The University of New South Wales

Professional Studies

1989

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

Information in this Handbook has been brought up to date as at 12 September 1988, but may be amended without notice by the University Council.

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#### 1989

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#### Session 2 (67 teaching days)

| 23 July to 22 September     | 23 July to 21 September |
| Recess                      | 23 September to 2 October |
| 23 September to 2 October   | 2 October to 31 October  |
| 3 October to 1 November     | 1 November to 6 November |
| Study Recess                | 2 November to 7 November |
| Examinations                | 8 November to 24 November |
| 8 November to 24 November   | 7 November to 23 November |
| Vacation Weeks              | 27 March to 2 April    |
| Common to Australian        | 16 April to 22 April   |
| Universities                | 3 July to 9 July       |
|                              | 2 July to 8 July       |
|                              | 25 September to 1 October |
|                              | 24 September to 30 September |

### Important Dates for 1989

**January**

- **M 2** New Year's Day - Public Holiday
- **F 6** Last day for acceptance of applications by the Admissions Section for transfer to another undergraduate course within the University.
- **W 18** Last day for applications for review of results of assessment.
- **Th 26** Australia Day - Public Holiday
- **T 31** Enrolment period begins for new undergraduate students and undergraduate students repeating first year.

**February**

- **M 6** Re-enrolment period begins for second and later year undergraduate and graduate students enrolled in formal courses. Students should consult the 1989 Re-enrolment Procedures booklet for details.
- **F 24** Last day for students to discontinue 1989 enrolment.
- **M 27** Session 1 begins - all courses except Medicine III, IV and V.

**March**

- **F 10** Last day applications are accepted from students who enrol in additional Session 1 or whole year subjects.
- **F 24** Good Friday - Public Holiday
- **M 27** Easter Monday - Public Holiday
April
Su 2   Mid-Session Recess ends
F 21  Last day for students to discontinue without failure subjects which extend over Session 1 only
T 25  Anzac Day - Public Holiday
May
T 2   Confirmation of Enrolment forms despatched to all students
T 9   Publication of Provisional Timetable for June examinations
Th 11  Last day for acceptance of corrected Confirmation of Enrolment forms
W 17  Last day for students to advise of examination clashes
T 30  Publication of timetable for June examinations
June
Th 8  Session 1 ends
F 9-14  Study Recess
M 12  Queen's Birthday - Public Holiday
Th 15  Examinations begin
F 30  Examinations end
July
M 10  Assessment results mailed to students
T 11  Assessment results displayed on University noticeboards
Su 23  Midyear Recess ends
M 24  Session 2 begins
M 31  Last day for applications for review of July assessment results
August
F 4  Last day applications are accepted from students to enrol in additional Session 2 subjects
F 8  Last day for students to discontinue without failure subjects which extend over the whole academic year
September
F 8  Last day for students to discontinue without failure subjects which extend over Session 2 only
T 19  Confirmation of Enrolment forms sent to all students
S 23  Mid-Session Recess begins
Th 28  Last day for acceptance of corrected Confirmation of Enrolment forms
F 29  Closing date for applications to the Universities and Colleges Admission Centre
October
M 2  Mid-Session Recess ends
T 3  Publication of provisional examination timetable for November examinations
W 11  Last day for students to advise of examination timetable clashes
T 24  Publication of timetable for November examinations
November
W 1  Session 2 ends
Th 2-7  Study Recess
W 8  Examinations begin
F 24  Examinations end
December
F 8  Assessment results mailed to students
M 11  Assessment results displayed on University noticeboards
Staff

Comprises Schools of Education, Health Administration, Librarianship and Social Work.

Dean
Professor T. Vinson

Chairman
Associate Professor R.J. Barry

School of Education

Professor of Education and Head of School
*Martin Cooper, BSc Man., MA(Ed) Dal., PhD Ott., DipEd Syd.

Associate Professors
Robert John Barry, BSc N.S.W., BA PhD DipEd Syd., MSc Macq., FIOP, MAIP, MAPsS, MSPR
Colman Kevin Harris, BA MEd Syd., PhD N.S.W.

Senior Lecturers
Rachel MacDonald Boyd, MA PhD Otago
Colin Fraser Geuld, BSc PhD DipEd Syd., MAIP
James Harry Gribble, BA PhD Melb., MPhil Lond.
Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD N.S.W.
Barry Charles Newman, BA MSc PhD Syd.
Michael Francis Petty, BA Durh., MEd DipEd Calg., PhD Wis.
Robert Thomas Solman, BSc N.S.W., BSc Tas., PhD A.N.U.
John Sweller, BA PhD Adel.

*Lecturers
Richard Martin Bl MySql, MA BD Otago, PhD Monash
Susan Joan Casey, BA DipEd N.S.W.
Patricia Davies, BA C.U.N.Y., MSc(Econ) L.S.E.
Neil Andrew Johnson, BBus Swin., DipEd Melb., MEdAdmin N.E., PhD Alta.
Neil Wesley Keast BA Syd., DipTeach Armidale T.C.
Frederick Edward Trainer, MA PhD Syd.

Senior Administrative Officer
Jane Wholohan, BA DipEd Syd.

School of Health Administration

Professor of Health Administration and Head of School
James Sutherland Lawson, MB BS, MD Melb., MHA N.S.W., FRACMA

Professor
George Rupert Palmer, BSc Melb., MEd Syd., PhD Lond., FSS, FHA, Hon. FRACMA

Associate Professor
Erica Margaret Bates, BA DipSocStud Syd., PhD N.S.W.

Senior Lecturers
Philip William Bates, BCom LLB N.S.W., AHA
Marjorie Cuthbert, BA N’cle.(N.S.W.), MHA N.S.W., RN, RM, FCNA, MCN (NSW).
Pieter Jacob Degeling, BA Otag., PhD Syd.
Ian Forbes, BArch Melb., MSc Br. Col., DipAdmin N.S.W., FRAIA, MRCIA
Colin Grant, MA Oxf. and Brun., FHA
Professional Studies

Helen Madeleine Lapsley, BA Auck., MEc Syd., AHA
Graeme Kendle Rawson, BA N.E., MA Macq., PhD N.S.W., MACE, AHA

Lecturers
Lloyd Christopher Bram, BCom MBA N.S.W., AASA, FTIA
Ann Brewer, BA Macq., MCom PhD N.S.W.
Fawzy Ibrahim Sollman, BE Syd., MEngSc PhD N.S.W., MIEAust, MACS, AIArB, AHA
Patricia Ann Spencer, BN McQ., MEdSt Monash, RN, FCNA, MACE

Administrative Assistant
Adrian L. Landa, BA N.S.W.

Honorary Associates
William Gingen Lawrence, BA Syd., MHA N.S.W., AHA, FAIM
Trevor James Wood, MB BS Meib., MHA N.S.W., FRACP, FRACMA, FHA

School of Librarianship

Professor of Librarianship and Head of School
W. Boyd Rayward, BA Syd., MS Ill., PhD Chic., DiplLib N.S.W., ALAA

Associate Professor
Carmel Jane Maguire, BA Qld., MA A.N.U., FIAA

Senior Lecturers
Jack Richard Nelson, MA Syd., MLib N.S.W., ALAA
Ann Pederson, BA Ohio Wesleyan, MA Georgia State
Peter Orlovich, MA DiplEd Syd., MLib PhD N.S.W.
Patricia Willard, BA N.E., MLib N.S.W., AIAA
Concepcion Shimizu Wilson, BA Pomona, MLSL N.C., MLib N.S.W., ALAA

Lecturers
William Wellesly Hood, BA DiplEd Syd., MLib N.S.W.
Helen Myfanwy Jarvis, BA A.N.U., PhD Syd.

Tutor
Paul Wilson, BA PhD LaT., DiplIM-ArchivAdmin N.S.W.

Administrative Assistant
Raymond John Locke

School of Social Work

Professor of Social Work and Head of School
Tony Vinaon, BA DipSocStud Syd., MA PhD DipSoc N.S.W.

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

Senior Lecturers
Maisy Elisbeth Browne, BA DipSocStud Syd., MSW N.S.W.
Brian Anthony English, BSW PhD N.S.W.
Damian John Grace, BA PhD N.S.W.
Deirdre Thelma James, BA Syd., PhD Macq.
Martin Scott Mowbray, BSW N.S.W., MSS Syd., PhD N.S.W.
Richard John Roberts, BA DiplEd N.E., BSocStud Syd., PhD N.S.W.
Betsy May Weering, BA Litt N.E., PhD N.S.W., ASTC
Keith Edward Windshuttle, BA Syd., MA Macq.

Lecturers
Susan Joan Beecher, BA Macq., BSocStud Syd., MSW N.S.W.
Rosemary Ellen Beres, BSW N.S.W.
Natalie Pamela Botzan, BSW N.S.W.
Barbara Rose Ferguson, BA MSW Hawaii, DSW Calif.
Elizabeth Aureena Fernandez, MA Madr.
Carmel Petrea Flakes, BSW Qld., MA Macq.
Aurora Tracy Hammond, BSocStud Syd., MA Antioch
Karen Susan Heycox, BSW N.S.W.
Glen Norman Lee, BSocStud Syd.
Sandra Lee Regan, BA Boston S.C., MSW EdM N.Y. State, PhD Rutgers
Brenda Smith, BA Manc., DiplApplSocSt Lond.
Jennifer Warner Wilson, BA BSocStud Syd., MSW N.S.W.
Diane Maree Zulfacar, BA DiplSocWk Syd., MSW Smith

Administrative Officer
Brett O’Halloran, BSocStud Syd.

Senior Research Fellow
Suzanne Elise Hatty, BA Macq., PhD Syd.
Introduction

The Faculty of Professional Studies offers undergraduate and graduate diploma courses which provide the initial preparation for students wishing to enter certain professions. It offers higher degree courses for the on-going education of members of those professions. The Faculty consists of the Schools of Education, Health Administration, Librarianship and Social Work.

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

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

Professor T. Vinson
Dean
Faculty Information

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:

School of Education
Senior Administrative Officer
Jane Wholohan
(Room 38, Building Q2, Western Campus, near Parade Theatre entrance)

School of Health Administration
Administrative Assistant
Adrian Landa
(Room LG26, The Chancellery)

School of Librarianship
Administrative Assistant
Ray Locke
(Room 403, Level 4, Mathews Building)

School of Social Work
Administrative Officer
Brett O’Halloran
(Room 45, Building Q2, Western Campus, near Parade Theatre entrance)

Faculty of Professional Studies
Enrolment Procedures

All students re-enrolling in 1989 or enrolling in graduate courses should obtain a copy of the free booklet Enrolment Procedures 1989 available from School Offices and the Admissions Office. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers and late enrolments.

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.

Important: As changes may be made to information provided in this handbook, students should frequently consult the notice boards of the school and the official notice boards of the University.
Professional Studies Library

Facilities

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

Social Sciences and Humanities

Librarian

Pat Howard

Biomedical Librarian

Monica Davis

Law Librarian

Rob Brian

Physical Sciences Librarian

Marian Bate

Student Clubs and Societies

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

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

Education Society

The Education Society aims to give unity to the large number of students studying Education. The Education Society organizes a number of social functions and endeavours to acquaint students with educational issues and information relating to the teaching profession.

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

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 Education Committee which has responsibility for educational planning within the School and on the School Committee which advises
Undergraduate Study: Course Outlines

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

School of Education

Professor of Education and Head of School
Professor M. Cooper

Senior Administrative Officer
Jane Wholohan

The School of Education offers teacher education courses jointly with several faculties of the University. These courses lead to the award of the degrees of BADipEd, BScDipEd, BABEd, BMusBEd and BScBEd.

The School of Education also offers Honours programs leading to the award of the above degrees with Honours in Education. Details of the BADipEd and BScDipEd courses may be found in the following handbooks:

Arts Faculty Handbook 1989 BA DipEd
Sciences Faculty Handbook 1989 BSc DipEd

The School of Education also offers

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

4085 Bachelor of Arts Bachelor of Education Course

Bachelor of Arts Bachelor of Education
BABEd

The concurrent Arts-Education course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study. Students enrolled in this course will be permitted to transfer to the BA course at the end of Year 1 or Year 2 with credit for all subjects completed.

Pass Degree

Candidates for the BABEd pass degree are required to:

1. obtain the 24 compulsory credit points in the Education subjects offered in Years 1, 2 and 3, as follows:
   
   | Year 1     | 58.041 | Understanding Children's Development 1   |
   | Year 2     | 58.042 | Sociological Perspectives on Education   |
   | Year 3     | 58.043 | Theories, Values and Education            |
   |            | 58.044 | Understanding Children's Development 2    |
   |            | 58.045 | Schools, Knowledge and Power in Society   |
   |            | 58.046 | Primary Schooling and the Transition to the Secondary School |
Professional Studies

2. obtain at least an additional 102 credit points (including no more than 40 Level I credit points) in subjects offered by the Faculty of Arts, including either:
   approved four-year programs carrying at least 36 credit points in areas corresponding to each of two teaching subjects selected from the following list:
   - Computer Studies
   - Drama
   - Economics
   - English
   - English as a Second Language
   - French
   - Geography
   - German
   - History
   - Spanish

or

an approved four-year program which includes at least a major sequence in the area corresponding to one of the teaching subjects in the following list together with suitable complementary subjects from other areas:
   - Mathematics
   - Music

3. satisfy requirements in the following Year 4 Education subjects:
   - 58.016 Educational Theory
   - 58.014 Curriculum and Instruction
   - 58.015 School Experience

4. satisfy any General Education requirements.

Approved Four-Year Programs

Before enrolment, students are required to seek advice from the School of Education about approved combinations of teaching subjects (see list in 2 above); some combinations of subjects do not lead to satisfactory employment opportunities. The Arts subjects to be included in the first three years of the program must be approved by appropriate schools of the Faculty of Arts before enrolment.

With the exception of Mathematics and Music, the fourth-year component of each of the above programs will consist of two of the following subjects, each of which will consist of at least 20 contact hours:

- 60.450 BABEd Year 4 Program in Computer Studies
- 57.450 BABEd Year 4 Program in Drama
- 15.450 BABEd Year 4 Program in Economics
- 50.450 BABEd Year 4 Program in English
- 60.451 BABEd Year 4 Program in English as a Second Language
- 56.450 BABEd Year 4 Program in French
- 27.450 BABEd Year 4 Program in Geography
- 64.450 BABEd Year 4 Program in German
- 51.450 BABEd Year 4 Program in History
- 65.450 BABEd Year 4 Program in Spanish

For Mathematics and Music, the fourth-year component will consist of one of the following subjects, which will consist of at least 40 contact hours:

- 10.450 BABEd Year 4 Program in Mathematics
- 61.450 BABEd Year 4 Program in Music

Year 4 Teacher Education Subjects

The subjects listed in 3 above are made up as follows:

58.016 Educational Theory:
   - Philosophy of Education (30 hours)
   - Educational Psychology (30 hours)
   - Sociology of Education (30 hours)
   - Selected Study (20 hours)

58.014 Curriculum and Instruction
   - General Method (20 hours)
   - Assessment and Measurement (14 hours)
   - Special Method(s) (100 hours)

Special Methods Include:
   - Commerce/Economics Method
   - Computing Studies Method
   - Drama Method
   - English Method
   - English as a Second Language Method
   - French Method
   - German Method
   - History Method
   - Mathematics Method (double)
   - Music Method (double)
   - Spanish Method

Note: All methods may not be available in any particular year. It is essential that students consult the School of Education before making any assumptions about which Special Methods will be offered.

58.015 School Experience
   - Microteaching (14 hours)
   - Teaching Practice (220 hours)

The Teaching Practice consists of two four-week blocks of supervised school experience in high school settings, one in each session. To allow for this school experience, the Selected Study strand of the Educational Theory subject and the Year 4 Arts programs listed above occupy ten weeks of session rather than the usual fourteen.

Honours Degree

At the conclusion of Year 4, students who have satisfied any prerequisite conditions may be permitted to apply for admission to 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 BABEd will be graduated with the award BABEd(Hons).

Honours in an Arts Discipline

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

1. any additional requirements as prerequisites to entry to the Honours Level program in the school or department concerned (for details, see Summary of Subjects) and
2. in their fifth year of study, an approved Honours Level program in the School concerned.

Honours in Education

Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd(Hons) subjects:

- 58.793 Advanced Education 1
- 58.794 Advanced Education 2
Those allowed to proceed to the fifth, Honours year are required to satisfy the examiners in the BEd(Hons) subjects:
58.795 Advanced Education 3
58.799 Thesis

4075 Bachelor of Science Bachelor of Education Course

Bachelor of Science Bachelor of Education BScBEd

The Bachelor of Science Bachelor of Education course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study. Students enrolled in this course will be permitted to transfer to the BSc course at the end of Year 1 or Year 2 with credit for all BSc subjects completed.

Pass Degree

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

1. satisfy requirements in each of the Education subjects offered in Years 1, 2 and 3, as follows:

Year 1
58.041 Understanding Children's Development 1
58.042 Sociological Perspectives on Education
Year 2
58.043 Theories, Values and Education
58.044 Understanding Children's Development 2
Year 3
58.045 Schools, Knowledge and Power in Society
58.046 Primary Schooling and the Transition to Secondary School

2. obtain at least 23 units (including no more than 10 Level I credit points) in subjects shown in Table 1 of the Faculty of Science Handbook (except in the case of the Mathematics program, where subjects from Table 2 and/or the BA 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 Applications of Science to Modern Technology.

3. satisfy requirements in the following Year 4 Education subjects:

58.016 Educational Theory
58.014 Curriculum and Instruction
58.015 School Experience

4. satisfy any General Education requirements.

Approved Four-Year Programs

Before enrolment, students are required to seek advice from the School of Education about approved combinations of teaching subjects (see list in 2 a above).

Each student will select one of the programs of study approved for the course by the Board of Studies in Science and Mathematics including the fourth year subject Applications of Science to Modern Technology or, for the Mathematics program, the subject Mathematics/Computing Project.

The approved programs are as follows:

0158 Physics

Year 1
1.001
10.001†
Either both 2.121* and 2.131* or 2.141*

Year 2
1.002, 1.012, 1.022, 1.032
10.111†, 10.114†, 10.211†, 10.2112†
Either 17.031* or 25.110*

Year 3
1.0133, 1.0143, 1.023, 1.0343, 1.043
3 units from 17.031*, 17.041*, 25.110*, 25.120*

Year 4
68.580 Applications of Science to Modern Technology
Students proposing to proceed to Year 5 (Honours) in Physics must complete 6 Level III units*

Year 5 (Honours)
1.104 or 1.304 or 1.504 or 1.604

* Students proposing to proceed to Year 5 (Honours) should read carefully the note accompanying program 0100 Physics. Advice must be obtained from the School of Physics before enrolling in these asterisked units, as alternative units may be prescribed.
† Students are encouraged to select higher level Mathematics units where applicable.

0258 Chemistry

Year 1
1.001
2.121 or 2.131
Either 10.001, or both 10.012B and 10.021C

Year 2
25.110
17.031
25.120 or 17.041
2.102A, 2.102B, 2.102C, 2.102D

Year 3
4 Level III Chemistry units including at least three of 2.103A, 2.103B, 2.103C, 2.103D
3 units from Table 1

Year 4
68.580 Applications of Science to Modern Technology
Students proposing to proceed to Year 5 (Honours) in Chemistry must complete 7 Level III units

Year 5 (Honours)
2.004

1058 Mathematics

Year 1
10.001, 10.081
6.711 or 6.712
Two Level I units from Table 1
Professional Studies

Year 2
10.111A, 10.1113, 10.2112
At least one unit from Level II Statistics
At least one unit from 10.1114, 10.1115, 10.1116, 10.2111, 10.261A
Further units from the above list, Table 1, or the BA course, giving a total of 7 units for the year

Year 3
10.1127, 10.112B
3 Level III Mathematics units
3 units from Table 1 or the BA course

Year 4
10.580 Mathematics/Computing Project
Students proposing to proceed to Year 5 (Honours) in Mathematics must complete 6 Level III units and should preferably take Higher Mathematics subjects.

Year 5 (an optional Honours year)
10.123 or 10.223 or 10.323 or 10.623
At all levels a specified Mathematics subject may be replaced by its higher equivalent.

1758 Biology (with majors in Biochemistry or Biological Science or Microbiology)
Year 1
Either both 2.121 and 2.131, or 2.141
Either 10.001, or both 10.012B and 10.021C
17.031, 17.041
Year 2
41.101
17.601
17.050
Three Level II units from Table 1 in relation to the prerequisites for Year 3

Year 3
Four Level III units from Table 1, offered by the Schools of Biochemistry (41), Biological Science (45), or Microbiology (44)
Three units from Table 1
Students intending to take a major sequence (a minimum of 4 units) from any one of these schools should seek the advice of the school concerned as to a suitable combination of subjects.

Year 4
68.580 Applications of Science to Modern Technology
Students proposing to proceed to Year 5 (Honours) in Geology must complete 8 Level III units

Year 5 (Honours)
2.004

Year 4 Teacher Education Subjects
The subject 58.016 Educational Theory in Year 4 consists of:
Philosophy of Education (30 hours)
Educational Psychology (30 hours)
Sociology of Education (30 hours)
Selected Study (20 hours)
The subject 58.014 Curriculum and Instruction is composed of the following:
General Method (20 hours)
Assessment and Measurement (14 hours)
and either
Science Method
or
Mathematics Method (120 hours)
The subject 58.015 School Experience consists of:
Microteaching (14 hours)
Teaching Practice (220 hours)
The Teaching Practice consists of two four-week blocks of supervised school experience in high school settings, one in each session. To allow for this school experience, the Selected Study strand of the Educational Theory subject and the Year 4 subject Applications of Science to Modern Technology occupy ten weeks of session rather than the usual fourteen.

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 will be graduated 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 to entry to the Honours Level program in the school concerned, and
2. in their fourth or fifth year of study, an approved Honours Level program in the School concerned.
Honours in Education

Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd(Hons) subjects:

- 58.793 Advanced Education 1
- 58.794 Advanced Education 2

Those allowed to proceed to the fifth year are required to satisfy the examiners in the BEd(Hons) subjects:

- 58.795 Advanced Education 3
- 58.7909 Thesis

School of Health Administration

Head of School
Professor J. S. Lawson

Administrative Assistant
Adrian L. Landa

The School of Health Administration offers both undergraduate and graduate programs. The undergraduate course may be taken on a full-time, part-time, or external basis and leads to the award of the degree of Bachelor of Health Administration. The School also offers three formal courses in health administration leading to the awards of the degree of Master of Health Planning, Master of Health Administration and Master of Nursing Administration. The Masters programs are offered on an internal basis for students residing outside the Sydney metropolitan area. In addition, the degrees of Master of Health Administration and Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service administration.

Health administrators work in settings and roles which vary widely. For this reason the Bachelor of Health Administration degree course is essentially multi-disciplinary, with subjects chosen to impart relevant knowledge, attitudes, and skills in a number of areas. There is, however, a compulsory core stream of Management 1, Management 2 and Management 3. All students take the same compulsory subjects in the first half 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.

Bachelor of Health Administration

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 Administration and satisfy the examiners in the necessary subjects.

3. A student who is following the prescribed course of study as a Stage I external student and who is taking at least two subjects of Stage I shall attend the residential school conducted by the School of Health Administration at the beginning of the academic year. Residential schools are currently held in Sydney, Melbourne and Perth (midyear only). Stage I external students living in Western Australia will be permitted to attend the midyear residential school only. A Stage I student shall also attend the residential school conducted in the middle of the academic year.

4. 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 Administration in the middle of the academic year. Residential schools are currently held in Sydney, Melbourne and Perth (midyear only).

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

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

Honours Degree

7. 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 Administration to enrol in the Honours subjects of the third year. These subjects are: 16.034 Management 3 (Honours) and 16.313 Research and Evaluation Methods (Honours).

8. A student who then achieves a high level of academic performance in the third year Honours subjects will normally be 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.


10. Normally, full-time internal students will be expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students will be 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.
4040
Health Administration Degree Course
Full-time (Pass)

Bachelor of Health Administration †
BHA

<table>
<thead>
<tr>
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<th>Hours per week</th>
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<td>16.111 Health Care Systems</td>
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<tr>
<td>16.031 Management 1</td>
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<td>16.541 Accounting for Health Administration 1</td>
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<tr>
<td>16.112 Health and Health Care</td>
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</tr>
<tr>
<td>16.521 Law 1 or 16.520 Law 1T</td>
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<tr>
<td>16.400 Health Service Experience 1*</td>
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<td>16.611 Sociology and Health 1</td>
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<tr>
<td>16.711 Quantitative Methods 1</td>
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<td>16.421 Health Planning 1</td>
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<td>16.551 Health Economics 1</td>
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<td>Elective</td>
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</tbody>
</table>

* One day per week attachments throughout the academic year.
† Certain subjects in the BHA (Internal) 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

Bachelor of Health Administration
BHA

Stage 1
16.111 Health Care Systems
16.031 Management 1
16.540 Health Information Systems

Stage 2
16.112 Health and Health Care
16.541 Accounting for Health Administration 1
16.521 Law 1 or 16.520 Law 1T

Stage 3
16.032 Management 2
16.611 Sociology and Health 1
16.711 Quantitative Methods 1

Stage 4
16.421 Health Planning 1
16.551 Health Economics 1
Elective

Stage 5
16.033 Management 3 (can also be taken in Stage 6)
       Elective
       Elective

Stage 6
       Elective
       Elective
       Elective

4040
Health Administration Degree Course
Full-time (Honours)

Bachelor of Health Administration †
BHA

Year 1                  | Hours per week |
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
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<tr>
<td>16.540 Health Information Systems</td>
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<td>16.112 Health and Health Care</td>
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<tr>
<td>16.521 Law 1 or 16.520 Law 1T</td>
<td>0</td>
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<tr>
<td>16.400 Health Service Experience 1*</td>
<td></td>
</tr>
</tbody>
</table>

Year 2
16.032 Management 2    | 4    | 0    |
16.611 Sociology and Health 1 | 4    | 0    |
16.711 Quantitative Methods 1 | 4    | 0    |
16.421 Health Planning 1 | 0    | 4    |
16.551 Health Economics 1 | 0    | 4    |
Elective               | 0    | 4    |
16.401 Health Service Experience 2 * |        |      |

Year 3
16.034 Management 3 (Honours) | 4    | 0    |
Elective               | 4    | 0    |
Elective               | 4    | 0    |
16.313 Research and Evaluation Methods (Honours) | 0    | 4    |
Elective               | 0    | 4    |
Elective               | 0    | 4    |

Year 4
16.891 Advanced Studies in Health Administration A | 4    | 0    |
16.892 Advanced Studies in Health Administration B | 0    | 4    |
16.890 Thesis

* One day per week attachments throughout the academic year.
† Certain subjects in the BHA (Internal) 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.

Elective Subjects
Electives are to be chosen by the student in consultation with the Head of the School of Health Administration, from the subjects offered by the School of Health Administration and
such other schools 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 Administration; not all subjects are necessarily available each year:

16.301 Political Science
16.302 Social Policy Administration
16.303 Research and Evaluation Methods
16.304 Management Skills
16.305 Administration of Nursing Services
16.306 Special Topic in Health Administration
16.307 Epidemiology for Health Administrators
16.308 Long Term Care Administration
16.309 Human Resource Management
16.310 Computer Techniques for Health Service Management
16.311 Industrial Relations
16.312 Current Issues in Nursing
16.422 Health Planning 2A
16.423 Health Planning 2B
16.424 Health Planning 2C
16.522 Law 2
16.542 Accounting for Health Administration 2
16.552 Health Economics 2
16.612 Sociology and Health 2
16.712 Quantitative Methods 2

Note: 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.

Miscellaneous Students

Miscellaneous students enrolled on an external basis in subjects of the Bachelor of Health Administration degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at one of the residential schools held in the middle of the academic year.

School of Librarianship

Head of School
Professor W. Boyd Rayward

Administrative Assistant
Ray Locke

The School of Librarianship offers graduate degree courses only leading to the award of the degree of Doctor of Philosophy (PhD), Master of Archives Administration (MArchivAdmin) by research, Master of Librarianship (MLib) by research or course work, the Diploma in Information Management - Archives Administration (DiplM-ArchivAdmin) and the Diploma in Information Management - Librarianship (DiplM-Lib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

School of Social Work

Head of School
Professor T. Vinson

Administrative Officer
Brett O'Halloran

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, Master of Social Work (MSW) by course work or by research, and the Master of Welfare Policy (MWP) by course work. For information on these graduate degrees, see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

4030 Social Work Degree Course

Bachelor of Social Work
BSW

Professional social work is a world-wide occupation and discipline concerned with helping individuals, families, groups, organizations, communities, and societies to deal with social problems and to develop more satisfying and equitable social conditions generally.

The BSW degree course is designed to prepare students for the professional practice of social work. It is expected to be undertaken as a four-year full-time program. The Head of School may, however, permit a student who is unable to study full-time to take the course over a longer period not exceeding seven years.

The aim is to produce a social worker who has a general foundation for continuing professional learning, and can undertake independent professional practice at a basic level of competence, utilizing relevant knowledge and skills in accordance with the profession's values.

This aim is achieved through developing the student's understanding of:

- normative and factual aspects of the various social systems (political, economic, and social) in which people live. This involves teaching materials which give insights into what values people hold, how they attain them, and competing views of what ought to be the situation;
- the nature and extent of social problems and social conditions for people at different stages of the life cycle and in various socio-economic, psycho-social, biological and geographic circumstances;
- policies and services, and various 'helping' occupations, specifically created and maintained to enhance the well-being of people within their society;
- the development of social work as an organized occupation: Its history; its relationship to its society; its relationships to social welfare systems and to other 'helping' occupations; its composition and organization; its various tasks and the knowledge and skills necessary to undertake them; and its new directions for development.
In this first professional qualification, the student gains understanding of the main dimensions of contemporary and future social work practice at the various levels and in the various fields of social work intervention. Features of the course are a problem-solving approach in the first year, and a range of electives on selected aspects of social work in the final year.

**Field Education**

An integral aspect of the course is organized learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects, a field instructor, usually in a social agency, is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From half-way through Year 2, a total of 176 seven-hour days are taken up in this way. About half of these days are scheduled during academic recess periods. A student’s four field education placements are in more than one type of practice setting. The settings available include medical, psychiatric, community health, local community, family and child welfare, education, services to handicapped groups, services to the aged, services to migrants, income security, and corrective services. Non-government social agencies and agencies at all levels of government are utilized. For some students, their third field education placement may be located outside the Sydney metropolitan area.

The widening range of social work tasks and roles means that a variety of people are suited for social work practice. However, all forms of professional social work require interpersonal skills, a disciplined mind, and adherence to the profession’s community service ethic, and social work often involves working with people and organizations under stress and in situations where there is conflict.

**Admission to the Course**

Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they have completed at least four 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 63.193 Social Work Practice 1 as a 5-hour per week Session 1 subject in Year 2.

**Progression**

Except with the permission of the Head of School, students may not proceed to the next year of the course until they have fulfilled all the requirements of the previous year.

**Honours**

Students who have completed the first three years of the course with superior performance will be invited to enter an honours strand in their final year. In addition to the normal Year 4 program honours students are required to undertake the subject 63.423.

A degree at honours level is based on performance in all academic subjects in the course with greater weight placed on final year subjects and an honours thesis. The classes and divisions of honours are: Class 1; Class 2, Division 1; Class 2, Division 2.

**The General Education Requirement**

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

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

A new General Education program, administered by the Centre for Liberal and General Studies, was introduced in 1988. The program requires students to undertake studies in three areas:

(a) An introduction in non-specialist terms to an understanding of the environments in which humans function.

(b) An introduction to, and a critical reflection upon, the cultural bases of knowledge, belief, language, identity and purpose.

(c) An introduction to the development, design and responsible management of the systems over which human beings exercise some influence and control.

Subjects in categories (a) and (b) are in preparation. The exact form of category (c) is still being decided and should be clearly defined by the end of 1989. This could involve, however, a slight subsequent change to the structure of the later years of degree programs.

There are differing requirements for students commencing before and from 1988:

   Students must complete a program of General Education in accordance with the requirements in effect when they commenced their degree program. Students yet to complete their General Education requirement may select subjects from any of the three categories of the new program.

2. Students commencing their undergraduate program in 1988 and following.
   Students must complete a program of subjects selected from each of the three categories of study in accordance with the rules defined in the General Education Handbook and in sequences specified in the requirements for individual courses.

Further information may be obtained from the office of the Centre for Liberal and General Studies, Room G56, Morven Brown Building, and the General Education Handbook.

**4030 Social Work Degree Course**

**Full-time**

**Bachelor of Social Work BSW**

<table>
<thead>
<tr>
<th>Year</th>
<th>Subjects</th>
<th>Hours per week (weekly averages) for the session</th>
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<tr>
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<td><strong>S1</strong></td>
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<tr>
<td>1</td>
<td>12.100 Psychology 1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>53.003 Introduction to Australian Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>63.193 Social Work Practice 1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6 Level I credit points approved as counting towards the BA degree</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>1 Category B General Education Elective</td>
<td>0</td>
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</tbody>
</table>
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.

3. A student wishing to take the BSW degree course at Honours Level is required to assume a heavier work load than that required for the study of the BSW degree course at Pass Level, and approval for his or her program must be obtained from the Head of the School of Social Work and the Head of the School of Law. A student would be required to attend an additional two hours per week Honours Seminar in the final year.

4. 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. The subjects listed are compulsory for students who begin their course in 1989. Students who began their course before 1989 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.

## Year 2

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<td>63.203</td>
<td>Human Behaviour 1</td>
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<tr>
<td>63.211</td>
<td>Social and Behavioural Science 1</td>
<td>2</td>
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<td>63.232</td>
<td>Research Methods 1</td>
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<td>63.253</td>
<td>Social Welfare 1</td>
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<td>63.282</td>
<td>Social Work Practice – First Placement *</td>
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<td>63.293</td>
<td>Social Work Practice 2</td>
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<td>1 Category B General Education Elective</td>
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* 2 week block in the mid-year recess + 2 days a week (no recess) to end week 12, Session 2: 36 days.

## Year 3

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<td>63.381</td>
<td>Social Work Practice – Second Placement *</td>
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</tr>
<tr>
<td>63.393</td>
<td>Social Work Practice 3</td>
<td>4</td>
</tr>
</tbody>
</table>

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

## Year 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>63.441</td>
<td>Social Philosophy 2</td>
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<tr>
<td>63.453</td>
<td>Social Welfare 3</td>
<td>4</td>
</tr>
<tr>
<td>63.481</td>
<td>Social Work Practice – Third Placement *</td>
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<tr>
<td>63.482</td>
<td>Social Work Practice – Fourth Placement **</td>
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</tr>
<tr>
<td>63.493</td>
<td>Social Work Practice 4 – Selected Studies</td>
<td>5</td>
</tr>
</tbody>
</table>

* 10 week block, week 1 in January to end week 2, Session 1: 50 days.
** 3 week block in the mid-year recess + 2 days a week (no recess) for Session 2: 45 days.

## Honours

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>63.423</td>
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## Year 1

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<tr>
<td>63.193</td>
<td>Social Work Practice 1 – Bridging Course *</td>
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<tr>
<td>12.100</td>
<td>Psychology 1</td>
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<tr>
<td>53.003</td>
<td>Introduction to Australian Society</td>
<td>3</td>
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<tr>
<td>63.253</td>
<td>Social Welfare 1</td>
<td>2</td>
</tr>
<tr>
<td>90.112</td>
<td>Legal System – Torts</td>
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<tr>
<td>90.741</td>
<td>Legal Research and Writing 1</td>
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## Year 2

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<tr>
<td>63.203</td>
<td>Human Behaviour 1</td>
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<td>63.211</td>
<td>Social and Behavioural Science 1</td>
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<td>63.232</td>
<td>Research Methods 1</td>
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<td>63.293</td>
<td>Social Work Practice 2</td>
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<td>63.282</td>
<td>Social Work Practice – First Placement (45 days) **</td>
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<tr>
<td>90.141</td>
<td>Contracts</td>
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</tr>
<tr>
<td>90.621</td>
<td>Law, Lawyers and Society</td>
<td>4</td>
</tr>
</tbody>
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**4785 Combined Social Work/Law Course**

**Bachelor of Social Work/Bachelor of Laws BSW LLB**

This unique and challenging six year full-time course qualifies students for the professional practice of both social work and law. In the first four years, core social work and legal subjects are combined, while in the final two years students are able to choose from a wide range of specialized electives in both professional disciplines. The final Social Work field placement is undertaken in a legal setting.
### Year 3

<table>
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<tr>
<th>Code</th>
<th>Course</th>
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<th>S2</th>
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<td>63.303</td>
<td>Human Behaviour 2</td>
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<td>63.353</td>
<td>Social Welfare 2</td>
<td>2.5</td>
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<tr>
<td>63.342</td>
<td>Social Philosophy 1</td>
<td>2</td>
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<tr>
<td>90.161</td>
<td>Criminal Law</td>
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<tr>
<td>90.301</td>
<td>Property and Equity</td>
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<td>90.216</td>
<td>Administrative Law</td>
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### Year 4

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<tbody>
<tr>
<td>63.312</td>
<td>Social and Behavioural Science 2</td>
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<tr>
<td>63.393</td>
<td>Social Work Practice 3</td>
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</tr>
<tr>
<td>63.381</td>
<td>Social Work Practice - Second Placement (45 days) **</td>
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</tr>
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<td>90.101</td>
<td>Litigation</td>
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<td>90.215</td>
<td>Federal Constitutional Law</td>
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<tr>
<td>90.742</td>
<td>Legal Research and Writing 2</td>
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<tr>
<td>90.743</td>
<td>Research Component†</td>
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<tr>
<td>90.832</td>
<td>Legal Theory or</td>
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<tr>
<td>90.882</td>
<td>Law and Social Theory</td>
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### Year 5

<table>
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<th>Code</th>
<th>Course</th>
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<tbody>
<tr>
<td>63.493</td>
<td>Social Work Practice 4 - Electives</td>
<td>3</td>
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<tr>
<td>63.482</td>
<td>Social Work Practice - Final Placement (60 days) **††</td>
<td>12</td>
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<tr>
<td>90.721</td>
<td>Clinical/Legal Experience††</td>
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<td>Law Electives - value 12 points</td>
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### Year 6

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<th>Code</th>
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<tbody>
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<td>63.493</td>
<td>Social Work Practice 4 - Electives</td>
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<tr>
<td></td>
<td>Law Electives - value 21 points</td>
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</tbody>
</table>

* Students may need to attend the Bridging Course two weeks before the commencement of Session 1.

** All fieldwork placements commence with a 2 or 3 week block (5 days per week) and continue on either 2 or 3 days per week during session time.

†† 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.
A subject is defined by the Academic Board as 'a unit of Instruction approved by the University as being a discrete part of the requirements for a course offered by the University'.

Each approved subject of the University is identifiable both by number and by name as this is a check against nomination of subject other than the one intended.

Subject numbers are allocated by the Academic Registrar and the system of allocation is based on the following guidelines:

1. The authority offering the subject, normally a School of the University, is indicated by the number before the decimal point.
2. Each subject number is unique and is not used for more than one subject title.
3. Subject numbers may not be re-used with a new subject title within ten years of the prior use.
4. Graduate subjects are indicated by a suffix 'G' to a number with three digits after the decimal point. In other subjects three or four digits are used after the decimal point.

Subjects taught are listed in full in the handbook of the faculty or board of studies responsible for the particular course within which the subjects are taken. Subject descriptions are contained in the appropriate section in the handbooks.

The identifying numerical prefixes for each subject authority are set out on the following page.

Servicing Subjects are those taught by a school or department outside its own faculty. Their subject descriptions are published in the handbook of the faculty which originates the subject and are also published in the handbook of the Faculty in which the subject is taught.

The following pages contain descriptions for most of the subjects offered for the courses described in this book, the exception being the General Education subjects. For General Education subjects see the General Studies Handbook which is available free of charge.

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

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

Information Key
The following is the key to the information which may be supplied about each subject:

- **S1** Session 1, **S2** Session 2
- **F** Session 1 plus Session 2, ie full year
- **S1** or **S2** Session 1 or Session 2, ie choice of either session
- **SS** single session, but which session taught is not known at time of publication
- **CCH** class contact hours
- **L** Lecture, followed by hours per week
- **T** Laboratory/Tutorial, followed by hours per week
- **hpw** hours per week
- **C** Credit point value
- **CR** Credit
- **DN** Distinction
- **HD** High Distinction
### School, Department etc | Faculty | Page
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1 School of Physics</td>
<td>Science</td>
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</tr>
<tr>
<td>2 School of Chemistry</td>
<td>Science</td>
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<tr>
<td>3 School of Chemical</td>
<td>Applied Science</td>
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</tr>
</tbody>
</table>
| Engineering and Industrial Engineering (New Course) | Applied Science | 4
| 4 School of Materials     | Applied Science |     |
| 5 School of Mechanical and Industrial Engineering | Engineering | 6
| 6 School of Electrical Engineering and Computer Science | Engineering | 7
| 7 School of Mines (Mineral Processing and Extractive Metallurgy and Mining Engineering) | Applied Science | 8
| 8 School of Civil Engineering | Engineering | 9
| 9 School of Fibre Science and Technology (Wood and Animal Science) | Applied Science | 10
| 10 School of Mathematics  | Science | 11
| 11 School of Architecture | Architecture | 12
| 12 School of Psychology* | Behavioural Sciences | 13
| 13 School of Fibre Science and Technology (Textile Technology) | Applied Science | 14
| 14 School of Accounting   | Commerce & Economics | 15
| 15 School of Economics    | Commerce & Economics | 16
| 16 School of Health       | Professional Studies | 17
| 17 Faculty of Biological and Behavioural Sciences | Biological and Behavioural Sciences | 18
| 18 School of Mechanical and Industrial Engineering (Industrial Engineering) | Engineering | 19
| 19 School of Information Systems | Commerce & Economics | 20
| 20 Centre for Petroleum Engineering Studies | Applied Science | 21
| 21 Department of Industrial Arts | Architecture | 22
| 25 School of Mines (Applied Geology) | Applied Science | 26
| 26 Centre for Liberal and General Studies | Liberal and General Studies | 27
| 27 School of Geography    | Applied Science | 28
| 28 School of Marketing    | Commerce & Economics | 29
| 29 School of Surveying    | Commerce & Economics | 30
| 30 School of Industrial Relations and Organizational Behaviour | Commerce & Economics | 31
| 31 School of Optometry    | Science | 32
| 32 Centre for Biomedical Engineering | Engineering | 33
| 34 Faculty of Arts        | Arts | 35
| 35 School of Building     | Architecture | 36
| 36 School of Town Planning | Architecture | 37
| 37 School of Landscape Architecture | Architecture | 38
| 38 School of Applied Biochemistry (Food Science and Technology) | Applied Science | 39
| 39 Graduate School of the Built Environment | Architecture | 40
| 40 Academic Board         |         | 41

### School, Department etc | Faculty | Page
|--------------------------|---------|-----|
| 41 School of Biochemistry | Biological and Behavioural Sciences | 42
| 42 School of Applied Biochemistry (Biotechnology) | Applied Science | 44
| 44 School of Microbiology | Biological and Behavioural Sciences | 45
| 45 School of Biological Science | Biological and Behavioural Sciences | 46
| 46 Faculty of Applied Science | Applied Science | 47
| 47 Centre for Safety Science | Engineering | 48
| 48 School of Chemical Engineering and Industrial Chemistry (Old Course) | Applied Science | 49
| 49 School of Applied Biochemistry | Applied Science | 50
| 50 School of English | Arts | 51
| 51 School of History | Arts | 52
| 52 School of Philosophy | Arts | 53
| 53 School of Sociology* | Arts | 54
| 54 School of Political Science | Arts | 55
| 55 School of Librarianship | Professional Studies | 56
| 56 School of French | Arts | 57
| 57 School of Theatre Studies | Arts | 58
| 58 School of Education | Professional Studies | 59
| 59 Department of Russian Studies | Arts | 60
| 60 Faculty of Arts | Arts | 61
| 61 Department of Music | Arts | 62
| 62 School of Science and Technology Studies | Arts | 63
| 63 School of Social Work | Professional Studies | 64
| 64 School of German Studies | Arts | 65
| 65 School of Spanish and Latin American Studies | Arts | 66
| 66 Subjects Available from Other Universities | Science | 67
| 67 Faculty of Science | Science | 68
| 68 Board of Studies in Science and Mathematics | Science and Mathematics | 69
| 69 School of Anatomy | Medicine | 70
| 70 School of Medicine | Medicine | 71
| 71 School of Pathology | Medicine | 72
| 72 School of Physiology and Pharmacology | Medicine | 73
| 73 School of Surgery | Medicine | 74
| 74 School of Obstetrics and Gynaecology | Medicine | 75
| 75 School of Paediatrics | Medicine | 76
| 76 School of Psychiatry | Medicine | 77
| 77 School of Medical Education | Medicine | 78
| 78 School of Community Medicine | Medicine | 79
| 79 Faculty of Medicine | Medicine | 80
| 80 Medicine/Science/Biological Sciences | Medicine | 81
| 81 Australian Graduate School of Management | AGSM | 85
| 85 Law | Law | 89
| 89 Faculty of Law* | Law | 90
| 90 Faculty of Engineering | Engineering | 91
| 91 School of Banking | Commerce & Economics | 92
| 92 School of Commerce and Finance | Commerce & Economics | 93
| 93 Department of Legal Studies and Taxation | Commerce & Economics | 94
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| 93 94 | 94 |
Psychology

Psychology Level I Unit

12.100 Psychology 1 F L3T2
An Introduction to 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.

Psychology Level II and Psychology Level III

Consult the Combined Sciences Handbook for details.

Health Administration

16.031 Management 1 S1 L4
Individual and group behaviour in work organisations. Various management processes: group dynamics, motivation, leadership, power, conflict and communication. Using a variety of learning strategies, students are encouraged to develop analytical, diagnostic and practical skills for identifying problems in organizations, and to transfer key concepts to health care organizations in general and their own organization in particular.

16.032 Management 2 S1 L4
Prerequisite: 16.031.
Emphasis on analytical skills. Develops the student's understanding of organization theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organizational level rather than micro-perspective of Management 1. Assessment of the evolving role of computer systems in health care, the management of computing systems and the use of computers in decision support.

16.033 Management 3 S1 L4
Prerequisite: 16.031, 16.032.
Builds on the theoretical concepts and practice analysis developed in 16.031/16.032 Management 1 and 2. Analyses values, structures, management approaches and relationships within component organizations and programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organizations, departments or programs; roles of the manager; professional developments; concepts of micro-structure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

16.034 Management 3 (Honours) S1 L4
Prerequisites: 16.031, 16.032
Includes and extends the theoretical and practical studies in Management 3. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.

16.111 Health Care Systems S1 L4
The system of organizations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic environment in which the system operates, including the Federal structure of government. Main characteristics of public and private hospitals, nursing homes and other institutions, including funding arrangements and relationships with government. Community health and other non-institutional services and their objectives. The financing of health services, Commonwealth-State financial arrangements and the health insurance program. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

16.112 Health and Health Care 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.

16.301 Political Science S1 or S2 L4
The study of politics, with special reference to Australian political institutions and administrative practices. Topics include: concepts and theories of politics; Australian political institutions and the party system; the Constitution and intergovernmental financial and legal relations; public administration with special reference to the Commonwealth and New South Wales public services.

16.302 Social Policy and Administration S1 or S2 L4
The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy especially health and the role of the health service administrator, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

16.303 Research and Evaluation Methods S1 or S2 L4
Prerequisites: 16.540, 16.711.
The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; distinction between research and evaluation; identifying appropriate research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non experimental models including epidemiological approaches; sample selection; means of acquiring data emphasizing questionnaire design and problems of measurement; introduction to analysis of data including coding and computer techniques; methods of presenting findings; reliability of research evidence; research ethics; research and decision making policy issues.
16.304 Management Skills  
**S1 or S2 L4**
Available for Internal students only. Opportunity for students to learn some theory and then to practise the skills of communication, conflict management, problem solving, and decision-making. Several lecturers are involved in teaching this subject.

16.306 Administration of Nursing Services  
**S1 or S2 L4**
Content is organized in terms of the material suggested by standards for the Nursing Division of Hospitals compiled by the Royal Australian Nursing Federation. Major goals are the goals, structures, processes and control mechanisms common to nursing service departments.

16.307 Special Topic in Health Administration  
**S1 or S2 L4**
An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

16.308 Epidemiology for Health Administrators  
**S1 or S2 L4**
The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

16.309 Long Term Care Administration  
**S1 or S2 L4**
Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions (including chronic, mental and special hospitals and nursing homes) and non-residential agencies and programs. Long term illness and the ageing process from the viewpoint of medical sciences and gerontology; patient assessment and rehabilitation; psychiatric care; geriatric care; social factors and the design of better care environments; financial and economic aspects of long term care; quality measurement and control; administration of long term care facilities, planning and co-ordinating institutions and agencies.

16.310 Human Resource Management  
**S1 or S2 L4**
Drawing on concepts, theory and research introduced in Management 1, 2 and 3, students critically examine the various strategies available to manage human resources in health care organizations. Demonstration of the need to integrate these strategies amongst line management and not to view them simply as the specialist's domain. Topics include: human resource planning, industrial relations, training and development, EEO, occupational health and safety, and organization development. Students are encouraged to participate in a research project.

16.311 Computing Techniques for Health Service Management  
**S1 or S2 L4**
**Prerequisite:** 16.711
BASIC 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. Introduction to MINITAB and specific examples of database construction and interfacing of staff and computing systems. Concepts of decision support and role of personal computing in providing this to health service professionals, including mathematical modelling and simulation techniques.

16.312 Industrial Relations: A Health Sector View  
**S2 L4**
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. The theory and practice of conflict management, collective bargaining, arbitration and conciliation, industrial democracy and negotiation skills will be treated within this health service framework. This subject has been designed to complement other subjects in the health administration course such as management, sociology, law and economics.

16.313 Research and Evaluation Methods (Honours)  
**S2 L4**
**Prerequisite:** 16.540, 16.711.
An extension of topics in 16.303 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.

16.316 Current Issues In Nursing  
**S1 or S2 L4**
Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Content updated regularly. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the work-force.

16.400 Health Service Experience 1  
**S2 L4**

16.401 Health Service Experience 2  
**S2 L4**
In order to relate theoretical instruction to practical experience, first and second year full-time students, under the supervision of a member of staff of the School, are attached to a number of health service agencies in the Sydney metropolitan area. Aims to allow students to familiarize themselves with a number of health service agencies and the importance of interprofessional relationships. The attachment program is a compulsory part of the first and second year full-time BHA degree course, although students with general experience in health service agencies may be eligible for exemption with the approval of the Head of School.

16.421 Health Planning 1  
**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.

16.422 Health Planning 2A  
**S1 or S2 L4**
**Prerequisite:** 16.421
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.
16.423 Health Planning 2B  
S1 or S2 L4  
Prerequisite: 16.421.  
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.

16.424 Health Planning 2C  
S1 or S2 L4  
Prerequisite: 16.421.  
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.

16.520 Law 1T  
S2 L4  
This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses (such as Commerce degrees) which did not have a health services law component. Eligible students would enrol in 16.520 Law 1T instead of enrolling in 16.521 Law 1. 16.520 briefly revises elementary legal concepts of the kind covered more fully in 16.521, and then deals with selected health law topics of the kind covered in 16.522 Law 2.

16.521 Law 1  
S2 L4  
General introduction to law in Australia with health service applications, designed for students who have not previously studied law subjects at tertiary level. Topics: how to study the discipline of law and commonly experienced student difficulties; the role of law in health administration and health planning; Australia’s legal origins and the role of English law in Australia; federalism and the constitutional framework; types of legal rules with emphasis on judge-made rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner.

16.522 Law 2  
S1 L4  
Prerequisite: 16.521.  
An elective subject for students who have passed 16.521 and wish to study further aspects of health services law. 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 expectation. Health law topics introduced in 16.521 also studied in more depth.

16.540 Health Information Systems  
S1 L4  
An introductory subject with a financial and quantitative emphasis, having special reference to the application of measurement techniques to health services data. Elementary statistics for health services management with an Introduction to the uses of computing in health care. Information systems relevant to hospital management. Introduction to concepts of accounting, costs and budgeting.

16.541 Accounting for Health Administration 1  
S2 L4  
Prerequisite: 16.540.  

16.542 Accounting For Health Administration 2  
S1 or S2 L4  
Prerequisite: 16.540, 16.541.  

16.551 Health Economics 1  
S2 L4  
Prerequisite: 16.540.  
An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the elementary model of how resources are allocated by the price system in Australia; the economics of the public sector; health and welfare economics; efficient production and distribution of health services, demand and the utilization of services; efficiency and cost, benefit analysis and selected policy issues.

16.552 Health Economics 2  
S1 or S2 L4  
Prerequisites: 16.540, 16.551.  
Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

16.611 Sociology and Health 1  
S1 L4  
The role of the health administrator in a multicultural society. Consensus, conflict and symbolic interactionism theories. Health effects of inequality according to social class, occupation, gender, ethnic origin and age group. Ethics of resource allocation.

16.612 Sociology and Health 2  
S2 L4  
Prerequisite: 16.611.  
### Sociology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Offered</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.712</td>
<td>Quantitative Methods 2</td>
<td>S1 or S2 L4</td>
<td></td>
</tr>
<tr>
<td>16.890</td>
<td>Thesis</td>
<td>F</td>
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</tr>
<tr>
<td>16.891</td>
<td>Advanced Studies in Health Administration A</td>
<td>S1 L4</td>
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<tr>
<td>16.892</td>
<td>Advanced Studies in Health Administration B</td>
<td>S2 L4</td>
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<tr>
<td></td>
<td>Advanced seminars for honours students. The range of seminar or reading programs offered in a given year depends on student interests and staff availability. Topics include: current issues in health policy; advances in hospital management; regulation of health services. Students are notified in December of the preceding year of topic availability and must have their program approved by the Head of School prior to Session 1.</td>
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### Education

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>58.041</td>
<td>Understanding Children's Development 1</td>
<td>S1 2CCH</td>
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<tr>
<td>58.042</td>
<td>Sociological Perspectives on Education</td>
<td>S2 2CCH</td>
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<tr>
<td>58.043</td>
<td>Theories, Values and Education</td>
<td>S1 2CCH</td>
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<tr>
<td>58.044</td>
<td>Understanding Children's Development 2</td>
<td>S2 2CCH</td>
<td></td>
</tr>
<tr>
<td>58.045</td>
<td>Schools, Knowledge and Power In Society</td>
<td>S1 2CCH</td>
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<tr>
<td>58.046</td>
<td>Primary Schooling and the Transition to the Secondary School</td>
<td>S2 2CCH</td>
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</table>

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### Additional Courses

- **53.003 Introduction to Australian Society** F 3CCH C12 Excluded: 53.001, 53.002, 53.004, 53.005. Develops a critical understanding of Australian society and introduces students to sociological concepts, theories and methodologies. Key focus is on Inequalities (class, gender, ethnicity, race) as they are reflected in areas of social life such as work, family, community, welfare, media and social control.
school. Topics include: group processes; communication in the classroom; the rationales, structure and content of the NSW primary syllabuses and support documents; the structure of primary schooling and its relation to secondary schooling; the teaching preparation of primary teachers; Year 6 students' expectations of secondary school; special schools. Students spend some time as teachers' assistants and observers in primary classrooms.

58.016 Theory of Education S1 L9, S2 T2

Three core sections and an options section. The core sections consist of studies in the philosophy of education, the psychology of education and the sociology of education. In the last section, Selected Studies in Education, each student chooses one study from a number offered. The topics depend on student interest, current issues in educational thought and the interests and expertise of available staff.

Details of the sections of the subject follow.

Philosophy of Education: Session 1: Philosophical questions concerning teaching and learning with particular reference to the various subjects taught in schools. Issues concerning the relationships between school subjects, the connection between knowledge and the development of mind, the value of school subjects in relation to other activities which could compose education and the social and ethical context of education. These issues are followed up in much more detail in Selected Studies in Session 2. The focus in Session 1 is upon logical and epistemological questions which are internal to the various teaching subjects. Students undertake one of the following: Philosophical Problems in Mathematics and Education or Language and Education or Literary Appreciation and Education or History and Education or Social Science and Education or Curriculum and Education.

Sociology of Education: The core of this section aims to place teaching and learning in a social context. Education affects society as well as being affected by it. The core examines education in its broadest context, such as its relationship to the economy, as well as at an interpersonal level, such as deviance in the classroom. Topics also include disadvantaged groups in society, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

Selected Studies in Education: Session 2: Each student selects one education theory option from among a number available. While some deal with the separate disciplines of psychology, sociology and philosophy, others may draw material from more than one. In any particular year the options offered depend on the staff available and, to some extent, on student demand. Topics may include: computer assisted instruction, the talented child, learning disabilities, social trends and problems, sociology of the school and classroom, methodology for criticism, ethical theory and moral education, science and religion in education, research in learning and teaching in particular subject areas.

Servicing Subjects for BADipEd, BScDipEd courses

These are subjects taught within courses offered by other faculties.

For further information regarding the following subjects see the Arts and Combined Sciences handbooks.

58.704 Theory of Education 3 F L3

Prerequisite: 58.703.

Sociology of Education: Includes sociology of the school and classroom, deviance, knowledge and the curriculum, sexism in schools, social trends and problems and their implications for education, technology work and lifelong learning. Selected Studies in Education: two education theory options to be selected from among a number available; some deal with the separate disciplines of philosophy, psychology, sociology, others may draw from more than one. In any given year the options offered depend on the staff available and on student demand. Topics may include the following: computer assisted instruction, the talented child, learning disabilities, social trends and problems, sociology of the school and classroom, methodology for criticism, ethical theory and moral education, science and religion in education.

58.714 Teaching Practice 3 F 15 days

Prerequisites: 58.713, 58.723 or 58.733 or 58.743 or 58.753. Co-requisites: 58.724 or 58.734 or 58.744 or 58.754 or 58.764.

Provision for further opportunities for students to develop teaching competence; each student is placed in a high school for 15 days and works in close association with a teacher.

58.734 Science Curriculum and Instruction 3 S1 L1T4, S2 T3

Prerequisites: 58.703, 58.713, 58.793.

Examination of NSW secondary school science syllabuses, investigation of curriculum material suitable for use in teaching secondary school science, development of teaching resources, the professional development of the science teacher, the teaching of biology, chemistry, geography and physics. Classroom Issues and Strategies: aspects relating to assessment and measurement including test planning, standardisation, marking and reporting, essay-type tests, scaling of test scores, uses and effects of assessment.

58.744 Mathematics Curriculum and Instruction 3 S1 L3, S2 L2

Prerequisites: 58.703, 58.713, 58.743.

The teaching of secondary school mathematics syllabuses; curriculum development projects in mathematics and their application in NSW; critical analysis of learning problems of school students; investigation of practical remedies for such problems. The subject is designed to complement 58.714 Teaching Practice 3. Taken together these subjects provide a wide set of experiences which equip potential teachers to fit successfully into the NSW teaching environment. Classroom Issues and Strategies: aspects relating to assessment and measurement including test planning, standardised tests, marking and reporting, essay-type tests, scaling of test scores, uses and effects of assessment.

58.754 Arts Curriculum and Instruction 3 F L3

Prerequisites: 58.703, 58.713, 58.753.

Advanced work on the application of educational studies to the teaching of Arts subjects in secondary schools, two such subjects being selected by each student; development of teaching skills specific to the teaching subjects being studied; elaboration of some of the current educational issues which have implications for classroom practice. Classroom Issues
and Strategies: aspects relating to assessment and measurement including test planning, standardized tests, marking and reporting, essay-type tests, scaling of test scores, uses and effects of assessment.

58.793 Advanced Education 1 F 1CCH
Students study one of the following segments. Philosophy of Education: some connected issues in social and political philosophy, and their implications for educational theory and practice, including freedom, compulsion and the aims of education; neutrality of education systems, schools, teachers and courses; and justice and equality. Educational Psychology: Introduction to selected aspects of on-going research activities in educational psychology, the area being selected following discussions with staff members. Sociology of Education: more detailed and extensive examination of central topics studied in the Pass strand. Consideration of selected issues to do with social theory, the nature of the sociological enterprise and sociological methods.

58.794 Advanced Education 2 F 1CCH
Each student engages in 28 hours of supervised study appropriate to his or her proposed research, as approved by the Head of School.

58.795 Advanced Education 3 F 4CCH
Enrolment is subject to approval by the Head of School.
In their full-time Honours year, all students enrol in four 28-hour units of study appropriate to their research, as approved by the Head of School.

58.799 Thesis

Social Work

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

63.193 Social Work Practice 1 F 5CCH
An introduction to the basic repertoire of concepts and skills which social workers use in analysing and responding to problems encountered within different levels and types of professional practice. Working in small groups, students attempt to derive these basic concepts and skills before considering their formal treatment in professional literature. This problem-solving mode of education is also used for the purpose of Introducing students to the scope and major concerns of the profession and to help them to develop greater self-awareness and responsiveness to social concerns.
Students participate in field days and social laboratory work designed to give them greater contact with community problems and social welfare arrangements.

63.203 Human Behaviour 1 S1 L2T1, S2 L1T1
The person through the age cycle: the process of 'normal' growth and development using a multi-disciplinary approach. The maturational phases of the life cycle, beginning with the per-natal period, proceeding to birth, new-born, infancy, pre-school, childhood, adolescence, young adulthood, middle years, old age, dying and bereavement. The various frames of references - biological, psychological and sociological. Definitions and interpretations of the phases.

63.211 Social and Behavioural Science 1 S1 L1T1
Theories and concepts in the social and behavioural sciences of particular relevance for social work practice. Four broad theoretical perspectives are presented - functionalism, power-conflict theory, systems analysis and symbolic-interactionist theory. These perspectives are applied to the family, group and stratification.

63.232 Research Methods 1 S2 L1T2
General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive statistics, hypothesis testing using one or more samples. Introduction to multiple comparison procedures.

63.253 Social Welfare 1 F 1T1
Introduction to the basic structural characteristics of Australian society - demographic, politico-legal and economic - their history and development, as the context in which social welfare as an institution is located. Concepts of social welfare with particular reference to the general history and development of provisions to meet major social goals. Demographic groups are selected to illustrate the origins of disadvantaged and limited access to social goals especially in Australian society.

63.293 Social Work Practice 2 S1 T3 S2 T2
Workshops to develop skills in: basic communication in a range of social work contexts; basic social work interviewing skills focusing on the beginning and ending stages, assessment of interpersonal and community situations using a variety of theoretical perspectives and integrating material from other subjects, consideration of the purposes and parameters of social work practice.

63.303 Human Behaviour 2 F 2T1

63.312 Social and Behavioural Science 2 S2 L1T1
Basic social theory applied to organisations, Institutions, 'communities', urban living and the state.

63.331 Research Methods 2 S1 L1T2
63.342 Social Philosophy 1  

63.353 Social Welfare 2  
Social welfare arrangements in Australia including: income security, employment and unemployment programs, family policy, health, housing, education, recreation and legal rights. Various social theories are used to examine the origins, intentions and consequences of the existing arrangements and to evaluate the potential for change. The nature of the existing policy making process and alternatives to it.

63.393 Social Work Practice 3  
Core processes in social work practice. Using the basis provided by the multi-methods and unitary perspectives in Year 2, this subject is organized around three separate but clearly related themes: working with individuals and groups; working with communities and formal organizations; the interface between social work practice and the law. Basic theoretical content is provided to underpin the primary focus on skills development. Emphasis is placed on the generalization of skills to all levels of social work.

63.441 Social Philosophy 2  
A consideration of different philosophical perspectives on equality and justice, rights and obligations, freedom, human needs and punishment.

63.453 Social Welfare 3  
Social welfare arrangements in Australia within a broad societal frame of reference which encompasses organized provision for people in particular population categories. These include: dependent children, aged, migrants, Aborigines, physically handicapped, mentally ill, intellectually disabled, legal offenders. Each population category is studied in terms of its access to the common social goals examined in 63.353 Social Welfare 2. The approach is analytic and evaluative, the perspectives of various social theories being used to develop insight into the organized arrangements for the particular population category. Issues involved in various policy alternatives. Some comparisons with social welfare arrangements for a similar population category in other societies.


63.493 Social Work Practice 4 – Selected Studies  
A range of options, each of which focuses on a selected aspect of social work practice; for example, practice in a functional social welfare field like health, housing, education, or income security; practice in relation to particular population groups; practice which is specialized according to the levels and types of intervention, such as working with individuals, with groups, with communities, and with organizations; practice under particular government and non-government auspices; practice in new settings, such as in industry; practice addressed to a particular social problem; practice in a particular geographical area; collaborative practice with other professionals; working with other types of welfare personnel; knowledge building and theory development in practice. In any particular year the options offered depend on staff available and the number of students choosing a particular option. These are usually decided by the end of September in the preceding year. Each student selects options with a total of 8 credit points, normally 4 in each session. Some options have prerequisites; some have co-requisites. Options of different lengths are likely to become available.

Field Education

Each student undertakes four field education placements during the BSW degree course. The program of placements offers practice learning in a variety of settings. Students are expected to complete a broad range of social work tasks employing skills pertinent to major approaches to practice in both direct and indirect service.

All placements are supervised by a field instructor of the School and some take place in a Student Unit. Field Education staff maintain close liaison with each placement and specific expectations are provided to assist students and Instructors in planning, managing and evaluating placements and student performance.

63.282 Social Work Practice – First Placement

Usually in a structured social work setting students apply their knowledge of professional practice to specific tasks. Emphasis is on a range of tasks and learning rather than on a depth of experience in particular situations. The aim is to develop in an actual practice setting, skills and responsibilities basic to social work intervention. Students practice professional behaviours appropriate to a variety of organizations and settings.

The duration of this placement is 36 working days (252 hours). It commences with a two week block period in the mid-year recess and continues on two days per week to week 12 of Session 2, inclusive.

63.381 Social Work Practice – Second Placement

Often as a member of Student Unit the student experiences learning designed to enhance the capacity to work effectively within organizational structures, to identify and develop professional behaviours and to increase ability to assess situations. Emphasis is on practice in direct service. The duration of the placement is 45 days (315 hours), some of which might be spent in workshops on campus. The placement commences with a three week block during the long vacation and continues for two days a week until week 14 of Session 1, inclusive.

63.481 Social Work Practice – Third Placement

This placement is taken in a variety of practice settings, some outside the metropolitan area. In the choice of placement, consideration is given to ensuring that each student has had the opportunity to experience breadth and variety in placement tasks and organizational settings. The student is expected to display increased initiative and competence in social work intervention. The duration of this placement is 50 days (350 hours). The placement is a block one, commencing
In week 1 of January and ending in week 2 of Session 1, inclusive.

63.482 Social Work Practice – Fourth Placement
Sometimes as a member of a Student Unit the student has practice learning to increase competence in a variety of social work roles, tasks and settings. In the choice of placement consideration is given to the options undertaken by each student in Social Work Practice 4 – Selected Studies. The duration of this placement is 45 days (315 hours). The placement commences with a three week block in the mid-year recess and continues for two days each week until week 14 of Session 2, inclusive.

Honours
Students who have completed the first three years of the course with superior performance will be invited to enter an Honours strand in their final year.
In addition to the normal Year 4 program, Honours students will be required to undertake the subject 63.423.

63.423 Honours Seminar F 2CCh
A two hour per week seminar covering methodology, social policy analysis and advanced practice theory. Representative topics include feminism and welfare policy, the work of contemporary social theorists such as Habermas, and issues in family therapy. Students taking the seminar will also be required to complete a thesis of approximately ten thousand words.
Graduate Study

Graduate Enrolment Procedures

All students enrolling in graduate courses should obtain copies of the free booklets *Enrolment Procedures 1989* and *Information for Graduate Students*, available from School Offices and the Admissions Office. These booklets provide detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers, and late enrolments.

Graduate Courses

The Faculty of Professional Studies consists of the Schools of Education, Health Administration, Librarianship and Social Work. Facilities are available in each of these schools for research programs leading to doctoral or Master's degrees. In addition, the following formal course Master's degrees are offered: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Nursing Administration; Master of Librarianship; Master of Social Work and Master of Welfare Policy. Courses for the award of a graduate diploma are available in education and information management (librarianship or archives administration). A post-graduate Bachelor of Education Honours degree course is also available.

School of Education

The School of Education offers a one-year full-time course for graduates leading to the award of the Diploma in Education (DipEd). This diploma may be awarded with Merit. A two-year post-graduate research and course-work program leading to the degree of Bachelor of Education with Honours is also available at the pre-service level. In addition, the school offers programs leading to the award of the degrees of Master of Education (MEd), Master of Educational Administration (MEdAdmin) and Doctor of Philosophy (PhD).

5560 Education Graduate Diploma Course

Diploma in Education

DipEd

A course leading to the award of the Diploma in Education (DipEd) is available to graduates of the University of New South Wales or other approved universities. The one-year full-time Graduate Diploma course is designed to give professional training in education to graduate students, but it is also possible for this course to be taken over two years on a part-time basis. Students may be awarded the Diploma in Education with Merit by successful completion of specified additional studies within the one-year course. Details are available from the School.

Re-enrolment in Diploma in Education

Candidates who fail in half or more of their subjects will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.
Subjects

<table>
<thead>
<tr>
<th>Number of hours</th>
<th>50.013 Theory of Education</th>
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<tbody>
<tr>
<td></td>
<td>Philosophy of Education</td>
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<td>Psychology of Education</td>
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<td>Sociology of Education</td>
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<td>Selected Studies in Education</td>
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<td>50.014 Curriculum and Instruction</td>
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<tr>
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<td>Students are required to satisfy requirements in General Method, Assessment and Measurement, and in each of two special method subjects or in one double method subject.</td>
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<tr>
<td></td>
<td>- General Method</td>
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<td>- Assessment and Measurement</td>
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<td>- Special Methods</td>
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<td>Note: All methods may not be available every year.</td>
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<tr>
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<td>Commerce/Economics Method</td>
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<td>English Method</td>
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<td>Spanish Method</td>
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<td>50.015 Teaching Experience</td>
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<td>Microteaching</td>
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<td>Teaching Practice</td>
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<tr>
<td></td>
<td>Additional subjects for award with merit:</td>
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<tr>
<td></td>
<td>58.793 Advanced Education 1</td>
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<tr>
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<td>58.794 Advanced Education 2</td>
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</tbody>
</table>

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Bachelor of Education Course (Honours)

The School offers a 2 year Bachelor of Education with Honours course. This two year post-graduate course consists of the content of the Graduate Diploma in Education course (58.013 Theory of Education, 58.014 Curriculum and Instruction and 58.015 Teaching Experience) together with additional work undertaken in the first year, and a further year devoted to study and research in Education.

First Year

58.013 Theory of Education
58.014 Curriculum and Instruction
58.015 Teaching Experience
58.793 Advanced Education 1
58.794 Advanced Education 2

Each student is assigned an Adviser or Advisers by the Bachelor of Education (Honours) Course Committee who, in consultation with a member of the Committee, will counsel the student in the selection of an appropriate subject of study. This consultation and advice should also precede the selection of the subject of study constituting Advanced Education 2.

Second Year

58.795 Advanced Education 3
Unit 1 28 hours
Unit 2 28 hours
Unit 3 28 hours
Unit 4 28 hours
58.799 Thesis

Each student admitted to these two subjects is assigned a Supervisor. Following consultation between the Supervisor, the student and a member of the Bachelor of Education (Honours) Course Committee, the Committee may recommend the appointment of a Co-supervisor. The thesis is prepared under the guidance of the Supervisor and, if appointed, the Co-supervisor, and they will guide the student's selection of the appropriate units of study.

Conditions for the Award

Enrolment and Progression

A student must be a graduate of the University of New South Wales or other approved university, whose undergraduate level of performance is at a standard satisfying the requirements of the Faculty's Higher Degree Committee. The subject 58.793 Advanced Education 1 is a prerequisite to the subject 58.794 Advanced Education 2. A student must therefore pass 58.793 before progressing to the second session subject.

Students in the Diploma of Education course who have performed satisfactorily in 58.793 Advanced Education 1, 58.794 Advanced Education 2 and 58.013 Theory of Education may apply for transfer into the BEd (Hons) course with advanced standing. The Faculty of Professional Studies, through its Higher Degree Committee, considers each recommendation for such admission made by the School of Education.

Assessment

The four units of 58.795 Advanced Education 3 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 are provided by the Supervisor. The thesis is awarded a single final mark.

A final 'Honours mark' is then calculated. This will be one-fifth of the mark for 58.795 Advanced Education 3 and four-fifths of the mark for 58.799 Thesis. Based on this mark the Bachelor of Education degree will be awarded with a class of Honours out of: Class I; Class II, Division 1; Class II, Division 2; Class III.
Philosophy of Education Subjects

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<td>58.256G Moral Education</td>
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<tr>
<td>58.258G Philosophy of the Curriculum</td>
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<tr>
<td>58.264G Philosophy of Science and Education</td>
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<tr>
<td>58.267G Philosophy of History Education 1</td>
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<tr>
<td>58.268G Philosophy of History Education 2</td>
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<tr>
<td>58.275G John Dewey and Progressive Education</td>
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<tr>
<td>58.277G The Nature of Intelligence</td>
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<td>58.278G Social Philosophy and Education 1</td>
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<td>58.279G Social Philosophy and Education 2</td>
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<td>58.285G Ideology and Education 1</td>
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<tr>
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<tr>
<td>58.287G Introduction to the Philosophy of Education</td>
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<tr>
<td>58.288G Marxism and the Study of Education</td>
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<tr>
<td>58.299G Deschooling and Free Schooling</td>
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<td>58.450G Epistemology and Learning Theory</td>
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<td>58.451G Personal Development Programs In Schools</td>
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<td>58.452G Education and Evolutionary Theory</td>
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Sociology of Education Subjects

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<td>58.305G The Role of Education in Society 1</td>
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<tr>
<td>58.314G Applying Sociological Research to Educational Problems</td>
<td>1</td>
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<tr>
<td>58.319G Social Trends and Problems: Implications for Education 1</td>
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<tr>
<td>58.320G Social Trends and Problems: Implications for Education 2</td>
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<td>58.321G The Role of Education in Society 2</td>
<td>1</td>
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<tr>
<td>58.322G Migrant Education</td>
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<tr>
<td>58.323G Socialization and Education</td>
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<td>58.325G Social Interaction In the School and Classroom</td>
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<tr>
<td>58.326G The Family and the School</td>
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<td>58.329G Women and Girls In the Educational System</td>
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<tr>
<td>58.410G Social and Educational Ideals</td>
<td>1</td>
</tr>
</tbody>
</table>

Educational Research Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.220G Experimental Design and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>58.224G Qualitative Research Procedures</td>
<td>1</td>
</tr>
<tr>
<td>58.225G Multivariate Analysis using the Linear Model</td>
<td>1</td>
</tr>
<tr>
<td>58.226G Factor Analysis and Multivariate Analysis of Variances</td>
<td>1</td>
</tr>
<tr>
<td>58.231G Measurement in Education</td>
<td>1</td>
</tr>
<tr>
<td>58.233G Quantitative Methods Associated with Categorical Variables</td>
<td>1</td>
</tr>
<tr>
<td>58.234G Quantitative Methods Associated with Ranked Observations</td>
<td>1</td>
</tr>
<tr>
<td>58.235G Researching Educational Practice</td>
<td>1</td>
</tr>
<tr>
<td>58.901G Essentials of Inferential Research</td>
<td>1</td>
</tr>
</tbody>
</table>

Science Education Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.331G The Development of Scientific Concepts</td>
<td>1</td>
</tr>
<tr>
<td>58.332G Evaluation in Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.333G Primary Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.334G The Nature of Science and Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.336G Chemical Education</td>
<td>1</td>
</tr>
<tr>
<td>58.337G Physics Education</td>
<td>1</td>
</tr>
<tr>
<td>58.338G Selected Issues In Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.339G Research in Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.340G Education in the Physical Sciences</td>
<td>1</td>
</tr>
</tbody>
</table>
### Educational Psychology Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.361G</td>
<td>Child Growth and Development 1</td>
<td>1</td>
</tr>
<tr>
<td>58.362G</td>
<td>Child Growth and Development 2</td>
<td>1</td>
</tr>
<tr>
<td>58.364G</td>
<td>Psychological Bases of Instruction</td>
<td>1</td>
</tr>
<tr>
<td>58.375G</td>
<td>Psychophysiology in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>58.386G</td>
<td>Applying Experimental Psychology in Education</td>
<td>1</td>
</tr>
<tr>
<td>58.387G</td>
<td>Human Problem Solving</td>
<td>1</td>
</tr>
<tr>
<td>58.390G</td>
<td>The Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>58.391G</td>
<td>Problem Solving in Mathematics and Mathematically-Based Subjects</td>
<td>1</td>
</tr>
</tbody>
</table>

### Adult and Continuing Education Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.244G</td>
<td>Adult Learning</td>
<td>1</td>
</tr>
<tr>
<td>58.245G</td>
<td>Course Design and Development</td>
<td>1</td>
</tr>
<tr>
<td>58.903G</td>
<td>Current Issues in Adult, Continuing and Professional Education</td>
<td>1</td>
</tr>
<tr>
<td>58.902G</td>
<td>Distance Education</td>
<td>1</td>
</tr>
<tr>
<td>58.904G</td>
<td>Managing Continuing Education Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

### Literary Education Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.247G</td>
<td>Critical Approaches to Higher School Certificate English Texts</td>
<td>1</td>
</tr>
<tr>
<td>58.265G</td>
<td>Values in Teaching and Reading Literature</td>
<td>1</td>
</tr>
<tr>
<td>58.249G</td>
<td>The Filming of Literature: Implications for Teaching</td>
<td>1</td>
</tr>
</tbody>
</table>

### Miscellaneous Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.280G</td>
<td>Project</td>
<td>2</td>
</tr>
<tr>
<td>58.246G</td>
<td>Instructional Design for Software</td>
<td>1</td>
</tr>
<tr>
<td>58.383G</td>
<td>Computer-Assisted Instruction 1</td>
<td>1</td>
</tr>
<tr>
<td>58.384G</td>
<td>Computer-Assisted Instruction 2</td>
<td>1</td>
</tr>
<tr>
<td>58.243G</td>
<td>Research on the Learning and Teaching of Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>58.379G</td>
<td>Exceptional Children in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>58.380G</td>
<td>Exceptional Children - Language Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>58.381G</td>
<td>Advanced Exceptional Children A</td>
<td>1</td>
</tr>
<tr>
<td>58.389G</td>
<td>Talented Children</td>
<td>1</td>
</tr>
</tbody>
</table>

Note:
1. A one-unit subject is 2 hours per week for one session. A two-unit subject is 2 hours per week for two sessions. The project report has the value of two units.
2. Candidates with appropriate Honours degrees may be registered for the degree of Master of Education at Honours Level at initial enrolment. Their program consists of subjects to the value of four units and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Higher Degree Committee.)

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

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

---

2945

Master of Educational Administration Course (Honours)

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 intended to contribute to the preparation of individuals for administrative positions in educational institutions and systems, as well as to serve the needs of educational administrators at a variety of other levels.

A feature of the course is a range of electives to build on particular interests developed from core studies or from particular background experiences of individual students.

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

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

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education and are expected to satisfy in subjects to the value of four units at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level may apply for registration after completing subjects to the value of eight units at a suitable standard, but this may be varied in exceptional cases. Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

Subjects from other master's courses offered in the University may be included as electives in students' programs with the approval of the Head of School.
Compulsory Subjects

<table>
<thead>
<tr>
<th>Units</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.501G Educational Administration: Theory and Practice</td>
<td>2</td>
</tr>
<tr>
<td>58.510G Policy Making in Education</td>
<td>1</td>
</tr>
<tr>
<td>58.901G Essentials of Inferential Research</td>
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</tbody>
</table>

Elective Subjects

<table>
<thead>
<tr>
<th>Units to be completed</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.502G Communication Theory and Theory of Human Relations</td>
<td>1</td>
</tr>
<tr>
<td>58.509G Education Systems</td>
<td>1</td>
</tr>
<tr>
<td>58.522G Change in Education</td>
<td>1</td>
</tr>
<tr>
<td>58.524G Economics of Education</td>
<td>1</td>
</tr>
<tr>
<td>58.525G Social Issues and Educational Policy</td>
<td>1</td>
</tr>
<tr>
<td>58.527G Legal Aspects of Educational Administration</td>
<td>1</td>
</tr>
<tr>
<td>58.531G Selected Aspects of Educational Administration</td>
<td>1</td>
</tr>
<tr>
<td>58.533G Project</td>
<td>2</td>
</tr>
<tr>
<td>58.535G Curriculum Management</td>
<td>1</td>
</tr>
<tr>
<td>58.536G Administrative Uses of the Computer in Education</td>
<td>1</td>
</tr>
<tr>
<td>58.537G Management of Human and Material Resources</td>
<td>1</td>
</tr>
<tr>
<td>58.903G Current Issues in Adult, Continuing and Professional Education</td>
<td>1</td>
</tr>
<tr>
<td>58.902G Distance Education</td>
<td>1</td>
</tr>
<tr>
<td>58.904G Managing Continuing Education Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

1950
Doctor of Philosophy

Doctor of Philosophy
PhD

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

2960
Master of Health Administration
(by Research)

Master of Health Administration
MHA

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

8900
Master of Health Administration
(by Formal Course Work)

Master of Health Administration
MHA

The course has been designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services. The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about "Public Health" (the health status of the Australian and other communities) and the Australian health care system, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time basis, internal basis or external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the course is three academic sessions. However, students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus...
three or more years appropriate experience in the health field. The maximum time for completion is eight academic sessions. Students must complete 12 two or three credit point subjects. (Each single credit point is equivalent to one class contact hour per week.)

Master of Health Administration (by Course Work)

16.970G Management A
16.971G Management B
16.970G Accounting and Financial Management 1
16.941G Epidemiology
16.942G Public Health
16.981G Sociology, Ethics and Health
16.901G Quantitative Methods and Statistics 1
16.904G Health Care Systems
16.935G Health Economics 1
16.933G Health Service Law 1
Plus 2 electives

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 (16.953 Fieldwork in Health Service Organization) in addition to the 12 subjects. Electives are chosen by the student in consultation with the Head of the School of Health Administration (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 Administration.

8940
Master of Health Planning

Master of Health Planning

MHP

The 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 course is three academic sessions. The maximum time is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

Students must complete 12 two or three credit point subjects. (Each single credit point is equivalent to one class contact hour per week.)

Master of Health Planning

16.970G Management A
16.941G Epidemiology
16.942G Public Health
16.981G Sociology, Ethics and Health
16.901G Quantitative Methods and Statistics 1
16.904G Health Care Systems
16.937G Research and Evaluation Methods
16.930G Health Service Planning 1
16.938G Policy Studies
16.935G Health Economics 1
Plus 2 electives

8950
Master of Nursing Administration

Master of Nursing Administration

MNA

The course leading to the degree of Master of Nursing Administration is intended to contribute to the development of nursing personnel who hold or are preparing to enter senior nursing administrative posts in the health services. The course provides a broad coverage of the field of health administration together with attention to skills and knowledge of particular relevance to the administration of nursing services.

The degree is awarded on the successful completion of the program below. Enrolment in the course may be full-time, part-time or external. Students enrolled externally complete most of their work by correspondence, with the exception of two one-week residential schools held in each session. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the course is three academic sessions. The maximum time is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

The course is designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services.

The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about "Public Health" (the health status of the Australian and other communities) and the Australian health care system, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

Students must complete 12 two or three credit point subjects. (Each single credit point is equivalent to one class contact hour per week.)

Master of Nursing Administration

16.970G Management A
16.907G Accounting and Financial Management 1
16.941G Epidemiology
16.942G Public Health
16.901G Quantitative Methods and Statistics 1
16.904G Health Care Systems
The Master of Public Health course has been developed in response to changing health needs in the community. The complexity and chronic nature of many diseases and high-risk behaviours (e.g., cardiovascular disease, cancer, drug and alcohol abuse, malaria and sexually transmitted disease) require multidisciplinary approaches and necessitate collaboration with many agencies outside the health field.

This program consequently combines studies in management, development, and education, in addition to the necessary knowledge of epidemiology, quantitative methods and health issues. The course integrates development of health programs with development of the people who run the programs. The course embraces the skills necessary for successful change through planning, interpersonal communication and persuasion, leadership and management, as well as political and cultural sensitivity to the effects of change.

The course is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the Faculty of Medicine, and the School of Health Administration within the Faculty of Professional Studies. Elective subjects may also be taken in other relevant schools within the University.

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

Master of Public Health

The Master of Public Health course has been developed in response to changing health needs in the community. The complexity and chronic nature of many diseases and high-risk behaviours (e.g., cardiovascular disease, cancer, drug and alcohol abuse, malaria and sexually transmitted disease) require multidisciplinary approaches and necessitate collaboration with many agencies outside the health field.

This program consequently combines studies in management, development, and education, in addition to the necessary knowledge of epidemiology, quantitative methods and health issues. The course integrates development of health programs with development of the people who run the programs. The course embraces the skills necessary for successful change through planning, interpersonal communication and persuasion, leadership and management, as well as political and cultural sensitivity to the effects of change.

The course is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the Faculty of Medicine, and the School of Health Administration within the Faculty of Professional Studies. Elective subjects may also be taken in other relevant schools within the University.

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

8945/9045
Master of Public Health
(by Formal Course Work)

Master of Public Health
MPH

The backgrounds of persons who undertake a Master of Public Health degree course are diverse and their needs varied. In response, the proposed course is generally needs and problem oriented. The program for each student can be, within limits, tailored to their disciplinary and workforce backgrounds, and their current and future interests. The provision of independent studies within the three schools also allows for the provision of highly specific subjects or small projects, given the appropriate teaching or supervisory resources.

Some areas of knowledge and skills, and theoretical and conceptual bases are, however, considered necessary as a foundation for public health planning, program implementation and operation, and evaluation. These are nominated for all students unless previous formal education at an acceptable level can be demonstrated.

Duration

Full-time: Three academic sessions, two of which must be spent in formal course work within the University.

Part-time: A minimum of four academic sessions of formal work, although the normal expectation would be 5-6 sessions.

Some subjects may be available on an external basis, although attendance at a residential school of one week per session would be compulsory.

Outline

Students are to undertake twelve two credit point subjects, which may include independent studies, and a major project to a total of 30 credit points. (Each credit point is equivalent to one class contact hour per week.)

- Of these 12 subjects: 2 must be chosen from Population and Methodological Studies; 2 must be chosen from Health Issues Studies; 1 must be chosen from Management Studies; and 1 must be chosen from Educational, Social and Developmental Studies.

- The remaining six subjects will normally be chosen from those listed as relevant and available in the Schools of Community Medicine, Medical Education and Health Administration. Other relevant subjects offered by the three schools and other schools at this University or outside Institutions will be considered by the Master of Public Health Committee. Two of the six subjects may be Independent Studies, in any of the three schools (79.100G, 78.002G, 16.992G).

- The total program of each student, while designed to be as flexible as possible in accord with the diverse needs of students, must be approved by the Master of Public Health Degree Committee which will be the final arbiter of course content. There are some constraints upon the choice available. For example, unless they can demonstrate adequate background in the nominated areas, students shall complete courses in Epidemiology, Quantitative Methods and Management.

2965/2845
Master of Public Health
(by Research)

Facilities are available in the schools for students to undertake research studies leading to the degree of Master of Public Health, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have considerable experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the Course Director.
A major project of contemporary public health significance is to be started, by the latest, on completion of six subjects and finished by the end of the course, ie after three academic sessions by full-time students.

The following subjects are offered at present by the respective schools (prefix 79 School of Community Medicine; 78 School of Medical Education; 16 School of Health Administration). All subjects are assumed to be of equal credit value, that is, two credit points. See the Faculty of Medicine Handbook for descriptions of subjects offered by the Schools of Community Medicine and Medical Education.

1. Population and Methodological Studies
- 79.511G Epidemiology 1
- 79.512G Epidemiology 2
- 78.127G Research in Education for the Health Professions
- 16.941G Epidemiology
- 16.942G Public Health
- 16.937G Research and Evaluation Methods
- 16.901G Quantitative Methods and Statistics 1
- 16.902G Quantitative Methods and Statistics 2
- 16.950G Computing Techniques for Health Services Research

2. Health Issues Studies
- 79.600G Disability
- 79.601G Health of the Elderly
- 79.602G Health and Illness Behaviour
- 79.604G Alcohol and Drug Related Problems
- 78.013G Influencing Health Beliefs and Health Behaviour
- 78.012G Current Approaches to Health Promotion
- 78.122G Primary Health Care
- 78.002G Independent Studies
- 16.992G Project (equivalent to Independent Studies)
- 79.100G Independent Studies
- 79.605G Health in Developing Countries

3. Management Studies
- 16.970G Management A
- 16.971G Management B
- 16.907G Accounting and Financial Management
- 16.933G Health Services Law 1
- 16.935G Health Economics 1
- 16.930G Health Services Planning 1
- 78.104G Organization and Management for Health Personnel Education
- 78.111G Consultation Process
- 78.112G The Management of Human Resources
- 16.904G Health Care Systems

4. Educational, Social and Developmental Studies
- 78.102G Educational Process in Small Groups
- 78.010G Understanding and Working in Communities
- 78.011G Practicum in Developing Community Programs
- 78.125G Planning, Conducting and Evaluating Educational Workshops
- 79.603G Communications and Writing in Health
- 78.108G Program Evaluation and Planned Change
- 16.981G Sociology, Ethics and Health

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**School of Librarianship**

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

1990

**Doctor of Philosophy**

**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.

**Master of Librarianship**

The conditions governing the award of the degree of Master of Librarianship by research and by formal course work are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.
Advanced study in librarianship by formal course work is designed to provide education in broad areas of specialization beyond the basic professional level. In addition to a general course of study for this degree there is a course for those who wish to specialize in Library Management and a course for those who wish to specialize in Information Science. There may be occasional field excursions at times to be arranged.

### 2980
**Master of Librarianship (by Research)**

**Master of Librarianship**

MLib

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

<table>
<thead>
<tr>
<th>Hours per session</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.805G Issues in Librarianship</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>55.807G Research Methods in Librarianship</td>
<td>42</td>
<td>0</td>
</tr>
</tbody>
</table>

### 8920
**Master of Librarianship (by Formal Course Work)**

**Full-time $**

**Master of Librarianship**

MLib

**Library Management**

<table>
<thead>
<tr>
<th>Hours per session</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.935G Organizational Behaviour*</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>55.805G Issues in Librarianship</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>55.807G Research Methods in Librarianship</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>55.811G Library and Information Services Management 1</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>55.812G Library and Information Services Management 2†</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>55.815G Economics of Information Systems</td>
<td>28</td>
<td>0</td>
</tr>
<tr>
<td>55.816G Information Processing Technology</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>55.901G Project Report** Electives††</td>
<td>28</td>
<td>56</td>
</tr>
</tbody>
</table>

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

**Represents 20 percent of the total course

†Prerequisite: 55.811G

††Students may choose as electives other MLib subjects or graduate subjects offered by another school or department. Approval for enrollment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subjects are offered.
Year 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>30.935G</td>
<td>Organizational Behaviour*</td>
<td>S1: 42, S2: 0</td>
</tr>
<tr>
<td>55.811G</td>
<td>Library and Information Services Management 1</td>
<td>42</td>
</tr>
<tr>
<td>55.812G</td>
<td>Library and Information Services Management 2†</td>
<td>0: 42, 28: 56</td>
</tr>
<tr>
<td></td>
<td>Electives‡</td>
<td></td>
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</table>

Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.805G</td>
<td>Issues in Librarianship</td>
<td>S1: 0, S2: 42</td>
</tr>
<tr>
<td>55.807G</td>
<td>Research Methods In Librarianship</td>
<td>42</td>
</tr>
<tr>
<td>55.815G</td>
<td>Economics of Information Systems</td>
<td>28</td>
</tr>
<tr>
<td>55.816G</td>
<td>Information Processing Technology</td>
<td>0: 0, 28: 28</td>
</tr>
<tr>
<td>55.901G</td>
<td>Project Report**</td>
<td></td>
</tr>
</tbody>
</table>

* This subject is undertaken within the Master of Commerce degree program.
†Prerequisite 55.811G.
‡ Students may choose as electives other MLib subjects or graduate subjects offered by another school or department. Approval for enrollment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subjects are offered.

** Represents 20 percent of total course.
Graduate Study

Candidates must hold a degree, other than in librarianship, from the University of New South Wales or other approved University. The course is a one-year full-time program. There is a fieldwork/field trip component in some subjects which is assigned in handouts at the beginning of each session.

The course is made up of seven compulsory subjects (three Common Core subjects and four Librarianship Core subjects) and 112 hours of electives. Choice of all elective subjects must be approved by the Head of the School of Librarianship. The Special Project may be substituted, upon approval, for 28 hours of electives.

†Number of hours of attendance required per week is approximately 16.

Common Core

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.400 Information Storage and Retrieval</td>
<td>63 14</td>
</tr>
<tr>
<td>55.401 Information Technology and Media</td>
<td>42 0</td>
</tr>
<tr>
<td>55.402 The Information Environment</td>
<td>28 28</td>
</tr>
</tbody>
</table>

Librarianship Core

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.503 Bibliographic Organization</td>
<td>54 0</td>
</tr>
<tr>
<td>55.504 Information Sources: Selection,</td>
<td>54 0</td>
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<tr>
<td>Collection and Use</td>
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</tr>
<tr>
<td>55.505 Role of Libraries and Librarians</td>
<td>12 0</td>
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<tr>
<td>55.506 Library and Information Services</td>
<td>0 21</td>
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</table>

Electives

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per session</th>
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<tbody>
<tr>
<td>55.507 Indexing Languages and Processes</td>
<td>0 28</td>
</tr>
<tr>
<td>55.508 Information Needs in Educational</td>
<td>0 28</td>
</tr>
<tr>
<td>Environments</td>
<td></td>
</tr>
<tr>
<td>55.509 Information Needs in the Community</td>
<td>0 28</td>
</tr>
<tr>
<td>55.510 Information Needs in Industry,</td>
<td>0 28</td>
</tr>
<tr>
<td>Business and Government</td>
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<tr>
<td>55.511 Health Sciences: Literature,</td>
<td>0 28</td>
</tr>
<tr>
<td>Information Needs and Services</td>
<td></td>
</tr>
<tr>
<td>55.512 Literature of Pure and Applied</td>
<td>0 28</td>
</tr>
<tr>
<td>Sciences</td>
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</tr>
<tr>
<td>55.513 Literature of the Arts and Humanities</td>
<td>0 28</td>
</tr>
<tr>
<td>55.514 Law: Literature, Information Needs</td>
<td>0 28</td>
</tr>
<tr>
<td>and Services</td>
<td></td>
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<tr>
<td>55.515 Government Publications</td>
<td>0 28</td>
</tr>
<tr>
<td>55.516 Children's and Young Adults'</td>
<td>0 28</td>
</tr>
<tr>
<td>Materials</td>
<td></td>
</tr>
<tr>
<td>55.517 Literature of the Social Sciences</td>
<td>0 28</td>
</tr>
<tr>
<td>55.518 Marketing and Promotion of Information Services</td>
<td>0 28</td>
</tr>
</tbody>
</table>

55.519 Staff Management and Staff Development in Libraries 0 28
55.520 Automated Processing Systems           0 28
55.521 Computer Programming for Bibliographic Systems 0 28
55.522 Library Networks                       0 28
55.523 Special Project Seminar                Equivalent to 28 hours
55.644 Records Management                    0 28

55.644 Records Management                    0 28

Diploma in Information Management - Archives Administration

Full-time †

Diploma in Information Management - Archives Administration

Dipl-ArchivAdmin

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

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

Each candidate completes the program of study comprising 10 compulsory subjects, three of which are core subjects common to both diplomas offered by the School. The program may be taken as a full-time course in one year or as a part-time course over two years. Both are daytime courses.

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

The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

Common Core

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.400 Information Storage and Retrieval</td>
<td>63 14</td>
</tr>
<tr>
<td>55.401 Information Technology and Media</td>
<td>42 0</td>
</tr>
<tr>
<td>55.402 The Information Environment</td>
<td>28 28</td>
</tr>
</tbody>
</table>

Archives Core

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.641 Archive Theory and History</td>
<td>28 0</td>
</tr>
<tr>
<td>55.642 Management of Archives</td>
<td>50 27</td>
</tr>
<tr>
<td>55.643 Administrative History</td>
<td>28 0</td>
</tr>
<tr>
<td>55.644 Records Management</td>
<td>0 28</td>
</tr>
<tr>
<td>55.645 Conservation of Archive Materials</td>
<td>0 42</td>
</tr>
</tbody>
</table>
**School of Social Work**

The School of Social Work provides opportunities for graduate social work study leading to the award of the research degree of Doctor of Philosophy, the Master of Social Work (by Research) degree, and the Master of Social Work (by Formal Course Work) degree. The School also offers the Master of Welfare Policy (by Formal Course Work) degree for non-social work graduates.

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

**1980**

**Doctor of Philosophy**

Doctor of Philosophy
PhD

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

In addition to a thesis, each candidate is required to complete two one-session subjects, usually 63.741G Social Policy Analysis and 63.724G Social Work Research Methods A or 63.725G Social Work Research Methods B, normally in the first year of registration.

**2970**

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

Master of Social Work
MSW

In addition to a thesis, each candidate is required to complete two one-session subjects, usually 63.741G Social Policy Analysis and either 63.724G Social Work Research Methods A or 63.725G Social Work Research Methods B, normally in the first year of registration.

**8930**

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

Part-time

Master of Social Work
MSW

This course is designed to enable social workers to give leadership in professional practice at the different levels and in the various fields of social work intervention. A common basis for advanced practice is provided through subjects covering recent developments in the social and behavioural sciences, the analysis of social policy and social planning, research methods and contemporary social work practice theories. In addition, candidates focus on selected challenges and opportunities relevant to their particular professional responsibilities.

In the final session of registration, each candidate, working on a part-time basis, undertakes and reports on a project which is related to social work practice.
Classes are scheduled on one day per week from 2 pm to 8 pm. The course is normally taken on a part-time basis according to the following program.

**Year 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>63.713G Social and Behavioural Science</td>
<td>1.5 1.5</td>
</tr>
<tr>
<td>63.724G Social Work</td>
<td>1.5 0</td>
</tr>
<tr>
<td>63.725G Social Work Research Methods B</td>
<td>0 1.5</td>
</tr>
<tr>
<td>63.733G Advanced Social Work Practice 1</td>
<td>2 2</td>
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</table>

**Year 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>63.741G Social Policy Analysis</td>
<td>2 0</td>
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<tr>
<td>63.742G Social Planning</td>
<td>0 2</td>
</tr>
<tr>
<td>63.753G Advanced Social Work Practice 2</td>
<td>4 4</td>
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</table>

**Year 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.761G Project</td>
<td>12 0</td>
</tr>
</tbody>
</table>

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

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

---

**8935**

**Master of Welfare Policy**

(by Formal Course Work)

**Part-time**

The course is designed for persons who have been employed in the welfare field for at least one year, who hold a degree other than a social work degree, and who wish to acquire the basic knowledge to equip themselves for positions in the welfare field requiring policy and planning skills.

The degree is awarded after the successful completion of the following two year part-time program, with a project in the area of a student's special interest in the first session of a third year. With the approval of the Head of School the program may be taken over a shorter period.

**Year 1**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.724G Social Work Research Methods A</td>
<td>1.5 0</td>
</tr>
<tr>
<td>63.725G Social Work Research Methods B</td>
<td>0 1.5</td>
</tr>
<tr>
<td>63.741G Social Policy Analysis</td>
<td>2 0</td>
</tr>
<tr>
<td>Electives*</td>
<td>3 3</td>
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</tbody>
</table>

**Year 2**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.743G Applied Policy and Social Action</td>
<td>2 2</td>
</tr>
<tr>
<td>Electives*</td>
<td>3 3</td>
</tr>
</tbody>
</table>

*Note: Electives are chosen by students from among the graduate subjects of the University. In consultation with the Head of School of Social Work and with the permission of the Heads of the Schools offering the subjects.

† The School estimates that students need to spend 12 hours per week on the project. Further details are available from the School.
Identification of Subjects by Number

A subject is defined by the Academic Board as 'a unit of instruction approved by the University as being a discrete part of the requirements for a course offered by the University'.

Each approved subject of the University is identifiable both by number and by name as this is a check against nomination of subject other than the one intended.

Subject numbers are allocated by the Academic Registrar and the system of allocation is based on the following guidelines:

1. The authority offering the subject, normally a School of the University, is indicated by the number before the decimal point.
2. Each subject number is unique and is not used for more than one subject title.
3. Subject numbers may not be re-used with a new subject title within ten years of the prior use.
4. Graduate subjects are indicated by a suffix 'G' to a number with three digits after the decimal point. In other subjects three or four digits are used after the decimal point.

Subjects taught are listed in full in the handbook of the faculty or board of studies responsible for the particular course within which the subjects are taken. Subject descriptions are contained in the appropriate section in the handbooks.

The identifying numerical prefixes for each subject authority are set out on the following page.

Servicing Subjects are those taught by a school or department outside its own faculty. Their subject descriptions are published in the handbook of the faculty which originates the subject and are also published in the handbook of the Faculty in which the subject is taught.

The following pages contain descriptions for most of the subjects offered for the courses described in this book, the exception being the General Education subjects. For General Education subjects see the General Studies Handbook which is available free of charge.

HSC Exam Prerequisites

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

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

Information Key

The following is the key to the information which may be supplied about each subject:

- **S1** Session 1, **S2** Session 2
- **F** Session 1 plus Session 2, i.e full year
- **S1 or S2** Session 1 or Session 2, i.e choice of either session
- **SS** single session, but which session taught is not known at time of publication
- **CCH** class contact hours
- **L** Lecture, followed by hours per week
- **T** Laboratory/Tutorial, followed by hours per week
- **hpw** hours per week
- **C** Credit point value
- **CR** Credit
- **DN** Distinction
- **HD** High Distinction
<table>
<thead>
<tr>
<th>School, Department etc</th>
<th>Faculty</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional Studies</strong></td>
<td></td>
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</tr>
<tr>
<td>School of Physics</td>
<td>Science</td>
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<tr>
<td>School of Chemistry</td>
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<tr>
<td>School of Chemical</td>
<td>Applied Science</td>
<td>41</td>
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<tr>
<td>Engineering and Industrial Chemistry (New Course)</td>
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<tr>
<td>School of Materials</td>
<td>Applied Science</td>
<td>42</td>
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<tr>
<td>Science and Engineering</td>
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<tr>
<td>School of Mechanical and Industrial Engineering</td>
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<tr>
<td>School of Electrical Engineering and Computer Science</td>
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<tr>
<td>School of Mines</td>
<td>Applied Science</td>
<td>43</td>
</tr>
<tr>
<td>(Mineral Processing and Extractive Metallurgy and Mining Engineering)</td>
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<tr>
<td>School of Civil Engineering</td>
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<tr>
<td>School of Fibre Science and Technology</td>
<td>Applied Science</td>
<td>44</td>
</tr>
<tr>
<td>(Wood and Animal Science)</td>
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<td>School of Mathematics</td>
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<td>School of Architecture</td>
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<tr>
<td>School of Psychology*</td>
<td>Behavioral Sciences</td>
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<td>School of Fibre Science and Technology</td>
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<td>(Textile Technology)</td>
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<td>School of Accounting*</td>
<td>Commerce &amp; Economics</td>
<td>46</td>
</tr>
<tr>
<td>School of Economics</td>
<td>Commerce &amp; Economics</td>
<td>47</td>
</tr>
<tr>
<td>School of Health Administration</td>
<td>Professional Studies</td>
<td>48</td>
</tr>
<tr>
<td>Faculty of Biological and Behavioral Sciences</td>
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</tr>
<tr>
<td>School of Mechanical and Industrial Engineering</td>
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<tr>
<td>School of Information Systems</td>
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<tr>
<td>School of Petroleum Engineering Studies</td>
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<tr>
<td>Centre for Petroleum Engineering Studies</td>
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<td>21 Department of Industrial Arts</td>
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<td>School of Mines</td>
<td>Applied Science</td>
<td>49</td>
</tr>
<tr>
<td>(Applied Geology)</td>
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<tr>
<td>School of Liberal and General Studies</td>
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<td>School of Geography</td>
<td>Applied Science</td>
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<td>School of Marketing</td>
<td>Commerce &amp; Economics</td>
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<td>School of Surveying</td>
<td>Engineering</td>
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<tr>
<td>School of Industrial Relations and Organizational Behaviour</td>
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<tr>
<td>School of Optometry</td>
<td>Science</td>
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<tr>
<td>School for Biomedical Engineering</td>
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<tr>
<td>Faculty of Arts</td>
<td>Arts</td>
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</tr>
<tr>
<td>School of Building</td>
<td>Architecture</td>
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<tr>
<td>School of Town Planning</td>
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<tr>
<td>School of Landscape Architecture</td>
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<tr>
<td>School of Applied Bioscience (Food Science and Technology)</td>
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<tr>
<td>Graduate School of the Built Environment</td>
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<tr>
<td>90 Academic Board</td>
<td>Architecture</td>
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</table>

<table>
<thead>
<tr>
<th>School, Department etc</th>
<th>Faculty</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subjects also offered for courses in this handbook</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School of Occupational Health and Safety</td>
<td></td>
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<td>School of Public Health</td>
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<td>School of Public Administration</td>
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<tr>
<td>School of Social Work</td>
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<tr>
<td>School of Education</td>
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<td>School of Surgery</td>
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<td>School of Obstetrics and Gynaecology</td>
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<td>School of Paediatrics</td>
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<td>School of Psychology</td>
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<td>School of Medical Education</td>
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<tr>
<td>91 Australian Graduate School of Management</td>
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<tr>
<td>92 Faculty of Law*</td>
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<tr>
<td>93 Faculty of Engineering</td>
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<td></td>
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<tr>
<td>94 School of Banking and Finance</td>
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<td>95 Department of Legal Studies and Taxation</td>
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</table>

*Subjects also offered for courses in this handbook*
### Accounting

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Prerequisite: 14.996G or equivalent.</td>
</tr>
<tr>
<td>14.941G</td>
<td>Accounting and Financial Management B</td>
<td>Techniques of financial analysis, and the design and operation of financial advisory systems which are associated with managerial choice. Topics include: individual and managerial choice – formalizing the choice process; corporate and financial modelling; product mix decisions – cost and demand estimation; cost-volume-profit analysis; linear and goal programming; scheduling decisions – inventory models; project evaluation, including network analysis and capital budgeting; management accounting systems as decision support systems.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prerequisite: 14.996G or equivalent.</td>
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</tbody>
</table>

### Health Administration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.901G</td>
<td>Quantitative Methods and Statistics 1</td>
<td>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.</td>
</tr>
<tr>
<td>16.902G</td>
<td>Health Services Statistics</td>
<td>The application of statistical methods to health planning and administration problems, and other problems of direct relevance to the health care field. Demography, including measures of mortality, fertility and population replacement; population projections. Statistics of morbidity, disability and health status, including the use of sample surveys for establishing the prevalences of disease; the Australian Health Survey; the International Classification of Diseases. The measurement of the utilization of health services, including international comparisons of hospital bed usage. Statistics for utilization review; hospital discharge data; the analysis of length of stay, including the use of diagnosis related groups. The statistical evaluation of hospital performance; management information systems.</td>
</tr>
<tr>
<td>16.903G</td>
<td>Ethics of Resource Allocation</td>
<td>The management of scarce resources in relation to concepts of equity and Justice. An examination of the ways in which choices are made, and the organizational structures which determine how and by whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues which are confronting administrators and other health professionals. Case studies which demonstrate value judgements, the ethical and economic conflicts relating to an equitable distribution of resources, and the determination of priorities.</td>
</tr>
<tr>
<td>16.905G</td>
<td>Health Services Accounting</td>
<td>Examination of the structure and function of health care systems with special reference to the Australian health care system. The constitutional, economic and political environments within which health care systems operate, and the characteristics of institutional and non-institutional care are reviewed. Expenditure, funding arrangements and systems of health insurance and the health workforce are studied. Current policy issues are reviewed.</td>
</tr>
<tr>
<td>16.907G</td>
<td>Accounting and Financial Management 1</td>
<td>An introduction to double-entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash-based accounting systems, the utilization of accounting records for the presentation and interpretation of profit and loss accounts, balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital-specific fund accounting.</td>
</tr>
<tr>
<td>16.908G</td>
<td>Accounting and Financial Management 2</td>
<td>An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures, including budgets as control mechanisms, motivational exercises, etc. A review of budget options including simulation models, budget variance, cost analysis and control. Investment evaluation and discounted cash flow techniques. Accounting for investment including leases. Cost allocation procedures. An overview of the &quot;subjectivity&quot; of accounting numbers; the potential political and financial pressures placed upon reporting and report formats. Alternative valuation techniques. Exposure to forecasting and projection techniques.</td>
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<td>Prerequisite: 16.907G or equivalent.</td>
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16.911G Quality Assurance for Health Administrators  
Prerequisite: 16.904G or equivalent.
An overview of quality assurance within the health care system, and of the development of quality assurance programs in Australia and overseas. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health administrators.

16.930G Health Services Planning 1  
Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Students develop an appreciation for techniques used in data collection, analysis and modelling for health planning. They develop skills in the analysis of environments external to health service organizations of a societal, political and health status nature. They develop analytic skills in assessment of organizations within service areas, and develop management skills appropriate for policy making, program evaluation and health services resource distribution.

16.931G Introduction to Organization Behaviour  
Aims to encourage students to develop a greater understanding and analysis of behaviour in health organizations. Micro-level theories are covered from various organizational perspectives: psychology, sociology, political science, and anthropology. Topics include: values and attitudes; motivation, communication, leadership and power; group dynamics and conflict; organizational culture and decision-making. A major component is an experiential learning exercise.

16.933G Health Services Law 1  
Overview of the central aspects of the history, structure and functions of Australia's federalist legal system, including the place of Australia in the world; review of the role of law in the professional practice of health services 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 procedures of special relevance to health administrators, planners and public health practitioners including relevant material from the fields of international, public and private law.

16.934G Health Services Law 2  
Prerequisite: 16.933G or equivalent.
Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations. Topics may include: negligence, consent, confidentiality and privacy, defamation, employer's liability, occupier's liability, insurance, worker's compensation, mental health, occupational health and safety, food drugs packaging and labelling, death issues (certificates, wills, euthanasia, etc.), tissue transplantation, family planning, administrative regulation of health personnel and institutions, federalism, international health law, patient rights and responsibilities, meeting procedure.

16.935G Health Economics 1  
Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: the basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and non-pricing methods of allocation, welfare analysis, economic planning of health services, cost-benefit evaluation, cost-effectiveness, analysis and economics of hospitals and economic impact of health insurance.

16.936G Physical Planning and Design  
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.

16.937G Research and Evaluation Methods  
Special problems of health services research and evaluation; distinction between research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non-experimental models including epidemiological approaches; sample selection; means of acquiring data emphasizing questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decision-making; policy issues.

16.938G Policy Studies  
Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Seminar topics on specific policy issues are determined after discussion with members of the class. Past topics have included: health care technology and its evaluation; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalized administration of health services.

16.939G Health Services Planning 2  
Prerequisite: 16.930G or equivalent.
The application of health planning concepts and techniques to the formulation and evaluation of plans for the provision of community-based and institutional health services.

16.940G Medical Care Organization  
Prerequisite: 16.931G or equivalent.
Specific aspects of the organization of medical care. Topics include: the administration and review of clinical work, participation of medical staff in planning and development of facilities and services, the integration of the function of health care personnel in both the administration and delivery of services, and accreditation of hospitals and other health service institutions.
16.941G Epidemiology
Principles and methods of epidemiologic investigation of both communicable and non-communicable diseases including descriptive, analytic and experimental epidemiology. The distribution and dynamic behaviour of disease in the population; data collection, collation and analysis; consideration of screening surveys; longitudinal and case-control studies, etc. The uses of epidemiology in planning, operation and evaluation of health services.

16.942G Public Health
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 planning, operation and evaluation of health services.

16.943G Interpersonal Communication in Organizations
A theoretical and practical subject which aims to increase students' understanding of, and capacity to deal with, communication problems in organizations. Teaches students to improve their own communication skills by a series of communications exercises, role plays, simulations and games. Students are able to chart their progress with a check-list developed for the course.

16.944G Health Economics 2
Prerequisite: 16.935G or equivalent.
Builds on the basic analysis of Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost-benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

16.945G Workforce Planning
Prerequisites: 16.900G and 16.935G, or equivalents.
Systems approach to workforce planning in the health services. Task analysis as a workforce planning technique; career mobility; supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce. Current issues in workforce planning such as licensure and regulation, redistribution of health personnel, role of women in the health sector.

16.946G Health Information Systems
Introduction to computers, input/output mechanisms, processing systems. Issues of privacy and confidentiality, systems study and costs of computers. Use of computers in the health system. Positive patient identification, clinical decision-making systems, pathology and investigatory services systems. Administrative systems including payroll, personnel and maintenance systems. Computerization of medical records and use of computers in quality assurance programs. Total health and hospital information systems. Regional community health information systems.

16.947G Comparative Health Care Systems
Prerequisite: 16.904G or equivalent.
A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian, European and Third World countries. The course discusses the respective roles of government and private enterprise, health manpower, organizational structures, financing, regionalization and legislation. Particular attention to the relationship between social-political philosophy and the provision of health services. Methods of determining health needs, forces which inhibit achievement of goals, results of pertinent empirical studies in the international literature, aspects of evaluation including outcome measures and innovative approaches in health delivery.

16.948G Operations Research for Health Planning and Administration
Prerequisite: 16.901G or equivalent.
Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queuing, inventory, allocation, search and scheduling problems as they appear in a health services environment. Techniques associated with these problems such as game theory, simulation, linear programming, PERT and CPM. Testing and sensitivity of solutions. Analysis of actual applications.

16.949G Organizational Analysis in Health Services
Prerequisite: 16.901G or equivalent.
Students conduct an analysis of one health organization according to a specific organizational theory perspective (e.g. systems, contingency, administrative, action). The level of analysis is at the organizational level, and students are instructed in measurement, data collection and analysis of organizational attributes. This exercise forms a backdrop to discussions of key organizational issues relating to centralization, complexity, uncertainty, and resource dependency etc.

16.950G Computing Techniques for Health Services Research
Prerequisite: 16.901G or equivalent.
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, data bases 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.

16.951G Special Topic in Health Administration or Planning
An occasional elective dealing with some aspect of health administration or planning, selected according to current demand and availability of local and visiting lecturers.
16.953G Fieldwork In Health Service Organization
Supervised placement in health service organization. Emphasis on students acquiring knowledge of organization and departmental functioning, day-to-day problems faced by health service managers.

16.951G Nursing Theory
Analysis of extant nursing theories for the purpose of synthesizing coherent statements of philosophy of nursing services.

16.962G Nursing Administration
Content is organized according to the Standards for Nursing Division of the Royal Australian Nursing Federation. The relationship and interdependence of the structural and control aspects of nursing management. Topics include: staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with topics; practical application of skills.

16.963G The Nurse Executive Role
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.

16.964G Nursing Research
Prerequisites: 16.901G, 16.937G 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.

16.965G Historical Trends In Nursing
Major focus on the history of nursing in Australia, but comparative analyses are made of trends in the UK and North America.

16.966G Current Issues In Nursing
This subject's content changes regularly as issues within the nursing profession dictate. Distinguished from the undergraduate subject 16.316 Current Issues In Nursing by its emphasis on policy making.

16.967G Politics, Policies and Power in Nursing
The political participation of nurses in Australia with comparative analyses of other countries from which data is available. Consideration of strategies for political action.

16.970G Management A
Exploration of the nature, culture and organization of work, of the response elicited from workers by the different types and patterns of work organization. An examination of technological change processes and of the introduction of practices such as quality assurance in the work organization. The development of practical skills such as managing information systems, analysis and design of jobs, workforce planning and appraisal, time management, interpersonal skills in negotiating, dealing with conflict and building relationships at work.

16.971G Management B
Examines the development and content of current theories of organization and management, and evaluates their recommendations for the doing of managerial work; examines the relationship between theory and practice in the management of organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in the constitution and maintenance of managerial control; develops a model of management which will facilitate conceptualization of the nature of managers' involvement in the conduct and structuring of relations within and between organizations and enhance their capacities in: decision making; policy development and planning; resource allocation; organizational adaptation and change; and the accomplishment of managerial control.

16.973 Industrial Relations in the Health Services
Employer-employee relationships within the Australian health services, including trade unionism, wage determination and personnel management in the work place. The development of trade unions and related associations; their structure, objectives and operations. The health unions and associations. Health Commissions and hospitals as employer organizations. The legal framework of wage determination arbitration and conciliation. The interpretation of selected legislation and awards.

Union management interaction, negotiation, grievance handling and collective bargaining. The nature and resolution of industrial conflict; worker participation, job enrichment, the impact of technological development in the health services.

16.974G Management C
The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organization; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, role-modelling and value-critical analysis in the health service context.

16.981G Sociology, Ethics and Health
Examines health care issues as social issues, with specific reference to Australian society. Discusses social and political dimensions of health policy in terms of alternative sociological perspectives: consensus, conflict, pluralism and interactionism. Variations in health status and access to care. The roles of health professionals in a multicultural society. Professional accountability. The social impacts of modern medical technologies. Problems of chronic illness, disability and dying. Changes in the delivery of health care. A review of the most significant ethical issues confronting health service managers and other health professionals. The social responsibility of managers and other health care professionals. An examination of value judgements, and the ethical and economic conflicts relating to an equitable distribution of resources and the determination of priorities.
health and Society
Prerequisites: 16.981G or equivalent.

Librarianship

Diploma In Information Management – Librarianship

Diploma In Information Management – Archives Administration

Common core subjects

55.400 Information Storage and Retrieval S1, S2 W1-7
Basic principles, concepts and activities involved in information storage and retrieval – theory and practice. Interrelationships of files, records and data elements. Methods of description of media as physical objects. Content analysis of records through application of indexing and classification principles. Data structures and the design of data collection forms, record formats, and files. Application of description, coding, classification and indexing techniques for storage and retrieval of data and records from files. Applications of the general principles of computer-based systems for description, content analysis, storage and retrieval of information in computer laboratories through practical database creation for various records, production of indexes to these records and information retrieval on both student-created files and commercially-produced databases.

55.401 Information Technology and Media S1
A review of the technologies used to record, manipulate, communicate, duplicate, and store information: their development, characteristics, operation, and interrelationships. Present and future applications and uses for libraries and archives. Impact and issues of technology in the workplace and society. Conservation programs for information agencies. Standards for production, use, and storage of information media. Identification of agents causing damage and deterioration of information media. Disaster precautions and salvage. Techniques for preservation of paper-based information media, including simple repairs.

55.402 The Information Environment F
Nature and diversity of the agencies which provide and manage information in contemporary society, and the place of libraries and archives among them. Environmental and organizational factors which influence the characteristics of information agencies and the methods which they adopt to meet the needs of their clientele. Factors which influence people's behaviour in recording, seeking, selecting and using information. Internal structure and operations of information agencies as organizations. Management principles and techniques which promote effectiveness in information agencies. Techniques used in analysing information-related behaviour and in measuring the effectiveness of information agencies. Research into human, environmental and organizational aspects of information flow, and its utilization in the design of more effective information agencies and systems.

Diploma In Information Management – Librarianship

Librarianship core subjects

55.503 Bibliographic Organization S1

55.504 Information Sources: Selection Collection and Use S1
Selection of information sources including development of policies, and criteria for evaluating the sources in different media and for different groups. Aids to selection. Principles of collection development and methods of evaluation.


55.505 Role of Libraries and Librarians

The historical evolution of libraries. Sources of their cultural and legislative authority and responsibility. Their relationship to other information agencies. Library standards. The work of librarians and the profession of librarianship.

55.506 Library and Information Services Management


Librarianship electives

55.507 Indexing Languages and Processes

Nature of Indexing languages. Examples of indexing languages: subject authorities, thesauri, etc. Arguments for and against vocabulary control. General criteria for indexing effectiveness. Theory, pros-and-cons, and 'state-of-the-art' of indexing methods, including computer-assisted and automatic indexing. Future prospects and research needs in these areas.

55.508 Information Needs in Educational Environments

Information needs of teachers, researchers, students, and administrators in schools, colleges and universities. Information services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

55.509 Information Needs in the Community

The identification of information needs of individual members of the population including need for material to support self-education and recreation. Stress on individuals' needs for information necessary for the conduct of personal and business affairs. The roles of libraries and other information agencies in meeting these needs.

55.510 Information Needs in Industry, Business and Government

The bureaucratic environment and its organization. Implications of position level and function in the hierarchy for information gathering behaviour. Bibliographic, statistical and administrative files and their control. The role and responsibility of designers and managers of information systems. Access, confidentiality, and responsiveness. Current and inactive records control and management.

55.511 Health Science: Literature, Information Needs and Services

Identification of information needs of health sciences practitioners. The role of health sciences libraries and librarians in the provision of information. Generation, flow and documentation of information in the professional and allied fields of health sciences. The structure and characteristics of the health sciences literature, with special emphasis on the major information sources available in print and machine form. Manipulation of major biomedical machine files, such as MEDLINE, CATLINE, BIOSIS and EXCERPTA MEDICA.

55.512 Literature of the Pure and Applied Sciences

Generation, flow and documentation of information in the pure and applied sciences. The structure and characteristics of the literature, with special emphasis on the major information sources in the various subject fields available in print or machine form. The nature, subject content and the practitioners of science as well as the role of the science librarian.

55.513 Literature of the Arts and Humanities

The structure of the literature, with special reference to major reference works in the field. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

55.514 Law: Literature, Information Needs and Services

Identification of information needs of individuals and institutions in the legal profession. Characteristics of information flow and role of libraries and other information agencies in the process. Generation and structure of legal information sources, including statutes, case law and academic literature. Control of, and access to legal information through law reports and other printed and machine-readable bibliographic aids.

55.515 Government Publications


55.516 Children's and Young Adults' Materials


55.517 Literature of the Social Sciences

Generation, structure and use of the literature of political science, economics, law, psychology, sociology, anthropology, geography and education. Control of and access to published and unpublished literature using both printed and machine-readable information sources.

55.518 Marketing and Promotion of Information Services

The marketing concept. The special nature of information products and services. Market research and analysis. Specifications of a marketing program. New product development, testing and pricing. Planning design and implementation of publicity and public relations. Measurement
of effectiveness of promotional activity. Development of contact with other information-oriented groups, such as the media.

55.519 Staff Management and Staff Development in Libraries S2
An introduction to those aspects of the management, supervision and development of staff which are likely to be of particular relevance in the first few years of a professional career. Beginning librarians’ role in effective management and decision-making. Structures and strategies which facilitate participation in management and decision-making. Librarians’ responsibilities for their own and others’ continuing education and professional development. Librarians’ responsibilities for the supervision of para-professional and non-professional staff. Legal, social and economic factors which influence staff management and staff development.

55.520 Automated Processing Systems S2
History, analysis and comparison of library automated processing systems, including circulation, serials control, acquisitions, and cataloguing systems. In-house systems. Commercial systems. Integrated systems. Interfaces with networks.

55.521 Computer Programming for Bibliographic Systems S2
Introduction to programming principles and practice, with emphasis on text-processing capabilities of languages. Applications and procedures on mainframe and microcomputers.

55.522 Library Networks S2
Analysis of development and characteristics of Australian library based networks such as ABN, CLANN and ASCIS, and comparison with other networks such as OCLC, RLIN and BLCMP. Practice in the use of software and procedures used in these networks. The role of standardization in network support. Network governance and organization at local and national levels.

55.523 Special Project S2
Equivalent to 28 contact hours.
This is a formal seminar for students wishing to develop a project. For the project, students are required to submit a critical state-of-the-art review or essay or an equivalent project report on an approved topic.

55.544 Records Management S2 W1-7
Offered as a Librarianship elective and an Archives core subject. See description under Diploma in Information Management – Archives Administration.

Diploma in Information Management – Archives Administration

55.641 Archives Theory and History S1

55.642 Management of Archives S1 W1-10, 11-14; S2 W6-14

55.643 Administrative History S1
Administrative history as a key to the arrangement, comprehension and use of archives. Administrative change and context control using administrative analysis techniques. The analysis of record keeping systems and practices in Australia and other countries having historical and constitutional connections with the United Kingdom, including the development and role of correspondence registration systems and record registries. The nature, evolution, and interpretation of particular administrative, legal, commercial and financial records, forms and instruments. Bibliographic and other sources for the exposition of the administrative machinery underlying archives within Australia and other countries having British historical antecedents.

55.644 Records Management S2 W1-7
Principles and historical development of records management. Office procedure and technology. Record system survey techniques. Classification and indexing in current record systems. Disposal of records. Record system design and control. Micrographic, computer and other applications of technology to records management. Relationship of records management to the management of archives.

55.645 Conservation of Archive Materials S2 W1-4

55.646 Archives Field Work F
Candidates are assigned, in groups of two or more, to a program of supervised field work. Such projects take place within an archival agency or an organization approved by the School. The projects consist of a records system survey, the arrangement and description of a suitable group of archives, the conservation treatment of a suitable group of archives, or such other project as may be approved by the School.
Master of Librarianship

55.805G Issues in Librarianship 
S2
Contemporary issues in librarianship, including the provision of libraries and information by governments and by private enterprise; automation, information science and libraries; cataloguing, classification and bibliographic control; problems of publication growth and library size; libraries in the social environment.

55.807G Research Methods in Librarianship 
S1
The nature, necessity and techniques of research in librarianship and contributions of information science; functions and techniques of statistical analysis; preparation of research proposals; state of the art of research in librarianship and the evaluation of research projects.

55.811G Library and Information Services Management 1
S1
Libraries in the political process. The nature of the library as a bureaucracy. The library as a system. The management of library finance. Work study and position classification in libraries.

55.812G Library and Information Services Management 2
S2

Master of Archives Administration

55.806G Issues in Archives Theory and Practice  
S2
Contemporary issues in archives theory and practice including the implication of developments in information processing technology for traditional methods of archive-keeping; the implications for traditional archive concepts and principles of administrative change in organizations; the documentation of administrative change for the control of archives; the nature and form of archival finding media; archival services and information networks.

55.808G Research Methods in Archives  
S1
The nature of research, and the potential applications of research techniques in archives administration, including analysis of research methodologies used in information studies, and in the historical and social sciences with a substantial archive-oriented research basis; preparation of research proposals and the evaluation of research projects and their results.

55.815G Economics of Information Systems  
S1

55.816G Information Processing Technology  
S1
The application of computer, photographic, micrographic and telecommunication technology to the solution of information problems. Translation of needs into equipment specifications. Advances in information processing technology.

55.817G Information Storage and Retrieval Systems  
F

55.818G Issues in Information Science  
S1
Contemporary issues in information science, including the role of the information scientist as researcher and as data administrator. Technology transfer in and through information science. Task group projects designed to allow opportunities for work on information science problems.

55.820G Diffusion and Dissemination of Information 
S1
Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

55.821G Man-machine Communication  
S2
Includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the requesting, assimilation and presentation of information. The influence of these factors on dialogue with report generating, retrieval and interactive educational systems.

55.822G Operations Research  
S2
The formulation and application of mathematical and statistical models for the solution of managerial and industrial problems, including mathematical programming, probability and statistical decision theory, simulation, network analysis, inventory and queuing models. Attention to examples arising in library practice.

55.823G Files and Database Systems  
S1
File structures, database management systems and file interrogation systems in a text processing or bibliographical environment. Topics: relations, their mapping and normalization; access methods; data organization; independence, integrity and security; CODASYL databases, relational databases and query languages.

55.830G Bibliographic Control  
S1 or S2
Issues and problems in the area of bibliographic control. Topics include: online public access catalogues, developments in...
automated classification, bibliographic formats and standards, catalogue code revision and non-traditional subject indexing systems such as PRECIS and NEPHIS.

55.831G Strategic Planning in Information Agencies S1 or S2
An introduction to the nature and procedures of strategic planning. Topics covered include: nature and benefits of strategic planning; adapting generalized models of strategic planning to Information agencies; aims and limitations of the process; guides and procedures; evaluating outcomes; and staff development. A number of case studies in strategic planning in Information agencies is studied.

55.832G Women in the Information Profession S1 or S2
The influence of women in the Information professions and the implications of the feminization of these professions for their members and for society. Topics include: historical development and feminization of the Information professions, trends in workforce composition, relation between feminization and status, the design of Information systems and services, research on women and technology in relation to the design, control and utilization of Information technology.

55.833G Seminar in History of The Book S1 or S2
The social impact of the invention and diffusion of printing through the modern period, the history of reading, book ownership, the publishing and printing industries and the development of book-related custodial institutions such as popular libraries of various kinds.

55.834G Seminar in History and Biography in Library and Information Science S1 or S2
Biographical studies of important figures especially from the nineteenth and early twentieth centuries. Special attention is paid to the contribution of their subjects to the creation of major library, bibliographic and archival agencies and to the development of the theoretical and technical advances for which they were responsible as seen against the particular social and historical context of their times. The biographical approach provides an interesting avenue into the history of the field and a special context for re-examining important texts relating to it.

55.835 Seminar in Scientific and Technical Communication S1 or S2
Philosophical bases and societal context of formal and informal communication and knowledge; role of information in the advancement of science, technology, social sciences and humanities; information uses and needs; information policy; and information in an organizational context.

55.836G Seminar in Bibliometrics and Scientometric Indicators S1 or S2
Application of mathematics and statistical methods to documents and other media of communication; quantitative analysis of document collections and services with a view to improve documentation, information and communication activities; quantitative aspects of the generation, propagation and utilization of scientific information to better understand the mechanism of scientific research as a social activity.

55.837G Case Studies in Archival Management S1 or S2
Analysis of complex problems and issues facing managers and administrators of archival programs in public and private sectors. Areas include: documentation strategies for modern records; acquisition policies and ethics; appraisal of textual and non-textual media, particularly machine-readable records; resource allocation and management; preservation strategies and priorities; access regulations and requirements with regard to copyright, privacy, confidentiality and freedom of information; reproductographic policies and regulations; effects of technological change on long-term information; and management of public services and user education.

55.838G Preservation Administration S1 or S2
Examination and analysis of long-term conservation and preservation problems and issues facing Information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, Information transfer, and de-acidification and cooperative planning for inter-institutional preservation projects.

55.839G Administrative History and Archives S1 or S2
Exploration of the nature and evolution of administrative history as an auxiliary science to Archives Administration. Includes an analysis of the relationship between archives and their administrative context; the evolution of record-keeping systems; the nature and monitoring of administrative change, and its implications for archives management; instruments of administrative and constitutional change; seals; the concept of the "functional sovereignty" of records; and an analysis of the functions of agencies and organizations as a key to the information contained in archives.

55.840G Archives and the Law S1 or S2
Investigation of the nature of records and archives from an historical and a legal point of view and the implications for archivists and records managers of the legal attributes of records. The subject includes consideration of the nature of public records; questions of custody and ownership; and the implications for record-keeping of the law of evidence, including evidence reproduction; statutory limitation; company law; defamation law; copyright law; archival and freedom of information legislation; and international law as it affects the keeping of archives.

55.841G Community Information Services S1 or S2
Topics to be covered are: different client groups, their information needs, the traditional and non-traditional resources available, administrative structures, problems of funding, relationships with government.

55.842G Evaluation and Performance Measurement in Information Agencies S1 or S2
Topics include: political and administrative context of measurement, systems analysis, identification of different kinds of measures, design of output measurement instruments, problems of implementation, analysis, interpretation of data, staff and organizational development.
55.843G Special Topic in Library and Information Science S1 or S2
An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of local and visiting lecturers.

55.844G Project Seminar S1 or S2
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.

55.845G Information Technology in Asia S1 or S2
Focuses on the uneven and combined development of information technology in Asia. Issues include: the tremendous disparities in adoption of various information technologies; the impact of oral versus literate traditions, roman versus non-roman script languages, and other historical and cultural variables; different governmental approaches to the introduction and indigenous development of technology; and different models employed in Information technology education, innovation and social experimentation.

55.901G Project Report
Each student 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.

Education

Education Graduate Diploma Course

58.013 Theory of Education S1 L9, S2 T6
Three core sections and an options section. The core sections consist of studies of the philosophy of education, psychology of education and the sociology of education. In the last section, known as Selected Studies in Education, each student studies three topics selected from a number offered. The topics depend on student interest, current issues in educational thought and the interests and expertise of available staff.

Details of the sections of the subject follow.

Psychology of Education: The course covers such topics as the self and self-esteem, individual differences, the adolescent in the classroom, aspects of instruction, cognitive processing, memory, perception and reading.

Philosophy of Education, Session 1: Philosophical questions concerning teaching and learning with particular reference to the various subjects taught in schools. Issues concerning the relationships between school subjects, the connection between knowledge and the development of mind, the value of school subjects in relation to other activities which could compose education and the social and ethical context of education. These issues are followed up in much more detail in Selected Studies in Session 2. The Focus in Session 1 is upon logical and epistemological questions which are internal to the various teaching subjects. Students undertake one of the following: Philosophical Problems in Mathematics and Education or Language and Education or Literary Appreciation and Education or History and Education or Science and Education or Social Science and Education or Curriculum and Education.

Sociology of Education: The purpose of the Sociology of Education core is to place teaching and learning in a social context. Education both affects society as well as being affected by it. The core examines education in its broadest context, such as its relationship to the economy, as well as at an interpersonal level, such as deviance in the classroom. Topics also include disadvantaged groups in society, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

Selected Studies in Education, Session 2: Each student selects three education theory options from among a number available. While some deal with the separate disciplines of psychology, sociology and philosophy, others may draw material from more than one in any particular year. The options offered depend on staff available and to some extent, on student demand. Topics may include: computer assisted instruction, the talented child, learning disabilities, social trends and problems, sociology of the school and classroom, methodology for criticism, ethical theory and moral education, science and religion in education, research in learning and teaching in particular subject areas.

58.014 Curriculum and Instruction S1 L2T5/6 S2 L2T6
A core section and a special methods section.

General Method: Including topics such as classroom management, policy documents, educational technology and language across the curriculum.

Assessment and Measurement: Including test planning, standardized tests, marking and reporting, essay-type tests, scaling of test scores, uses and effects of assessment.

Special Methods: Students elect two single method subjects or one double method subject.

Commerce/Economics Method

A workshop approach is adopted in lectures and tutorials with the students playing an active part in the interpretations of the Junior Commerce and Senior Economics Syllabuses. The technological revolution has resulted in dramatic changes to our society and these changes are particularly pertinent to the teaching of Commerce and Economics. The tutorials give students a practical guide as to how lessons should be presented to take account of the mixed ability levels of their classes. The most recent innovations in presenting material are explored, the emphasis being on the relationship between ability level, student motivation and teacher effectiveness. Forays into the local community are undertaken in an attempt to develop in the beginning teacher an appreciation of the resources of the community.

English Method

Provides practical ideas for properly implementing the NSW Junior and Senior English syllabuses. The new junior syllabus emphasizes 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. Members of this course will participate in
the same kind of learning activities they will be using with
secondary students, activities such as working in small groups
to prepare resources they can use in teaching.

French Method

German Method

Spanish Method
These subjects have several aspects. Method discusses
audio visual language teaching, including some attention to
the history and development of these methods and of
linguistics. Practical sessions complement this theory:
teaching techniques are considered, material from the audio
visual course utilized and practice teaching problems discussed.

Geography Method

Lecture-discussions are aimed at interpreting the syllabuses
through a variety of approaches, understanding the
structuring of individual lessons as part of work units, and
examining methods of presentation of material in relation to
pupil motivation, classroom management and varying class
ability levels. This is followed by an in-depth treatment of some
aspects of Geography teaching through workshops structured around a range of audio visual materials.
Experience is gained in the production of fieldwork units, printed materials, wall charts, black and white and colour 35
mm slides, overhead transparency materials, sound cassettes and multi-media kits.

History Method

The seminar/workshop covers the nature and value of History, a study of the NSW junior and senior History syllabuses,
varieties of lesson activities and teaching techniques, and
methods of evaluation. The development of student-centred,
enquiry based learning which encourages the development of
skills through creative and imaginative activities is stressed.
The program is closely related to practice teaching experiences. Practice is given in the planning of lessons and
units of work, and the opportunity is available to prepare
resources for use in teaching.

Mathematics Method - Double
Six main aims: to examine the objectives of teaching
Mathematics at the secondary level; to consider elementary
notions concerning a Mathematics curriculum and its
construction; to compare the New South Wales secondary
Mathematics syllabuses with those of other systems; to
discuss strategies and methods of teaching Mathematics with
special reference to the School and Higher School
Certificates; to prepare Mathematics aids for classroom use
and to consider evaluation in all its aspects.

Science Method - Double
This subject is designed to build confidence in the use of a
wide variety of teaching techniques and procedures. A range
of resource material developed in recent curriculum projects
in secondary Science both in Australia and overseas is
introduced.
In addition to assisting students to develop skills in planning
lessons, presenting demonstrations, managing Science
classrooms, and using a range of audio-visual equipment,
students learn in workshop sessions how to teach aspects of
various topics in biology, chemistry, geology and physics at
both junior and senior levels. General issues, including the
nature of Science, pupil preconceptions in Science, individualization in Science teaching, use of microcomputers,
primary Science teaching, safety and legal issues for Science
teachers, are covered in lecture sessions.

Students are also required to develop resource material in
areas of their choice in a major project undertaken as part of
Science Method.

58.015 Teaching Experience
Co-requisite: 58.014 Curriculum and Instruction

Microteaching involves development of teaching skills by
observation of teaching models and participation in peer
group microteaching. Success in this strand is a prerequisite
to placement for teaching practice.

Teaching practice involves two blocks of 20 days, one in
Session 1 and the other in Session 2. Each student is placed
in a different high school in each session and works in close
association with one or more teachers. In the first block the
emphasis is upon a gradual introduction to teaching and in
the second it is upon developing teaching competence.

Master of Education Degree Course

Educational Research

58.220G Experimental Design and Analysis
Prerequisite: 58.001G or equivalent.
A priori and post hoc comparison procedures. Orthogonal
covariance and polynomial trend analyses. Factorial designs.
Two-way analysis of variance designs with measures
repeated over one or both variables. Statistical control of
variables through analysis of co-variance. Extended
experience with the analysis of data by means of computer.

58.224G Qualitative Research Procedures
Emphasis on an understanding of qualitative research
procedures. Topics include: problems of participant
observation, examination of some participant observation
studies, the problem of humanistic research, interviewing and
data collection in participant observation, language and
meaning, ethnomethodology, case study method, the social
experiment, choice of type of method to suit the problem.

58.225G Multivariate Analysis using
the Linear Model
Research design and data analysis involving many variables
in one or more linear composites. Techniques include multiple,
partial and canonical correlation; multiple regression analysis,
multiple discriminant analysis and canonical correlation
analysis. Rotation of discriminant functions. Application of
each technique to educational research. Use of package computer programs.

58.226G Factor Analysis and Multivariate Analysis of Variance S1 or S2 L2
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-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.

58.231G Measurement in Education S1 or S2 L2
Principles of test construction reviewed. Validity and reliability, the construction of true and error scores, the classical test theory model and other weak true-score models, criterion-referenced testing, theory and methods of scaling, the multi-trait multi-method matrix method for validation. Examination of standardized educational and psychological tests.

58.233G Quantitative Methods Associated with Categorical Variables S1 or S2 L2
The components of non-parametric methods involving frequencies and proportions. Binomial probability distributions; the Cox-Stuart tests, sign test. Hypergeometric distributions; Fisher's exact test and modifications, the median tests. Tests of homogeneity of proportions and associated a priori and post hoc analysis. Indices of association between categorically-measured variables: phi coefficient, Goodman's Index, contingency coefficient. Multinomial probabilities and Pearson's chi-squared; tests of goodness-of-fit and tests of Independence. Non-parametric tests of first and second order interaction in multiple 2x2 tables. Tests for change: Bowker, McNemar-Bowker and Cochran tests.

58.234G Quantitative Methods Associated with Ranked Observations S1 or S2 L2
Correlation of ordinally measured variables: Spearman's formula and Kendall's Index. Kendall's coefficient of concordance. Theory underlying correction for tied observations, methods of randomization, construction of discrete distributions and significance testing. Tests using independent samples: Mann-Whitney, normal-scores and Kruskal-Wallis tests; Katz-McSweeney test for multivariate designs. Tests for related samples: Wilcoxon matched-pairs test; normal-scores version and extension to many-sample designs. Post hoc and a priori analysis where appropriate, including tests for polynomial trend. Hodges-Lehmann, multiple-Wilcoxon and normal-scores tests for blocked designs. Friedman's test for ranking across occasions; post hoc and normal-scores procedures. Rank analysis of co-variance: Quade's test for one or many dependent or concomitant variables.

58.235G Researching Educational Practice S1 or S2 L2
Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish to research their own educational practices either alone or with colleagues. There is a balance between theory and practice, and the content includes: conceptualizing small scale research, the self-critical educational community, cooperative inquiry, action research and evaluation, research and professional development, the interpretative and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes of self-appraisal.

58.901G Essentials of Inferential Research S1 or S2 L2
Provides sufficient knowledge of inferential research methods to allow students intelligently to read and assess educational research reports. Topics include design, sampling, measurement, measures of central tendency and dispersion, correlation, sampling distributions and their use in making inferences about means and contrasts. Statistical procedures such as analysis of variance, regression analysis and factor analysis are studied at a conceptual level. Problems associated with measurement and generalization are discussed wherever appropriate. Experience in running package programs and interpreting outputs is provided by means of microcomputers.

Philosophy of Education

58.256G Moral Education S1 or S2 L2

58.258G Philosophy of the Curriculum S1 or S2 L2
Philosophical considerations relevant to an analysis of such issues as integration of the curriculum, specialized versus liberal education, the 'hidden' curriculum, compulsory curricula, vocational education, the education of the emotions, etc. Analysis of such concepts as rationality, autonomy, equality, freedom, intelligence, creativity, knowledge, self-realization, wants, needs, interests etc, with a view to establishing their significance in curriculum construction.

58.264G Philosophy of Science and Education S1 or S2 L2
Through a detailed analysis and commentary on the central texts of Galileo, chiefly his Dialogue Concerning the Two Chief World Systems, various important issues in the history and philosophy of science are elucidated: the continuity of science, the role of mathematics in descriptions of the world, the interaction between metaphysics and science, the relationship between evidence and theory, rationality.
58.267G Philosophy of History
Education 1  
S1 or S2 L2
Competing theories of the nature of history. Understanding and explaining in history teaching. Facts and objectivity in history. Value judgements in history and history teaching. The point of studying history.

58.268G Philosophy of History
Education 2  
S1 or S2 L2
Prerequisite: 58.267G or equivalent.
Epistemological considerations in history; eg knowledge of past events, concepts of time. Theories of cause and effect in history. Covering law theories in historical explanation. Empathy in historical understanding and history teaching. Comparisons of the roles of the historian and the teacher of history.

58.275G John Dewey and Progressive Education  
S1 or S2 L2
The educational assumptions, principles and theories of John Dewey, and of the progressive education movement he helped to found. A philosophical approach to critical examination of these assumptions, principles and theories. Attempts to apply Progressive principles in schools in England, the United States and Australia, both to determine their success from a Progressive point of view and from other viewpoints.

58.277G The Nature of Intelligence  
S1 or S2 L2
Theories about intelligence and their relation to educational practice. Alternative concepts of intelligence and philosophical problems of definition, testing and the evaluation of tests. Intelligence and other mental attributes, eg creativity, flair, intellect, imagination, insight. Intelligence and the ethics of educational selection. A philosophical critique of psychological and sociological contributions.

58.278G Social Philosophy and Education  
S1 or S2 L2
Identification and study of concerns central to social philosophy, such as freedom, authority, justice, the relation of the individual to society, rights and laws, the nature of society, desirable forms of social organization, etc. Detailed study of selected issues as they relate specifically to the provision of schooling within social formations.

58.279G Social Philosophy and Education  
S1 or S2 L2
Prerequisite: 58.278G or equivalent.
An extension of 58.278G which concentrates on the work of two or more philosophers as this relates to issues considered previously, again with special emphasis on the relationship between social philosophy and schooling in particular and education in general within social formations. Philosophers whose works may be considered include Plato, Hobbes, Locke, Rousseau, Mill, Mannheim, Mao Tse Tung.

58.285G Ideology and Education  
S1 or S2 L2
Education, both in the sense of an institutionalized process concerned with socialization (schooling), and in the sense of the transmission of knowledge within a society, is closely interrelated with the issue of ideology. Theories of ideology from Marx to the present; and the promulgation of ideology through institutions, theory and lived experience, with specific emphasis on schooling.

58.286G Advanced Studies in Ideology and Marxist Theory  
S1 or S2 L2
Prerequisite: 58.285G or equivalent.
Examination, at advanced level, of contemporary literature and debate concerned with Marxist theory and/or the theory of ideology as they relate to issues such as the provision of compulsory schooling, the role of schooling the reproduction of social relations, education and the legitimation and dissemination of knowledge, schooling the establishment of hegemony, school curricula and labour relations.

58.287G Introduction to Philosophy Education  
S1 or S2 L2
Educational issues such as concepts of education, educational institutions and authority, knowledge and the curriculum. Both philosophical techniques and the role of philosophy of education.

58.288G Marxism and the Study of Education  
S1 or S2 L2
The texts of Marx and Engels, and the understanding of them in their intellectual, political and economic climate to enable central Marxist themes concerning knowledge, the State, ideology, labour theory, history to be seen in their original form. How these core ideas relate to on-going issues in educational practice and theory.

58.289G De-schooling and Free Schooling  
S1 or S2 L2
Fundamental rethinking of educational methods and objectives will be studied. Several different kinds of approach will be examined, including those of innovative educational thinkers such as Bradman, Neill and others.

58.450G Epistemology and Learning Theory  
S1 or S2 L2
Psychologists have examined how individuals acquire knowledge; philosophers have debated what knowledge is. Many educators have recognised that the two concerns are related. This relationship between psychology and philosophy is examined, the work of Piaget, Popper, Dewey and Hamlyn being used as a basis for the discussion.

58.451G Personal Development Programs in Schools  
S1 or S2 L2
Development of material and issues arising from the State high schools' Personal Development Program. Emphasis is placed upon classical texts on human sexuality and on the place of values in the teaching of personal development courses in schools.

58.452G Education and Evolutionary Theory  
S1 or S2 L2
Darwin's theory of evolution is used to elucidate important and topical issues in the history and philosophy of science and associated educational issues. Darwin's own writings are considered in their scientific, cultural, political and religious contexts.
58.305G The Role of Education in Society 1

The social effects educational institutions have, evaluating conventional and radical perspectives on, e.g., the school's selection function, its socialization function, the economic functions of education, the child's experience of school, the history of education, the problem of school reform. Liberal-reform, deschooling, progressive, and other general analyses of the social functions of education considered with special reference to the claim that schools cannot be satisfactorily reformed into democratic and educative institutions while they are required to carry out their present social and economic functions. The concept of education and educational ideals, for the purpose of clarifying thought on the extent to which existing schools and universities are educative. Aspects of social theory related to the role of education in society, especially the general consensus and conflict perspectives on society and the significance of values, ideas, and ideology.

58.314G Applying Sociological Research to Educational Problems

Introduction to applied research in the sociology of education. Content tailored to the needs of students enrolled in the course and may include: methodology and the logic of sociological enquiry; an evaluation of recent studies of Australian educational systems; how to use the computer in sociological research. Students encouraged to conduct their own research study in an area within the field of sociology of education.

58.319G Social Trends and Problems: Implications for Education 1

Examines major social problems and trends evident at the global level in order to evaluate the aims of educational institutions in industrialized countries. Stresses the limits to growth themes such as population growth, resource and energy availability, nuclear energy, environmental pollution, the relations between rich and poor nations and the future of capitalism. The focal issue: the possibility that continued commitment to affluence and growth will lead to critical ecological, economic and political problems. The desirability of fundamental social change towards 'alternative' lifestyles and institutions. If such social change were implemented, the aims of education would require fundamental revision. Educational systems currently geared to affluence and growth must be critically examined and revised in order to prepare pupils for the future. Special reference to the claim that schools cannot be satisfactorily reformed into democratic and educative institutions while they are required to carry out their present social and economic functions. The concept of education and educational ideals, for the purpose of clarifying thought on the extent to which existing schools and universities are educative. Aspects of social theory related to the role of education in society, especially the general consensus and conflict perspectives on society and the significance of values, ideas, and ideology.

58.321G The Role of Education in Society 2

Prerequisite: 58.305G or equivalent.

A more detailed examination of topics dealt with in 58.305G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in major works and fields dealt with in 58.305G. 2. Library and other forms of research designed to further the analysis of central issues.

58.322G Migrant Education

S1 or S2 L2

Sociology of migration, with particular emphasis on pluralism and education in Australia. Designed to provide educators who are, or may in future, be dealing with migrant children with theoretical insights into migration, and practical approaches to the problems migrants face with regard to schools. Opportunities are provided for students to interact with representatives of the ethnic community and people employed by agencies which deal with migrants. Emphasis on the problems inherent in educating children from non-English speaking families.

58.323G Socialization and Education

S1 or S2 L2

The ways schools prepare pupils for their future occupational and social roles. The impact of both the formal and hidden curricula on pupil values and skills. The socialization of teachers in colleges and universities and the influence on teacher attitudes and behaviours of anticipatory socialization and work experience. Critical examination of the outcomes of socialization for pupils and teachers, and the appropriateness of the educational experiences provided by pupils and teachers.

58.324G Social Interaction in the School and Classroom

S1 or S2 L2

An examination of the interactionist perspective and its application to studies of the school and classroom. Topics include: socialization effects of the school; peer relationships, student and teacher attitudes towards school life; deviance within the school and classroom; the impact of outside groups on school and classroom; the effect of architecture upon interaction.

58.325G The Family and the School

S1 or S2 L2

Topics include: the nature of the family, the socialization of children within a family group, language, social class and the family, types of families, characteristics of families, cross-cultural study of families, an historical review of family life, the link between home and school.

58.326G Women and Girls in the Educational System

S1 or S2 L2

Sociological theory and its relevance to the study of women in the educational system. Specific topics: sex role socialization; social expectation; cultural contradictions
experienced by women in the educational system; sex stereotypes; occupational outcomes; women teachers. Current trends for change.

58.410G Social and Educational Ideals S1 or S2 L2
Several theoretical positions on the nature of the good society, human ideals and the ideal nature of education are examined. In order to draw implications from the critical evaluation of current social and educational problems. Competing ideals discussed may include self-actualization, moral autonomy, the rational individualist, the person in social relations, the child of God.

Science Education

58.331G The Development of Scientific Concepts S1 or S2 L2
Prerequisite: 58.338G or equivalent.
Nature of concepts and conceptual structure in science education; use of interviews to explore the cognitive structure of science students; survey of research into the development in students, of important concepts in various scientific disciplines; implications of neo-PIagetian developmental models for science education.

58.332G Evaluation in Science Education S1 or S2 L2
Prerequisite: 58.338G or equivalent.

58.333G Primary Science Education S1 or S2 L2
Prerequisite: 58.338G or equivalent.
Aims of primary science education, the problem of integrating science with other subjects in the primary curriculum and implications of the theories of Piaget, Bruner and Gagne for teaching science in the primary school. Examination of such elementary science curricula as Science-A Process Approach, Science Curriculum Improvement Study and Science 5-13.

58.334G The Nature of Science and Science Education S1 or S2 L2
The nature of science and its implications for science education. The inter-relatedness of philosophy of science, history of science, sociology of science and psychology of science. Aspects of scientific methodology, scientific concepts, aims in science and characteristics of scientists. Nature of theories, the propagation and testing of theories, the characteristics of scientific communities, the personalities of scientists, scientific attitudes, the nature of observations, experiments, laws, definitions, explanations and predictions, and the role of 'control' in science. The position of science within society: the effects of society upon science and science upon society; science and technology. The perspectives on science explicit or implicit in science curriculum materials. The effectiveness of the historical case study, the scientific paper, the experiment, and the direct exposition of the nature of science in portraying the scientific enterprise. Experimental studies on the views held by various groups within the domain of science education, on the nature of science.

58.336G Chemical Education S1 or S2 L2
May not be taken in a program containing 58.340G Education in the Physical Sciences.
The learning and teaching of chemistry at the primary, secondary and tertiary levels, with the main emphasis on the secondary level. Special reference to: aims in chemical education; the relationship between chemistry and other scientific and related disciplines; chemistry in integrated studies; the role of chemistry in a total curriculum; current curriculum materials available; recent changes in the chemistry being taught and the methods of teaching being applied; chemical concepts and procedures offering special difficulties in being taught or learnt; and recent research into the learning and teaching of chemistry.

58.337G Physics Education S1 or S2 L2
May not be taken in a program containing 58.340G Education in the Physical Sciences.
Recent innovations in the teaching of physics in schools and universities; Piagetian-based programs; changes in the role of laboratory work; the use of historical materials; physics curriculum projects; the use of computers in physics instruction; physics in integrated subjects.

58.338G Selected Issues in Science Education S1 or S2 L2
Aims of science education; theories of cognitive development and their relevance for science education; principles of curriculum development. Issues influencing curriculum development in science education; eg science and society, integration of the sciences, the nature of science, and the nature of science.

58.339G Research in Science Education S1 or S2 L2
Prerequisite: 58.338G or equivalent.
National and International studies of science education; research methodology in science education; science education research in Australia; science education research concerned with characteristics of science teachers, pupils, and classrooms; beliefs of pupils and teachers about science, development of scientific concepts and attitudes, science curriculum projects.

58.340G Education in the Physical Sciences S1 or S2 L2
May not be taken in a program containing 58.336G and/or 58.337G.
The learning and teaching of the physical sciences (physics and chemistry) at the primary, secondary and tertiary levels with reference to recent developments and research, concepts and skills with special difficulties, learning theories, laboratory work and demonstrations, curriculum materials, computers, language, and integrated science.
Educational Psychology

58.361G Child Growth and Development 1
An introduction to research which has led to the development of major theories about child development. Emphasis on the contributions these theories have made to child rearing and education.

58.362G Child Growth and Development 2
Prerequisite: 58.361G or equivalent.
An in-depth analysis of development commenced in 58.361G. Major areas: moral and language development, the formation of attitudes and anxieties and comparative studies of child rearing and adolescent development in contrasting cultures.

58.364G Psychological Bases of Instruction
Consideration of those variables which may be manipulated to optimise the instructional process, with the aim of providing a firm foundation for pre-planned instructional sequences. The student is required to apply these principles in the evaluation of computer software packages. Practical report.

58.375G Psychophysiology in the Classroom
A practical study of human reactions to simple stimuli in the learning and teaching situation. Physiological changes in both learner and teacher under differing conditions of stress and motivation are related to relevant psychological constructs such as attention and perception.

58.386G Applying Experimental Psychology in Education
Current psychological experimentation in education. Designed to provide students with a sufficiently detailed background to enable them to carry out experimental research in selected areas. These areas reflect contemporary literature and staff interests. Students are expected to design and/or execute a small project in collaboration with staff members. This project is intended to be of use in students' subsequent research activities. Students also expected to familiarize themselves with one or more of the texts. Selected research papers discussed throughout the session.

58.387G Human Problem Solving
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.

58.390G The Psychology of Reading
The theoretical concepts underlying the study of reading, and these concepts related to the development of reading skills. The experimental examination of propositions derived from psychological theory, and practical aspects of teaching reading in the light of the empirical evidence.

58.391G Problem Solving in Mathematics and Mathematically Based Subjects
Factors which affect mathematical problem solving skill. Detailed study of the differing strategies employed by novice and expert problem solvers; the consequences of the strategies normally employed by novices on the acquisition of expertise; techniques designed to hasten the development of appropriate problem solving expertise; and effects of skill in one domain on problem solving ability in another.

Adult and Continuing Education

58.244G Adult Learning
The ways in which adults learn, whether the same or different from the ways in which children learn, and the implications of this for those who assist adults to learn. For those with an interest in professional development, in-service training, adult students and any aspect of the conduct of continuing education. Contents include: andragogy versus pedagogy, principles of adult learning, basic processes in facilitating adult learning, stages of adult development, learners' needs and how to take account of them, learning cycles and the development of groups.

58.245G Course Design and Development
An overview of the elements in designing and developing special courses for particular groups of learners, especially in adult and continuing education. The course will focus on the methods and role of needs assessment in planning courses; models of instructional development; instructional design elements; task analysis, learner constraints, communications/ media options, learning strategies and materials design, course development and organizational change. Individualizing options, management issues in developing courses, formal and informal strategies for evaluation.

58.902G Current Issues in Adult, Continuing and Professional Education
Selected topics which are currently influencing theory, research and practice in the area. These will be drawn from such areas as government policies, policies of particular professions or groups, developing structures and organizations, research studies and priorities, and literature trends. Following consideration of the factors which influence developments in the field, particular matters for study in a given year will be drawn from current research and policy interests and needs of students.

58.904G Managing Continuing Education Programs
Examines issues and methods for effective management of continuing (adult) education programs, including: marketing
with various groups; promotion of programs; organizational issues and effective learning environments; problems in human resource development; training trainers; policy concerns for mandatory professional development; facilitation of participation; team development strategies; use of educational technology; cost benefit analysis of courses.

**Literary Education**

58.265Q Values in Teaching and Reading Literature  
S1 or S2 L2
Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.

58.247Q Critical Approaches to Higher School Certificate English Texts  
S1 or S2 L2
A selection of texts prescribed for Higher School Certificate 2 unit and 3 unit English are the subject of critical analysis. Approaches to teaching the texts in schools are discussed. Issues in the theory of literary education are related to the practice of teaching literature.

58.248Q The Filming of Literature: Implications for Teaching  
S1 or S2 L2
English teachers frequently use films of novels and plays as stimuli to children's interest in and comprehension of literary works. The subject 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 mise-en-scene, camera positioning, montage, music, actors' appearances, movements, gestures, etc. A detailed examination of several novels and films is designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

**Miscellaneous**

58.230G Project  
On a topic approved by the Head of School, with appropriate consultation and supervision.

58.246G Instructional Design for Software  
S1 or S2 L2
The principles of software design for educational applications. Research on the psychology of software design both in terms of micro-learning strategies and screen format design. Matching learning strategies to software programming. Design structures allowed in authoring languages and systems. Examination of the interaction between computer and learner. The stated and implied learning strategies employed by large machine systems versus micro-computer systems. Instructional implications of educational languages. Evaluation of educational software.

58.383G Computer-Assisted Instruction 1  
S1 or S2 L2
An Introduction to CAI emphasizing the language BASIC. No background knowledge of computing expected. Students are taught to construct psychologically-sound lessons in an area of their choice using terminals located in the School of Education. Emphasis on educational objectives and associated instructional strategies, lesson logic structure, and the evaluation of lessons both with respect to educational goals and lesson-writing and running costs. The bulk of the subject work is taught by means of CAI. On completion of the subject students are expected to have written both linear and branching programs. (These form the basis of assessment.)

58.384G Computer-Assisted Instruction 2  
S1 or S2 L2
Prerequisite: 58.383G or equivalent.
Further theoretical investigations and practical applications of CAI. The use of BASIC is extended and students are introduced to the role of microcomputers in the development of CAI systems. Complex branching programs are constructed and tested by students.

58.243G Research on the Learning and Teaching of Mathematics  
S1 or S2 L2
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. Students are encouraged to engage in research of their own.

58.379G Exceptional Children in the Classroom  
S1 or S2 L2
A child is classified as exceptional if he or she requires special facilities or instructional programs to learn satisfactorily in mainstream classes. In depth studies are made of specific handicapping conditions. Assessment includes the development of a program to hold such a child in a normal classroom.

58.380G Exceptional Children - Language Disabilities  
S1 or S2 L2
Causes of language disabilities and training in identifying children with milder forms of language problems. The importance of environmental factors on the language functioning of such children; hypotheses about further development in communication skills.

58.381G Advanced Exceptional Children A  
S1 or S2 L2
Prerequisites: 3-year major in Psychology at undergraduate level plus 58.379G and 58.380G.  
Within the context of the theoretical study for this course, the student elects to work with and instruct an exceptional child in skill areas for a minimum of 20 hours spread over a period of 10 weeks. A written record of the diagnosis, instructional goals, and progress of the child is kept. Depending on the particular classification of the exceptional child (eg autistic, blind, cerebral palsied, etc) the student undertakes an
extensive review of the literature. With this general theoretical background and practical experience gained in working with a child, a report is prepared in which hypotheses are proposed for future research.

58.389G Talented Children

Reasons for and problems of identifying children with general or specific talents. Examination of research into identification and education of talented children with the goal of developing an educational program to stimulate an under-achieving pupil.

Master of Educational Administration

Degree Course

58.501G Educational Administration: Theory and Practice

Theoretical background to administration: theories of administration; systems theory; social aspects of systems; organization theory; role theory; decision theory. Emphasis on behavioural aspects with application to situations in educational administration.

58.502G Communication Theory and Theory of Human Relations

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

58.509G Education Systems

Systems approaches to organizations. Theoretical perspectives on the role of institutions in society, including the structural, functionalist and conflict models of society. The aims of education. Latent and manifest functions of education in society. Specific functions of education, including socialization, selection and stratification. Characteristics of societies of relevance to education. Inequality. The role of schools in multicultural society. Social change and education. Recent criticisms of educational institutions.

58.510G Policy-Making in Education

Social, political and economic determinants of policy; educational policy-making in the wider context of social planning. Implementation of policies; policy review and evaluation; planning for change in education. Major issues and techniques in planning. Relationship between politics and planning. The economics of education concerned with planning and allocation of resources. Legal constraints on policy-makers. Emergence of politics of education in USA from situations of political conflict. EG school segregation, demands for community control of schools and for accountability. Pressure groups in Australian education. EG student politics and teachers' unions.

58.901G Essentials of Inferential Research

Provides sufficient knowledge of inferential research methods to allow students intelligently to read and assess educational research reports. Topics include design, sampling, measurement, measures of central tendency and dispersion, correlation, sampling distributions and their use in making inferences about means and contrasts. Statistical procedures such as analysis of variance, regression analysis and factor analysis are studied at a conceptual level. Problems associated with measurement and generalization are discussed wherever appropriate. Experience in running package programs and interpreting outputs is provided by means of microcomputers.

58.522G Change in Education

Issues related to change in education, including analysis of social conditions which promote change; alternative education futures; innovation in curriculum; and organizational problems. Discussion of relevant issues of interest to group members, and a study of some of the literature, form the basis of this subject.

58.524G Economic of Education

Selected aspects of the economics of education concerned with the planning and allocation of educational resources, such as: education as consumption and investment - private and social; expenditure on education and returns to education; education and economic growth, economics of educational planning, cost benefit analysis, budgeting and finance management. The concept and practice of integrated economic and social planning, with illustrations from France and other countries.

58.525G Social Issues and Educational Policy

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.

58.527G Legal Aspects of Educational Administration


58.531G Selected Aspects of Educational Administration

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. Topics include: adult education, administration in tertiary educational institutions, history of educational administration in Australia, politics of education.

58.533G Project

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

Administrative Uses of the Computer in Education

1. Students learn the programming language BASIC for use on microcomputers. 2. Discussion of the use of a microcomputer in resource monitoring and planning, compilation and standardization of marks, and general administration. Students are taught to write their own programs and are also introduced to relevant package programs which are evaluated. No previous knowledge required.

Management of Human and Material Resources

Management of human resources, including selection, deployment, development, supervision and promotion. Management of physical resources such as buildings, equipment and educational technology. Financial management.

Distance Education

Examines the worldwide scope of distance education; the effect of distance education on traditional educational institutions; the social implications of distance education; the management of distance learning. The impact on teaching and learning at a distance of technology such as cassette tapes, radio, video tapes, computing and teleconferencing. Opportunity to design learning packages with some of these technologies.

Current Issues in Adult, Continuing and Professional Education

Selected topics which are currently influencing theory, research and practice in the area. These will be drawn from such areas as government policies, policies of particular professions or groups, developing structures and organizations, research studies and priorities, and literature trends. Following consideration of the factors which influence developments in the field, particular matters for study in a given year will be drawn from current research and policy interests and needs of students.

Managing Continuing Education Programs

Examines issues and methods for effective management of continuing (adult) education programs, including: marketing with various groups; promotion of programs; organizational issues and effective learning environments; problems in human resource development; training trainers; policy concerns for mandatory professional development; facilitation of participation; team development strategies; use of educational technology; cost benefit analysis of courses.

Social Work

Except with the permission of the Head of School, a student may not proceed to the next year of the designated part-time program until the student has fulfilled all the requirements of the previous year of this program.

Social and Behavioural Science

Recent developments in the social and behavioural sciences that have special relevance to social work practice. Emphasis is on Australian applicability.

Social Work Research Methods A

The research process and its application to knowledge building, theory testing and evaluation in social work and welfare settings. Quantitative and qualitative methods. The problem of values in research. The political context of research activity.

Social Work Research Methods B

Quantitative research methods using mainframe and microcomputer program packages to give students experience in statistical manipulation of data; introduction to a range of multivariate techniques appropriate to social work research.

Advanced Social Work Practice 1

An overview and critical analysis of contemporary social work practice theory. Contemporary issues facing the social work profession in Australia and internationally include: problems of professional identity and organization, interprofessional relationships, social work in welfare bureaucracies, the composition and deployment of the social work workforce in welfare services, relationships with other welfare personnel, and the profession's international responsibilities.

Advanced Social Work Practice 2

To gain some understanding of the current state of social planning theory; to develop the ability to use social planning theory in the analysis of particular instances of social planning; and to gain some understanding of the substantive content and planning circumstances of a number of recent public documents relevant to social welfare.

Applied Policy and Social Action

Methods of intervening in political, organizational and community life. Political and social action theories. Welfare strategies and tactics. Social change through use of existing institutions (eg the law). Tools of social action, including the media.

Advanced Social Work Practice 2

The opportunity to pursue a program of learning which is specifically designed to relate to each person's present and/or
Professional Studies

Projected professional responsibilities. It may include guided reading, group discussions, utilization of audio-visual learning materials, and some selected field learning. The candidate is involved in the design of an appropriate program.

63.781G Project

A study project undertaken by each candidate. An original but limited investigation related to social work practice. Each candidate has a project supervisor.
Graduate Study

Conditions for the Award of Higher Degrees

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

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

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

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

For the statements Preparation and Submission of Project Reports and Theses for Higher Degrees and Policy with respect to the Use of Higher Degree Theses see later in this section.

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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.

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.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form and form which shall be lodged with the Academic 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.

4. A full-time candidate shall be fully engaged in advanced study and research except that the candidate may undertake not more than five hours per week or a total of 240 hours per year on work which is not related to the advanced study and research.

5. Before permitting a part-time candidate to enrol, the Committee shall be satisfied that the candidate can devote at least 20 hours each week to advanced study and research for the degree which (subject to (6)) shall include regular attendance at the school on an average of at least one day per week for 48 weeks each year.

6. A candidate shall be required to undertake an original investigation on an approved topic.

* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.
The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(7) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(8) The work, other than field work, shall be carried out in a school of the University except that the Committee:

(a) may permit a candidate to spend not more than one calendar year of the program in advanced study and research at another institution provided the work can be supervised in a manner satisfactory to the Committee;

(b) may permit a candidate to conduct the work at other places where special facilities not possessed by the University may be available provided the direction of the work remains wholly under the control of the supervisor;

(c) may permit a full-time candidate, who has been enrolled as a full-time candidate for at least six academic sessions, who has completed the research work and who is writing the thesis, to transfer to part-time candidature provided the candidate devotes at least 20 hours each week to work for the degree and maintains adequate contact with the supervisor.

(9) 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 in which the candidate is enrolled and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(10) No candidate shall be awarded the degree until the lapse of six academic sessions from the date of enrolment in the case of a full-time candidate or eight academic sessions in the case of a part-time candidate. In the case of a candidate who has had previous research experience the Committee may approve remission of up to two sessions for a full-time candidate and four sessions for a part-time candidate.

(11) A full-time candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. A part-time candidate for the degree shall present for examination not later than twelve 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 Academic 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 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 photocopy or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than three examiners of the thesis, appointed by the Academic Board on the recommendation of 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:

(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

* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.

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

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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.

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.

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 Academic 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.

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.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of 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 the further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

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

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Master of Education (MEd) at Honours Level

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

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 eight of the units prescribed for the degree at Pass level at a standard acceptable to the Committee; and
Graduate Study: Conditions for the Award of Higher Degrees

(b) (i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic 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 Academic 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.
5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or
(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

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

Master of Education (MEd) at Pass Level

Qualifications

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.

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have been awarded a Graduate Diploma in 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 Progress

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 Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

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

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 eight of the units prescribed for the degree at Pass level at a standard acceptable to the Committee, and
   (b) have had at least one year of practical experience in an area of education of a kind acceptable to the Committee.

   (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

   (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

   (4) An applicant who has been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

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 Academic 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. (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 Academic 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.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

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

**Master of Educational Administration (MEdAdmin) at Pass Level Qualifications**

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.

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 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.

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 Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

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

1. The degree of Master of Health Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

2. (1) 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.

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 Academic 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.

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.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-presents 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.

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

Master of Health Administration (MHA) by Formal Course Work

1. The degree of Master of Health Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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.

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 Academic Registrar by 31 October of the year before the year in which enrolment is to begin.
(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or eight 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.

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

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.

2. (1) A candidate for the degree shall:
   (a)(i) 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 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.

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 Academic Registrar by 31 October of the year before the year in which enrolment is to begin.

   (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

   (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

   (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. 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.

1. The degree of Master of Librarianship by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

2. (1) 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.

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 Academic 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.

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.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of 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:
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(a) the candidate be awarded the degree without further examination; or
(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

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

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.

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.

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 Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.
Master of Nursing Administration (MNA)

Qualifications
1. The degree of Master of Nursing Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
   (b) have had at least three years' experience in the health services of a kind acceptable to the Committee, and
   (c) be qualified for registration as a nurse in any Australian State or Territory.

   (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

   (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression
3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar by 31 October of the year before the year in which enrolment is to begin.

   (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

   (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

   (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees
4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Public Health by Research (MPH)

Qualifications
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.

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 Academic 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:
Graduate Study: Conditions for the Award of Higher Degrees

(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.

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.

The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

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.

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.

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.

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 Academic 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.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of 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.
Professional Studies

Fees

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

Master of Public Health (MPH) by Formal Course Work

Qualifications

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.

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 Academic 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.

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

Master of Social Work (MSW) by Research

Qualifications

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.

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work 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)(i) 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 Committee, and

(ii) have had at least one year's professional experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
Graduate Study: Conditions for the Award of Higher Degrees

(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.

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 Academic 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.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
(a) the candidate be awarded the degree without further examination; or
(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or
not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

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.
   (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.

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 Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
   (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
   (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
   (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

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

Master of Welfare Policy (MWP)

1. The degree of Master of Welfare Policy 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 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 one year's professional experience of a kind acceptable to the Committee.
   (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
   (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

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 Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
   (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
   (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

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

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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) 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.

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 Academic 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.

4. A candidate shall pay such fees as may be determined from time to time by the Council.
Scholarships and Prizes

The scholarships and prizes listed below are available to students whose courses are listed in this handbook. 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.

Scholarships

Undergraduate Scholarships

Listed below is an outline only of a number of scholarships available to students. Full information may be obtained from Room G20, located on the Ground Floor of the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be made to the Academic Registrar by 14 January each year. Please note that not all of these awards are available every year.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Year/s of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bursary Endowment Board*</td>
<td>$200 pa</td>
<td>Minimum period of approved degree/combined degree course 1 year</td>
<td>Merit in HSC and total family income not exceeding $8000.</td>
</tr>
<tr>
<td>Sam Cracknell Memorial</td>
<td>Up to $3000 pa, payable in fortnightly instalments</td>
<td></td>
<td>Prior completion of at least 2 years of a degree or diploma course and enrolment in a full-time course during the year of application; academic merit; participation in sport both directly and administratively; and financial need.</td>
</tr>
</tbody>
</table>

* Apply to The Secretary, Bursary Endowment Board, PO Box 460, North Sydney 2080, immediately after sitting for HSC.
Undergraduate Scholarships (continued)

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Year/s of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General (continued)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Realm Guild</td>
<td>Up to $1500 pa</td>
<td>1 year renewable for the duration of the course subject to satisfactory progress and continued demonstration of need</td>
<td>Available only to female students under 35 years of age who are permanent residents of Australia enrolling in any year of a full-time undergraduate course on the basis of academic merit and financial need.</td>
</tr>
<tr>
<td>W.S. and L.B. Robinson**</td>
<td>Up to $4200 pa</td>
<td>1 year renewable for the duration of the course subject to satisfactory progress</td>
<td>Available only to students who have completed their schooling in Broken Hill or whose parents reside in Broken Hill; for a course related to the mining industry. Includes courses in mining engineering, geology, electrical and mechanical engineering, metallurgical process engineering, chemical engineering and science.</td>
</tr>
<tr>
<td>Universities Credit Union</td>
<td>$500 pa</td>
<td>1 year with the possibility of renewal</td>
<td>Prior completion of at least 1 year of any undergraduate degree course. Eligibility limited to members of the Universities Credit Union Ltd of more than one year's standing or members of the family of such members.</td>
</tr>
</tbody>
</table>

Applications close 30 September each year.

The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarship programs to the value of $8000 per annum in the following areas: Business Information Technology, Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Chemistry, Mechanical and Industrial Engineering, Mining/Mineral Engineering and Applied Geology.

Further information can be obtained by writing to The Coordinator, UNSW Co-op Programs Industry-linked Education Office, C/-Vice-Chancellor's Division.

Graduate Scholarships

Application forms and further information are available from the Student Enquiry Counter, located on the Ground Floor of the Chancellery unless an alternative contact address is provided. Information is also available on additional scholarships which may become available from time to time, mainly from funds provided by organizations sponsoring research projects.

The following publications may also be of assistance: 1. Awards for Postgraduate Study in Australia and Awards for Postgraduate Study Overseas, published by the Graduate Careers Council of Australia, PO Box 28, Parkville, Victoria 3052; 2. Study Abroad, published by UNESCO; 3. Scholarships Guide for Commonwealth Postgraduate Students, published by the Association of Commonwealth Universities.

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from: Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 828, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty.

* Available for reference in the University Library.
## Graduate Scholarships (continued)

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Year/s of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong>&lt;br&gt;Universtiy Postgraduate Research Scholarships</td>
<td>Living allowance of $7600 pa. Other allowances may also be paid.</td>
<td>1-2 years for a Masters and 3-4 years for a PhD degree</td>
<td>Applicants must be honours graduates (or equivalent). Applications to Dean of relevant Faculty.</td>
</tr>
<tr>
<td>Commonwealth Postgraduate Research Awards</td>
<td>Living allowance of $8882 pa. Other allowances may also be paid.</td>
<td>1-2 years; minimum duration of course</td>
<td>Applicants must be graduates or scholars who will graduate in current academic year, and who have not previously held a Commonwealth Post-graduate Award. Applicants must be domiciled in Australia. Preference is given to applicants with employment experience. Applications to Academic Registrar by 30 September.</td>
</tr>
<tr>
<td><strong>Australian American Educational Foundation Fulbright Award</strong></td>
<td>Travel expenses and $A2000 as establishment allowance.</td>
<td>1 year renewable</td>
<td>Applicants must be graduates who are domiciled in Australia and wish to undertake research or study for a higher degree in America. Applications close 30 September with The Secretary, DEET, AAEF Travel Grants, PO Box 828, Woden ACT 2606.</td>
</tr>
<tr>
<td><strong>Australian Federation of University Women</strong></td>
<td>Amount varies, depending on award</td>
<td>Up to 1 year</td>
<td>Applicants must be female graduates who are members of the Australian Federation of University Women.</td>
</tr>
<tr>
<td><strong>Commonwealth Scholarship and Fellowship Plan</strong></td>
<td>Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable.</td>
<td>Usually 2 years, sometimes 3.</td>
<td>Applicants must be graduates who are Australian citizens and who are not older than 35 years of age. Tenable in Commonwealth countries other than Australia. Applications close with Academic Registrar in September or October each year.</td>
</tr>
<tr>
<td><strong>The English-Speaking Union (NSW Branch)</strong></td>
<td>$5000</td>
<td>1 year</td>
<td>Applicants must be residents of NSW or ACT. Awarded to young graduates to further their studies outside Australia. Applications close mid-April with The Secretary, Ground Floor, Sydney School of Arts, 275C Pitt Street, Sydney NSW 2000.</td>
</tr>
<tr>
<td><strong>Frank Knox Memorial Fellowships tenable at Harvard University</strong></td>
<td>Stipend of US$7000 pa plus tuition fees</td>
<td>1, sometimes 2 years</td>
<td>Applicants must be British subjects and Australian citizens, who are graduates or near graduates of an Australian university. Applications close with the Academic Registrar mid October.</td>
</tr>
<tr>
<td><strong>Robert Gordon Menzies Scholarship to Harvard</strong></td>
<td>Up to US$15,000</td>
<td>1 year</td>
<td>Tenable at Harvard University. Applicants must be Australian citizens and graduates of an Australian tertiary institution.</td>
</tr>
</tbody>
</table>
### Graduate Scholarships (continued)

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General (continued)</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordon Scholarship Trust Fund</td>
<td>$4000 pa. Under special circumstances this may be increased.</td>
<td>2 years</td>
<td>Applicants must be members of the Forces or children of members of the Forces who were on active service during the 1939-45 War. Applications close with Academic Registrar by 31 October.</td>
</tr>
<tr>
<td>Harkness Fellowships of the Commonwealth Fund of New York</td>
<td>Living and travel allowances, tuition and research expenses, health insurance, book and equipment and other allowances for travel and study in the USA</td>
<td>12 to 21 months</td>
<td>Candidates must be Australian citizens and 1. Either members of the Commonwealth or a State Public Service or semi-government Authority. 2. Either staff or graduate students at an Australian university. 3. Individuals recommended for nomination by the Local Correspondents. The candidate will usually have an honours degree or equivalent, or an outstanding record of achievement, and be not more than 36 years of age. Applications close 29 August with the Academic Registrar. Forms available from Mr J Larkin, Bureau of Agriculture and Resource Economics, GPO Box 1563, Canberra ACT 2601.</td>
</tr>
<tr>
<td>The Packer, Shell and Barclays Scholarships to Cambridge University</td>
<td>Living and travel allowances, tuition expenses.</td>
<td>1-3 years</td>
<td>Applicants must be Australian citizens who are honours graduates or equivalent, and under 26 years of age. Applications close 15 October with The Secretary, Cambridge Commonwealth Trust, PO Box 252, Cambridge CB2 ITZ, England.</td>
</tr>
<tr>
<td>The Rhodes Scholarship to Oxford University</td>
<td>Approximately £4200 std pa</td>
<td>2 years, may be extended for a third year</td>
<td>Unmarried Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close in August each year with The Secretary, University of Sydney, NSW 2006.</td>
</tr>
</tbody>
</table>

### Professional Studies

<table>
<thead>
<tr>
<th>Scholarship</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Optometrical Association</td>
<td>$1500 pa</td>
<td>1-2 years</td>
<td>To enable a Bachelor of Optometry graduate to undertake the Master of Health Administration degree course. Applications close with the Academic Registrar 1 December.</td>
</tr>
<tr>
<td>John Metcalfe Scholarship</td>
<td>Up to $2500 pa</td>
<td>1 year</td>
<td>Applications must be eligible for admission to, or enrolled in, one of the full-time graduate programs of the School of Librarianship. Applications close with the Academic Registrar 28 February.</td>
</tr>
</tbody>
</table>
## Prizes

### Undergraduate University Prizes

The following table summarizes the undergraduate prizes awarded by the University. Prizes which are not specific to any School are listed under General. All other prizes are listed under the Faculty or Schools in which they are awarded.

Information regarding the establishment of new prizes may be obtained from the Examination Section located on the Ground Floor of the Chancellery.

<table>
<thead>
<tr>
<th>Donor/Name of Prize</th>
<th>Value $</th>
<th>Awarded for</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney Technical College Union Award</td>
<td>300.00</td>
<td>Leadership in the development of student affairs, and academic proficiency throughout the course.</td>
</tr>
<tr>
<td>University of New South Wales Alumni Association</td>
<td></td>
<td>Achievement for community benefit – students in their final or graduating year.</td>
</tr>
<tr>
<td><strong>School of Health Administration</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian College of Health Service Administrators</td>
<td>100.00</td>
<td>Bachelor of Health Administration degree course.</td>
</tr>
<tr>
<td>Rupert Fanning Memorial</td>
<td>50.00</td>
<td>Highest aggregate mark obtained in Management 1, 2, 3 and 3 (Honours).</td>
</tr>
<tr>
<td>Leanne Miller Memorial</td>
<td>100.00</td>
<td>Best performance in stages 1 and 2 of the part-time Bachelor of Health Administration degree course in not fewer than 6 subjects.</td>
</tr>
<tr>
<td></td>
<td>100.00</td>
<td>Best performance in years 3 and 4 of the Bachelor of Health Administration degree course in not fewer than 6 subjects.</td>
</tr>
<tr>
<td>Anthony Suleau</td>
<td>50.00</td>
<td>16.611 Sociology and Health 1</td>
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<tr>
<td>Grace Suleau</td>
<td>50.00</td>
<td>16.541 Accounting for Health Administration 1</td>
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### Graduate University Prizes

The following table summarizes the graduate prizes awarded by the University.

<table>
<thead>
<tr>
<th>Donor/Name of Prize</th>
<th>Value $</th>
<th>Awarded for</th>
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<tbody>
<tr>
<td>School of Health Administration</td>
<td>150.00</td>
<td>General proficiency in Master of Health Administration or Master of Health Planning degree courses.</td>
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<tr>
<td>2/5 Australian General Hospital Association</td>
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<tr>
<td>School of Librarianship</td>
<td>100.00</td>
<td>Best performance in 55.514 Law: Literature, Information Needs and Services.</td>
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<tr>
<td>Theatres</td>
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<td>-----------------</td>
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</tr>
<tr>
<td>Biomedical Theatres</td>
<td>E27</td>
<td></td>
</tr>
<tr>
<td>Central Lecture Block</td>
<td>E19</td>
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</tr>
<tr>
<td>Classroom Block (Western Grounds)</td>
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<td></td>
</tr>
<tr>
<td>Rex Vowels Theatre</td>
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<td></td>
</tr>
<tr>
<td>Keith Burrows Theatre</td>
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<td></td>
</tr>
<tr>
<td>Main Building (Physics)</td>
<td>K14</td>
<td></td>
</tr>
<tr>
<td>Mathews Theatres</td>
<td>D23</td>
<td></td>
</tr>
<tr>
<td>Parade Theatre</td>
<td>E3</td>
<td></td>
</tr>
<tr>
<td>Science Theatre</td>
<td>F13</td>
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<td>Sir John Clancy Auditorium</td>
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<th>Buildings</th>
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<td>Affiliated Residential Colleges</td>
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<tr>
<td>Shalom (Jewish)</td>
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<tr>
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<tr>
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</tr>
<tr>
<td>Architecture</td>
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<tr>
<td>Arts (Morven Brown)</td>
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<td>Basser College</td>
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<tr>
<td>Chemistry</td>
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<tr>
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<tr>
<td>Robert Heffron E12</td>
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<tr>
<td>Civil Engineering H20</td>
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<tr>
<td>Commerce and Economics (John Goodsell)</td>
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<tr>
<td>Dalton (Chemistry)</td>
</tr>
<tr>
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</tr>
<tr>
<td>Geography and Surveying</td>
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<tr>
<td>Goldstein College</td>
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<tr>
<td>Golf House</td>
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<td>Gymnasium</td>
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<tr>
<td>House at Pooh Corner</td>
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<tr>
<td>International House</td>
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<tr>
<td>Io Myers Studio</td>
</tr>
<tr>
<td>John Goodsell (Commerce and Economics)</td>
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<tr>
<td>Kang's House</td>
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<tr>
<td>Kensington College</td>
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<td>Robert Heffron (Chemistry)</td>
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<td>Sir Robert Webster (Textile Technology)</td>
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<td>Unisearch House</td>
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<td>University Union (Blockhouse) – Stage II</td>
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<tr>
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<td>Wool and Animal Science</td>
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</table>
This Handbook has been specifically designed as a source of reference for you and will prove useful for consultation throughout the year.

For fuller details about the University – its organization, staff membership, description of disciplines, scholarships, prizes, and so on, you should consult the Calendar.

The Calendar and Handbooks also contain a summary list of higher degrees as well as the conditions for their award applicable to each volume.

For detailed information about courses, subjects and requirements of a particular faculty you should consult the relevant Faculty Handbook.

Separate Handbooks are published for the Faculties of Applied Science, Architecture, Arts, Commerce and Economics, Engineering, Law, Medicine, Professional Studies, Science (including Biological and Behavioural Sciences and the Board of Studies in Science and Mathematics), and the Australian Graduate School of Management (AGSM).

The Calendar and Handbooks, which vary in cost, are available from the Cashier’s Office.