these 'difficult to staff' regions through examining the impact on schools of cultural diversity and major social changes and through exploring some effective teaching strategies.

**TEED7235****Teaching and Curriculum for the Child with English as a Second Language***Staff Contact: Ms Debbie Scott*

CP7.5 SS HPW2

The subject introduces students to a variety of forms for structuring ESL programs in schools and to examine ways of programming to accommodate the range of organisational options using second language teaching and learning principles. Students gather information from schools, research data from case studies, and examine school policy documents to identify the range of options for organising ESL in schools. Students learn to apply principles of second language learning to selected topics from the Key Learning Areas as a basis for planning, implementing and evaluating units of work to meet the varying levels of English language development of second language learners.

**TEED7236****Teaching and Curriculum for the Child in a Rural Area***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW2

The aim of this subject is to prepare students for some of the common and distinguishing features of teaching in rural schools. The characteristics of rural schools and their communities are considered along with strategies for identifying and meeting the needs of children in such settings. Special attention is paid to case studies of schools and the government policies associated with the betterment of education in both contexts. The subject prepares students for a practicum in these 'difficult to staff' regions.

**TEED7250****English 2***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

*Prerequisites: TEED7150, TEED7160*

This course seeks to provide a theoretical basis and practical experiences through which opportunities for developing young children's early literacy may be implemented within a K-2 classroom context. Particular emphasis will be placed on students becoming familiar with a range of observational strategies for literacy to determine what children can do and are attempting to do. These observations form the basis of planning and implementing programs of literacy instruction that are literature-based and supportive of individual literacy needs, including remediation.

**TEED7251****Mathematics 2***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

*Prerequisites: TEED7151, TEED7160*

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, the subject concentrates on how children develop the concepts associated with numeration and the skills and understanding necessary for computational manipulation. The calculator as a useful aid to learning is explored. The importance of problem solving in Mathematics is reinforced.

**TEED7252****Science and Technology 2***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

*Prerequisites: TEED7132, TEED7152, TEED7160*

This subject introduces students to the advanced process skills, guided discovery lessons and the transition to Formal Operations. Program sequences and integrated units are treated. Students teach guided discovery micro-lessons in schools. Content emphasis is on the Physical Sciences and Technological aspects with special attention to Natural phenomena, Products and Services. Students will develop their own program sequences and integrated units of work. Computer emphasis will be on Database, Spreadsheets (applied to Unit flowsheets), Simulation Adventure Games and Control Systems (with 'Control LegoLogo).

**TEED7253****Human Society and Environment 2***Staff Contact: Ms Debbie Scott*

CP7.5 S2 HPW3

*Prerequisites: TEED7153, TEED7160*

This subject aims to provide students with expectations associated with the teaching of Human Society and Environment at the primary level in relation to Aboriginal Studies and perspectives. It focuses on empowering students to understand and teach Aboriginal Studies effectively. Students are assisted to: recognise the importance of teaching Aboriginal Studies; gain knowledge on the history and initiatives of Aboriginal people; learn some appropriate teaching skills and strategies for teaching Aboriginal Studies; Aboriginal perspectives and Aboriginal Children in full consultation with local Aboriginal communities; and evaluate, devise and utilise appropriate Aboriginal Studies teaching resources.

Subject to approval, content may vary.

**TEED7254****Personal Development - Health and Physical Education 2***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW3

*Prerequisite: TEED7160*

This subject aims to expand the concepts developed in Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Gymnastics, Fitness and Lifestyle, and Health Decisions. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

**TEED7255****Creative and Practical Arts 2***Staff Contact: Ms Debbie Scott*

CP7.5 S1 HPW3

*Prerequisite: TEED7160*

Choose one:

*(i) Art and Design Education*

The subject aims to assist students to further develop their individual skills in art and design education and assist in their understanding of suitable art and design education activities for children at the primary school level. Studio activities focus on colour and design. Curriculum planning

focuses upon a thematic approach that includes art making, art criticism and art history. Teaching methods suitable to the development of practical and critical skills are covered through class activities and field trips to schools.

or

**(ii) Music in the Classroom**

This subject aims to give students further opportunities to refine their own personal music skills and develop successful music programs for K-6 pupils. The subject is designed to explore the nature and aims of music education and to develop an understanding of musical concepts through a variety of practical skills and musical instruments.

or

**(iii) Foundation Principles of Drama Education**

The practice of drama is related to current theories of learning. Conceptual frameworks, language development and dramatic forms are explored. Practical activities focus on small group dynamics, and the media of drama. Students develop skills in the development of narrative form, 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: Ms Debbie Scott*

CP15 S3 20 days min

*Prerequisite: TEED7160*

See Practicum 1

**TEED7310**

**Philosophy of Education**

CP7.5 S2 HPW2

Philosophy of Education involves critical examination of the processes of education. This subject allows students to focus on philosophical issues arising, in seminal instances, from in-school experiences (as a pupil and/or during practicum in previous sessions). At times schooling, as a social practice, gives rise to dilemmas for the practitioner which require consultation, discussion and reflection. This subject focuses on fundamental questions related to pedagogy, the curriculum and the social context of schooling. It is grounded in the pursuit of wisdom and enlightened practice based upon philosophical reflection, debate, and the reading of some of the relevant literature on the topic. Besides the use of writing, a signifying practice, in and out of class, students collaborate in the preparation of seminars. Some of the areas and themes include: ethics, epistemology, politics, aesthetics, religion, social harmony, and security.

**TEED7330**

**Teaching 3 - Programming and Evaluation**

*Staff Contact: Mr Bill Buckley*

CP7.5 S1 HPW2

This subject assists students to gain a practical knowledge of factors involved in curriculum programming and evaluation. They are required to apply various evaluation theories and measurement techniques relevant to the educational context. The subject is linked to the third year practicum. It requires students to plan, implement and evaluate units of work spanning a sequence of lessons for children in their practicum class within particular Key Learning Areas.

**TEED7331**

**Teaching and Curriculum in English**

*Staff Contact: Mr Bill Buckley*

CP7.5 SS HPW2

*Prerequisite: TEED7250*

This course provides an introduction to the theoretical basis and practical experiences for observational assessment of individual children's reading and writing development within a K-6 context. Particular emphasis is placed on literacy assessment procedures that include the identification of problems in reading, writing and spelling and strategies to help children overcome these difficulties.

**TEED7332**

**Curriculum and Teaching in Mathematics**

*Staff Contact: Mr Bill Buckley*

CP7.5 SS HPW2

*Prerequisite: TEED7251*

This subject is designed for the student who has a special interest in the teaching and learning of Mathematics in the primary school. In particular, current research into exemplary classroom practice is investigated. Various strategies for the enhancement of the teaching of Mathematics in primary schools are considered in terms of the student, teacher and general school community.

**TEED7333**

**Teaching and Curriculum in Science and Technology**

*Staff Contact: Mr Bill Buckley*

CP7.5 SS HPW2

*Prerequisite: TEED7252*

This subject is designed for the student who has a special interest in the use of the computer as a teaching/learning resource. In particular, the role of the computer in developing problem-solving skills is investigated. Recent developments in educational software and their application to the teaching/learning process are studied.

**TEED7334**

**Teaching and Curriculum in Human Society and Environment**

*Staff Contact: Mr Bill Buckley*

CP7.5 SS HPW2

This optional subject aims to familiarise students with school-based approaches for curriculum and teaching in Human Society and Environment at the primary level. It focuses on expanding students' knowledge and understanding of the implementation of school-based curriculum. Students will identify recent initiatives in schools that meet the demands of new directions in this key learning area. Students will accept responsibility for teaching all or part of a unit within the school-based curriculum, undertake a self-evaluation of their teaching and analyse the components of school-devised curriculum.

**TEED7335**

**Teaching and Curriculum in Personal Development, Health and Physical Education**

*Staff Contact: Mr Bill Buckley*

CP7.5 SS HPW2

This subject aims to provide students with the opportunity to work with children who have poor coordination. The emphasis is placed upon a movement analysis of the children's movement patterns and the development of an individualised program aimed at providing the child with

efficient basic skills. Skills include body awareness, transfer of weight and landing which are incorporated into walking, running, skipping, throwing, catching and striking.

### TEED7336

#### Teaching and Curriculum in Creative and Practical Arts

Staff Contact: Mr Bill Buckley  
CP7.5 SS HPW2

Choose one:

##### (i) Art and Design Education

This subject is intended to provide students with curriculum planning activities and practical studio experiences that will be of assistance to them in planning art and design education curriculum for specific age groups (K-6). Students are introduced to the scope and sequence of a variety of art and design programs that are especially designed to encourage creative responding and they are expected to plan a unit of work in art or design education for a specific student population.

or

##### (ii) Music

The subject provides students with an introduction to music teaching for the age K-6. It is a very practical subject designed to improve and build skills in music making as well as preparing students to teach music effectively in the classroom. The subject is designed to explore the nature and aims of music education and to develop understanding through a variety of practical activities.

or

##### (iii) Drama and Play

This subject introduces students to the fundamental processes of Drama Education through the acquisition of knowledge and skills in the development of drama, based upon applied methods, with group work a feature of the course approach.

### TEED7350

#### English 3

Staff Contact: Mr Bill Buckley  
CP7.5 S1 HPW3

The subject is designed to enable students to plan and evaluate for literacy within a 3-6 Primary classroom. It aims to provide a theoretical base and practice from which to consider children's developing literacy needs. Particular emphasis is placed on the various genres and purpose of text that children in the primary school are likely to encounter during reading and writing experiences. Emphasis is made on how teachers are able to provide demonstration of reading and writing processes so that information, organisation and associated conventions of particular genres are taught. Evaluation and monitoring of children's progress is stressed as the source of teacher planning for programs of literacy instruction.

### TEED7351

#### Mathematics 3

Staff Contact: Mr Bill Buckley  
CP7.5 S1 HPW3

Prerequisites: TEED7251, TEED7260

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics, is emphasised. In particular,

this subject explores the curriculum strand Measurement, incorporating extensive use of the environment. The various techniques for evaluation, assessment and programming are examined. The central nature of problem solving in Mathematics is reinforced. Current issues in Mathematics education are considered.

### TEED7352

#### Science and Technology 3

Staff Contact: Mr Bill Buckley  
CP7.5 S1 HPW3

Prerequisites: TEED7132, TEED7260

The subject aims to introduce students to scientific and technological aspects of natural and built environments which can be learned by K-6 pupils. Content centres about ecological considerations of the earth and its surroundings in space, the natural and the built environment. Natural resources, products and services and the means of production are considered from a standpoint of ecologically sustainable utilisation of resources. Pollution, waste disposal and controversial issues such as 'greenhouse effect' and ozone depletion are considered. Media resources with respect to some aspect of the natural/built environment are examined through the use of electronic control systems, information processing and electronic communication. The Interactive teaching approach is explored. Excursions are a source for some of the information. Computer simulations and computer mail are utilised.

### TEED7353

#### Human Society and Environment 3

Staff Contact: Mr Bill Buckley  
CP7.5 S2 HPW3

Prerequisites: TEED7253, TEED7260

This subject aims to familiarise students with expectations associated with teaching about our rapidly changing Australian and global society at the primary level. It focuses on developing students' skills in program planning, unit writing and evaluation in the area of Human Society and Environment. Students are taught the skills of curriculum planning and integration unit development incorporating Australian history, global education and environmental education.

Subject to approval. Content may vary.

### TEED7354

#### Personal Development, Health and Physical Education 3

Staff Contact: Mr Bill Buckley  
CP7.5 S2 HPW3

Prerequisite: TEED7260

This subject aims to review and consolidate the concepts developed by Personal Development, Health and Physical Education and through the study of the selected content strands of Dance, Interpersonal Relationships and Growth and Development. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

**TEED7355****Creative and Practical Arts 3***Staff Contact: Mr Bill Buckley*

CP7.5 S2 HPW3

*Prerequisites: TEED7255, TEED7260*

Choose one:

*(i) Art and Design Education*

This subject continues to extend students' abilities in art and design education. Whole school planning in art and design education (K-6) are studied and practical experience are provided in three-dimensional studies. Teaching methods appropriate to the development of practical and critical skills in art and design education teaching are covered through classroom activities and field trips to schools.

or

*(ii) Music Across the School*

This subject aims to continue the curriculum development and practical music making activities from the previous two subjects in Music. The subject reviews suitable music activities for K-6 children and students plan a basic music program for K-6 that could be implemented in a school. Musical skills and teaching methods continue to be identified and practised so that students are more able to initiate an effective music program.

or

*(iii) The Dramatic Curriculum*

Students develop an understanding of how the aesthetic art experience can be integrated into classroom learning. Teaching skills of students are developed through a range of dramatic methodologies to include the application of specific forms such as Readers Theatre, Documentary narrative structures, Playbuilding and other forms. Programming, course development and evaluation procedures are basic elements in the Dramatic Curriculum.

**TEED7360****Practicum 3***Staff Contact: Mr Bill Buckley*

CP15 S3 20 days min

*Prerequisite: TEED7260*

See Practicum 1.

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*

CP15 S1 or S2 HPW2

This subject focuses on recent developments in educational psychology as they inform decision making in education. Themes studied include learning, memory, classroom management, motivation and instruction within a framework of providing for individual differences in the setting of a primary school class.

**TEED8112****Developmental Psychology 4***Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject extends students' knowledge of human development, particularly middle childhood, in relation to school education. In building on the earlier study of this subject, attention is given to cognitive and affective development and the relationship of the two, to process change as it affects school learning in subjects such as English, Mathematics and Social Studies, and to influences on the individual which are mediated by societal and family change. Practical exercises extend research skills of observation and interpretation.

**TEED8113****Contemporary Developments in Primary Education***Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This 'shelf' subject aims to familiarise students with contemporary developments in a particular aspect of primary education, to trace the evolution of the development, to indicate some of the positive and negative aspects of the developments and examine problems and issues which have arisen, or might arise, as a result of the developments. Irrespective of the particular area of contemporary developments dealt with through this subject there is consideration of the political, economic, social or educational basis for the developments. The nature and scope of the developments are studied as are the implications for the education system and the teachers and children within it.

**TEED8114****Sociology of Education***Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject extends the student's understanding of the sociology of education with a focus on educational concerns of particular relevance to Australian society. It provides an in depth examination of such topics as sexism in the classroom, the effects of societal racism upon schools, students and teachers and the relationship between policies of the state and regimentation in the school. Students are expected to identify critical education issues, develop relevant research skills and write a professionally complete report. In addition, students are expected to demonstrate their subject competence through a class presentation.

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## Bachelor of Education (Primary)

**TEED8110****Recent Research in Primary Education***Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This 'shelf' subject aims to familiarise students with recent research in a particular aspect of primary education and to subject the literature in an area to critical scrutiny, students trace the theoretical roots of the research and indicate ways in which the research has affected practice or might have the potential to change the way things are done in the classroom. Irrespective of the particular area of research in primary education dealt with through this subject there is consideration of the rationale for the research and of the design features of selected studies. The descriptive, normative and pragmatic dimensions of the research are



**TEED8117****Education Research Methods A**

*Staff Contact: Prof Michael Dunkin*  
CP15 S1 or S2 HPW2R

Survey techniques in education research, including paper-and-pencil instruments, structured interviews, and system-based observation; major types of research design in quantitative research in education. Statistical methods treated include parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of differences, and elementary analysis of variance. The use of at least one major statistical package, such as SPSS.

**TEED8118****Education Research Methods B**

*Staff Contact: Prof Michael Dunkin*  
CP15 S1 or S2 HPW2

Action research, ethnographic research and case study methods. Topics treated in depth include: conceptual analysis; participant observation; interviewing; the use of written and non-written sources; grounded theory; triangulation; and strategies for collaborative research. The use of computers with qualitative data.

**TEED8119****Thesis Design and Preparation**

*Staff Contact: Prof Michael Dunkin*  
CP15 S1 or S2 HPW2

This subject is intended to assist students to develop their thesis proposals and make significant progress in locating, reading and synthesising literature on their thesis topics. It is mainly an individualised subject in which students are guided by their supervisors.

**TEED8120****Honours Thesis**

*Staff Contact: Prof Michael Dunkin*  
CP45

The student is required to submit a thesis embodying the results of an investigation on a topic relevant to Education and approved by the Head of School. Such work will be carried out under the direction of a supervisor appointed from full-time members of academic staff of the School of Teacher Education.

**TEED8121****Thesis Seminar**

*Staff Contact: Prof Michael Dunkin*

This is an informal, non-assessable subject intended to promote 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 Coordinator of the Honours program once a month.

**TEED8122****Trends in Research on Children**

*Staff Contact: Dr Alan Watson*  
CP15 S1 or S2 HPW2

Examines recent research on the development of children in relation to school education. Topics to be covered may

include the following: the development of children's knowledge; family and societal change and their effects on schooling; self regulation and learning; affective processes and school motivation and social cognition and schooling. Critical review of recent research and integration of knowledge within theoretical frameworks are required.

**TEED8123****Trends in Research in Classrooms**

*Staff Contact: Prof Michael Dunkin*  
CP15 S1 or S2 HPW2

The study of recent important trends in research on teaching. Topics considered include: observational research in classrooms; student characteristics and classroom behaviour; classroom behaviour and student achievement; and teacher and student cognitions. Emphasis in teaching methods is placed on workshop activity with protocol materials such as lesson transcripts and the examination of research literature.

**TEED8130****Models of Curriculum Development**

*Staff Contact: Dr Alan Watson*  
CP15 S1 or S2 HPW2

This subject examines curriculum design processes at the level of the classroom, the whole school and the cluster of school models and theories of curriculum development, planning and evaluation strategies and factors which facilitate and inhibit the curriculum's effectiveness are studied. Practical work requiring implementation and evaluation in educational settings is required.

**TEED8131****Field Based Project**

*Staff Contact: Dr Alan Watson*  
CP15 S1 or S2 HPW2

This subject offers students the opportunity to extend knowledge and skills gained in earlier courses. Students undertake action research in planning, monitoring and evaluating a school or field based project. The project may be curriculum based or involve aspects of school organisation and administration, welfare and management topics, staff development and in-service or action research in the field of teaching/learning. Students select a topic in a field of education related to their interests and professional involvement. The subject provides an opportunity for students to integrate their project with their overall professional development. It also provides students with opportunities to use advanced skills in project planning, construction and analysis.

**TEED8132****Current Approaches in English as a Second Language**

*Staff Contact: Dr Alan Watson*  
CP15 S1 or S2 HPW2

This subject deals with the teaching and learning of English as a second language across the six Key Learning Areas. The emphasis of the subject is to review and critique research on second language acquisition and learning, explore the potential of a functional approach to language to ESL teaching and learning, consider the range of differences in the spoken and written English language proficiency of the learner, and bring this knowledge together to make informed decisions about teaching

English as a second language. Participants investigate the social, psychological and cultural context of learning English as a second language in primary schools, examine assumptions about first and second language learning and literacy and apply principles of second language learning to classroom practice.

#### **TEED8133**

##### **Current Approaches In Education for Gifted and Talented Children**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

The aim is to assist teachers to identify contexts which facilitate or impede the full development of high intellectual potential in children. The subject critically examines the theories of giftedness and talent which currently influence Australian schools and education systems. Current research on the cognitive and affective development of gifted and talented children is examined for its applicability to the development of programs and curricula for gifted students, both in the regular classroom and in special settings, such as, withdrawal programs, opportunity classes, interest clubs and mentor programs.

#### **TEED8134**

##### **Current Approaches In Education for Students with Disabilities, Learning Difficulty or Behaviour Disorder.**

*Staff Contact: Dr Loretta Giorcelli*

CP15 S1 or S2 HPW2

This subject promotes understanding and develops critical appreciation of the main educational, cultural, legal, administrative and social issues relating to students with disabilities, learning difficulties or behaviour disorders as they affect parents, teachers, therapists and other professionals in educational settings. It develops insights into the nature and diversity of Special Education and the psychological, physical and sociological factors which affect teaching and learning in an ever changing technological environment.

Generic components include an examination of the range of factors which influence development, learning characteristics and performance, the identification and assessment of Special Education needs and the individualisation of educational programs. Specialised components include the education of children with high educational support needs, the education of students with emotional and behavioural difficulties, curriculum developments for students with learning difficulties and critical issues that relate to students with special needs in regular school settings.

All components are treated in the context of prevailing Special Education policies. State, national and international procedures, policies and practices will provide a comparative perspective.

#### **TEED8150**

##### **English 4A**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject provides students with opportunities to review current research findings and publications on children's television decoding skills and viewing habits. As well, it deals with the processes of how the medium of television

constructs realities. Included in this treatment are cultural practices and values, how audiences develop meanings and the agents and techniques which are employed.

#### **TEED8151**

##### **English 4B**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This course seeks to provide a theoretical basis and practical experiences for developing observational assessments of individual children's reading and writing development within a K-6 Primary context. Particular emphasis is placed on literacy assessment procedures that include the functions of writing and spelling which have been shown to affect and be affected by children's ability to read. Assessment procedures will include those that monitor handwriting, writing, spelling, silent and oral reading. From these observations, planned programs of literacy instruction can be designed to suit learners needs in the next step of their development.

#### **TEED8152**

##### **Mathematics 4A**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject is designed to take students beyond the detail of the K-6 Mathematics syllabus. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, methods, strategies and resources which enhance the teaching and learning of Mathematics and support the principles and philosophy of the K-6 syllabus are carefully considered. Diagnostic remediation and extension work in the classroom are also covered.

#### **TEED8153**

##### **Mathematics 4B**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject focuses on research in Mathematics education and its application in the classroom. Particular attention is paid to relating, theoretical considerations of the literature to classroom practice.

#### **TEED8154**

##### **Science and Technology 4A**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

The subject aims to introduce students to new developments in Science and Technology K-6 Syllabus. Students construct a substantial teaching unit and appropriate resources for Science and Technology K-6 teaching, formulate and communicate their teaching philosophy and teaching strategies and carry out a review of some aspect of their School's Science and Technology K-6 Policy or Program.

#### **TEED8155**

##### **Science and Technology 4B**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject focuses on recent developments in computer education and their application in the classroom. In this subject, students critically investigate areas of the literature

in computer education. Students are required to pursue areas of computer implementation at depth. Such areas might include Logo, Special education, courseware development and computers in educational administration.

#### **TEED8155**

##### **Human Society and Environment 4A**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This optional subject aims to familiarise students with new directions in the key learning area of Human Society and Environment. It focuses on expanding students' knowledge of current research findings in Social Education so that they will be better able to implement current innovations in the classroom context. Students critically analyse the Social Education research literature, departmental documents, school-devised policy documents and newly developed curriculum resources. Students gain a greater knowledge and understanding of new teaching strategies and subject matter in the key learning area of Human Society and Environment. Current innovations are examined in the classroom context.

#### **TEED8157**

##### **Human Society and Environment 4B**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject aims to familiarise students with expectations associated with teaching about contemporary issues. It focuses on expanding students' knowledge and understanding of current issues of interest in Australian and global society. Students study the causes and consequences of current concerns and critically evaluate proposed solutions to social problems.

Significant issues are explored utilising historical, current and future perspectives. Teaching principles and skills are applied to develop teaching resources.

#### **TEED8158**

##### **Personal Development, Health and Physical Education 4A**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject aims to provide the student with an opportunity to examine the implementation process of planning, programming, teaching and evaluating in selected content strands of Personal Development, Health and Physical Education in the primary school. The focus of the subject involves specialisation in two or three content strands; Fitness and Lifestyle (Fitness Programming and Evaluation), Games and Sport ('Aussie Sports') Growth and Development.

#### **TEED8159**

##### **Personal Development Health and Physical Education 4B**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject aims to involve students in the examination, evaluation and development of health promotion in the primary school. In this subject, students critically examine current policies and programs in NSW for the promotion of health in schools within the context of the Personal Development, Health and Physical Education Syllabus. Students identify specific health needs of children in a

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*

CP15 S1 or S2 HPW2

This subject has been designed for the practising classroom teacher. It promotes strategies and ideas for teaching music in their classroom. It is based on practical activities, and provides the opportunity to learn, or have further study of, classroom instruments. It assists with programming and designing successful music programs from K-6 and in integrating music with other curriculum areas. It examines the different approaches to Music Education with particular attention to the Orff and Kodaly approaches.

#### **TEED8161**

##### **Creative and Practical Arts 4: Art**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

The subject introduces contemporary issues affecting visual arts education from both a national and international perspective. Issues such as discipline-based art education, art programs for the gifted and talented and art and technology are assessed within the context of developing school policies, the syllabus and educational initiatives in various school systems. A program of practical studies in art is designed to assist students to better understand the importance of sequenced art activities that specify activities in art making, art criticism and art history study.

#### **TEED8162**

##### **Creative and Practical Arts 4: Design**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

The subject is intended to review the development of design education nationally and internationally and to clarify the scope and opportunities for the development of design education in the primary school. Design technologies ranging from simple technical processes to the more sophisticated high technology processes, including computer technology are studied and practical workshops in a selected range of technologies assist students to better understand the process of design. Students are required to study the significance of design to culture and there are opportunities to investigate case studies of design technology in different cultural groups that may be introduced into the syllabus.

#### **TEED8163**

##### **Creative and Practical Arts 4: Drama**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

Students are involved in the creative development of a theatre performance project for schools, with levels appropriate to the K-6 child. The work is an original, group devised performance text relating to aspects of the Primary Curriculum. The K-6 Performance Unit is part of a developmental program which requires a high degree of commitment, with students required to demonstrate the skills of writer, director, performer, designer, production manager, with some technical expertise in sound and

advantage. The course involves attendance at the work of current Theatre in Education companies in the K-6 field. Students are expected to participate in all aspects of the Performance Unit.

**TEED8171****Contemporary Issues in Education and Social Responsibility**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

This subject examines the prevailing winds of change in educational policy and practice, and attempts to assist the responsibility of the teaching profession in responding to contemporary national and global challenges.

Particular attention is paid to aspects of the intellectual, legal, economic cultural and vocational contexts of contemporary schooling, and the role of teachers in shaping policies to meet the future needs of the nation and its children.

Subject to University approval this subject will fulfil requirements of students by the course with regards to General Education.

**TEED8172****Professional Ethics for Teachers**

*Staff Contact: Dr Alan Watson*

CP15 S1 or S2 HPW2

The responsibilities of teachers in relation to the expectations of pupils, parents, government and employers is examined against a background of ethical theory.

Particular attention is given to the notions of individual and collective professional responsibility, and the resolution of ethical conflict in schools, professional societies and the broader community. Students are required to devise and defend a code of professional ethics.

Subject to University approval this subject will fulfil requirements of students by the course with regards to General Education.

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## Graduate Study

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### Course Outlines

**1940****Doctor of Philosophy****PhD**

This is a research degree requiring an original and significant contribution to knowledge in an approved subject. Intending students should contact the School of Teacher Education to discuss their research proposal. Subject to approval students may undertake their thesis on a part-time or full time basis. The conditions for the award of the Doctor of Philosophy degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

Students must enrol in the appropriate full or part-time subject.

|          |                           |           |
|----------|---------------------------|-----------|
|          |                           | <b>CP</b> |
| TEDG0001 | Research Thesis Full-Time | 120       |
| TEDG0002 | Research Thesis Part-Time | 60        |

**2995****Master of Education in Teaching (by Research)****MEdTeach****The MEdTeach (by Research) Program**

This is a research degree requiring an original contribution to knowledge in an approved subject. The conditions for the award of the Master of Education in Teaching (by Research) degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

The degree is awarded with the grade of Honours Class 1 or Class 2. Students must enrol in the appropriate research thesis subject:

|          |                           |           |
|----------|---------------------------|-----------|
|          |                           | <b>CP</b> |
| TEDG0001 | Research Thesis Full-Time | 120       |
| TEDG0002 | Research Thesis Part-Time | 60        |

In addition to a thesis, each candidate is required to complete two one-session subjects, usually TEDG1204 Research Methods in Education A (15 Credit points) and TEDG1205 Research Methods in Education B (15 credit points). Information regarding these subjects appears latter in this handbook under the Master of Education in Teaching (by Formal Course Work). These subjects are normally undertaken in the first year of registration.

5560

**Graduate Diploma in Education (Secondary)****DipEd**

The course is designed to give professional training to graduate students in secondary school level teacher education. The course is undertaken on a full-time basis over one year. The course is available to graduates of The University of New South Wales or other approved universities where their study meets entry prerequisites.

**Teaching Methods**

The course requires students to study in each of two single method subjects or in one double method subject. Students must meet entry prerequisites to be eligible for admission and to undertake their preferred teaching method/s. Prospective students should contact the School of Teacher Education to ascertain the availability and entry prerequisites for their preferred teaching method/s.

**Single Method Subjects**

Only certain single method subject combinations are permissible and not all method subjects may be available in any given year. The availability of language methods other than English will be subject to student numbers and lecturer availability.

| Single Method Subjects<br>Method         | Year<br>Offered | Number<br>of Hours |
|--|-----------------|--------------------|
| TEDG6122 Computer Studies                | 1996            | 68                 |
| TEDG6123 Drama                           | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6124 English                         | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6125 English as a Second<br>Language | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6126 Chinese                         | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6127 French                          | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6128 Japanese Method                 | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6129 Spanish                         | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6130 German                          | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6131 Indonesian                      | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6133 History                         | 1996            | 68                 |
|  | 1997            |                    |
| TEDG6119 Dance                           | 1997            | 68                 |

**Single Method Combinations**

Most single method combinations are available but the following combinations would normally be recommended:

Drama Method and English Method  
Drama Method and History Method  
English Method and History Method  
A language method and another language method or ESL

method

English Method and English as a Second Language Method

Computer Studies Method and Mathematics Method (note Mathematics is a double method subject).

**Language Maintenance Subjects**

For each LOTE (Language Other Than English) method undertaken students must undertake a corresponding Language Maintenance subject.

| Language Maintenance Subjects            | Number<br>of Hours |
|--|--------------------|
| TEDG6150 Language Maintenance Chinese    | 36                 |
| TEDG6151 Language Maintenance French     | 36                 |
| TEDG6152 Language Maintenance Japanese   | 36                 |
| TEDG6153 Language Maintenance Spanish    | 36                 |
| TEDG6154 Language Maintenance German     | 36                 |
| TEDG6155 Language Maintenance Indonesian | 36                 |

**Double Method Subjects**

| Method                      | Year<br>Offered | Number<br>of Hours |
|-----------------------------|-----------------|--------------------|
| TEDG6136 Mathematics        | 1996            | 136                |
|                             | 1997            |                    |
| TEDG6137 Physical Education | 1996            | 136                |
|                             | 1997            |                    |
| TEDG6138 Science            | 1995            | 204                |
|                             | 1997            |                    |

**Other Subjects**

The following subjects must be undertaken regardless of the teaching method subjects studied.

| Other Subjects                                       | Number<br>of Hours |
|--|--------------------|
| TEDG6139 Special Education                           | 28                 |
| TEDG6140 Adolescent Learning and<br>Development      | 48                 |
| TEDG6141 Educational Elective A                      | 16                 |
| TEDG6143 Educational Elective C                      | 16                 |
| TEDG6144 Professional Issues and<br>Responsibilities | 56                 |
| TEDG6145 Teaching Experience                         | 8                  |
| Preparing for Teaching                               | 8                  |
| Microteaching  | 18                 |
| Teaching Practice                                    | 220                |

**Programs of Study**

Students are required to enrol under a specific program of study determined by the method subjects being undertaken within the course:

**Program Code 1000:**

Students undertaking one double method or two single methods

**Program Code 2000:**

Students undertaking two single methods, one of which is a LOTE method (Language Other Than English) requiring the undertaking of one corresponding Language Maintenance subject.

**Program Code 3000:**

Students undertaking two single methods, both of which

are LOTE methods requiring the undertaking of two corresponding *Language Maintenance* subjects.

## Field Experience

There are three strands to the subject Teaching Experience in which field experience is undertaken: Preparing for Teaching, Microteaching, and Teaching Practice. Students are required to satisfy requirements in both Preparing for Teaching and Microteaching before being allowed to participate in the 7 week block teaching component of Teaching Practice.

## Special Rules Regarding Re-enrolment

Candidates who fail in either two single method subjects, one double method subject or in the subject Teaching Experience will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.

## Credit Point Requirements

The credit points allocated for successful completion of each subject over the year of this course are shown in the schedule of subjects.

Eligibility for the award of the Graduate Diploma in Education for each program of study is as follows:

Program of Study code (POS) 1000 = 140.0 credit points  
 Program of Study code (POS) 2000 = 150.0 credit points  
 Program of Study code (POS) 3000 = 160.0 credit points

## Schedule of Subjects

|                       |  | C  |   |    | HPW | Wks |
|-----------------------|--|----|---|----|-----|-----|
| <b>Session 1</b>      |  |    |   |    |     |     |
| TEDGxxxx              | Method Subject(s) <sup>#</sup>           | 40 | - | 14 |     |     |
| TEDG6139              | Special Education                        | 10 | 2 | 14 |     |     |
| TEDG6140              | Education Studies                        | 15 | 3 | 14 |     |     |
| TEDG6144              | Professional Issues and Responsibilities | 15 | 2 | 14 |     |     |
| Language Maintenance: |  |    |   |    |     |     |
| TEDG61xx              | Language Maintenance <sup>#*</sup>       | 10 | 2 | 14 |     |     |
| TEDG61xx              | Language Maintenance <sup>***</sup>      | 10 | 2 | 14 |     |     |
| <b>Session 2</b>      |  |    |   |    |     |     |
| TEDGxxxx              | Method Subject/s <sup>#</sup>            | -  | - | 4  |     |     |
| TEDG6141              | Educational Elective A                   | 5  | 4 | 4  |     |     |
| TEDG6143              | Educational Elective C                   | 5  | 4 | 4  |     |     |
| TEDG6145              | Teaching Experience <sup>***</sup>       | 50 | - | -  |     |     |
|                       | Preparing for Teaching                   |    |   |    |     |     |
|                       | Microteaching                            |    |   |    |     |     |
|                       | Teaching Practice <sup>***</sup>         |    |   |    |     |     |
| Language Maintenance: |  |    |   |    |     |     |
| TEDG61xx              | Language Maintenance <sup>#*</sup>       | -  | 2 | 4  |     |     |
| TEDG61xx              | Language Maintenance <sup>***</sup>      | -  | 2 | 4  |     |     |

<sup>#</sup>Subjects so marked are whole year - session 3 subjects (S3). Students undertake these subjects in both session 1 and session 2. In session 1: Either 2 single method subjects each of 4 hours study per week for 14 weeks, or 1 double method subject of 8 hours per week, except in the case of Science Method which requires 12 hours per week. In session 2: Either 2 single method subjects each of 4 hours study per week for 4 weeks, or

1 double method subject of 8 hours per week for 4 weeks, except in the case of Science Method which requires 12 hours per week.

<sup>\*</sup> students undertaking one LOTE method subject enrol under program of study code 2000 and are required to undertake a corresponding Language Maintenance subject.

<sup>\*\*</sup> students undertaking two LOTE method subjects enrol under program of study code 3000 and are required to undertake two corresponding Language Maintenance subjects.

<sup>\*\*\*</sup> TEDG6145 Teaching Experience: In addition to Preparing for Teaching and Microteaching activities, Teaching Practice requires 5 single days and a 7 week block involving work in a Secondary Teaching School. Students work in their appointed School during normal hours for that school.

## 5610

### Graduate Diploma in Educational Studies (Computer Education)

#### GradDipEdStuds

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing. The course is offered as part-time study over two years (four academic sessions) and is also designed to be accessible to teachers working in the profession.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of the computer in teaching/learning situations;
- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;
- evaluate the educational worth of available software;
- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;
- develop understandings and competencies in the principles of structured computer programming;
- develop computer awareness in their students;
- develop those skills and attitudes which enable them to provide leadership in the development of computing policy in their educational setting.

Subjects studied in the first year of the course allow the issues associated with computer education to be explored and provide opportunities to cover curriculum implications of the use of computers in education.

In the second year of the course students choose from available elective subjects providing them with an opportunities to pursue their particular areas of interest or need.

#### Structure of the Program

In year 1 students undertake four compulsory subjects which are specific to the Graduate Diploma in Education

(Computer Education) course. Two subjects are undertaken in both session 1 and session 2.

In year two students choose from the elective subjects available. Students must undertake subjects to the value of 60 credit points. Normally two subjects would be undertaken in each of session 1 and session 2.

### Relationship of the Graduate Diploma in Education Studies with the Master of Education in Teaching (by Formal Course Work)

Students who successfully complete the Graduate Diploma of Educational Studies (GDES) are invited to apply for admission to the Master of Education in Teaching (MED Teach) offered by the School. On admission into the MED Teach students can apply for Advanced Standing in recognition of the four subjects completed in year two of the GDES.

Students who successfully complete the first year of the GDES may apply for admission to the MED Teach without completing the GDES.

Intending students wishing to enter a qualifying masters program, not having the necessary prerequisites to enter the MED Teach, may undertake a qualifying program consisting of all first year subjects offered within the GDES.

### Credit Point Requirements

The credit points allocated for successful completion of each subject are shown in the schedule of subjects.

Successful completion of the Graduate Diploma in Educational Studies requires the attainment of a total of 120 credit points.

Year 1: 4 x subjects @ 15 points each = 60 points

Year 2: 4 x elective subjects @ 15 points each = 60 points

### Schedule of Subjects

**Year 1** CP HPW  
The subjects listed under year 1 are compulsory and specific to the Graduate Diploma in Educational Studies course.

**Session 1**  
TEDG5800 Computers and Education 1: Curriculum and Courseware 15 2

TEDG5802 Information Processing 1: Computers and Communication 15 3

**Session 2**  
TEDG5801 Computers and Education 2: Computers and Problem Solving 15 3

TEDG5803 Information Processing 2: Spreadsheets and Data bases 15 3

**Year 2**  
**Session 1**  
Two only of:  
TEDG1104 Issues in Computer Education\* 15 2  
TEDG1105 Teaching Programming and Problem Solving\* 15 2

|                                  |  | CP | HPW |
|----------------------------------|--|----|-----|
| TEDG1112                         | Using Computers with Gifted and Talented Students* | 15 | 2   |
| TEDG1114                         | Programming Applications*                          | 15 | 2   |
| <b>Session 2</b><br>Two only of: |  |    |     |
| TEDG1106                         | Computer-based Resource Design and Production*     | 15 | 2   |
| TEDG1107                         | Managing with Computers in Schools*                | 15 | 2   |
| TEDG1108                         | Teaching Curriculum Courses in Computing*          | 15 |     |
| TEDG1113                         | Computer Control Technology in Education*          | 15 | 2   |

\*These subjects are also offered by the School of Teacher Education within the Master of Education in Teaching (by Course work). Subject descriptions appear under the MED Teach.

### 8965

### Master of Education in Teaching (by Formal Course Work)

#### MED Teach

The course is designed for educationists who wish to study education at an advanced level in order to develop further their professional competence as teachers, with particular emphasis upon teaching studies, including the use of computers in education. The course is normally conducted part-time over two years (4 sessions) and is designed to be accessible to teachers working within the profession.

### Structure of the Program and Credit Point Requirement

Eligibility for the award of the MED Teach requires the attainment of a total of 120 points. The credit points allocated for successful completion of each subject offered within the MED Teach are shown in the schedule of subjects which follows.

Students are required to complete a major study consisting of a minimum of 60 credit points in subjects under *Studies in Teaching*. At the discretion of the Head of School, students may choose subjects to the value of 60 credit points from those offered by other Schools in the Faculty, or by other faculties within the University of New South Wales. Alternatively students may receive credit for a maximum of 60 credit points for subjects of comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales, or another recognised institution.

The conditions for the award of the Master of Education in Teaching (by Formal Course Work) degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

## Recognition of Studies Completed in Other Courses

- Students who have satisfied enrolment requirements for the MEdTeach may be credited with a maximum of 60 credit points for studies successfully completed outside the MEdTeach course.
- Students who have satisfied enrolment requirements for the MEd Teach course may be credited with a maximum of 60 credit points advanced standing for study successfully completed towards an approved Graduate Diploma.
- Students who have satisfied enrolment requirements for the MEd Teach course may be credited with a maximum of 30 credit points advanced standing for study successfully completed towards a Graduate Certificate.
- Students may apply for credit towards the MEdTeach for study undertaken in Graduate Diploma and Graduate Certificate course only after successful completion of the Diploma or Certificate. Students intending to apply for credit towards the MEdTeach for study completed in a Graduate Diploma or Graduate Certificate course are strongly advised to complete the latter before seeking enrolment in the MEdTeach course.

## Schedule of Subjects

### Session 1

#### Studies in Teaching:

|   | CP | HPW |
|---|----|-----|
| TEDG1101 Computers in Education                             | 15 | 2   |
| TEDG1103 Computers and the Learning Process                 | 15 | 2   |
| TEDG1105 Teaching Programming and Problem Solving           | 15 | 2   |
| TEDG1106 Computer-based Resource Design and Production      | 15 | 2   |
| TEDG1112 Using Computers with Gifted and Talented Students* | 15 | 2   |
| TEDG1114 Programming Applications                           | 15 | 2   |
| TEDG1121 Issues in Science Education                        | 15 | 2   |

### Studies in Teaching (Cont):

|   |    |   |
|---|----|---|
| TEDG1141 Issues in Teaching and Learning Languages other than English A | 15 | 2 |
| TEDG1191 Issues in Teaching Human Society and Its Environment A         | 15 | 2 |

### Studies in Education:

|  |    |   |
|--|----|---|
| TEDG1201 Research of Teaching            | 15 | 2 |
| TEDG1204 Research Methods in Education A | 15 | 2 |

### Session 2

#### Studies in Teaching:

|   |    |   |
|---|----|---|
| TEDG1102 Computers and Teaching   | 15 | 2 |
| TEDG1104 Issues in Computer Education   | 15 | 2 |
| TEDG1107 Managing with Computers in Schools   | 15 | 2 |
| TEDG1108 Teaching Curriculum Courses in Computing   | 15 | 2 |
| TEDG1113 Computer Control Technology in Education*  | 15 | 2 |
| TEDG1122 Scientific Concept Development   | 15 | 2 |
| TEDG1131 Educating the Student with Disability, Learning Difficulty or Behaviour Disorder | 15 | 2 |
| TEDG1181 Issues in Teaching Mathematics 1   | 15 | 2 |

### Studies in Education:

|   |    |   |
|---|----|---|
| TEDG1202 Teacher Education and Professional Development | 15 | 2 |
| TEDG1205 Research Methods in Education B                | 15 | 2 |
| TEDG1210 Educational Applications of Women's Studies    | 15 | 2 |
| TEDG1213 Human Development and Education                | 15 | 2 |

### Project:

|                     |    |     |
|---------------------|----|-----|
| TEDG1301 Project ** | 15 | n/a |
|---------------------|----|-----|

\* Availability is subject to approval.

\*\* A Project may be approved in any of the Studies in Teaching and Studies in Education listed above and may be taken in either session 1 or session 2.



## Subject Descriptions

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

## Graduate Diploma in Education

### TEDG6119

#### Dance Method

*Staff Contact: Ms Rosemary Kearney*

CP20 S3 (S1 HPW4 for 14 weeks, S2 HPW3 for 4 weeks)

**Note:** Not offered in 1996.

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

### TEDG6123

#### Drama Method

*Staff Contact: Ms Rosemary Kearney*

CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7-12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures. The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: eg. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

### TEDG6124

#### English Method

*Staff Contact: Ms Rosemary Kearney*

CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The

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

### TEDG6125

#### English as a Second Language Method

*Staff Contact: Ms Rosemary Kearney*

CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

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

### TEDG6126

#### Chinese Method

### TEDG6127

#### French Method

### TEDG6129

#### Spanish Method

### TEDG6130

#### German Method

### TEDG6131

#### Indonesian Method

*Staff Contact: Ms Rosemary Kearney*

CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

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

### TEDG6133

#### History Method

*Staff Contact: Ms Rosemary Kearney*

CP20 S3 (S1 HPW4 for 14 weeks S2 HPW3 for 4 weeks)

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

The practical orientation of the course aims to show students how to develop child-centred inquiry based learning techniques and how to encourage the development of important skills in knowledge,

communication and empathy through creative and imaginative activities.

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes. Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

#### **TEDG6150**

**Language Maintenance Chinese 36**

#### **TEDG6151**

**Language Maintenance French 36**

#### **TEDG6152**

**Language Maintenance Japanese 36**

#### **TEDG6153**

**Language Maintenance Spanish 36**

#### **TEDG6154**

**Language Maintenance German 36**

#### **TEDG6155**

**Language Maintenance Indonesian 36**

CP10 S3 (for each LOTE method taken S1 HPW2 for 14 weeks S2 HPW2 for 4 weeks)

As part of their teacher preparation students undertake study and practice in the language they are learning to teach in the corresponding Language Maintenance subject. Some work in language maintenance may involve computer assisted instruction. Language maintenance classes are usually run on the Kensington campus.

LOTE Method students do at least two hours of language maintenance for each of their LOTE methods for the weeks during which Method classes are held.

#### **TEDG6136**

**Mathematics Method (Double)**

*Staff Contact: Ms Rosemary Kearney*

CP40 S3 (S1 HPW8 for 14 weeks S2 HPW6 for 4 weeks)

This subject introduces students to current instructional methods for secondary mathematics classrooms. Practical strategies for motivating students are investigated and students are encouraged to reflect on the learning of mathematics from the learner's perspective. New South Wales syllabuses and how they are implemented in the classroom are studied. Various lesson types and teaching resources are considered. Important issues such as assessment, problem solving, gender and mathematics, and the use of technology in the learning of mathematics are explored.

Subject content may vary pending University approval.

#### **TEDG6137**

**Physical Education Method (Double)**

*Staff Contact: Ms Rosemary Kearney*

CP40 S3 (S1 HPW8 for 14 weeks S2 HPW6 for 4 weeks)

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

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

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

#### **TEDG6138**

**Science Method (Double)**

*Staff Contact: Ms Rosemary Kearney*

CP40 S3 (S1 HPW12 for 14 weeks S2 HPW9 for 4 weeks)

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

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

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

#### **TEDG6139**

**Special Education**

*Staff Contact: Dr Loretta Giorcelli*

CP10 S1 HPW2

*Corequisite:* Two single Method subjects or one double Method subject

Consideration is given to the education of students with disabilities, learning difficulties and learning disorders. Strategies and criteria for identifying students' needs are examined. Various curricular adaptations and support strategies will be explored. Appropriate teaching strategies including those that incorporate Special Education technology are also discussed.

**TEDG6140****Adolescent Learning and Development**

*Staff Contact: Ms Rosemary Kearney*  
CP15 S1 HPW3

*Corequisite:* Two single Method subjects or one double Method subject

This subject aims to develop students' appreciation of the nature of adolescence and the sociological and psychological factors which influence their growth and development through adolescence and learning within it. Attention will be paid to moral, social and intellectual development and the roles of culture and language in fashioning behaviour in our multicultural society. Topics such as learning, memory, personality, motivation and metacognition are considered, as are matters such as attitudes towards work and leisure, peer groups and family influences. The implications of what the adolescent brings to the classroom for planning, teaching and evaluation are emphasised as are the effects of different sorts of school and class climate upon adolescents.

Subject content may vary pending University approval.

**TEDG6141****Educational Elective A**

*Staff Contact: Ms Rosemary Kearney*  
CP5 S2 HPW4 for 4 weeks

*Prerequisite:* TEDG6140, TEDG6144

*Corequisite:* TEDG6143 Two single or one double Method Subject(s)

For this subject one elective is chosen from a group which may involve: examining recent research in learning and teaching in particular subject areas; understanding the relevance of education for appreciating social trends and problems; examining historical and philosophical issues related to particular subject areas; examining the problems of and strategies for teaching students from a non-English speaking background in the different subject areas.

The electives offered depend upon staff availability and student demand.

**TEDG6143****Educational Elective C**

*Staff Contact: Ms Rosemary Kearney*  
CP5 S2 HPW4 for 4 weeks

*Prerequisite:* TEDG6140, TEDG6144

*Corequisite:* TEDG6141, Two single or one double Method Subject(s)

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

The electives offered depend upon staff availability and student demand.

**TEDG6144****Professional Issues and Responsibilities**

*Staff Contact: Ms Rosemary Kearney*  
CP15 S1 HPW4

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

Consideration is given to the many contexts in which secondary education takes place in Australia and especially New South Wales. An examination is made of

some of the political, economic, historical, social, legal, and ethical factors that may influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variable that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction are examined.

The nature of current education policies and policy documents and their rationale, history, likely development and likely future effects upon society within New South Wales are examined. Areas to be looked at include student welfare, personal development, anti-discrimination and human rights, sexual assault upon children, AIDS education, foreign language education, the role of key learning areas, English language across the curriculum, environmental education, girls' education, multicultural education, Aboriginal education, gifted and talented children and their development, children with intellectual, physical, emotional, or sensory disabilities and their development, school councils and school management directives such as school attendance policy.

**TEDG6145****Teaching Experience**

*Staff Contact: Ms Rosemary Kearney*  
CP50 S2

*Prerequisite:* TEDG6140, TEDG6144

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

Three strands: Preparing for Teaching, Microteaching and School Experience

*Preparing for Teaching**S2 HPW4 for two weeks*

Practical problems concerned with children's motivation, the professional and pastoral role of the teacher and discipline in the classroom provide the initial focus. The way teachers deal with such problems reflects attitudes towards such issues as child-centred vs subject centred teaching, freedom vs authority, creativity vs intelligence and co-operation vs competition. Thinking about such issues may modify some of the attitudes derived from students' previous experience of schools and teachers. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice.

*Microteaching:**S2 HPW9 for two weeks*

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

*Teaching Practice:*

Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with

roles adopted by school personnel and begin to teach segments of lessons and complete lessons initially prepared by their supervising teachers. Over this period students also prepare units of work for teaching during the seven week block to follow.

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

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## **Graduate Diploma of Educational Studies (Computer Education)**

### **TEDG5800**

#### **Computers and Education 1: Curriculum and Courseware**

*Staff Contact: Mrs Kaye Placing*

CP15 S1 HPW 2

*Prerequisites: Nil*

This subject covers issues associated with the use of computers in education. Topics include: NSW Department of School Education policy statements and associated school curriculum; the impact of information technology on society and education; models for using computers in education; educational software and courseware. In the K-6 area there is specialised software in the different KLAS, while in the secondary school there have been new curriculum innovations in Design and Technology 7-10 and the Computing Studies area, apart from the use of computers across the curriculum. The role of the computer as a tool, tutor and tutee are developed through the discussion and use of various software packages.

This is a proposed new subject. Its availability is dependant on the University approving its offering.

### **TEDG5801)**

#### **Computers and Education 2: Computers and Problem Solving**

CP15 S2 HPW 3

*Staff Contact: Mrs Kaye Placing*

*Prerequisites: Nil*

This subject concentrates on the crucial area of the use of the computer in problem solving contexts. Various examples of problem solving software and their specific application will be addressed. An introduction to Logo will be provided as a computer programming and problem solving environment. Secondly a alternative approach to problem solving using closed data bases on specific subject areas contain information which can be intelligently accessed to help in the problem solving process.

This is a proposed new subject. Its availability is dependant on the University approving its offering..

### **TEDG5802**

#### **Information Processing 1: Computers and Communication**

CP15 S1 HPW 3

*Staff Contact: Mrs Kaye Placing*

*Prerequisites: Nil*

This subject is designed to give an overview of the use of the computer as an information tool in educational settings.

Emphasis will be placed on the use of word processors, graphics and telecommunications packages in teaching and learning as well as for personal productivity of teachers. Students will be introduced to the various technical aspects of computers and computer systems. The use of Keylink, Nexus and Internet will be explored.

This is a proposed new subject. Its availability is dependant on the University approving its offering.

### **TEDG5803**

#### **Information Processing 2: Spreadsheets and Data bases**

*Staff Contact: Mrs Kaye Placing*

CP15 S2 HPW3

This subject builds on certain concepts covered in Information Processing 1 and provides a detailed examination of the use, application, and integration of spreadsheets and databases in educational settings. Although spreadsheets are not readily applicable to every KLA, applications include personal finance, budgets, survey analysis, data analysis for social science and geography, marketing and sales scenarios as well as educational administration. Initially spreadsheets are introduced through the use of templates to investigate problem situations. Then students are required to design and construct their own spreadsheets. Spreadsheets graphics are used to present some of the spreadsheet situations.

Data base are introduced initially through simple problem solving using established data bases including CD ROMs. Students are then encouraged the design and develop their own data bases based on their own special curriculum interests.

This is a proposed new subject. Its availability is dependant on the University approving its offering.

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## **Master of Education in Teaching**

### **Studies In Teaching**

#### **TEDG1101**

##### **Computers in Education**

*Staff Contact: Dr Arthur Anderson*

CP15 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, databases, spreadsheets and graphics for improving teachers' personal productivity. Introductory details of computer hardware, software and system design and development.

#### **TEDG1102**

##### **Computers and Teaching**

*Staff Contact: Dr Arthur Anderson*

CP15 S2 HPW2

The classroom application of word processors, data bases, spread sheets, graphics, telecommunications and LOGO. Various educational theories and perspective's are presented to provide models for the use of computers in the classroom.

**TEDG1103****Computers and the Learning Process**

*Staff Contact: Dr Arthur Anderson*  
CP15 S1 HPW2

Various learning environments are covered, eg., individualised learning, inquiry learning, group projects, cooperative learning, problem solving. Specific applications include adventure games, simulations, tutorials. Software evaluation.

**TEDG1104****Issues in Computer Education**

*Staff Contact: Dr Arthur Anderson*  
CP15 S2 HPW2

This subject addresses issues such as social implications, technology and computers, current trends in technology education, managing computers in schools, school computer policy, curriculum directions, computers across the curriculum, role of programming in computer education, computers and problem solving, equity and gender issues, copyright, ergonomics.

**TEDG1105****Teaching Programming and Problem Solving**

*Staff Contact: Dr Arthur Anderson*  
CP15 S1 HPW2

This subject involve issues related to teaching computer programming and problem solving. The treatment assumes some limited knowledge of computer programming (see TEDG1102) and concentrates on developing programming skills for problem solving suitable for secondary computing studies.

**TEDG1106****Computer-based Resource Design and Production**

*Staff Contact: Dr Arthur Anderson*  
CP15 S1 HPW2

Students develop computer based learning materials using such vehicles as animated videos, multimedia, HyperCard, Authoring Tools, etc. It is expected that students undertaking this subject will formally evaluate any materials produced.

**TEDG1107****Managing with Computers in Schools**

*Staff Contact: Dr Arthur Anderson*  
CP15 S2 HPW2

Computers in educational administration; administrative use of computers by the individual teacher, the department and the school central administration. General purpose software, such as wordprocessors, spreadsheets, and databases are used, as well as specific purpose school administration packages.

**TEDG1108****Teaching Curriculum Courses in Computing**

*Staff Contact: Dr Arthur Anderson*  
CP15 S2 HPW2

This subject develops the content and teaching methods for the junior and senior high school computing syllabuses.

**TEDG1112****Using Computers with Gifted and Talented Students**

*Staff Contact: Mrs Kaye Placing*  
CP15 S1 HPW2

This subject covers the use of computers with talented children. The range of various different problem solving and applications software which can be used to extend and broaden the horizons of the talented child will be considered. Strategies for using the software with individuals and small groups will be developed. Some hardware peripherals which can extend the use of computers will be included.

Students will be required to investigate the use of some specific computer application area. Areas can include multimedia, creative writing, computer art, music and MIDI (Musical Instrument Digital Interface), investigating as well as designing and making using technology, computer programming and problem solving, computers in mathematics, computer control, computer simulation, environmental monitoring.

This is a proposed new subject. Its availability is dependent on the University approving its offering.

**TEDG1113****Computer Control Technology in Education**

*Staff Contact: Mrs Kaye Placing*  
CP15 S2 HPW2

This subject covers the background and educational aspects of teaching computer control technology in schools. Lego Logo will be used with further work being done on sensors, actuators, control theory and control programs. The subject considers both the development of students background in this new area and the educational setting. This subject develops the programming associated with the computer control, the interfacing of the computer to the real world via sensors and actuators and the designing and making of computer controlled devices to illustrate the principles involved in computer control.

This is a proposed new subject. Its availability is dependent on the University approving its offering.

**TEDG1114****Programming Applications**

*Staff Contact: Ms Kaye Placing*  
CP15 S2 HPW2

*Prerequisite TEDG1105*

This subject is designed to build on the concepts of structured programming principles developed in the subject Teaching and Programming and Problem Solving. Students will program educational applications in Hypercard using Hypertalk language.

**TEDG1121****Issues in Science Education**

CP15 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 choice, 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 Arthur Anderson*  
CP15 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; a survey of research into 'children's science' and the development of scientific ideas in primary and secondary school students; implications for classroom thinking.

**TEDG1131****Educating the Student with Disability, Learning Difficulty or Behaviour Disorder**

*Staff Contact: Dr Loretta Giorcelli*  
CP15 S2 HPW2

This subject provides students with an ecological study of Special Education, focussing on the human rights, cultural and curricular needs of students with disability, learning difficulty or behaviour disorder. All components of the course will be treated in the context of the prevailing state, national and international disability rights and self-advocacy movements and in the light of the Disability Discrimination Act (1992) and the NSW Special Education Policy (1993). The particular needs of Special Education students in integrated or mainstream school settings will be addressed.

**Studies In Education****TEDG1201****Research on Teaching**

CP15 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*  
CP15 S2 HPW2

Pre-service teacher education; the curriculum; the practicum; supervision; microteaching; organisation patterns of pre-service 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: Dr John Scheduling*  
CP15 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 non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of difference and elementary analysis of variance. Data entry and the use of at least one major statistical package, such as SPSSx.

**TEDG1205****Research Methods in Education B**

*Staff Contact: Prof Michael Dunkin*  
CP15 S2 HPW2

Theory and application of the following in school and classroom contexts: the historical method; philosophical inquiry; ethnographic research; action research; case study methods; conceptual analysis; participant observation; grounded theory; interviewing; use of written and non-written sources; and triangulation. A 'hands on' approach features in this subject, which provides students with a critical appreciation of the methods as well as some experience in using them. The use of computers with qualitative data.

**TEDG1210****Educational Applications of Women's Studies**

*Staff Contact: Prof Mick Dunkin*  
CP15 S2 HPW2

This subject deals with leading feminist theorists and implications of their writing for career teachers. Whilst teacher educators are the focus, the importance of feminist literature, including novels, is highlighted as an influence on the construction of social identity. The development of an alternative, yet practical, method of interpersonal communication through the exploration of ways in which school students construct engendered identities. The use of feminist theory as a basis for constructing an egalitarian school and empowered teachers. Issues in higher education and history are also evaluated as they affect educators and educational administrators.

**TEDG1213****Research Methods in Education B**

C15 S2 HPW2

This interdisciplinary study examines the pattern of human development across the life span with particular emphasis on the school years and on adult development of teachers in relation to education. Emphasis is given to the Australian literature by orgasmic, societal and family influences. Implications for education are considered throughout.

**Project****TEDG1301****Project**

C15 SS

Projects may be approved in any of the Studies in Teaching and Studies in Education within this course.

## Faculty Electives

### PROF 0001

#### Professional Ethics

*Staff Contact: Dr Damian Grace*

CP15 S1 HWP2

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

### PROF0002

#### Understanding Research

*Staff Contact: A/Prof Jim Sockler*

CP15 S1 HPW2

This subject introduces students to the nature of the research process and develops skills to enable them to

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

### PROF0003

#### Qualitative Research Procedures

*Staff Contact: To be advised*

CP15 SS HPW2

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





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# Professional Development Centre

## Kensington Campus

### **Director**

Associate Professor Peggy Nightingale

### **Postgraduate Program Coordinator**

Mr Greg Ryan

### **Administrative Officer**

Ms Lynne Bruce

The Professional Development Centre was established in 1989 to contribute to the University's staff development and institutional research initiatives. Whilst serving the development needs of all university staff on a multitude of fronts and through a range of methods, it also exists within the Faculty of Professional Studies in order to function as a centre for scholarship and research in professional development and higher education. Through the Faculty it offers programs of graduate study in teaching and learning in higher education explicitly designed to contribute to the professional development of teaching staff by virtue of being based within the rigorous study of their actual practice as teachers. Enrolment in these programs is restricted to teachers currently employed in institutions of higher education; however students in other programs may be entitled to study particular subjects offered by the Centre. The Centre currently offers an articulated project-based coursework program leading to either a Graduate Certificate (GradCertHEd), Graduate Diploma (GradDipHEd) or a Masters Degree (MHEd) in Higher Education.

## Graduate Study

### Course Outlines

#### 8911

#### Master of Higher Education Course

##### Master of Higher Education MHED

The conditions for the award of the Master of Higher Education degree are set out under the Conditions for the Award of Degrees later in this handbook. The degree course is designed for university teachers who wish to increase their understanding of student learning in higher education and to improve their own teaching through development of their professional expertise.

The degree is studied by taking subjects to the value of one hundred and twenty credit points. Each subject has a workload of 210 postgraduate assessable hours to be completed in one session. Within each subject candidates undertake projects within the context of teaching their own discipline. The first subject, PDCS1001 Introduction to the Study of University Teaching, is a prerequisite for all subsequent subjects. The second subject is to be chosen from either PDCS1002, PDCS1003, PDCS2001 or PDCS2003. Students may then complete the Masters degree course by studying four more subjects and completing a 30 credit point project, or studying six more subjects.

Applicants must be in full or part-time academic employment in Higher Education in a teaching capacity; thus, their qualifications, skills and/or experience must be appropriate for teaching in an Australian university.

Subject to the discretion of the Director of the Centre, students may choose up to two of their electives from the following UNSW programs: Master of Education, Master of Education in Teaching, Master of Health Personnel Education, Master of Educational Administration. Alternatively, students may choose up to two of their electives from appropriate subjects at Masters level offered by other schools, faculties or universities.

Students may enter the program with advanced standing or may receive credit for subjects of a comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales, or another recognised institution.

#### 7300

#### Graduate Certificate in Higher Education Course

##### Graduate Certificate in Higher Education GradCertHED

#### 5561

#### Graduate Diploma in Higher Education Course

##### Graduate Diploma in Higher Education GradDipHED

A special feature of the Master in Higher Education program is that students may choose different levels of entry. Students can either enrol directly in the Masters of Higher Education (Program 8911) or enrol in either a Graduate Certificate in Higher Education (Program 7300) which is completed by studying the first two subjects in the Masters degree program, or in a Graduate Diploma in Higher Education (Program 5561) which is completed by studying the two Certificate subjects plus two additional subjects. The three programs are fully articulated and thus students who are successful at one level may upgrade to the next.

| Prerequisite Subject |  | CP |
|----------------------|--|----|
| PDCS1001             | Introduction to the Study of University Teaching | 15 |
| Elective Subjects    |  |    |
| PDCS1002             | Communication and Knowledge                      | 15 |
| PDCS1003             | Facilitating Student Learning                    | 15 |
| PDCS2001             | Designing and Developing Curricula               | 15 |
| PDCS2002             | Assessment and Feedback                          | 15 |
| PDCS2003             | The Context of Teaching and Learning             | 15 |
| PDCS2004             | Varieties of Teaching and Learning Process       | 15 |
| PDCS2005             | Information Technology for Teaching and Learning | 15 |
| PDCS2006             | Researching Educational Practice                 | 15 |
| PDCS2007             | Professional Expertise                           | 15 |
| PDCS3001             | Project  | 30 |

**Notes:** Students should consult the Professional Development Centre for information regarding subject availability in any particular year. Schedule of subjects offered may vary from indications below.

## Subject Descriptions

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

### Master of Higher Education Degree Course Graduate Diploma in Higher Education Graduate Certificate in Higher Education

#### PDCS1001

##### Introduction to the Study of University Teaching

*Staff Contact: Mr Greg Ryan*

CP15 S5

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 by independent study.

#### PDCS1002

##### Communication and Knowledge

*Staff Contact: A/Prof Peggy Nightingale*

CP15 S2

*Prerequisite:* PDCS1001 or equivalent

An introduction to some of the relationships between learning and the communication between teachers and students. How the teachers' choice of language, media and structuring and presentation of information may help or hinder student learning. How encouraging students to produce spoken and written language can help them learn content. Consideration of the different ways disciplines are presented in journals and texts, and how to help students develop the style required by the subject area. To be studied through a practicum project supported by independent reading and participation in workshops. Available in class mode and by independent study.

#### PDCS1003

##### Facilitating Student Learning

*Staff Contact: Mr Greg Ryan*

CP15 S1

*Prerequisite:* PDCS1001 or equivalent

Focus on what is known about how students learn; critical analysis of yourself as both a learner and a teacher; factors which influence teaching and learning; approaches to teaching, particularly those which help students to become self-directed learners; the role of the teacher-as-facilitator. Topics covered may include: research on student learning, concept learning, deep, surface and instrumental approaches, adult learning, the influence of teaching and assessment on learning strategies, motivations for learning, what students learn, students' understanding of subject matter and subject-related skills, application to different subject matter. Role of the emotions in learning;

forms of ethical development. Available in class mode and by independent study.

#### PDCS2001

##### Designing and Developing Curricula

*Staff Contact: Ms Susan Toohey*

CP15 S1

*Prerequisite:* PDCS1001 or equivalent

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 trans-disciplinary 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 mode only.

#### PDCS2002

##### Assessment and Feedback

*Staff Contact: Ms Susan Toohey*

CP15 S2

*Prerequisite:* 30 credit points at 1000 level

Includes the effect of assessment on learning, formative and summative assessment, methods of assessment, constructing appropriate tools for assessment, issues in continuous assessment, self and peer assessment, ways of giving feedback, assessment in the departmental context and ethical issues in assessment. Available in class mode and by independent study.

#### PDCS2003

##### The Context of Teaching and Learning

*Staff Contact: Ms Anita Devos*

CP15 S2

*Prerequisite:* PDCS1001 or equivalent

Includes such topics as background to the Australian system of higher education, purpose and nature of universities, social change and higher education, the management and organisation of universities, student expectations and characteristics, current issues of public policy including access and equity, characteristics of staff, nature of academic work, relation between education and government, the use of performance indicators and the implications for teaching and learning. Available in class mode only.

#### PDCS2004

##### Varieties of Teaching and Learning Process

*Staff Contact: Mr Greg Ryan*

CP15 S2

*Prerequisite:* 30 credit points at 1000 level

A study of both the traditional and some alternative ways of organising the teaching learning process, within typical university settings. This may include: organisational and institutional factors influencing teaching and learning

effectiveness; the nature, history, and role of lectures, tutorials, seminars, laboratory/studio/field experiences, approaches such as open learning, independent study, projects, problem-based learning, case methods, peer learning, group and collaborative learning, mastery learning, cooperative learning with business/industry; research into relative strengths and weaknesses of these methods, and disciplinary differences in applicability of different approaches. Consideration is also given to the process of education change at a departmental level. Available in class mode and by independent study.

#### **PDCS2005**

##### **Information Technology for Teaching and Learning**

*Staff Contact: Mr Chris Hughes, Mr Lindsay Hewson*  
CP15 S1

*Prerequisite:* 30 credit points at 1000 level

Introduction to the use of computers to support teaching and learning in higher education, with particular emphasis on: computer-assisted learning, computer mediated communications and the World Wide Web. The subject emphasises the importance of evaluating the use of information technology against a theoretical framework that values the educational process and is informed by appropriate research. The focus will be on the uses of information technology in the student's discipline, school and own teaching practice, and wherever possible, appropriate uses of information technology will be implemented and evaluated within the subject. Students taking this course will be expected to be already familiar with the use of a personal computer for word processing and to have access to email and the World Wide Web. Students having difficulty meeting these technical requirements should contact the above mentioned staff. Available by independent study mode only.

#### **PDCS2006**

##### **Researching Educational Practice**

*Staff Contact: Mr Doug Magin*  
CP15 S1

*Prerequisite:* 30 credit points at 1000 level

Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish to research their own educational practices either alone or with colleagues. There is a balance between theory and practice and the content includes: conceptualising small scale research, the self-critical educational community, co-operative inquiry, action research and evaluation, research and professional development, the interpretive and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes and self-appraisal. Available by independent study only.

#### **PDCS2007**

##### **Professional Expertise**

*Staff Contact: Mr Greg Ryan*  
CP15 S2

*Prerequisite:* 30 credit points at 1000 level

Surveys current perspectives on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasising the place of experience in professional training programs. Close study of the formation of expertise among those who teach others (including trainers, facilitators, coaches and developers) applying principles to other professional areas of interest. Critique of design/implementation of approaches to continuing, in-service and on-the-job training as well as preparatory training for the professions. Available in class mode only.

#### **PDCS3001**

##### **Masters Project**

*Staff Contact: Mr Greg Ryan*  
CP30 SS or F

*Pre or Corequisite:* At least 30 credit points at 1000 level and 30 at 2000 level

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Involves students in an investigation of teaching and student learning within their own discipline or professional area. Work load: 420 postgraduate assessable hours.

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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 *UNSW Courses (by faculty)* in the *Calendar*.

| Title   | Abbreviation | Calendar/Handbook        |
|---|--------------|--------------------------|
| <b>Higher Degrees</b>                                   |              |                          |
| Doctor of Science                                       | DSoc         | Calendar                 |
| Doctor of Letters                                       | DLitt        | Calendar                 |
| Doctor of Laws  | LLD          | Calendar                 |
| Doctor of Education                                     | EdD          | Professional Studies     |
| Doctor of Juridical Science                             | SJD          | Law                      |
| Doctor of Medicine                                      | MD           | Medicine                 |
| Doctor of Philosophy                                    | PhD          | Calendar                 |
| Master of Applied Science                               | MAppSc       | and all handbooks        |
| Master of Architecture                                  | MArch        | Applied Science          |
| Master of Archives Administration                       | MArchivAdmin | Built Environment        |
| Master of Art   | MArt         | Professional Studies     |
| Master of Art Administration                            | MArtAdmin    | College of Fine Arts     |
| Master of Art Education                                 | MArtEd       | College of Fine Arts     |
| Master of Art Education (Honours)                       | MArtEd(Hons) | College of Fine Arts     |
| Master of Arts  | MA           | Arts and Social Sciences |
| Master of Arts (Honours)                                | MA(Hons)     | University College       |
| Master of Art Theory                                    | MArtTh       | Arts and Social Sciences |
| Master of Biomedical Engineering                        | MBiomedE     | College of Fine Arts     |
| Master of Building                                      | MBuild       | Engineering              |
| Master of the Built Environment                         | MBEnv        | Built Environment        |
| Master of the Built Environment (Building Conservation) | MBEnv        | Built Environment        |
| Master of Business Administration                       | MBA          | Built Environment        |
| Master of Business Administration (Executive)           | MBA(Exec)    | AGSM                     |

| Title  | Abbreviation     | Calendar/Handbook                                    |
|--|------------------|--|
| Master of Business and Technology                | MBT              | Engineering  |
| Master of Chemistry                              | MChem            | Science*   |
| Master of Clinical Education                     | MClinEd          | Medicine   |
| Master of Commerce (Honours)                     | MCom(Hons)       | Commerce and Economics                               |
| Master of Commerce                               | MCom             | Commerce and Economics                               |
| Master of Community Health                       | MCH              | Medicine   |
| Master of Community Paediatrics                  | MCommPaed        | Medicine   |
| Master of Computational Science                  | MComputationalSc | Science  |
| Master of Computer Science                       | MCompSc          | Engineering  |
| Master of Construction Management                | MConstMgt        | Built Environment                                    |
| Master of Couple and Family Therapy              | MCFT             | Professional Studies                                 |
| Master of Defence Studies                        | MDefStud         | University College                                   |
| Master of Design(Honours)                        | MDes(Hons)       | College of Fine Arts                                 |
| Master of Education                              | MEd              | Professional Studies                                 |
| Master of Education in Creative Arts             | MEdCA            | Professional Studies                                 |
| Master of Education in Teaching                  | MEdTeach         | Professional Studies                                 |
| Master of Educational Administration             | MEdAdmin         | Professional Studies                                 |
| Master of Engineering                            | ME               | Applied Science<br>Engineering<br>University College |
| Master of Engineering <i>without supervision</i> | ME               | Applied Science<br>Engineering                       |
| Master of Engineering Science                    | MEngSc           | Engineering<br>Applied Science<br>University College |
| Master of Environmental Engineering Science      | MEnvEngSc        | Engineering  |
| Master of Environmental Studies                  | MEnvStudies      | Applied Science                                      |
| Master of Equity & Social Administration         | MEqSocAdmin      | Professional Studies                                 |
| Master of Fine Arts                              | MFA              | College of Fine Arts                                 |
| Master of Health Administration                  | MHA              | Professional Studies                                 |
| Master of Health Personnel Education             | MHPed            | Medicine   |
| Master of Health Planning                        | MHP              | Professional Studies                                 |
| Master of Higher Education                       | MHed             | Professional Studies                                 |
| Master of Industrial Design                      | MID              | Built Environment                                    |
| Master of Information Management                 | MIM              | Professional Studies                                 |
| Master of Information Science                    | MInfSc           | Engineering  |
| Master of International Social Development       | MIntSocDev       | Professional Studies                                 |
| Master of Medicine                               | MMed             | Medicine   |
| Master of Landscape Architecture                 | MLArch           | Built Environment                                    |
| Master of Landscape Planning                     | MLP              | Built Environment                                    |
| Master of Laws                                   | LLM              | Law  |
| Master of Librarianship                          | MLib             | Professional Studies                                 |
| Master of Management Economics                   | MMgtEc           | University College                                   |
| Master of Mathematics                            | MMath            | Science*   |
| Master of Medicine                               | MMed             | Medicine   |
| Master of Mining Management                      | MMinMgmt         | Applied Science                                      |
| Master of Music                                  | MMus             | Arts and Social Sciences                             |
| Master of Music (Honours)                        | MMus(Hons)       | Arts and Social Sciences                             |
| Master of Music Education (Honours)              | MMusEd(Hons)     | Arts and Social Sciences                             |
| Master of Optometry                              | MOptom           | Science*   |
| Master of Policy Studies                         | MPS              | Arts and Social Sciences                             |
| Master of Project Management                     | MProjMgt         | Built Environment                                    |
| Master of Public Health                          | MPH              | Medicine<br>Professional Studies                     |
| Master of Psychological Medicine                 | MPM              | Medicine   |
| Master of Psychology (Applied)                   | MPsychol         | Science†   |
| Master of Psychology (Clinical)                  | MPsychol         | Science†   |
| Master of Real Estate                            | MRE              | Built Environment                                    |

| Title  | Abbreviation | Calendar/Handbook  |
|--|--------------|--|
| Master of Real Property                      | MRProp       | Built Environment  |
| Master of Safety Science                     | MSafetySc    | Applied Science  |
| Master of Science                            | MSc          | Applied Science<br>Built Environment<br>Engineering<br>Medicine<br>Science*†<br>University College |
| Master of Science <i>without supervision</i> | MSc          | Applied Science<br>Built Environment<br>Engineering  |
| Master of Science<br>(Industrial Design)     | MSc(IndDes)  | Built Environment  |
| Master of Social Work                        | MSW          | Professional Studies   |
| Master of Sports Science                     | MSPSc        | Professional Studies   |
| Master of Sports Medicine                    | MSPMed       | Medicine   |
| Master of Statistics                         | MStats       | Science*   |
| Master of Surgery                            | MS           | Medicine   |
| Master of Taxation                           | MTax         | ATAX   |
| Master of Town Planning                      | MTP          | Built Environment  |
| Master of Urban Development and Design       | MUDD         | Built Environment  |

### Graduate Diplomas

|                  |                       |   |
|------------------|-----------------------|---|
| Graduate Diploma | GradDip               | AGSM<br>Applied Science<br>Architecture<br>Arts and Social Sciences<br>Commerce and Economics<br>Engineering<br>Medicine<br>Professional Studies<br>Science*†<br>Arts and Social Sciences |
|                  | GradDipArts           | Professional Studies  |
|                  | GradDipC/F Therapy    | Medicine  |
|                  | GradDipClinEd         | Medicine  |
|                  | GradDipCommPaed       | Professional Studies  |
|                  | GradDipEq&SocAdmin    | Professional Studies  |
|                  | GradDipHEd            | Medicine  |
|                  | GradDipHPed           | Engineering   |
|                  | GradDipIndMgt         | Professional Studies  |
|                  | GradDipIntSocDev      | Arts and Social Sciences  |
|                  | GradDipMus            | Medicine  |
|                  | GradDipPaed           | Medicine  |
|                  | GradDipSpMed          | Professional Studies  |
|                  | DipEd                 | Professional Studies  |
|                  | Grad DipIM-Archiv/Rec | Professional Studies  |
|                  | GradDipIM-Lib         | Professional Studies  |
|                  | DipFDA                | Science*  |

### Graduate Certificates

|                     |                          |
|---------------------|--------------------------|
| GradCertArts        | Arts and Social Sciences |
| GradCertHealthAdmin | Professional Studies     |
| GradCertHEd         | Professional Studies     |
| GradCertMus         | Arts and Social Sciences |

\*Faculty of Science.

†Faculty of Biological and Behavioural Sciences.

## Doctor of Philosophy (PhD)

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty or board (hereinafter referred to as the Committee) to a candidate who has made an original and significant contribution to knowledge.

### Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

### Enrolment

3. (1) An application to enrol as a candidate for the degree shall be lodged with the Registrar at least one month prior to the date at which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for promoting postgraduate study within the University.

(3) The candidate shall be enrolled either as a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than three years and no later than five years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than four years and no later than six years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student i.e. at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and period of time away from the University are necessary to the research program.

(7) The research shall be supervised by a supervisor and where possible a cosupervisor 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 cosupervisor 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.

*\*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.*



(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 reexamination.

(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 represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further 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 the degree of Master of Education, Master of Educational Administration, Master of Education in Teaching, Master of Higher Education or an appropriate degree of Bachelor with Honours or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(b) have completed at least three years' professional experience in a branch of education, or in some other area that is judged by the Committee to be appropriate; and

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Education Studies and the applicant on the topic area, provision of adequate facilities and any course work to be prescribed, and that these are in accordance with the guidelines for promoting postgraduate study within the University.

4. (1) A candidate for the degree shall be required:

(a) to undertake a course of study in which the candidate shall be required to pass, at a standard acceptable to the Committee, such subjects as may be required;

(b) to undertake a substantial original investigation on an approved topic;

The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee

(2) The investigation shall be carried out under the direction of a supervisor and where possible a cosupervisor appointed from among the members of the academic staff of the school or under other appropriate supervision arrangement approved by the Committee.

(3) (a) An approved candidate shall be enrolled as a full-time or part-time student.

(b) 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 Committee may in special circumstances approve other variations to the period of study.

5. The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(i) 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 considered appropriate. Thereafter, the progress of the candidate will be reviewed annually.

### **Thesis**

6. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months' notice of intention to submit the thesis.

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

(5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

### **Examination**

7. (1) There shall be no fewer than three examiners of the thesis, at least two of whom shall be external to the University, who shall be appointed by the Committee.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the thesis be noted as satisfactory; or

(b) the thesis be noted as satisfactory subject to specified minor corrections being made to the satisfaction of the head of school; or

(c) the thesis requires further work on questions posed in the report. Should performance in this further work be to the satisfaction of the Committee, the thesis would be noted as satisfactory; or

(d) the thesis be noted as unsatisfactory, but the candidate be permitted to resubmit the thesis in a revised form after a further period of study and/or research. The revised thesis should be subject to reexamination: or

(e) the thesis be noted as unsatisfactory. The thesis does not demonstrate that resubmission would be likely to achieve a satisfactory result.

(3) If the performance at the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding one year.

(4) The Committee shall, after consideration of the examiners' reports and any further reports on the thesis it sees fit to obtain and the results of any further examination and of the prescribed course of study, recommend whether or not the candidate be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### **Fees**

8. A candidate shall pay fees as may be determined from time to time by the Council.

## Master of Archives Administration (MArchivAdmin)

1. The degree of Master of Archives Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

### Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(b) have been awarded a Diploma in Information Management Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such examination and perform such other work as is prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

## **Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.
- (2) The candidate shall give in writing two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

## **Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

## **Fees**

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

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## **Master of Couple and Family Therapy (MCFT)**

1. A Masters degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.
2. (1) A candidate for the Degree shall:

### **Qualifications**

- (a) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level

acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) submit evidence of professional attainment relevant to education in advanced therapeutic skills.

(c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy at an acceptable standard.

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

(2) A candidate for the Masters shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

## **Master of Education (MEd) at Honours Level**

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

### **Qualifications**

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the subjects prescribed for the degree at Pass level including a project at a standard acceptable to the Committee; and

(b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all subjects passed for the degree at Pass level.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (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 represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

#### **Fees**

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

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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 subjects for the degree may complete the degree in three sessions\*. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

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### **Master of Educational Administration (MEdAdmin) at Honours Level**

1. The degree of Master of Educational Administration at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

#### **Qualifications**

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the subjects prescribed for the degree at Pass level including two core subjects and a project at a standard acceptable to the Committee, and

(b) have had at least 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 subjects passed for the degree at Pass level.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (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.

*\*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.*

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of 60 credit points provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at pass level. In special cases an extension of these times may be granted by the Committee.

### **Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

### **Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the

same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### **Fees**

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

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## **Master of Educational Administration (MEAdmin) 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 subjects for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

## Master of Education in Creative Arts (MEDCA)

1. The degree of Master of Education in Creative Arts by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South 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 Education in Teaching (MEDTeach) by Research

1. The degree of Master of Education in Teaching by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation. The degree shall be awarded either with the grade of Honours Class 1 or with the grade of Honours Class 2.

## Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate Honours Bachelors degree with thesis from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee and shall have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) Students with creditable academic records in the Master of Education in Teaching by coursework degree may be invited to transfer to the Master of Education in Teaching by research degree. Permission to transfer may be granted by the Head of the School of Teacher Education with the approval of the Higher Degree Committee of the Faculty of Professional Studies.

## Enrolment

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar no later than the 15th November of the year before the commencement of the session in which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Teacher Education and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for postgraduate study within the University.

(3) The candidate shall be enrolled as either a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than one year and no later than three years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than two years and no later than five years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student ie at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and the period of time away from the University are necessary for the research program.

(7) The research shall be supervised by a supervisor or supervisors who are members of the academic staff of the School of Teacher Education or under appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a co-supervisor at that institution.

## Progression

4. (1) The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(2) The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

(3) Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

**Thesis\*\***

5. (1) On completing the program of study a candidate shall submit a thesis embodying the results of an investigation.

*\*\* or equivalent work as determined by the Higher Degree Committee.*

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

**Examination**

6. (1) There shall be no fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) The thesis merits the award of the degree either with Honours Class 1 or with Honours Class 2.

(b) The thesis merits the award of the degree either with Honours Class 1 or Honours Class 2 subject to minor corrections as listed being made to the satisfaction of the Head of School.

(c) The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the Higher Degree Committee, the thesis would merit the award of the degree either with Honours Class 1 or Honours Class 2.

(d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.

(e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

(3) If the performance in the further work recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.

**Fees**

7. (1) A candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Education in Teaching (MEdTech) by Formal Course Work**

1. The degree of Master of Education in Teaching by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

## Qualifications

### 2. (1) A candidate for the degree shall:

(a) Have been awarded a Bachelor of Education from The University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee);

or

(b)(i) Have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(iii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

## Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar no later than 15th November of the year before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight academic sessions for a part-time candidate. In special cases a variation to these times may be granted by the Committee.

## Fees

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

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## Master of Equity and Social Administration (MEqSocAdmin)

1. A Masters Degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

## Qualifications

(a) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution or have other qualifications and experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) have completed the coursework for the Graduate Diploma in Equity and Social Administration at a credit level or above.

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months before the commencement of session in which enrolment is to begin.

(2) A candidate for the Masters shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

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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 represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### **Fees**

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

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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. Late applications may be considered by the School's Selection Committee.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

### **Fees**

- 4. A candidate shall pay such fees as may be determined from time to time by the Council.

## Master of Health Planning (MHP)

1. The degree of Master of Health Planning by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(ii) have had at least three years experience in the health services of a kind acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin. Late applications may be considered by the School's Selection Committee.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

### Fees

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

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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.

## Master of Information Management (MIM)

1. The degree of Master of Information Management by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe before permitting enrolment.

### Enrolment and Progression

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or six sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and twelve academic sessions for a part-time candidate. In special cases a variation of these times may be granted by the Committee.

#### **Fees**

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

### **Master of International Social Development (MIntSocDev)**

1. A Masters Degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

#### **Qualifications**

(a) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) have completed the coursework for the Graduate Diploma in International Social Development at a credit level or above.

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

(2) A candidate for the Masters shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

## Master of 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 represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### Fees

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

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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 three calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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

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## **Master of Public Health by Research (MPH)**

1. The degree of Master of Public Health by Research may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

### **Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualifications considered equivalent from another university or tertiary institution at a level acceptable to the Committee and

(ii) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.



- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such examination or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
- (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external - not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### **Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.
- (2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

### Fees

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

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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 experience in the human services of a kind acceptable to the Committee
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School of Social Work (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
- (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external - not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate

is also required to undergo such assessment and perform such other work as is prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than four academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

### Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

**Fees**

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

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

1. The degree of Master of Social Work by Formal Course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least one year's professional experience of a kind acceptable to the Committee;

(c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy, International Social Development, or Equity and Social Administration, at an acceptable standard. (Exceptions may be made for overseas candidates).

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

**Enrolment and Progression**

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

**Fees**

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

**Master of Sports Science (MSPSc) at Honours Level**

1. The degree of Master of Sports Science at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

**Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee: or

(b) students with a creditable academic record in the pass degree may be invited to transfer to a MSpSc(Hons). Permission to transfer will need the approval of the Head of School and Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours before completing requirements for the pass degree shall have completed at credit level or better in the two core research subjects and the two subjects in the Human Performance strand.

Students transferring to the honours degree shall be required to complete two additional subjects at credit level or better in the Human Performance strands and a thesis.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the head of the School of Sport and Leisure Studies (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) Full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of 30 credit points provided for the degree at Pass level except that in special circumstances, the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

### **Fees**

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

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## **Master of Sports Science (MSpSc) at Pass Level**

1. The degree of Master of Sports Science by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### **Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wales or another university or tertiary institution at a level acceptable to the Higher Degree Committee for the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) In exceptional cases, an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidates shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the subjects for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases, an extension of these times may be granted by the Committee.

### **Fees**

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

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## **Graduate Diploma (DipEd, GradDip, GradDipIM-Archiv/Rec or GradDipIM-Lib)**

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### **Qualifications**

2. (1) A candidate for the diploma shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee).

(2) In the case of a candidate for the Graduate Diploma 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.

### **Graduate Diploma in Couple and Family Therapy (GradDip)**

1. The Graduate Diploma in Couple and Family Therapy may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

2. (1) A candidate for the diploma shall:

(a) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee)

(b) submit evidence of professional attainment relevant to education in advanced therapeutic skills

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

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

### **Graduate Diploma in Equity and Social Administration (GradDipEqSocAdmin)**

1. The Graduate Diploma in Equity and Social Administration may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:



### Qualifications

- (1) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution or have other qualifications and/or work experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
- (2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months before the commencement of session in which enrolment is to begin.
- (2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.
- (4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### Fees

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

## Graduate Diploma (GradDipHEd)

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

### Qualifications

2. (1) A candidate for the diploma shall:
  - (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
  - (b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.
- (2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

### **Graduate Diploma in International Social Development (GradDiplIntSocDev)**

1. The Graduate Diploma in International Social Development may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

#### **Qualifications**

(1) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

#### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

#### **Fees**

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

### **Graduate Certificate (GradCertHealthAdmin or GradCertHEd)**

1. A certificate may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

#### **Qualifications**

2. (1) A candidate for the diploma shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

### **Enrolment and Progression**

3. (1) An application to enrol as a candidate for the certificate shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the certificate shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the certificate until the lapse of one academic sessions from the date of enrolment. The maximum period of candidature shall be three academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

### **Fees**

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



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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 Condition

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## Scholarships

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### Undergraduate Scholarships

Provided below is an outline of undergraduate scholarships. Students should check the scholarships listed in the General Section and those listed for their Faculty. Students should also consult the Scholarship information for related Faculties. Applicants should note that the awards, conditions and particularly closing dates may vary from year to year.

Unless otherwise indicated application forms and further information are available from the Student Centre (lower Ground Floor, Chancellery) and applications should be submitted by 31 January each year. Applications normally become available four to six weeks before the closing date. Scholarship information is regularly included in the University publication 'Uniken/Focus'.

Students investigating study opportunities overseas should consult Study Abroad which is published by UNESCO and is available in the University library. The UNSW International Student Centre can provide information about exchange programs (see the 'Go Away Travel Scholarship' included in the General section below).

The British Council (tel 02 3262365) may be of assistance for information about study in Britain. The Australian American Education Foundation (tel 06 2479331) can provide information about study in America. Information may also be obtained from the embassy or consulate of the country in which study is proposed and the proposed overseas institution.

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from the Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

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### General

#### 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 or grandchildren of Alumni of the University of New South Wales and may be either permanent residents of Australia or international students. Applications close 13 January.

#### Apex Foundation for Research into Intellectual Disability Studentships

- V \$1000 paid in a lump sum.
- C Applicant should be preparing a thesis related to intellectual disability. Applications should be in the form of a letter which includes a curriculum-vitae and thesis plan and must be supported by a letter from the Head of School/Department. Applications should be sent to the Honorary Secretary, Apex Foundation Studentships, PO Box 311, Mt Evelyn VIC 3796 by 31 May.

#### Australian Development Co-operation Scholarship (ADCOS)

- V Tuition fees. Some students may be eligible for airfares and a stipend.

- T Determined by normal course duration
- C This award is for international students from selected countries only. Information should be obtained from the Australian Education Centre or Diplomatic Post in the home country. Conditions and entitlements vary depending on the home country. The closing date is normally early in the year before the year of study.

### **Australian Vietnam Veterans Trust Education Assistance Scheme**

- V \$3,500 pa for the duration of the course.
- C Applicant must be a child of a Vietnam veteran and under the age of 25 at the time of application. The award is subject to the same income test as AUSTUDY. Applicants can be undertaking any year of a Bachelors course. Applications and further information are available from the Trust's Regional Offices in each state capital. Applications close 31 October.

### **General Accident Australian Bicentennial St Andrews Scholarship**

- V £Stg4840
- T Approximately 12 months
- C Applicants should be Australian citizens who are proceeding to Honours in Economics, History, Philosophy, Economic and Social History or Social Anthropology. The awards are for study at St Andrews, United Kingdom. Applications close 12 November.

### **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. Selection is based on academic merit and financial need

### **Go-Away Travel Scholarships**

- V Up to \$1500 pa
- T 1 year
- C Established to encourage UNSW students to participate in the University's formal international exchange programs. Students must be undergraduates embarking on a period of study for credit overseas. Awards will be granted on the basis of academic merit. Interested students should contact the International Student Centre.

### **Grains Research and Development Corporation (GRDC) Undergraduate Honours Scholarship**

- V \$6000 (ie \$5000 to the student and \$1000 to the host School/Department).
- T 1 year

- C Applicants must be undertaking a full-time Honours program. Study in an area of significance to the grains industry will be viewed favourably. Written applications including a curriculum-vitae, academic record, letter of support from the Head of School/Department and 2 referees' supporting statements should be sent to GRDC Undergraduate Honours Scholarship, PO Box E6, Queen Victoria Terrace, Canberra ACT 2600 (tel 06 2725528). Applications close 25 November.

### **Great Barrier Reef Marine Park Authority Research Support**

- V \$1500
- C Applicants must be undertaking a full-time Honours year or PhD research project that could contribute to the planning and managing work undertaken by the Great Barrier Reef Marine Park Authority. Applications and further information may be obtained from the Executive Officer, Great Barrier Reef Marine Park Authority, PO Box 1379, Townsville QLD 4810 (tel 077 818811). Applications close 16 December.

### **Mitsui Education Foundation Scholarship**

- C A one month scholarship to Japan is available to a young Australian national to help promote goodwill between the two countries. Candidates should be full-time undergraduate students aged between 20-24 and preferably in their third or fourth year. The successful student will travel to Japan during November and December. Applications become available in July and close mid-August with the Scholarship Unit.

### **National Health and Medical Research Council (NH&MRC) Aboriginal Health Research Scholarships**

- V \$22,250
- T Up to 3 years
- C Applicants may be undertaking an undergraduate degree in order to pursue research relevant to Aboriginal health. Applications close 24 July with the Scholarship Unit.

### **Pig Research and Development Corporation (PRDC) Undergraduate Encouragement Award**

- V \$600 lump sum.
- C Applicants must be in the later stage of an undergraduate degree and interested in undertaking a research project related to the Australian pig industry. Applications close 3 times a year (ie 1 March, 1 July, 1 October) with the PRDC, PO Box 4804, Kingston ACT 2604.

### **River Basin Management Society Ernest Jackson Memorial Research Grants**

- V Up to \$2000
- C To assist tertiary students undertaking research in the field of River Basin Management. Applications close

with the Research Grants Co-ordinator, PO Box 68, Clifton Hill VIC 3068 on 11 August.

program or University Union Activities. Applications close 30 April each year.

### RSPCA Alan White Scholarship

V \$2500

- C Applicants should be undertaking original research to improve the understanding and welfare of animals. Written applications should be sent to the Executive Officer, RSPCA Australia, PO Box E369, Queen Victoria Terrace, Canberra ACT 2600 (tel 06 2311437) by 31 March.

### Sam Cracknell Memorial

V Up to \$1500 pa

T 1 year

- C Applicants should have already completed at least 2 years of a degree or diploma course and be enrolled in a full-time course during the year of application. Selection is based on academic merit, participation in sport both directly and administratively; and financial need. Applications close 7 March.

### 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 should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to the Manager, Sports Association, UNSW, Sydney 2052 (tel 385 4878).

### The STA Travel Grant

V Up to \$3000

- C Applicants must be undertaking study leading to a degree or diploma of the University and a member of the University Union. The grant is awarded on the basis of significant contribution to the community life of the University involving a leadership role in student affairs and the University Union and the relevance and merit of the proposed travel to the student's academic

### University Honours Year Scholarships

V \$1000

T 1 year

- C A number of scholarships will be awarded on the basis of academic merit for students entering an 'add-on' honours year, that is the honours year in a degree course which is normally a pass degree but which has the option of a further year of study at Honours level. Applications close with the Scholarship Unit on 30 November.

### 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 completed their schooling in Broken Hill or whose parents reside in Broken Hill and undertaking a course related to the mining industry. Includes courses in mining engineering, geology, electrical and mechanical engineering, metallurgical process engineering, chemical engineering and science. Apply directly to PO Box 460, Broken Hill, NSW 2880. Applications close 30 September each year.

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## The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarships to the value of \$9800 per annum in the following areas: Accounting (and Economics or Finance); Business Information Technology; Aerospace, Bioprocess, Ceramic, Chemical, Civil, Electrical, Environmental, Materials, Mechanical, Mechatronics, Metallurgical, Mineral, Mining and Petroleum Engineering; Food Science and Technology, Industrial Chemistry, Manufacturing Management, Textile Management, Textile Technology, and Wool and Pastoral Science.

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## Graduate Scholarships

Provided below is an outline of Graduate Scholarships. Students should check the scholarships listed in the General Section and those listed for their Faculty. Students should also consult the Scholarship information for related Faculties. Applicants should note that the awards, conditions and particularly closing dates may vary from year to year.

Unless otherwise indicated application forms and further information are available from the Student Centre (lower

Ground Floor, Chancellery). Applications normally become available four to six weeks before the closing date.

Scholarship information is regularly included in the University publication 'Uniken/Focus'.

Students investigating study opportunities overseas should consult Study Abroad which is published by UNESCO and is available in the University library. The British Council (tel 02 3262365) may be of assistance for information about study in Britain. The Australian American Education Foundation (tel 06 2479331) can provide information about

study in America. Information may also be obtained from the embassy or consulate of the country in which study is proposed and the proposed overseas institution.

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from the Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

## General

The main programs of assistance for postgraduate study are:

### Australian Postgraduate Awards (APA)

- V \$14,961 (1995 rate). Other allowances may also be paid.
- T Up to 2 years for a Masters, 3 years for a PhD degree. PhD students may request in certain circumstances up to 6 months extension.
- C Applicants must be honours graduates or equivalent or scholars who will graduate in current academic year and proposing to undertake a Masters by Research or PhD. Applicants must be Permanent Residents who have lived continuously in Australia for 12 months or Australian citizens. Applications to Scholarship Unit by 31 October.

### Australian Development Co-operation Scholarship (ADCOS)

- V Tuition fees. Some students may be eligible for air fares and a stipend.
- T Determined by normal course duration
- C This award is for international students from selected countries only. Information should be obtained from Australian Diplomatic Posts or Australian Education Centres in the home country. Conditions and entitlements vary depending on the home country.

### Overseas Postgraduate Research Scholarships (OPRS)

- V Tuition fees and medical cover 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 Scholarship Unit by 30 September

### Other General Scholarships:

### Australian Bicentennial Scholarships and Fellowships Scheme

- V £4000 (stg)
- T At least 3 months

- C Applicant must be enrolled as a postgraduate student at an Australian higher education institution and usually resident in Australia. Awards are available for study in the UK in any discipline. Applications close with the Executive Director, Australian Vice-Chancellors' Committee, GPO Box 1142, Canberra ACT 2601 on 31 October.

### Australian Brewers Foundation Alcohol Related Medical Research Postgraduate Scholarships

- V Similar to the NH&MRC (see NH&MRC entry under General).
- T 2 years
- C Similar to the NH&MRC. Applications and further information may be obtained from the Secretary, ABF - Medical Research Advisory Committee, Level 8, 235 Pyrmont Street, Pyrmont 2008 (tel 552668).

### Australian Geographical Survey Organisation (AGSO) Postgraduate Awards in Geosciences

- V \$20,323 plus allowances
- T Up to 3 years
- C Applicants must be enrolled or enrolling in a full-time PhD. Applicants must be permanent residents with 12 months continuous residency in Australia or Australian citizens. Applications which include a curriculum-vitae should be sent to the Postgraduate Scholarship Co-ordinator, Human Resources Services, AGSO, GPO Box 378, Canberra ACT 2601 (tel 06 2499673). Applications close 11 August.

### Cambridge Australia Scholarships including the Packer Scholarships

- V Fees and maintenance allowance of £5340 (stg), return air travel to the UK.
- T Up to 3 years
- C Applicants must be Australian citizens who graduated with honours 1 or equivalent, from an Australian University who have gained admission to a PhD at Cambridge. Applicants must also have won a British Overseas Research Student Award. Applicants should request an application for the scholarship at the time of applying for admission to Cambridge. Enquiries can be directed to the Cambridge Commonwealth Trust, Canberra (tel 06 249 7204). Applications close 30 April.

### Commonwealth Scholarship and Fellowship Plan (CSFP)

- 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. Tenable in Commonwealth countries other than Australia. Applications close at different times depending on the country in which the study is proposed.



## Federation of University Women

Each year the Federation offers to its members a number of awards for study in Australia and overseas. Details of awards are included in a booklet available from Australian Federation of University Women. The NSW Branch Office is located in the Dymocks Building, 428 George Street, Sydney NSW 2000 (tel 232 5629).

## Frank Knox Memorial Fellowships

- V \$US13,500 pa plus tuition fees and student health insurance
- T 1 year with the possibility of renewal for a further year.
- C Applicants must be Australian citizens, who are graduates or near graduates of an Australian university. Applications close with the Scholarship Unit mid-October.

## Fulbright Postgraduate Student Awards

- V Up to \$A29,250 depending on the type of award.
- T 1 year
- C Applicants must be enrolled in a higher degree at an Australian institution and wishing to undertake research at an American institution. The research should be related to School-to-Work transition, Visual Arts, Performing Arts, Journalism, Engineering or Business Administration. Awards are also available for Aboriginal and Torres Strait Islander students. Applications and additional information are available from the Honorary Secretary, Fulbright NSW State Selection Committee, Research and Scholarships Office, Sydney University 2006 (tel 02 3514464).

## Gowrie Scholarship Trust Fund

- V \$6000 pa. Under special circumstances this may be increased.
- T 2 years. Under special circumstances this may be extended.
- C Applicants must be members of the Forces or children (or grandchildren or lineal descendants) of members of the Forces who were on active service during the 1939-45 War. Applications close with the Scholarship Unit by 31 October.

## Grains Research and Development Corporation (GRDC) Junior Research Fellowship

- V \$21,000 plus up to \$3,000 to the supporting institution, some conference/workshop attendance allowances.
- T Up to 3 years
- C Applicants must be undertaking full-time research toward a PhD. Applicants must be Australian citizens or entitled to reside permanently in Australia. Applications should be sent to the Junior Research Fellowship, GRDC, PO Box E6, Queen Victoria Terrace, Canberra ACT 2600 (tel 06 2725525) on 25 November.

## Great Barrier Reef Marine Park Authority Research Support

- V \$1000
- C Applicants must be enrolled in a full-time PhD or Honours year with a research project that could contribute to the planning and managing work undertaken by the Great Barrier Reef Marine Park Authority. Applications and further information may be obtained from the Executive Officer, Great Barrier Reef Marine Park Authority, PO Box 1379, Townsville QLD 4810 (tel 07 7818811). Applications close 16 December.

## The Harkness Fellowships

- V Travel and other allowances for travel and study in the USA
- T 12-21 months
- C Candidates must be Australian citizens or have taken steps to achieve citizenship. The candidate will usually have an honours degree or equivalent, or an outstanding record of achievement in creative arts, journalism or other career. The award focuses on health care, education, employment and training schemes and issues which affect the quality of life in cities. Applicants should be over 21 years of age. Applications and further information are available from Mr R Beale, Department of the Prime Minister and Cabinet, 3-5 National Circuit, Barton ACT 2600. Applications close 30 September.

## Kobe Steel Scholarship for Postgraduate Study at St Catherine's College, Oxford University

- V Maintenance allowance of at least £7,000 (stg) plus tuition fees and dues and travelling expenses to and from Oxford.
- T Up to 2 years with the possibility of some extension.
- C Applicants must be Australian nationals. Students should have a past or future interest in Japan. Applications close on 31 October with the Australian Vice-Chancellor's Committee (AV-CC), GPO Box 1142, Canberra ACT 2601.

## Land and Water Resources Research and Development Corporation (LWRRDC)

- V \$20,000 pa plus \$5,000 for operating expenses
- T 2 years for a Masters, 3 years for a PhD degree
- C The scholarships are available for research that will lead to better management, sustainable use and conservation of land, water and vegetation resources in Australia. Applications close with the LWRRDC on 28 July. Applications should be forwarded to the LWRRDC, GPO Box 2182, Canberra, ACT (tel 06 2573379).

## Menzies Research Scholarship in the Allied Health Sciences

- V Up to \$24,000 pa
- T 2 years

- C The scholarship is awarded to stimulate research by persons working in the health field in disciplines other than medicine. Applications close on 25 September with the Menzies Foundation, 210 Clarendon St, East Melbourne Vic 3002.

### **National Drug Strategy (NDS) Postgraduate Research Scholarship**

V \$21,666 pa

- T Initially for 1 year, with the possibility of renewal for a further 2 years

Applicants must have completed Year 1 of a PhD program. Scholarships aim to develop expertise in researching and evaluating non-biomedical approaches to the prevention and treatment of drug misuses. Selection is based on academic merit, work experience and the potential of the project. Applications close 15 July.

### **National Health and Medical Research Council (NH&MRC) Aboriginal Health Research Scholarships**

V \$22,250

- T Up to 3 years

- C Applicants must enrol for a diploma, certificate, undergraduate degree or postgraduate research degree in order to pursue research relevant to Aboriginal health. Applications close 24 July with the Scholarship Unit.

### **National Health and Medical Research Council (NH&MRC) Dora Lush Postgraduate Scholarships**

V \$14,961 (or \$19,307 for AIDS research) plus allowances

- T Up to 3 years

- C Applicants should be permanent residents living in Australia or Australian citizens who have already completed a Science honours degree or the equivalent at the time of submission of the application. Students enrolled in the honours year at the time of application are not eligible. Applications close 24 July with the Scholarship Unit.

### **National Health and Medical Research Council (NH&MRC) Medical Postgraduate Scholarships**

V \$22,250 plus allowances

- T Up to 3 years

- C Applicants must be Australian citizens or permanent residents who are medical graduates. Applications are particularly encouraged from students in the following fields - alcohol and substance abuse, prostate cancer, nursing and allied health services, breast cancer, dementia, injury and HIV/AIDS. Applications close 23 June with the Scholarship Unit.

### **National Health and Medical Research Council (NH&MRC) Public Health Postgraduate Scholarships**

V \$19,500 (science graduates), \$22,000 (medical graduates) plus allowances

- T Up to 3 years

- C The scholarship is designed to enable graduates to obtain formal academic training in public health research. Applications close 23 June with NH&MRC.

### **Pig Research and Development Corporation (PRDC) Postgraduate Top-Up Scholarships**

V A supplement to other scholarship(s) up to a maximum of \$21,000 plus possibility of other allowances.

- C Applicants must be Australian citizens or permanent residents who are eligible for another scholarship. Applicants must be undertaking a research project that will provide training relevant to establishing a career in the Australian pig industry. Applications close with the PRDC, PO Box 4804, Kingston ACT 2604 on 1 December.

### **Pig Research and Development Corporation Research Fellowship**

V \$25,000 plus allowances

- T Up to 3 years

- C Applicants must be undertaking a PhD with research relevant to the increased competitiveness of the Australian pig industry. Applications close with the PRDC, PO Box 4804, Kingston ACT 2604 on 1 December.

### **The Rhodes Scholarship to Oxford University**

V Approximately \$15,000 pa, fees and assistance with travel

- T 2 years, may be extended for a third year

- C Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close September each year with The Honorary Secretary to the NSW Rhodes Selection Committee, Building G17, University of Sydney, NSW 2006 (tel 3514567).

### **River Basin Management Society Ernest Jackson Memorial Research Grants**

V Up to \$2000

- C To assist tertiary students undertaking research in the field of River Basin Management. Applications close with the Research Grants Co-ordinator, PO Box 68, Clifton Hill VIC 3068 on 11 August.

### **Robert Gordon Menzies Scholarship to Harvard**

V Up to \$A25,000. Students who enrol in the Harvard Business School may be provided an additional \$12,000.

- T To be determined

- C Tenable at Harvard University. Applicants must be Australian citizens or permanent residents and graduates of an Australian tertiary institution. The successful applicant will be expected to repay the scholarship in later years when circumstances permit. Applications and additional information may be obtained by writing to the Management Services Office, ANU, Canberra ACT 0200. Applications close 5 January.

### **RSPCA Alan White Scholarship**

V \$2500

- C Applicants should be undertaking original research to improve the understanding and welfare of animals. Written applications should be sent to the Executive Officer, RSPCA Australia, PO Box E369, Queen Victoria Terrace, Canberra ACT 2600 (tel 06 2311437) by 31 March.

### **Shell Scholarship in Science or Engineering**

V \$20,000 pa

T Up to 3 years

- C Applicants must be Australian citizens or permanent residents. Applicants should intend to study a Doctorate in science, engineering, economics/commerce, computer science, or a closely related discipline. Applications close with Shell Australia, Box 872k GPO, Melbourne VIC 3001 (tel 03 96665666) on 27 October.

### **STA Travel Grant**

V Up to \$3000

- C Applicants must be undertaking study leading to a degree or diploma of the University and a member of the University Union. The grant is awarded on the basis of significant contribution to the community life of the University involving a leadership role in student affairs and the University Union and the relevance and merit of the proposed travel to the student's academic program or University Union activities. Applications close 30 April each year.

### **The Wenkart Foundation Grants**

V Up to \$22,000 pa

T 2 years but may be renewed

- C Applicants must be permanent residents or undergraduates educated in Australia and planning to

reside in Australia. Applicants must be undertaking full-time research in clinical, biomedical and health related sciences. Applications close with the Scholarship Unit on 24 May.

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## **Professional Studies**

### **Asian Studies Library Awards (ASLA)**

V \$250 to \$800 in a lump sum.

- C Applicants must be undertaking a Masters by Research or PhD. Applicants must be permanent residents or Australian citizens. The award provides assistance for travel to centres with Asian collections to undertake library research. Further information and application forms are available from Asian Studies Library Awards, Collection Management Division, Library ANU, Canberra ACT 2600. Applications close 30 June.

### **John Metcalfe Scholarship**

V Up to \$4000 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 Scholarship Unit on 28 February.

### **Neil Andrew Johnson Award in Educational Administration**

V \$1000 in a lump sum

- C The award is provided to enable an outstanding postgraduate research student to present his/her research at a relevant national or international conference. Applicants must have completed a Bachelors degree and a substantial amount of work toward the completion of a research thesis. Applicants may be full-time or part-time students or recent graduates of a postgraduate research program in Educational Administration (PhD, EdD or MEdAdmin (Hons) in the School of Education Studies of the University. Applications close on 31 May with the Co-ordinator of Educational Administration, School of Education Studies.

## Prizes

### Undergraduate University Prizes

The following information summarises 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, school or department in which they are awarded. Law prizes are awarded only for students enrolled in the LLB or Jurisprudence courses.

Information regarding the establishment of new prizes may be obtained from the Enrolments and Assessment Section located on the Ground Floor of the Chancellery.

#### 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 Association Prize

- V Statuette
- C Achievement for community benefit by a student in the final or graduating year

### 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 one and two of the part-time Bachelor of Health Administration degree course in not fewer than six subjects

##### The Leanne Miller Memorial II Prize

- V \$100.00
- C The best performance in years three and four of the part-time Bachelor of Health Administration degree course in not fewer than six subjects

### School of Information, Library and Archive Studies

##### The Melvin Weinstock Prize in Librarianship and Archives Administration

- V \$500.00
- C High academic achievement, contribution to the life of the School, and potential to make an outstanding contribution as an information professional, shown by a graduand during a Doctoral, Masters or Graduate Diploma programme

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## Undergraduate and Graduate University Prizes

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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 Administrative and Organisational Behaviour in Education by a student in the Master of Educational Administration degree course

#### The Australian Council for Educational Administration - New South Wales Prize

V \$100.00

- C The best performance in EDST4103 Organisation Theory in Education by a student proceeding to the award of the degree of Master of Educational Administration

#### The 2/5 Australian General Hospital Association Prize in Health Services Management (Nursing)

V \$200.00

- 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

#### The Hunt And Hunt Health Law I Prize

V \$200.00

- C The best performance in HEAL9331 Health Services Law 1, by a student proceeding to the award of the degree of Master of Health Planning, Master of Health Administration or Master of Public Health. Both internal and external candidates are eligible, provided that they are studying within Australia

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### School of Health Services Management

#### The 2/5 Australian General Hospital Association Prize

V \$200.00

- C The best overall performance in the Master of Health Administration or Master of Health Planning degree courses

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### School of Information, Library and Archive Studies

#### The Law Foundation of New South Wales Prize for Law: Literature, Information Needs and Services

V \$500.00

- C The best performance in LIBS0514 Law: Literature, Information Needs and Services

# 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  
 Io Myers Studio D9  
 Keith Burrows Theatre J14  
 MacAuley Theatre E15  
 Mathews Theatres D23  
 Parade Theatre E3  
 Physics Theatre K14  
 Quadrangle Theatre E15  
 Rex Vowels Theatre F17  
 Science Theatre F13  
 Sir John Clancy Auditorium C24  
 Webster Theatre G15

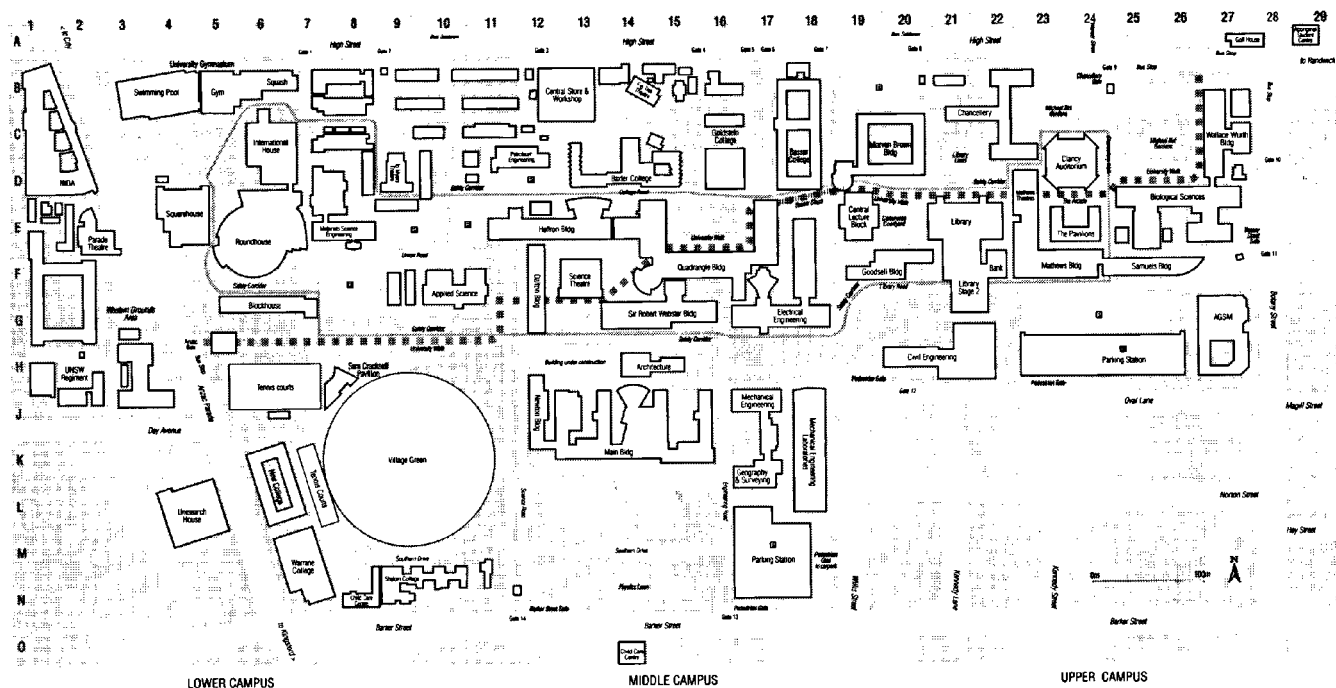
## Buildings

Applied Science F10  
 Arcade D24  
 Architecture H14  
 Barker Street Galehouse N11  
 Basser College (Kensington) C18  
 Central Store B13  
 Chancellery C22  
 Dalton (Chemistry) F12  
 Goldstein College (Kensington) D16  
 Golf House A27  
 Gymnasium B5  
 Heffron, Robert (Chemistry) E12  
 International House C6  
 John Goodsell (Commerce and Economics) F20  
 Kensington Colleges (Office) C17  
 Library (University) E21  
 Link B6  
 Main, Old K15  
 Maintenance Workshop B13  
 Mathews F23  
 Menzies Library E21  
 Morven Brown (Arts) C20  
 New College L6  
 Newton J12  
 NIDA D2  
 Parking Station H25  
 Parking Station N18  
 Pavilions E24  
 Philip Baxter College (Kensington) D14  
 Quadrangle E15  
 Sam Cracknell Pavilion H8  
 Samuels Building F25  
 Shalom College N9  
 Webster, Sir Robert G14  
 Unisearch House L5  
 University Regiment J2  
 University Union (Roundhouse) E6  
 University Union (Blockhouse) G6  
 University Union (Squarehouse) E4  
 Wallace Wurch School of Medicine C27  
 Warrene College M7

## General

Aboriginal Resource & Research Centre E20  
 Aboriginal Student Centre A29  
 Accommodation (Housing Office) E15  
 Accounting E15  
 Admissions C22  
 Adviser for Prospective Students C22  
 Alumni Relations: Pindari, 76 Wentworth St, Randwick  
 Anatomy C27  
 Applied Bioscience D26  
 Applied Economic Research Centre F20  
 Applied Geology F10  
 Applied Science (Faculty Office) F10  
 Archives, University E21  
 Arts and Social Sciences (Faculty Office) C20  
 Asia-Australia Institute: 45 Beach Street Coogee  
 Audio Visual Unit F20  
 Australian Graduate School of Management G27  
 Banking and Finance E15  
 Biochemistry and Molecular Genetics D26  
 Biological and Behavioural Sciences (Faculty Office) D26  
 Biomedical Engineering F25  
 Biomedical Library F23  
 Biotechnology F25  
 Built Environment (Faculty Office) H14  
 Campus Services C22  
 Cashier's Office C22  
 Centre for Membrane Science & Technology F10, K14  
 Chaplains E4  
 Chemical Engineering and Industrial Chemistry F10  
 Chemistry E12  
 Civil Engineering H20  
 Co-op Bookshop E15  
 Commerce and Economics (Faculty Office) F20

Communications Law Centre C15  
 Community Medicine D28  
 Computer Science and Engineering G17  
 Cornea and Contact Lens Research Unit  
 22-32 King St, Randwick  
 Economics F20  
 Education Studies G2  
 Educational Testing Centre E4  
 Electrical Engineering G17  
 Energy Research, Development & Information Centre F10  
 Engineering (Faculty Office) K17  
 English C20  
 Equal Employment Opportunity: 30 Botany Street  
 Randwick  
 Examinations C22  
 Facilities Department C22, B14A  
 Fees Office C22  
 Fibre Science and Technology G14  
 Food Science and Technology B8  
 French C20  
 Geography K17  
 Geomatic Engineering K17  
 German and Russian Studies C20  
 Graduate School of the Built Environment H14  
 Groundwater Management and Hydrogeology F10  
 Health Service, University E15  
 Health Services Management C22  
 History C20  
 Human Resources C22  
 Industrial Design G14  
 Industrial Relations and Organizational Behaviour F20  
 Information, Library & Archives Studies F23  
 Information Systems E15  
 Information Technology Unit F25  
 International Student Centre F9  
 IPACE Institute F23  
 Japanese Economic and Management Studies E15  
 Landscape Architecture K15  
 Law (Faculty Office) F21  
 Law Library F21  
 Legal Studies & Taxation F20  
 Liberal and General Studies C20  
 Library Lawn D21  
 Lost Property C22  
 Marine Science D26  
 Marketing F20  
 Materials Science and Engineering E8  
 Mathematics F23  
 Mechanical and Manufacturing Engineering J17  
 Media Liaison C22  
 Medical Education C27  
 Medicine (Faculty Office) B27  
 Microbiology and Immunology D26  
 Michael Birt Gardens C24  
 Mines K15  
 Music and Music Education B11  
 News Service C22  
 Optometry J12  
 Pathology C27  
 Performing Arts B10  
 Petroleum Engineering D12  
 Philosophy C20  
 Physics K15  
 Physiology and Pharmacology C27  
 Political Science C20  
 Printing Section C22  
 Professional Development Centre E15  
 Professional Studies (Faculty Office) G2  
 Psychology F23  
 Publications Section C22  
 Remote Sensing K17  
 Research Office: 34-36 Botany Street Randwick  
 Safety Science B11a  
 Science (Faculty Office) E12  
 Science and Technology Studies C20  
 Social Science and Policy C20  
 Social Policy Research Centre F25  
 Social Work G2  
 Sociology C20  
 Spanish and Latin American Studies C20  
 Sport and Recreation Centre B6  
 Squash Courts B7  
 Student Centre (off Library Lawn) C22  
 Student Services:  
 Careers, Loans, Housing etc E15  
 Counselling E15  
 Students' Guild E15  
 Swimming Pool B4  
 Textile Technology G14  
 Theatre and Film Studies B10  
 Town Planning K15  
 WHO Regional Training Centre C27  
 Wool and Animal Sciences G14  
 Works and Maintenance B14A



The University of New South Wales • Kensington Campus

58

## UNSW

This Handbook has been specifically designed as a source of detailed reference information for first year re-enrolling undergraduate and postgraduate students.

Separate handbooks are published for:

- Applied Science
- Arts and Social Sciences
- Built Environment
- Commerce and Economics
- Engineering
- Law
- Medicine
- Professional Studies
- Science
- Australian Graduate School of Management (AGSM)
- Australian Taxation Studies Program (ATAX)
- College of Fine Arts (COFA)
- University College,
- Australian Defence Force Academy (ADFA)
- General Education

For fuller details about the University – its organization; staff members; description of disciplines; scholarships; prizes and so on, consult the University Calendar (Summary Volume). For further information on student matters consult the UNSW Student Guide.