1995
PROFESSIONAL
STUDIES
Subjects, courses and any arrangements for courses including staff allocated as stated in this Handbook are an expression of intent only. The University reserves the right to discontinue or vary arrangements at any time without notice. Information has been brought up to date as at 1 November 1994, but may be amended without notice by the University Council.

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

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

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

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

Session 1 commences on the Monday nearest 1 March.

All Faculties (other than AGSM, Medicine and University College)

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<tr>
<td>Mid-session recess</td>
<td>27 February to 13 April</td>
<td>4 March to 4 April</td>
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<tr>
<td>Study period</td>
<td>24 April to 9 June</td>
<td>15 April to 14 June</td>
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<tr>
<td>Examinations</td>
<td>14 April to 23 April</td>
<td>5 April to 14 April</td>
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<tr>
<td>Mid-year recess</td>
<td>10 June to 15 June</td>
<td>15 June to 20 June</td>
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<td>16 June to 4 July</td>
<td>21 June to 9 July</td>
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<td>5 July to 23 July</td>
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<tr>
<td>Mid-session recess</td>
<td>24 July to 22 September</td>
<td>29 July to 27 September</td>
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<tr>
<td>Study period</td>
<td>3 October to 3 November</td>
<td>8 October to 8 November</td>
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<tr>
<td>Examinations</td>
<td>23 September to 2 October</td>
<td>28 September to 7 October</td>
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<td>4 November to 9 November</td>
<td>9 November to 14 November</td>
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<td>10 November to 28 November</td>
<td>15 November to 3 December</td>
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Important dates for 1995

January
M 2 New Year's Day - Public Holiday
M 9 Medicine IV - Term 1 begins
M 16 Medicine V - Term 1 begins
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 students and graduate students enrolled in formal courses. Students should consult the Re-enrolling 1995 leaflets applicable to their courses for details.
M 13 Semester 1 begins - AGSM Open Learning Graduate Management Qualification program

March
M 6 Session 1 begins - University College, ADFA
F 10 Last day applications are accepted from students to enrol in Session 1 or whole year subjects
Su 12 Medicine IV - Term 1 ends
M 13 Medicine IV - Term 2 begins
Su 19 Medicine V - Term 1 ends
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<td>April</td>
<td>Su 9  Medicine VI - Term 2 ends</td>
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<td>F 14  Good Friday - Public Holiday</td>
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<td>S 15  Easter Saturday - Public Holiday</td>
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<td>M 17  Easter Monday - Public Holiday</td>
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<td>Su 23  Medicine IV - Term 2 ends</td>
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<td>T 25  Anzac Day - Public Holiday</td>
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<td>May</td>
<td>M 1   Medicine IV - Term 3 begins</td>
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<td>F 5   Term 1 ends - AGSM MBA program - all classes</td>
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<tr>
<td></td>
<td>S 6   Mid-session recess begins - University College, ADFA</td>
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<td>M 8   Examinations begin - AGSM MBA program - all classes</td>
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<td>T 9   Publication of provisional timetable for June examinations</td>
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<td>F 12  Examinations end - AGSM MBA program - all classes</td>
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<td>S 13  Examinations - AGSM Open Learning Graduate Diploma in Management program</td>
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<td>W 17  Last day for students to advise of examination clashes</td>
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<td>Su 21  Mid-session recess ends - University College, ADFA</td>
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<td>Su 28  Medicine V - Term 2 ends</td>
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<td>M 29  Term 2 begins - AGSM MBA program - all classes</td>
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<td>T 30  Publication of timetable for June examinations</td>
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<td>June</td>
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<td>M 5   Medicine V - Term 3 begins</td>
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<td>F 9   Session 1 ends - AGSM Open Learning Graduate Diploma in Management program</td>
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<td>S 10  Study recess begins</td>
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<td>Su 11  Medicine IV - Term 3 ends</td>
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<td>M 12  Queen’s Birthday - Public Holiday</td>
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<td>T 13  Medicine IV - Term 4 begins</td>
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<td>S 24  Mid-year recess begins - University College, ADFA</td>
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<td>M 26  Examinations begin - University College, ADFA</td>
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<td>July</td>
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<td>W 5   Mid-year recess begins</td>
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<td>S 8   Examinations end - University College, ADFA</td>
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<td>M 10  Semester 2 begins - AGSM Open Learning Graduate Diploma in Management program</td>
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<td>M 17  Semester 2 begins - AGSM Open Learning Graduate Management Qualification program</td>
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<td>Su 23  Mid-year recess ends - University College, ADFA</td>
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<td>M 24  Session 2 begins - all courses except Medicine IV, V, VI</td>
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<tr>
<td></td>
<td>S 6   Medicine IV - Term 4 ends</td>
</tr>
<tr>
<td></td>
<td>M 7   Bank Holiday</td>
</tr>
<tr>
<td></td>
<td>M 14  Medicine IV - Term 5 begins</td>
</tr>
<tr>
<td></td>
<td>M 28  Term 3 begins - AGSM MBA program - all classes</td>
</tr>
<tr>
<td></td>
<td>Th 31  Last day for students to discontinue without failure subjects which extend over Session 2 only</td>
</tr>
<tr>
<td></td>
<td>HECS Census Date for Session 2</td>
</tr>
<tr>
<td>September</td>
<td>Su 10  Medicine VI - Term 5 ends</td>
</tr>
<tr>
<td></td>
<td>M 11  Medicine VI - Term 6 ends</td>
</tr>
<tr>
<td></td>
<td>S 23  Mid-session recess begins</td>
</tr>
<tr>
<td></td>
<td>Su 24  Medicine IV - Term 5 ends</td>
</tr>
<tr>
<td></td>
<td>M 25  Medicine IV - Term 6 begins</td>
</tr>
<tr>
<td></td>
<td>F 29  Closing date for applications to the Universities Admission Centre</td>
</tr>
<tr>
<td>October</td>
<td>M 2   Labour Day - Public Holiday</td>
</tr>
<tr>
<td></td>
<td>T 3   Mid-session recess ends</td>
</tr>
<tr>
<td></td>
<td>T 11  Last day for students to advise of examination clashes</td>
</tr>
<tr>
<td></td>
<td>S 14  Examinations - AGSM Open Learning Graduate Diploma in Management program</td>
</tr>
<tr>
<td></td>
<td>Su 15  Medicine V - Term 4 ends</td>
</tr>
<tr>
<td></td>
<td>Su 22  Medicine VI - Term 6 ends</td>
</tr>
<tr>
<td></td>
<td>M 27  Term 3 begins - AGSM MBA program - all classes</td>
</tr>
<tr>
<td></td>
<td>M 30  Examinations begin - University College, ADFA</td>
</tr>
<tr>
<td>November</td>
<td>F 3   Session 2 ends</td>
</tr>
<tr>
<td></td>
<td>S 4   Study recess begins</td>
</tr>
<tr>
<td></td>
<td>F 10  Examinations begin College of Fine Arts assessment week begins</td>
</tr>
<tr>
<td></td>
<td>M 17  Examinations end - University College, ADFA</td>
</tr>
<tr>
<td></td>
<td>T 28  Examinations end</td>
</tr>
<tr>
<td>December</td>
<td>Th 21  Last day for acceptance of applications by the Admissions Section for transfer to another undergraduate course within the University</td>
</tr>
<tr>
<td></td>
<td>M 25  Christmas Day - Public Holiday</td>
</tr>
<tr>
<td></td>
<td>T 26  Boxing Day - Public Holiday</td>
</tr>
</tbody>
</table>
Comprises Schools of Education Studies; Health Services Management; Information Library and Archive Studies and Social Work on the Kensington campus; and Schools of Applied and Performing Arts; Sport and Leisure Studies and Teacher Education on the St George campus. Also includes staff of the Professional Development Centre for postgraduate teaching purposes.

Dean
Professor W. Boyd Rayward

Presiding Member
Professor Martin Cooper

Executive Officer
Brett O'Halloran

Manager, St George Campus
Angelo Bavaro

School of Applied and Performing Arts
St George Campus

Senior Lecturer and Head of School
Peter Thursby, BEd MA Calg., PhD Macq.

Senior Lecturer
David Spurgeon, BA Macq., MA UNSW

Lecturers
Louise Hamby, BFA Nth. Carolina, MFA Georgia, GradDip (AbStuds) Syd.
Peter Masters, BA BEd Calg., MFA Puget Sound
Margaret Moore, BA DipEd Macq., GradDip(MusEd)
Kuring-gai C.A.E, MEd Syd.
Richard Morpewh, LMus, AMusA
Emma Robertson, BA Glasgow School of Art, MA Manc. Poly.
Guy Sherborne, MA DipEd UNSW
Peta Tait, BA Monash, MA UNSW, DipEd Syd. Teachers Coll.

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

School of Education Studies
Kensington Campus

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

Professors
Robert Thomas Solman, BSc UNSW, BSc Tas., PhD A.N.U.
John Sweller, BA PhD Adel., FASSA

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

Senior Lecturers
Robert Conners, BA DipEdAdmin N.E., MEdAdmin Calg., PhD Alta.
Putai Jin, MEd Hangzhou, PhD LaT.
Renaie Low, Cert Ed Sing., BBSc PhD LaT.
Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD UNSW
*Conjoint appointment with the Australian Graduate School of Management

Lecturers
Richard Martin Bibby, MA BD Otago, PhD Monash
John Michael McCormick, BSc DipEd MA MEdAdmin UNSW
Associate Lecturer
Katherine Patrice Hoekman, BA DipEd Syd., MEd UNSW

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

Australian Research Council (ARC) Fellow
Paul Chandler, BSc DipEd Syd, MSc PhD UNSW

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

School of Health Services Management
Kensington Campus

Head of School
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Professors of Health Services Management
George Rupert Palmer, BSc Melb., MEd Syd., PhD Lond., FCHSE, Hon.FRACMA
James Sutherland Lawson, MBS, MD Melb., MHA UNSW

Senior Lecturers
Philip William Bates, BCom LLB UNSW, FCHSE, Barrister
Deborah Ann Black, BSc DipEd MStat UNSW
Pieter Jacob Degelling, BA OId., PhD Syd.
Helen Madeleine Lapsley, BA Auck., MEC Syd., FCHSE
Stephanie Doris Short, DipPhy BA UNSW, MSc Lond., PhD UNSW, AFCHSE

Lecturers
Kevin Forde, MCom UNSW
Jan Osborn, BHA UNSW, RGN, RMN
Mary-Louise McIaws, DTPH MPH PhD Syd., FRSPH&TM
Alex Malley, MCom UNSW, DipEd Syd.C.A.E., CPA
Patricia Ann Spencer, BN McG., MEdSt Monash, RN, FCNA, MACE

Administrative Officer
Susan Lundy, BA DipEd UNSW

Administrative Assistant
Kim Anne Eirth
Christine Rousseis

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

School of Information, Library and Archive Studies
Kensington Campus

Associate Professor and Head of School
Carmel Jane Maguire, BA OId., MA A.N.U., FLAA

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

Senior Lecturers
Helen Myfanwy Jarvis, BA A.N.U., PhD Syd., AALIA
Jack Richard Nelson, MA Syd., MLib PhD UNSW, AALAA
Ann Pederson, BA Ohio Wesleyan, MA Georgia State, FSAA
Peter Orlovich, MA DipEd Syd., MLib PhD UNSW
Patricia Willard, BA N.E., MLib PhD UNSW, AALAA
Concepcion Shimizu Wilson, BA Pomona, MSLS N.C., MLib UNSW, AALIA

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

Associate Lecturer
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Administrative Officer
Raymond John Locke

School of Social Work
Kensington Campus

Head of School
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Professors of Social Work
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Tony Vinson, BA DipSocStud Syd., MA PhD DipSoc UNSW

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

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

Senior Lecturers
Barbara Rose Ferguson, BA MSW Hawaii, PhD U.C. Berkeley.
Damian John Grace, BA PhD UNSW
MA Appi Soc Studs Bradford
Sandra Lee Regan, BA Boston S.C., MSW EdM New York State, PhD Rutgers
Richard John Roberts, BA DipEd N.E., BSocStud Syd., PhD UNSW, MAASW
School of Teacher Education
St George Campus

Head of School
John Scheding, BSc Syd., MSc Macq., PhD Colorado

Professor of Teacher Education
Michael Dunkin, BA Syd., PhD Qld.

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

Senior Lecturers
Arthur Anderson, BSc DipEd Syd., MSc PhD UNSW
Colin Fraser Gauld, BSc PhD DipEd Syd., MAIP
Loretta Giocelli, BEd Qld., MEd James Cook, PhD Ill., MACE
James Harry Gribble, BA PhD Melb., MPhil Lond.
Kurt Marder, BA N.E., MEd Syd., MACE
Edward Nette, BA DipEd Syd., MA Macq.
Barry Charles Newman, BA MSc PhD Syd.
Ken Robinson, MEd Syd., MSc PhD Oregon, Dip PhysEd Syd. Teachers Coll.

Lecturers
Con Apoifis, DipT N.S.W.I.T., Dip Ed S.C.A.E., CPA
Robert Baker, BSc DipEd Syd., MSc Macq., MCogSc UNSW
William Buckley, BA DipEd N.E., MEd UNSW
Rosemary Caldwell, DipPhysEd W'ong., BA UNSW, MEd Syd.
Rhonda Craven, BA Syd., DipT Alexander Mackie C.A.E.
Christina Davidson, DipT R.C.A.E., BEd S.A.C.A.E., GradDipTESOL MA TESOL U.T.S.
Carmel Desmarchelier, BA DipEd UNSW, MAIT MA N.E.
Rosemary Kearney, MA DipEd UNSW
Kerry Mcleod, MA DipEd Macq., GradDipComm Hawkesbury Ag. Coll., LTCL
Alan Merritt, DipEd MA UNSW
John Mitchell O'Toole, BScEd MEd UNSW
Kaye Placing, BSc DipEd Syd., GradDipEdStud Syd.C.A.E., MEd UNSW
Deborah Scott, BEd MEd Syd.
Denise Tolhurst, DipT BMath W'ong., MEd Syd.

Administrative Officer
Stephan Scorse

School of Sport and Leisure Studies
St George Campus

Associate Professor and Head of School
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Senior Lecturers
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Kevin Norton, BEdPE MA Flin., PhD Georgia

Lecturers
Paul Batman, MS Oregon, ACTT Victoria Coll., DipPhysEd A.C.P.E.
Connolly Byrne, MA Calif. State, DipPhysEd Syd. Teachers Coll.
Barbara Eden, BA MA Macq., MS W'ong., DipSecEd Syd. Teachers Coll.
John Nolan, MA San Diego State
Pauline Sky, BA Kuring-gai C.A.E., MA UNSW
Bruce Wilson, BS Indiana State, MA Northern Colorado, PhD Florida State

Associate Lecturers
Elizabeth Lowe, BSc Syd., DipSpSc Cumberland, DipEd Syd.C.A.E.
Tim Olds, BSportSc UNSW, BA PhD Syd.

Administrative Officer
William Baker
Professional Development Centre

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

Senior Lecturers
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Douglas John Magin, BA MLitt N.E.

Gregory Louis Ryan, BA MA(Ed) Syd.
Susan Margaret Toohey, BA Qld., MLS MA Maryland

Lecturers
Janette McLean, BSc W.Aust., MEd U.T.S.

Administrative Officer
Lynne Anne Bruce

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

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

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

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

Information Key

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

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

Prefixes

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

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

Kensington Campus

School of Education Studies
Administrative Officer
Sheena Wiard
Room 25, Building G2, Western Campus

School of Health Services Management
Administrative Officer
Susan Lundy
General Office (Room LG29A, The Chancellery)

School of Applied and Performing Arts
Administrative Officer
Diann Rodgers
Room 422, Level 4

School of Sport and Leisure Studies
Administrative Officer
Bill Baker
Room 530, Level 5

School of Teacher Education
Administrative Officer
Stephen Scorse
Room 527, Level 5

School of Information, Library and Archive Studies
Administrative Officer
Ray Locke
Room 403, Level 4, Mathews Building

School of Social Work
Administrative Officer
Natalie du Gard
Room 45, Building G2, Western Campus

Professional Development Centre
Administrative Officer
Lynne Bruce
Room 3012 Quadrangle Building

St George Campus

School of Applied and Performing Arts
Administrative Officer
Diann Rodgers
Room 422, Level 4

School of Sport and Leisure Studies
Administrative Officer
Bill Baker
Room 530, Level 5

School of Teacher Education
Administrative Officer
Stephen Scorse
Room 527, Level 5

Faculty of Professional Studies
Enrolment Procedures

All students re-enrolling in 1995 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1995* and Information for Graduate Students available from School Offices and the Student Centre. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in non-award subjects, locations and hours of Cashiers and late enrolments.

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

Faculty Enrolment Restriction

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

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**Course Outlines**

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

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

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

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

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

---

**Professional Studies Library Facilities**

**Kensington Campus**

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

**Social Sciences and Humanities Librarian:** Pam O’Brien  
**Biomedical Librarian:** Ken Klippel (Acting)  
**Law Librarian:** Jackie Patrick  
**Physical Sciences Librarian:** Rhonda Langford

---

**St George Campus**

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

**Librarian:** Sandra Sullivan

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**Student Clubs and Societies**

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

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

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

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**Social Work Students’ Association**

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

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**Students With Disabilities**

The University of New South Wales has a policy of equal opportunity in education and seeks wherever possible to ensure maximum participation of students with disabilities.
The University offers a range of assistance: examination support; specialized equipment; educational support; parking provisions; library assistance. A Resource Guide for students and staff with disabilities and a map showing wheelchair access is available from the Adviser to Students with Disabilities, the EEO Unit, the Library, and the Student Guild. It is advisable to make contact with the Adviser to Students with Disabilities prior to, or immediately following enrolment, to discuss your support needs. The Adviser can be contacted on 385 5418 or in the Student Services section of the Quadrangle Building.

Equal Opportunity in Education Policy Statement

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

University Commitment to Equal Opportunity in Education

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

Special Admissions Schemes

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

Support of Disadvantaged Students

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

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

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

Equal Opportunity Adviser Scheme

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

Harassment Policy

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

Student Computing Requirements

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

Students on the Kensington campus may use the general access computer laboratories. There is also a computer laboratory in Building G2 of the Western Campus but there is no staff member in attendance at this laboratory. Students on the St George campus may use the computer laboratories there when they are not scheduled for classes. Two of these computer rooms contain Apple Macintosh computers while two rooms contain IBM compatibles. Access times are displayed outside the computer rooms. Students wishing to make use of the facilities at the St George campus are required to register annually. Forms are available from the Computing Staff.

The Faculty suggests that students purchasing a new computer, purchase it through the Computer Sales and Support Centre on the Kensington campus. Students on the St George campus may seek advice and up-to-date prices from the Senior Technical Officer (Computing) who will also accept orders on the Sales Centre's behalf. It is advisable for students to check the suitability of both the personal computer and initial software with their course coordinator or individual lecturers.
General Education Requirement

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

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

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

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

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

*Course Requirement: 56 hours*

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

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

*Course Requirement: 56 hours*

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

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

*Course Requirement: 56 hours*

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

Will these abilities be used, for example:

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

The way in which the Category C requirement of the Program will be met varies with each of the Schools and courses in the Faculty. The particular details are shown under each School's handbook entry.
The School of Applied and Performing Arts offers a Bachelor of Applied Arts 4150 with specializations in Textiles or Ceramics or Jewellery. This is a three year full-time course and four years with Honours. This course aims to prepare students for a career in one of a variety of applied arts fields including:

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

The course is structured into three subject strands: Core Studies, Contextual Studies and General Education Studies. Within Core Studies, students will complete a Foundation Studio before electing a major sequence from textiles, ceramics or jewellery. Each of the three major elective sequences will not be available each year and students are advised to contact the School for information on major electives available in any one year.

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

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

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

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

4150 Bachelor of Applied Arts (Craft Arts) Course

Bachelor of Applied Arts
BAppA

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

Conditions

Regulations governing the award of this degree are:

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

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

2. The degree shall be awarded at Pass or Honours Levels. Honours may be awarded in the following categories:
   Honours Class I; Honours Class II, Division I; Honours Class II, Division II

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

The course provides both foundation and specialist studies appropriate for students to prepare themselves for a career in one of a variety of applied arts fields including professional practice as a craft arts practitioner, in related crafts industries, as a craftsperson within a professional design team or in a service industry where the practitioner will be required to apply specialist knowledge in the areas of design process, craft production and critical and creative responding to design craft problems and solutions.

Structure of Course

The course is structured into three subject strands:

Core Studies: 210 credit points
Contextual Studies: 130 credit points
General Studies: 20 credit points

The Core Studies are designed to help students explore the relationship between ideas, materials and processes. The intention in the Foundation Studio is to assist students to develop knowledge and skill in solving fundamental artistic problems through drawing, colour theory and craft design. Since drawing is basic to all artistic activity students will be encouraged to use drawing to assist them in developing their ideas and to help them improve their creative problem solving strategies using media. All students in Year 1 complete a common core of studies.

In Year 2 students will elect a major sequence in their specialist study from textiles, ceramics or jewellery. Specialist subjects are identified under the title Design Craft with each of the specialist studies focusing upon knowledge, skills and understanding that will assist students to prepare as professional craft artists. Only two of the three specialist areas will be offered in any one year. Prospective students should check with the School.

To assist students to gain knowledge and technical information about the science and technology of material and help them better understand the structure, workability and composition of materials, the School of Fibre Science and Technology and School of Materials Science and Engineering are contributing subjects to the course. The two schools will jointly offer within the Core Studies the subject Materials and Techniques in Design Craft 1 (Session 3, Year 2) as an introductory subject dealing with the science and technology of textiles, clay and associated materials and metal. A second subject, Materials and Techniques in Design Craft 2 (Session 4, Year 2) will allow students to elect one of either textiles, clay and associated materials or metal. Students will select the second subject that supports their specialist design craft study in textiles, ceramics or jewellery. Therefore, students majoring in textiles will enrol in the textiles strand of Materials and Techniques in Design Craft 2.

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

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

Honours Component

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

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

### Course Majors: Textiles, Ceramics, Jewellery

For incoming 1995 students the majors offered will be Textiles and Ceramics.

### Year 1

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**EXPA1080** History of Applied Arts 1 15 3
**EXPA1083** Applied Arts Workshop 1 (Technology Studies) 5 2
**EXPA1082** Design Studies and the Arts 10 3

### Year 2

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**EXPA2100** Design Craft 2A Textiles 20 6
**EXPA2200** Design Craft 2A Ceramics 20 6
**EXPA2300** Design Craft 2A Jewellery 20 6

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### Year 3

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**EXPA3100** Design Craft 3A Textiles 20 6
**EXPA3200** Design Craft 3A Ceramics 20 6
**EXPA3300** Design Craft 3A Jewellery 20 6

### Applied Arts Study Electives

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

### Group A Electives

| EXPA1011 | Communication 1 | 10 | 3 |
| EXPA2013 | Computer Technology 1 | 10 | 3 |
| EXPA2014 | Computer Technology 2 | 10 | 3 |
| EXPA2015 | Photography 1 | 10 | 3 |
| EXPA2016 | Photography 2 | 10 | 3 |
| EXPA2017 | Fashion and Costume Design 1 | 10 | 3 |
| EXPA2018 | Fashion and Costume Design 2 | 10 | 3 |
| EXPA2021 | Drawing 1 | 10 | 3 |
| EXPA2022 | Drawing 2 | 10 | 3 |
| EXPA2023 | Drawing 3 | 10 | 3 |
| EXPA2031 | The Contemporary Mask | 10 | 3 |
| EXPA2032 | Design in Performance | 10 | 3 |
| EXPA2033 | Independent Study | 10 | 3 |
| EXPA2036 | Design in the Theatre | 10 | 3 |
| EXPA2037 | Professional Presentation | 10 | 3 |
Bachelor of Applied Arts (Dance) Bachelor of Education Course

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

Conditions

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

The minimum number of credit points in each strand, as outlined in the course structure, are:

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<td>Contextual</td>
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<td>and either 39 for a Drama Studies sequence of subjects or 28 for a Sports Science sequence of subjects</td>
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Education

plus Education subjects in Session 7 and 8 as required for the combined degree for Method Subjects, Educational Studies and Electives and Teaching Experience.

General Education 8

Structure of the Course

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

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

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

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

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

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

- Teaching Method 1 (Dance-single method)

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

- Teaching Experience including practice teaching.
Schedule of Subjects

Year 1

Session 1
EXPA3001 Dance Styles 1 10 6
SLST3200 Human Anatomy and Physiology 5 4
EXPA3010 Dance Analysis and Composition 1 4 2
EXPA3020 Performance Study 1: Dance in a Socio-Cultural Context 4 2
EDST1102 Social Foundations of Education 4 2

Year 2

Session 1
EXPA3003 Dance Styles 3 10 6
SLST1146 Kinesiology 4 3
EXPA3012 Dance Analysis and Composition 3 4 2
EXPA3022 History and Theory of Dance 1 4 2
Education Studies: elective subject 4 2

Session 2
EXPA3004 Dance Styles 4 10 6
SLST2128 Exercise and Sports Injuries 4 3
EXPA3013 Dance Analysis and Composition 4 2
EXPA3023 History and Theory of Dance 2 4 2
Education Studies: elective subject 4 2

Year 3

Session 1
EXPA3005 Dance Styles 5 10 6
EXPA3016 Dance Pedagogy 1 4 2
EXPA3014 Dance Analysis and Composition 5 4 2
EXPA3024 History and Theory of Dance 3 4 2
EXPA3026 Music for the Dancer 1 4 2
Education Studies: elective subject 4 2

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

Years 4

Session 1
EXPA3007 Dance Styles 7 10 6
EXPA3018 Professional Development Issues in Dance Education 4 2

Session 2
Method Subjects in Dance and Drama or Physical Education

Category A General Education Elective 4 2

Education Studies

Year 4

Session 1
EXPA3007 Dance Styles 7 10 6
EXPA3018 Professional Development Issues in Dance Education 4 2

Session 2
Method Subjects in Dance and Drama or Physical Education

Category A General Education Elective 4 2

Education Studies

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

Category A General Education Elective 4 2

Session 2
Method Subjects in Dance and Drama or Physical Education

Category A General Education Elective 4 2

Education Studies

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

Category A General Education Elective 4 2

Education Studies

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

Category A General Education Elective 4 2

Education Studies

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Category A General Education Elective 4 2

Education Studies

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Category A General Education Elective 4 2

Education Studies

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

Category A General Education Elective 4 2

Education Studies
Approved Four-Year Program

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

Subject Descriptions

For descriptions of subjects offered by the School of Applied and Performing Arts see the appropriate section later in this Handbook. For descriptions of subjects offered by other schools of the Faculty refer to the relevant section in the Handbook. For subject descriptions offered by the School of Theatre and Film Studies refer to the Faculty of Arts and Social Sciences Handbook.

Subject Descriptions

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

Bachelor of Applied Arts

Core Studies

EXPA1000
Foundation Studio 1
Staff Contact: Mr Vaughan Rees
C30 S1 HPW9
This subject introduces students to basic skills, processes and media used in visual problem solving. Studio practice will examine: a wide range of wet (ink, dye, acrylic paint, watercolours, stains) and dry (graphite, charcoal, coloured pencils, oxide and pigment, pastel, conte) mediums and their individual properties; tonality, and various theories of colour; formal design theories (Western and Eastern); high and low technologies; implications of functional design; purposes and forms of decoration; design processes; translation of ideas through to finished forms of design craft.

EXPA1010
Foundation Studio 2
Staff Contact: Ms Emma Robertson
C10 S2 HPW3
This subject will build upon studies in Foundation Studio I with a greater emphasis on visual problem solving through tonal colour and design studies. Contemporary themes, particularly Australian will be investigated.

MATS9712
Materials and Techniques in Design Craft 1
Staff Contact: Dr Peter Thursby
C10 S1 HPW4
An introduction to the science and technology of materials, emphasizing relationships between structure, composition and properties. Introduction to processing of metallic, ceramic and fibrous materials. Materials recognition and design possibilities are discussed.

TEXT7002
Materials and Techniques in Design Craft 2A
Staff Contact: Dr Peter Thursby
C10 S2 HPW3
The conversion of fibres to yarns. Properties of yarn. The conversion of yarn to fabric including weaving, knitting, feltmaking. The application of colour to textile materials. Introduction to Industrial textile manufacture.

MATS9722
Materials and Techniques in Design Craft 2B
Staff Contact: Dr Peter Thursby
C10 S2 HPW3
Casting, working and surface finishing of metals and alloys. Soldering, brazing and welding. Joining metals to glasses, ceramics and gemstones.

MATS9732
Materials and Techniques in Design Craft 2C
Staff Contact: Dr Peter Thursby
C10 S2 HPW3
Structures and properties of clays, non-clays, cements, porcelains, glazes, glasses and other ceramics. Optical properties and colours of glasses, glazes and gemstones. Forming and firing of ceramic bodies, reactions during firing. Kilns and oxidation/reduction effects.

EXPA1040
Advanced Problems in Design
Staff Contact: Ms Emma Robertson
C10 S1 HPW3
This subject will encourage and assist students to develop advanced individual projects in their area of specialisation. Opportunities for group discussions and tutorials will enable students to share their work with staff and other students. Projects in textiles, ceramics or metal will require a design craft problem, identification of the process and strategies to assist the solution and completion of craft work. Presentation will require submission of documentation of process as well as completed work.

EXPA1050
Selected Study in Design Craft
Staff Contact: Ms Louise Hamby
C15 S1 HPW3
This subject will assist students to gain aesthetic insight and a better appreciation of design problems by working to a specific design brief for an arts group/organisation or industry. Students will be assisted to make contact with an
outside organisation involved in design craft or the arts and so gain a better appreciation of the professional life of a designer-craftsperson. It is anticipated that this experience will assist students in determining a placement for the subject EXPA 1070 Professional Experience Project.

EXPA1060
Advanced Project
Staff Contact: Dr Peter Thursby
C10 S2 HPW3

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

EXPA1070
Professional Experience Project
Staff Contact: Dr Peter Thursby
C15 S2 HPW3
Prerequisites: EXPA 3100, EXPA 3200 or EXPA 3300
Corequisite: EXPA 3110, EXPA 3210 or EXPA 3310

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

EXPA1100
Design Craft 1
Staff Contact: Mr Peter Masters
C20 S2 HPW6

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

EXPA2100
Design Craft 2A Textiles
Staff Contact: Ms Louise Hamby
C20 S1 HPW6

EXPA2200
Design Craft 2A Ceramics
Staff Contact: Mr Peter Masters
C20 S1, S2 HPW6

This subject provides an overview of the processes involved in creating objects from clay. Studio practice examines: types of clay bodies, stages of drying process, building and forming techniques, surface decoration, traditional attitudes to ceramics, and firing technology.

EXPA2300
Design Craft 2A Jewellery
Staff Contact: Dr Peter Thursby
C20 S1 HPW6

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

EXPA2110
Design Craft 2B Textiles
Staff Contact: Ms Louise Hamby
C20 S2 HPW6


EXPA2210
Design Craft 2B Ceramics
Staff Contact: Mr Peter Masters
C20 S1, S2 HPW6

This subject critically analyses the aesthetics and function of clay objects. Studio practice will examine: function and domestic purpose, contemporary perspectives of clay objects, wheelthrowing techniques, lowfire and mediumfire glazing, glaze technology and varieties of handbuilding techniques. Students will be expected to produce objects ready for exhibiting.

EXPA2310
Design Craft 2B Jewellery
Staff Contact: Dr Peter Thursby
C20 S2 HPW6

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

EXPA3100
Design Craft 3A Textiles
Staff Contact: Ms Emma Robertson
C20 S1 HPW6

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

EXPA3200
Design Craft 3A Ceramics
Staff Contact: Mr Peter Masters
C20 S1 HPW6
This subject examines sculptural ceramic forms. Studio practice will examine: relief and three dimensional forms, surface treatment, scale, mixed media, mass, stress factors, personal and public sculpture, cultural, religious and political icons.

EXPA3300
Design Craft 3A Jewellery
Staff Contact: Dr Peter Thursby
C20 S1 HPW6
The role of the contemporary jeweller and the aesthetics of jewellery-making within a commercial context. Studio activity: stone-setting, metal alloying, etching, pattermation; setting a design based on consumer research; one-off designs and multiple production; linking studio capabilities with industries (electroplating, metal spinning, die-forming); visual problems involved with aesthetics, jewellery and mass production.

EXPA3110
Design Craft 3B Textiles
Staff Contact: Ms Emma Robertson
C20 S2 HPW6
Self initiated project using concepts and the design process in formulation of work. Use of techniques and skills based on earlier foundation and textile subjects. Development of research skills for historical and contemporary textiles, issues and concepts related to proposed work. Professional work practices: organization, quality control and presentation of work.

EXPA3210
Design Craft 3B Ceramics
Staff Contact: Mr Peter Masters
C20 S2 HPW6
This subject provides an opportunity for the individual production of a major body of work which must contain elements of ceramic material and ceramic process. Studio practice will involve a student initiated design craft brief (approved by subject lecturer).

EXPA3310
Design Craft 3B Jewellery
Staff Contact: Dr Peter Thursby
C20 S2 HPW6
Advanced studio practice that requires the student to: initiate a jewellery design proposal; research and investigate appropriate technology, materials and audience; place the design within a conceptual framework; and construct a body of work that relates to the jewellery process.

Contextual Studies

EXPA1080
History of Applied Arts 1
Staff Contact: Dr Peter Thursby
C15 S1 HPW3
Prehistory to High Renaissance. An introduction to exploring the role of the artist/craftperson within the framework of society and related arts, with reference to the evolution of craft design from early utilitarian objects to the more sophisticated crafts of the guild system. Examining the expertise, design and workmanship required to produce these decorative and functional items, and the ideas and philosophy behind the production of artefacts within a historical context.

EXPA1081
History of Applied Arts 2
Staff Contact: Dr Peter Thursby
C15 S2 HPW3
Enlightenment to 21st Century. An introduction to the emergence of a technical and commercial society, examining the crafts and artefacts produced within the framework of society and the related arts. Developing an understanding of the ideas and philosophy behind the Art and Craft movement and subsequent revivals in the 20th Century with reference to individual artist/craft persons style, technique, use of media and presentation.

EXPA1082
Design Studies In the Arts
Staff Contact: Ms Louise Hamby
C10 S1 HPW3
Theory and practice of design in the arts from different cultures. Presentation and layout of visual materials used in assignments. Translation of a literary mode into a visual form. Research of cultural artefacts. Link between design and technological development within different cultures. Significance of particular cultural artefacts within their social context.

EXPA1083
Applied Arts Workshop 1 (Technology Studies)
Staff Contact: Mr Peter Masters
C5 S1 HPW2
This subject will not deal with aesthetic concerns but with simple "how to" technical information and practice. At least three workshop areas will be completed in the semester with individual workshop areas of four weeks duration. Various areas will be offered from the following list: wood, metal, sewing, photography, video, computers, sound production, mouldmaking.

EXPA1084
Applied Arts Workshop 2 (Computer Technology)
Staff Contact: Ms Louise Hamby
C10 S2 HPW3
Introduction to the micro computer. Use of general purpose software applications including word processing, spreadsheets and graphics. Applications for design projects, presentations of layouts combining text and imagery. Use of computer for symbiotics specific to clay, metals and fibre. Preparation of design briefs and resumes.
EXPA2001  
**History and Theory of Design Craft 1**  
*Staff Contact: Dr Peter Thursby*  
*C15 S1 HPW3*

To develop a historical, cultural and theoretical base for the study of the design and production of craft and Applied Arts through a series of thematic studies in Textiles, Ceramics, Jewellery and other related Arts. Concepts such as the role of the crafts person and their immediate environment as a theme, commercial and economic factors and fashions, historical significance and cultural influences as well as aesthetic considerations will all be examined in detail.

EXPA2002  
**History and Theory of Design Craft 2**  
*Staff Contact: Dr Peter Thursby*  
*C15 S2 HPW3*

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

EXPA2003  
**Professional Issues In Craft Practice**  
*Staff Contact: Ms Emma Robertson*  
*C15 S2 HPW3*

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

**Group A Electives**

EXPA2011  
**Communication 1**  
*Staff Contact: Dr Peter Thursby*  
*C10 S1, S2 HPW3*

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

EXPA2013  
**Computer Technology 1**  
*Staff Contact: Ms Louise Hamby*  
*C10 S1, S2 HPW3*

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

EXPA2014  
**Computer Technology 2**  
*Staff Contact: Ms Louise Hamby*  
*C10 S1, S2 HPW3*

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

EXPA2015  
**Photography 1**  
*Staff Contact: Dr Peter Thursby*  
*C10 S1, S2 HPW3*

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

EXPA2016  
**Photography 2**  
*Staff Contact: Dr Peter Thursby*  
*C10 S1, S2 HPW3*

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

EXPA2017  
**Fashion and Costume Design 1**  
*Staff Contact: Ms Emma Robertson*  
*C10 S1, S2 HPW3*

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

EXPA2018  
**Fashion and Costume Design 2**  
*Staff Contact: Ms Emma Robertson*  
*C10 S1, S2 HPW3*

This subject will explore the scope of costume design in a theatrical context, building on the skills gained by students in Level I. Students will study historical and contemporary costume in theatre, film and television. Cutting, decoration and the construction of theatrical costumes will be explored in order to allow students to develop individual skills and designs from set briefs. Theatrical venues and museum collections will be investigated in order to support the practical component of the subject.
EXPA2021
Drawing 1
Staff Contact: Mr Vaughan Rees
C10 S1, S2 HPW3
This subject investigates the historical and contemporary treatment of the nude in the visual arts. Through practical exercises using basic dry media in tone and colour (eg. graphite and pastel) students will examine the human form in terms of structure, proportion, movement and surface qualities.

EXPA2022
Drawing 2
Staff Contact: Mr Vaughan Rees
C10 S1, S2 HPW3
Drawing practice will involve: traditional processes and techniques associated with rendering recognizable forms, altering images through replicating processes (eg. photocopying, printing, collage). Traditional themes including: landscape, still-life and portraiture will be investigated through the process of drawing.

EXPA2023
Drawing 3
Staff Contact: Mr Vaughan Rees
C10 S1, S2 HPW3
Concepts and techniques used in contemporary Australian and International drawing will be critically reviewed. Students will explore the figurative and non-figurative. Studio practice will involve personal and visual, problem solving through a broad range of drawing media and techniques; creating mood and atmosphere through layered images.

EXPA2031
The Contemporary Mask
Staff Contact: Ms Emma Robertson
C10 S1, S2 HPW3
This subject aims to develop students knowledge and understanding of the uses of masks in contemporary society. Different mask styles and types of mask making will be studied. The role of the mask in art, performance and film will be explored and specific themes will be examined in depth. Students will develop personal concepts and designs and create thematic masks using paper mache in addition to their written research.

EXPA2032
Design in Performance
Staff Contact: Ms Emma Robertson
C10 S1, S2 HPW3
This subject will introduce students to design and performance in various contexts. Design in theatre will be the major focus of this subject and students will systematically examine design needs and the crafts of the theatre and participate in practical workshops intended to provide technical and construction experiences. A design craft brief will be set for students to complete.

EXPA2033
Independent Study
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
This subject is a directed study in a discipline or multidisciplinary area of interest and of relevance to the professional and vocational interests of the student. It should extend the knowledge and understanding of the subject through a systematic investigation and development of a project in association with a supervisor. Permission of the Head of School may be sought to determine the suitability of undertaking an independent study.

EXPA2036
Design in Theatre
Staff Contact: Ms Emma Robertson
C10 S1, S2 HPW3
Fundamentals of stage design including technical drawing, plans, renderings and model construction. Scene design, painting and perspective, special effects using colour and synthetic materials. Costume design, patterns and pattern making, cutting and construction. Historical and social research in theatre design.

EXPA2037
Professional Presentation
Staff Contact: Mr Vaughan Rees
C10 S1, S2 HPW3
Investigation and creation of ways of presenting design craft work to a variety of clients, including public and business agencies. Studio activity: typography, layout, border designs and logos; creation of personalized graphic package (business cards, stationery); designing content specific portfolio; photographing art works; ways of presenting two dimensional and three dimensional artwork.

Group B Electives

EXPA2012
Communication 2
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
This subject examines the relationship between communication and culture in the context of contemporary communications media. It provides an introduction to communication theories and models, concepts of culture and ideology, and semiotic analysis of cultural products. A practical component in the subject includes planning and production using photographic and video media, script writing and preparation of graphics material.

EXPA2019
Design Craft and Community Development
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
This subject will explore issues involved in the history, theory and practice of community arts with emphasis upon the role and place of the designer-craftsperson and how the contribution of the designer-craftsperson can enhance the community and community groups. Case studies of community action through the arts will be studied and field trips organised to investigate community groups aims, funding, craft arts achievements and effect in the community.

EXPA2020
Cultural and Social Issues in Contemporary Crafts
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
This subject will examine the cultural and social context within which crafts are produced, the role of the contemporary craftsperson as an individual, as a link in the
community and in contribution in industry. Criticism, theory and models of professional practice in craft arts will be examined as part of an inquiry into the future for craft artists. Guest craft artists will be invited to share their work through presentations and discussion.

EXPA2024
The Applied and Decorative Arts of the Pacific
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
Examination of stylistic and aesthetic characteristics of the applied and decorative arts of Oceania and the application of technical knowledge to the design and creation of forms. Design and pattern: origins and structures; motifs. Form and function. Materials and technical methods. Symbols and meaning. Use of artefacts in social contexts.

EXPA2025
The Arts in the Pacific
Staff Contact: Dr Peter Thursby
C10 S1 S2 HPW3
Pacific Arts since the Second World War: the effect of contact with colonial and military powers upon the visual arts in Melanesian cultures. The visual arts examined within the contexts of tradition, cultural change and economic development. Emergence of tourist art. Case studies of Melanesian visual artists. The influence of western art forms, media and style on contemporary artistic practices in Pacific arts.

EXPA2026
The Applied and Decorative Arts of Asia
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
The subject will examine stylistic and aesthetic characteristics of the applied and decorative arts of Asia with particular attention given to specific or selected cultures that would allow for closer examination of the application of technical and material knowledge to the design and manufacture of crafts. Craft arts practised in Indonesia including craft arts associated with performance.

EXPA2027
The Arts in Asia
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW3
The subject will concentrate on contemporary developments in the arts of Asia and emphasis upon visual arts and craft developments. Specific examples and case studies of contemporary artistic developments in specific countries/cultural groups will allow students to develop their knowledge, understanding of technical achievement and critical abilities in appraising the contemporary arts in Asia. Visits to galleries and museums will be included in assisting students to develop their critical appreciation of craft arts. Recent craft arts contacts between Australia and Asia through craft arts and visual arts organisations will be reviewed to determine aims, form of contacts and results. Where appropriate guest lecturers will be included in the program.

EXPA2028
The Arts of Aboriginal People and Torres Strait Islanders
Staff Contact: Ms Louise Hamby
C10 S1, S2 HPW3
The subject will concentrate on one form of visual art, such as textiles, from the range of media utilized from the Aboriginal and Torres Strait Islander people. It will examine the subject from a traditional and contemporary viewpoint with emphasis placed on its relationship to other art forms. The interconnectedness of the art forms with the culture will be studied. Visits to museum and gallery collections will be included. A studio component will be incorporated to complement the art and problem solving activities based on stylistic qualities of various art forms.

EXPA2029
Interdisciplinary Study in the Arts
Staff Contact: Dr Peter Thursby
C3 S1, S2 HPW3
This subject is intended as either a group or individually designed study that investigates either theoretically/historically or creatively the craft arts as part of the larger contribution of the arts in culture and society. This study will allow students to examine and develop a design process that includes investigation of other art forms in the development of a group or individual project that can be presented to staff and students.

EXPA4000
Project A (Honours)
Staff Contact: Dr Peter Thursby
C10 S2 HPW3
Honours program: investigation of theoretical and practical issues that focus upon the students major area of specialisation. Each student will be required to identify a topic, area of interest, design problem that can be researched, documented and reported in a major illustrated paper of 5000 words. An alternative presentation of an equivalent standard may be individually negotiated.

EXPA4001
Project B (Honours) Full Year
Staff Contact: Dr Peter Thursby
C10 S1, S2 HPW6
Students accepted into the fourth year of the course (Honours) will be required to complete a research and development project in their specialist craft art area leading to a major presentation/exhibition. The project will need to be fully documented (words/visuals) and the documentation presented as an additional record. This record should identify a research area, methods for investigating the particular creative process and findings. The project will include regular meetings/discussions with a supervisor. At regular periods over the academic year members of the School will be invited to participate in some of these discussions to provide feedback. The project must be approved by the Head of School or the Head of School nominee.

EXPA4002
Research in the Applied Arts
Staff Contact: Dr Peter Thursby
C10 S1 HPW3
This subject will be taken in the first session of Year 4 by students enrolled in the Honours component and it will look
at topics of interest in contemporary arts theory and practice that are relevant to craft arts development. Methods of research and planning a special project will also be discussed. Topics for examination will include the historical perspective within which an examination and critical appraisal of contemporary crafts may be conducted, the relevance of contemporary craft arts within the broader visual arts field, the handmade object; critical writing in the craft arts and the changing role of the craft artist in society.

Bachelor of Applied Arts (Dance) Bachelor of Education

Core Strand

EXPA 3001
Dance Styles 1
Staff Contact: Mr David Spurgeon
C10 S1 HPW6
This subject establishes the basis by which students acquire a technical mastery over their bodies. Dance Styles One will involve the study of three essential dance styles: Classical Ballet, Modern Dance and Jazz Dance. In the study and practice of each of these styles students will learn correct postural alignment and practice axial movements designed to improve strength, flexibility, coordination and balance. Classes will include locomotor movements designed to improve the body’s ability to travel, turn, elevate, fall and balance. The Styles classes will conclude with sequencing and phrasing designed to improve rhythm skills, kinaesthetic memory, stamina and endurance. All of the exercises and movements are intended to assist students acquire an articulate body and a heightened anatomical capability.

EXPA 3002
Dance Styles 2
Staff Contact: Mr David Spurgeon
C10 S2 HPW6
This subject continues the student’s acquisition of technical mastery over their bodies begun in Dance Styles One. Classes will be given in Classical Ballet, Modern Dance and Jazz Dance. Emphasis on postural alignment, strength, flexibility, coordination and balance. Locomotor movements will build competence in student’s ability to travel, turn, elevate, fall and balance. Sequencing and phrasing exercises will be more lengthy and complicated than in Dance Styles 1. Students will be expected to be able to demonstrate some essential movements and phrases that characterise each of the three styles.

EXPA 3003
Dance Styles 3
Staff Contact: Mr David Spurgeon
C10 S1 HPW6
Students in Dance Styles Three will be expected to demonstrate skill and competence in Classical Ballet, Modern Dance and Jazz Dance. Exercises will place an increased demand on the students’ strength, flexibility and balance. Spatial and lateral inversion exercises will assist coordination skills. Locomotor exercises will feature locomotive skills particular to each style, for example: ‘grande jet’ in Classical Ballet, ‘triplet’ in Modern Dance and ‘step kick’ in Jazz Dance. Phrasing and sequencing exercises will increase in difficulty and length.

EXPA 3004
Dance Styles 4
Staff Contact: Mr David Spurgeon
C10 S2 HPW6
This subject is the last in a carefully sequenced and graded series involving Classical Ballet, Modern Dance and Jazz Dance. Students will be expected to display a high level of technical mastery over their bodies. Their thoroughly articulate bodies and their advanced anatomical ability will ensure that complicated and demanding axial, locomotor and sequencing exercises are performed with confidence and skill. Emphasis will be placed on increasing kinaesthetic memory and on a high level of visual motor transference skills. At the conclusion of Dance Styles Four students will be expected to demonstrate the same lengthy phrases and small dance sequences in each of the three different styles.

EXPA 3005
Dance Styles 5
Staff Contact: Mr David Spurgeon
C10 S1 HPW6
Dance Styles Five will introduce students to four different styles that are relevant to teaching dance in schools. Students will have regular classes in Tap, AfroCaribbean, LatinAmerican and Aboriginal and Torres Strait Islander Dance Styles. Having already acquired a high level of technical mastery of their bodies, students will acquire style-specific skills in the above four ways of moving. A different emphasis will be placed on axial, locomotor and sequencing stages of the class dependent upon the specific style studied.

EXPA 3006
Dance Styles 6
Staff Contact: Mr David Spurgeon
C10 S2 HPW6
Prerequisite: EXPA 3005
This subject continues the study of the four styles introduced in Dance Styles Five. Students will be expected to acquire and master the specific features of each style. In Tap Dance, longer rhythmic sequences will be learned. AfroCaribbean classes will feature the isolation and coordination of specific body parts and an increase in aerobic capacity. LatinAmerican classes will teach a variety of dances - Cha Cha, Jive, Samba, Rumba. Aboriginal and Torres Strait Islander classes will deal with the relationship between dance and story/narrative and dance and song.

EXPA 3007
Dance Styles 7
Staff Contact: Mr David Spurgeon
C10 S1 HPW6
Prerequisite: EXPA 3006
In this subject students will be expected to display a high level of technical mastery and physical competence in the four specified styles. The focus of the classes will be on kinaesthetic memory and an accurate representation in movement of the specific features of each style. These would include lengthy and complicated time sequences in Tap Dance; a highly articulate torso in Afro-Caribbean and a wide variety of specific Dances in LatinAmerican and
Aboriginal and Torres Strait Islander Styles. In Dance Styles Seven students will possess an advanced level of anatomical capability and will demonstrate a thoroughly articulate body well able to master complicated sequences in any of the seven styles studied.

**EXPA 3010**
Dance Analysis and Composition 1  
Staff Contact: Mr David Spurgeon  
C4 S1 HPW2

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

**EXPA 3011**
Dance Analysis and Composition 2  
Staff Contact: Mr David Spurgeon  
C4 S2 HPW2

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

**EXPA 3012**
Dance Analysis and Composition 3  
Staff Contact: Mr David Spurgeon  
C4 S1 HPW2

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

**EXPA 3013**
Dance Analysis and Composition 4  
Staff Contact: Mr David Spurgeon  
C4 S2 HPW2

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

**EXPA 3014**
Dance Analysis and Composition 5  
Staff Contact: Mr David Spurgeon  
C4 S1 HPW2

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

**EXPA 3015**
Dance Analysis and Composition 6  
Staff Contact: Mr David Spurgeon  
C4 S2 HPW2

This subject requires students to use advanced skills of dance analysis. Students consolidate their skills of discerning, describing and naming perceptible components and forms of dance by interpreting and evaluating specific dances. A detailed study will be made of the context, genre, style, theme and cultural background of a variety of live and recorded dances. Students will also consolidate their compositional skills by being required to make a complete, short dance. This requirement will include the documentation of the compositional process and the description of the finished product in such a way that the students' skills of analysis and skills of composition are brought together. At the conclusion of this subject students will be able to make, describe, interpret and evaluate a dance.
EXPA 3016
Dance Pedagogy 1
Staff Contact: Mr David Spurgeon
C4 S1 HPW2

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

EXPA 3017
Dance Pedagogy 2
Staff Contact: Mr David Spurgeon
C4 S2 HPW2

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

Core subjects offered by the School of Sport and Leisure Studies are:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SLST3200</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>SLST1145</td>
<td>Functional Anatomy</td>
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<tr>
<td>SLST1146</td>
<td>Kinesiology</td>
</tr>
<tr>
<td>SLST2128</td>
<td>Exercise and Sports Injuries</td>
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</tbody>
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Contextual Studies

EXPA 3018
Professional Development Issues in Dance
Staff Contact: Mr David Spurgeon
C4 S1 HPW2

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

EXPA 3020
Performance Study 1: Dance and Performance
Staff Contact: Mr David Spurgeon
C4 S1 HPW2

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

EXPA 3021
Performance Study 2: Dance and Performance
Staff Contact: Mr David Spurgeon
C4 S2 HPW2

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

EXPA 3022
History and Theory of Dance 1
Staff Contact: Mr David Spurgeon
C4 S1 HPW2

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

EXPA 3023
History and Theory of Dance 2
Staff Contact: Mr David Spurgeon
C4 S2 HPW2

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

EXP 3024
History and Theory of Dance 3
Staff Contact: Mr David Spurgeon
C4 S1 HPW2
This subject is an introduction to dance video. Its focus question is ‘how are dances preserved?’ It complements Analysis and Composition 5 which introduces students to written notation. Students will become familiar with using a video camera to make recordings of choreographed work that demonstrate the function of video as a tool of reconstruction and an artistic medium in its own right. The subject will include an overview of basic video production techniques.

EXP 3025
History and Theory of Dance 4
Staff Contact: Mr David Spurgeon
C4 S2 HPW2
This subject is concerned with staged productions of dance, their context as examples of contemporary performance culture and their relationship with other art forms particularly music, visual art and drama. This subject will examine in detail incidences of how performance dance uses music, the extent to which dance is a visual art and examples of dance as performance art. Students will be encouraged to question the role of the body as a determinant in performance art and provide theoretical and practical evidence to support their prospective.

EXP 3026
Music for the Dancer 1
Staff Contact: Mr David Spurgeon
C4 S1 HPW2
Music for the Dancer 1 introduces students to the language and terminology of music in general and to those aspects of the art form of music that have particular relevance for dancers. The subject will assist students in their interpretation and understanding of music terminology and help them develop skills in musical oracy and literacy.

EXP 3027
Music for the Dancer 2
Staff Contact: Mr David Spurgeon
C4 S2 HPW2
This subject continues the groundwork established in Music for the Dancer 1 by concentrating on rhythm skills and a classification of music by style and period. Students will be introduced to a wide range of both live and recorded music. The course aims to greatly extend the students’ music appreciation and knowledge of styles and genres.

EXP 3030
The Nature of Theatre
Staff Contact: Mr David Spurgeon
C6 S2 HPW4
An introduction to the basic principles and analytic vocabulary of theatre. The language of performance and the language of text. General issues of ideology and form, of theatrical convention, and of reception are considered in the context of late nineteenth and twentieth century theatre.

Contextual Studies Major Selection Study
Electives

Level 1

EXP 3031
Drama Works in the Community
Staff Contact: Mr David Spurgeon
C6 S1, S2 HPW3
Theoretical approaches to the production of theatre will be contrasted with different styles of experimental drama. Students will develop conceptual frameworks for understanding examples of drama work which relocate the performance space and change the nature of the audience/performer relationship. The capacity of drama and theatre to reflect diverse social experience will be explored through practical workshops.

EXP 3032
Theatre Forms and Belief
Staff Contact: Mr David Spurgeon
C6 S1, S2 HPW3
The impact of ideological belief on twentieth century theatre practice will be investigated through an analysis of playtexts and writings on theatre, and demonstrated within the workshop process. The significance of Brechtian forms will be traced in the recent work of Churchill, Hare, Romainil, and Hewett who are indicative of a theatre which establishes a dialogue between art and politics. Students will investigate how theatrical form and content are intergrated and convey meaning to an audience.

Other elective subjects at Level 1 and Upper/Advanced Level are offered by the School of Applied and Performing Arts and School of Sport and Leisure Studies on the St George Campus and by the School of Theatre and Film Studies, Faculty of Arts and Social Sciences on the Kensington Campus. Students will need to consult with their Course Coordinator and/or Head of School of Applied and Performing Arts to determine the availability of subjects in specialist areas. Subjects offered by the School of Applied and Performing Arts include:

EXP 3033
Gender Studies and Performance
Staff Contact: Mr David Spurgeon
C6 S1, S2 HPW3
Historical differences within the representation of gender in theatre provide an interpretative field for understanding the social construction of gender. The enactment of gender codes through cross-gender dressing in performance reveals how societal power relations are manifest. Students will explore how categories of gender can be reinterpreted within styles of theatre, through practical work and theoretical studies.
EXPA 3034
Chekhov and the Moscow Art Theatre
Staff Contact: Mr David Spurgeon
C6 S1, S2 HPW3
Approaches to acting used by the Moscow Art Theatre in the production of Chekhov's plays will be investigated in workshops and seminars. Students will explore play texts using modern interpretations of acting and characterisation derived from Stanislavski's theories. The tradition of naturalism in theatre will be looked at from both historical and contemporary perspectives.

EXPA 3035
The Director In Theatre
Staff Contact: Mr David Spurgeon
C6 S1, S2 HPW3
The importance of the director to developments in modern theatre will be highlighted and examined with reference to historical and contemporary productions. The work of Meyerhold, Littlewood, Brook, Grotowski and Munchkine provide examples of different styles and approaches by directors to theatre. Through the practical experience of interpreting play texts, students will develop an understanding of the function of the director in production.

Graduate Study

Course Outlines

1935
Doctor of Philosophy

PhD

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

5630
Graduate Diploma of Arts: Expressive and Performing Arts

Grad Dip

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

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

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

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

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

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

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

• apply evaluative criteria to the assessment of arts forms.

Structure Of Course

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

• Interdisciplinary Arts Studies; and

• Practical Studies

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

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

Master of Education in Creative Arts MEdCA

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

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

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

Full-time Study

Year 1

Core Strand - School Education and the Arts

Session 1

EXPA5000 Contemporary Issues in School Education
EXPA5010 Aesthetic Education in Schools
EXPA5020 Introduction to Research in Arts Education

Session 2

EXPA5030 Applied Research in Arts Education

Elective Strand - Arts Studies

EXPA6001 Arts and Society in Time
EXPA6002 Modernism in the Arts
EXPA6003 Aesthetic Education
EXPA6004 The Arts in Education
EXPA6005 Independent Study
EXPA6006 The Arts and Education
EXPA6007 Craft in Society
EXPA6008 Special Project-

Practical Studies

EXPA6021 Art 1
EXPA6022 Art 2
EXPA6031 Craft 1
EXPA6032 Craft 2
EXPA6041 Dance 1
EXPA6042 Dance 2
EXPA6051 Drama 1
EXPA6052 Drama 2
EXPA6061 Music 1
EXPA6062 Music 2
EXPA6071 Photography 1
EXPA6072 Photography 2
EXPA6081 Video 1 (Not offered in 1995)
EXPA6082 Video 2 (Not offered in 1995)
EXPA6091 Writing 1 (Not offered in 1995)
EXPA6092 Writing 2 (Not offered in 1995)

Total 48 Credit Points

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

#### Session 1
Select from:
- **EXPA5040** Human Development and Art Education: Theory and Practice
- **EXPA5070** Human Development and Dance Education: Theory and Practice in Schools
- **EXPA5100** Drama in Education: Theory and Methodology
- **EXPA5130** Contemporary Studies in Music Education: Jazz Studies
- **EXPA5170** Youth Arts and Education

#### Session 2
Select from:
- **EXPA5050** Teaching Art: Contemporary Issues that Influence Classroom Practice
- **EXPA5080** Improvisation and Composition
- **EXPA5090** Dance Styles: Historical Antecedents and Modern Developments
- **EXPA5110** Drama Curriculum: Implementation in Schools
- **EXPA5120** The Influence of Modern Theories of Performance and Theatre on Drama Education
- **EXPA5140** Contemporary Studies in Music Education: Popular Music/Rock & Roll

### Part-time Study

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

#### Year 1 (Two subjects in each Session)

**Session 1 - Core Strand**
- **EXPA5000** Contemporary Issues in School Education

**Session 2 - Elective Strand (Select One)**
- **EXPA5050** Teaching Art: Contemporary Issues that Influence Classroom Practice
- **EXPA5080** Improvisation and Composition
- **EXPA5110** Drama Curriculum: Implementation in Schools
- **EXPA5140** Contemporary Studies in Music Education: Popular Music/Rock & Roll

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

#### Year 2 (Two subjects in each Session)

**Session 1 - Core Strand**
- **EXPA5020** Introduction to Research in Arts Education

**Session 2 - Elective Strand (Select One)**
- **EXPA5060** Studio Practice in Context of Contemporary Art Theory and Criticism
- **EXPA5090** Dance Styles: Historical Antecedents and Modern Developments
- **EXPA5120** The Influence of Modern Theories of Performance and Theatre on Drama Education
- **EXPA5150** Performance Studies: Jazz Ensemble
- **EXPA5160** Performance Studies: Studio Production

#### Note:
Elective subjects may vary from session to session. Students are advised to consult with the Course Coordinator prior to enrolment to check on subjects available in any one session.
Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Graduate Diploma of Arts

EXPA6001 
Arts and Society In Time
Staff Contact: Mr Richard Morphew
C4 S1 HPW3
Students are introduced to the history of art forms and the changing nature of art forms over time by examination of decisive formal features that have guided historians to organise and group art works into epochs. Alternative ways to analyse the history of art forms will be reviewed and an interdisciplinary approach will be introduced to assist students to draw historical interpretations from studies across epochs and art forms.

EXPA6002
Modernism in the Arts
Staff Contact: Mr Richard Morphew
C4 S2 HPW3
This subject continues the investigation of historical art forms and concentrates upon selected modernist art forms from the mid-Nineteenth Century to contemporary times. Introduces students to topics that assist them to examine the schemes of ideas that help to explain the practice of the arts in the modern period, perceptually experience and respond to the contemporary art forms and logically review modern arts developments.

EXPA6003
Aesthetic Education
Staff Contact: Mr Richard Morphew
C4 S1 HPW2
This subject examines theories of aesthetic education. Questions concerning aesthetic experience and aesthetic valuing in the arts will be considered. Topics will include theory and practice in aesthetic education, aims of aesthetic education, arts and knowing, planning programs in schools.

EXPA6004
Independent Study
Staff Contact: Mr Richard Morphew
C4 S2 HPW2
This subject is intended as an individually designed study that investigates (historically or creatively), a topic in one or more art forms. Students develop their studies in consultation with an academic adviser. The final presentation may be in a print format or combination of print with a performance, exhibition or visual media.

EXPA6006
The Arts and Education
Staff Contact: Mr Richard Morphew
C4 S1,S2 HPW2
This subject assists students to examine contemporary issues in the arts and education, arts advocacy as part of the promotion of the arts in education and review national and international developments in arts education that will affect the teaching of the arts in school. Topics will include the value of the arts to child development, national and state initiatives in arts education, education links with TAFE; past and present arts education programs in art galleries and museums, the Australian Opera and Australian Broadcasting Corporation with the potential to extend arts education programs. For effective planning and evaluation of curriculum in the arts, students will be required to review arts policy documents and develop a rationale for the teaching of the arts in school.

EXPA6007
Craft in Society
Staff Contact: Mr Richard Morphew
C4 S1,S2 HPW2
This subject examines theory, criticism and practice of the crafts in society. Introduction and analysis of different critical perspectives in the study of craft: anthropological, historical, interdisciplinary, artefact analysis, personal ideology/narrative, philosophical. Society and political context of craft, role of craftsperson, technology and effect of technology on craft practice. Core studies of craft practice in different cultural groups.

EXPA6008
Special Project
Staff Contact: Mr Richard Morphew
C4 S1,S2 HPW2
The Special Project is an individualized project of a theoretical or practical nature in one of the expressive or performing arts fields. It is intended to extend skills and knowledge leading to a written project, exhibition or performance. Students will be required to submit a proposal and obtain permission of the Course Coordinator and/or Head of School.

EXPA6021
Art 1
Staff Contact: Mr Vaughan Rees
C4 SS HPW2
This subject introduces students to a variety of formal practical design exercises in two or three dimensions to assist them to gain knowledge about fundamental art making processes, and to enable them to work creatively, skilfully and confidently towards the development of a personal imagery.

EXPA6022
Art 2
Staff Contact: Mr Vaughan Rees
C4 SS HPW2
This subject provides students with practical experience in two dimensional art. Students focus upon drawing/painting or drawing/graphics as their major field of research/art
making and are expected to develop a competent approach to the investigation and processing of visual information and evidence of technical mastery of their chosen media.

EXPA6031
Craft 1
Staff Contact: Ms Louise Hamby
C4 SS HPW2
This subject is designed to examine aspects of craftsmanship, workshop skills and basic principles of design within selected fields of the crafts and to foster individual expression in practical craft work. Practical design crafts projects are selected from textiles, paper construction and ceramics are undertaken as part of craft work.

EXPA6032
Craft 2
Staff Contact: Mr Peter Masters
C4 SS HPW2
This subject extends the student's knowledge and practice of the crafts through the application of design principles and technical skill introduced in Craft 1, to one major craft project. The craft project includes investigation into the form and its history and technical processes associated with production. Extensive documentation of the process is required.

EXPA6041
Dance 1
Staff Contact: Mr David Spurgeon
C4 SS HPW2
The subject introduces students to dance as performance and includes skills in the technical aspects of dance, investigation of the expressive potential of dance, critical insights into different styles of dance and an examination of the historical development of dance as an aesthetic form of expression.

EXPA6042
Dance 2
Staff Contact: Mr David Spurgeon
C4 SS HPW2
This subject expands the student's knowledge of dance forms and builds upon skills and techniques studied in Dance 1, especially focusing upon group choreography, staging and contemporary dance forms.

EXPA6051
Drama 1
Staff Contact: Ms Peta Tait
C4 SS HPW2
This subject introduces students to the basic elements of drama, particularly in relationship to the development of theatre drama. Practical work is an essential element.

EXPA6052
Drama 2
Staff Contact: Ms Peta Tait
C4 SS HPW2
This subject is a sequel to Drama 1, and is designed to extend the knowledge and skills required in acting, producing and evaluating drama.

EXPA6061
Music 1
Staff Contact: Mr Richard Morphew
C4 SS HPW2
This subject integrates practical and theoretical studies in music. It aims to extend students' proficiency in a chosen musical medium, vocal or instrumental, and to develop technical and musical skills. The subject introduces music theory, harmony and musical history through listening, interpretation activities and practical experience.

EXPA6062
Music 2
Staff Contact: Mr Richard Morphew
C4 SS HPW2
This subject is an extension of Music 1. It aims to refine students' skills in musical performance and aural awareness and to further extend knowledge of musical theory and harmony and musical history. It also explores the foundation techniques of musical composition.

EXPA6071
Photography 1
Staff Contact: Mr Richard Morphew
C4 SS HPW2
This subject introduces students to photography as a means of personal expression and as a medium for recording and communicating to others. Principles of design and effective techniques of composition are reviewed and applied to individual projects in black and white photography.

EXPA6072
Photography 2
Staff Contact: Mr Richard Morphew
C4 SS HPW2
This subject takes students to a more advanced level in photography with opportunities to develop and extend camera and darkroom techniques in black and white photography beyond those learned in Photography 1 and to gain basic skills in processing colour film.

EXPA6081
Video 1
Staff Contact: Mr Richard Morphew
C4 SS HPW2
This subject enables students to investigate the creative potential of video and gain technical skills in the production of short experimental works from onsite and studio projects.

EXPA6082
Video 2
Staff Contact: Mr Richard Morphew
C4 SS HPW2
This subject is intended to provide students with additional video production experiences following the initial experiences in Video 1. Particular emphasis is placed upon examining the role of video as a contemporary medium of expression, critically reviewing selected short video productions of an experimental nature and establishing facilities for undertaking individual and group experimental productions.
EXPA6091  
Writing 1  
Staff Contact: Mr Richard Morpew  
C4 SS HPW2  
This subject is designed to involve students in literary criticism, creative writing and preparing material for publication.

EXPA6092  
Writing 2  
Staff Contact: Mr Richard Morpew  
C4 SS HPW2  
This subject assists students to undertake a major in-depth study of one selected literary form and complete a major creative writing project in that selected form.

EXPA6005  
Combined Arts Production  
Staff Contact: Mr Richard Morpew  
C6 S2 HPW4  
This subject involves students in applying their creative skills and conceptual and perceptive understanding of various art forms, to the planning and presentation of a performance and/or exhibition. The production is based upon a theme, concept of idea and all students, either individually or in small groups, elect an art form that, together with other selected forms, expresses a group response to the chosen theme concept or idea.

Master of Education in Creative Arts

Core Strand Subjects

EXPA5000  
Contemporary Issues in School Education  
Staff Contact: Dr Peter Thursby  
SS L2  
This subject assists teachers to examine contemporary issues in school education and review national and international developments in education that affect school education in the 1990s and into the 21st Century. Government reports on policy and priorities at state and federal level are critically examined and issues bearing on school curricula are studied. Education issues are examined in terms of broad impact upon school curriculum and more specifically upon the arts in education. Topics include quality of education, purposes of schooling, equity in schooling, school and work, education for the disadvantaged, education for the gifted and talented, school development and change, school evaluation and centres of excellence.

EXPA5010  
Aesthetic Education in Schools  
Staff Contact: Dr Peter Thursby  
S1 L2  
This subject introduces theories of aesthetic education and examines the significance and value of a theory of aesthetic education for society, culture and school. Questions concerning aesthetic experience and aesthetic valuing in the assessment of the arts are considered with reference to school curriculum. Readings, discussion and experiencing of the arts are directed towards cultivating a sense and understanding of aesthetic education and the arts and how aesthetic education contributes to a formal school education. Topics include art in cultural context, modern aesthetic theory and its applicability to experience, aesthetic experience and school education, research and development in teaching, aesthetic skills and aesthetic criticism.

EXPA5020  
Introduction to Research in Arts Education  
Staff Contact: Dr Peter Thursby  
S1 L2  
This subject introduces students to educational research. Topics include the nature and purposes of educational research, the characteristics of the research process, selection of a research problem, ethics in planning, conducting and reporting research. Various methods of research are examined: experimental, historical, survey, ethnographic, case study, illuminative evaluation, educational criticism, educational connoisseurship and others. Techniques for collecting data are investigated and students are assisted in reading and evaluating research reports.

EXPA5030  
Applied Research in Arts Education  
Staff Contact: Dr Peter Thursby  
S2 L2  
Prerequisites or Corequisites: EXPA5000, EXPA5010 and EXPA5020  
This subject assists students to undertake action research in the school context. Research may focus upon social practice or action in the classroom, a specific teaching practice, personal professional knowledge, curriculum development and evaluation or student learning. The research project should investigate arts education theory or practice in the school context. The theory of small-scale research is covered and students will be assisted through the process of conducting small-scale research and documenting and reporting the findings.

Elective Strand Subjects

EXPA5040  
Human Development and Art Education Theory and Practice  
Staff Contact: Dr Peter Thursby  
SS L2  
This subject examines the major phases or stages of individual development through art and the appearance, meaning and function of art at each stage. Alternate theories are examined and compared for their adequacy in dealing with visual evidence and in terms of the respective implications for art education. The application of perceptual and cognitive responding in different facets of art making and critical responding is also introduced and examined to assist students to understand the factors involved in creative practice and aesthetic experiencing.
EXPAS050
Teaching Art: Contemporary Issues that Influence Classroom Practice
Staff Contact: Dr Peter Thursby
S2 L2
The subject assists students to become familiar with contemporary writing in Australia and overseas on issues concerned with art education. There are a range of issues examined and compared to gauge their adequacy in responding to critical social, economic, political and educational needs in schools and the implications for art education. Topics include design education, discipline-based art education, cognition and the visual arts, creativity, art advocacy, talented and gifted children, art programs in special education and education and technology. Australian art syllabi and visual arts program documents are also reviewed.

EXPAS0506
Studio Practice in Context of Contemporary Art Theory and Criticism
Staff Contact: Mr Vaughan Rees
SS L2
This subject examines current art theory and art criticism through studio practice, readings and through responding to visual art exhibitions and contemporary art production. These practical, critical and reflective experiences assist students to define their own aims as practitioners and their own abilities to respond in informed ways to contemporary art theory and practice.

EXPAS0507
Human Development and Dance Education Theory and Practice In Schools
Staff Contact: Mr David Spurgeon
SS L2
The subject studies the development of dance in education during the Twentieth Century. The philosophical bases of dance for young people are reviewed and analysed and students are expected to develop a rationale for the value of dance in school education in terms of the physical, cognitive and affective life of the individual. There is an historical overview of dance in education in Australia since 1900 so that modern dance education practices can be placed in context. An examination of styles and types of dance taught in schools or with potential to be taught in schools assists students in constructing their own dance program.

EXPAS0508
Teaching Dance: Dance Improvisation and Composition
Staff Contact: Mr David Spurgeon
S2 L2
The focus of the subject is upon the nature and role of improvisation in dance and ways to encourage and assist students to create dance compositions. Improvisation and composition will be examined in terms of their relevance to dance in education and to performance dance. Participation in practical dance classes is required of students taking this subject.

EXPAS0509
Dance Styles: Historical Antecedents and Modern Developments
Staff Contact: Mr David Spurgeon
SS L2
This subject examines the range of dance technique styles offered to students and investigates their significance and benefit from kinesiological, educational, pedagogical, gender and social viewpoints. The current influence of the pop/rock culture on dance in general and dance styles in particular is investigated and compared with the influence of both classical ballet and Australia's ethnic diversity. This subject is both practical and theoretical and should enable students to choose from style diversity a program specifically suited for a target group.

EXPAS0510
Drama In Education: Theory and Methodology
Staff Contact: Ms Peta Tait
SS L2
Theoretical approaches to the teaching of drama is analysed in the context of historical and social developments which have influenced educational practice this century. Students research the nature of learning processes in drama and examine the importance of 'child play' experienced through drama in conjunction with other studies into the nature of 'child play'. This subject contrasts the methodologies of leading drama practitioners which have determined the current diversity of approaches adopted by teachers. The theoretical function of the teacher as catalyst or facilitator and frequently as director in the process of creative drama is examined against the background of the contentious debate over 'product versus process'.

EXPAS0511
Drama Curriculum: Implementation in Schools
Staff Contact: Ms Peta Tait
S2 L2
This subject examines the process of curriculum development for Years K-6, 7-10 and 11-12. Practical work involves structuring units of drama around the framework of the syllabus to create programs that are suitable for particular schools. Areas of knowledge and skills needed are identified and implementation strategies and evaluation procedures explored. Current suggested strategies for curriculum development in drama in education are critically examined and drama documents and practice in educational systems in Australia provide comparative studies. Syllabus and support documents from the NSW Department of School Education are investigated in conjunction with North American practices in drama and recent applications of curriculum in British schools.

EXPAS0512
The Influence of Modern Theories of Performance and Theatre on Drama Education
Staff Contact: Ms Peta Tait
SS L2
This subject is designed to provide students with a thorough grasp of the principles of modern theories of performance in theatre and their major influence on the practice of drama education both overseas and in Australia. The origins and current expressions of performance idiom are studied as part of contemporary theatre practice. Their roots in modernism are studied and the applications of these
practices and principles to drama education identified, researched and explored in performance studies and studio productions.

EXPA5130
Contemporary Studies in Music Education: Jazz Studies
Staff Contact: Dr Peter Thursby
SS L2
Students study the nature of jazz, its historical development from African roots to the present day, jazz theory and harmony and performance practice. This subject involves students in some practical performance work and includes an investigation of teaching strategies for the introduction of jazz to schools.

EXPA5140
Contemporary Studies in Music Education: Popular Music/ Rock and Roll
Staff Contact: Dr Peter Thursby
SS L2
This subject traces the development of popular/rock music from the 1950s to the present day. The study includes an investigation of the influence of technology on the development of these styles and the study of popular/rock music with a social/political context. Other topics to be investigated include: problems of analysis in popular/rock music; music in the age of MTV, performance practice and teaching strategies for the classroom. Students need to become familiar with basic synthesizer and recording technology. Some studio production work required.

EXPA5150
Performance Studies: Jazz Ensemble
Staff Contact: Dr Peter Thursby
SS L2
Prerequisites and Corequisites: EXPA5130
Students are involved in rehearsals in preparation for at least one public performance. Skills in improvisation and ensemble playing are developed throughout the duration of the subject. Relevant literature from published material is reviewed and considered in preparing a program and developing procedures for rehearsal and performance.

EXPA5160
Performance Studies: Studio Production
Staff Contact: Dr Peter Thursby
SS L2
Prerequisites and Corequisites: EXPA5140
This subject involves students in composing and recording at least two works in a specified popular/rock style. Students are required to program synthesizer/drum machines and where appropriate additional instrumentation such as guitars, percussion or vocals. Relevant current journal literature and sound manuals will be reviewed to assist in developing skills in the generation of sound.

EXPA5170
Youth Arts and Education
Staff Contact: Dr Peter Thursby
SS L2
This subject will examine the issues that affect the development and support of a youth policy in the arts and the planning and policy initiatives being undertaken in education to address youth arts. National policy documents on the arts in education, state and regional arts programs, federally funded priority education programs and international youth arts developments will be investigated and assessed in terms of their aims, implementation strategies and results. The subject will review the implications for education and education in the arts particularly the impact youth arts policies will have on curriculum development in the arts.

EXPA5171
Special Project
Staff Contact: Dr Peter Thursby
SS HPW2
The Special Project is an intensive and individualized project of a theoretical or practical nature in the creative arts that is intended to extend skills and or knowledge in a field of the creative arts. Students electing the Special Project will be required to submit a proposal and obtain permission of the Course Coordinator and/or Head of School and that of the Special Project Supervisor.

EXPA5172
Professional Issues in Creative Arts Education
Staff Contact: Dr Peter Thursby
SS L2
Examination of the creative arts in school culture. Focus on content and aims of creative arts education in primary and secondary schools. Integration, collaboration, discipline-based arts education, personal cherishing examined. The pedagogy of arts education, developments in curriculum and instruction in specific arts strands. The role of research in arts education. Policy developments in arts education. Case studies and analysis of creative arts methods and strategies to promote and further develop arts education practice in school context.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Martin Bibby
S1 HPW2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for prescriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of ‘profession’. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
HPW2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the
analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: Prof Allan Borowski
HPW2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.
The School of Education Studies offers teacher education courses jointly with several other schools of the University. These courses lead to the award of the degrees of BA BEd and BSc BEd.

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

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

Undergraduate Study

Course Outlines

4055 Bachelor of Arts Bachelor of Education Course

Bachelor of Arts Bachelor of Education BA BEd

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

Pass Degree

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

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

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

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

   Chinese
   Drama
   English
Approved Programs

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

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

Subject Descriptions

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

BA BEd Course Outline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>C</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST1101  Educational Psychology (S1)</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>EDST1102  Social Foundations of Education (S2)</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Major Subject 1*</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Major Subject 2 (or Level 1 elective/s if Mathematics)*</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Arts elective subject/s*</td>
<td>12</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>C</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Education Studies electives (2 x 4)</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Major subject 1*</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Major subject 2 (or Upper Level electives if Mathematics major)*</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>General Education Category A subject/s (28 hrs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>C</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Education Studies electives (2 x 4)</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Major Subject 1*</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Major Subject 2 (or Upper Level elective/s if Mathematics Major)*</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>General Education Category A subject/s (28 hrs)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 4</th>
<th>C</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEED1224  Professional Issues and Responsibilities (56 hrs)</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>TEED1226  Special Education</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Appropriate Teaching Method Subject/s (112 hrs)</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Additional points from major subject/s*</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 2</th>
<th>C</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEED1221  Education Elective A (16 hrs)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>TEED1223  Education Elective C (16 hrs)</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Appropriate Teaching Method Subject/s (24 hrs)</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>TEED1225  Teaching Experience (238 hrs)</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

*Average HPW shown. Varies between 3-6 hpw.
During the Honours year, students are expected to take part in the weekly Research Seminars conducted by the School of Education Studies.

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

### Conditions for the award

#### Enrolment and progression

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

#### Assessment

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

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

### Approved Programs

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

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

The approved programs are as follows:

### 0158 Physics

#### Year 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Unit 1</th>
<th>U</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST1101</td>
<td>Educational Psychology 1 (S1)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>EDST1102</td>
<td>Social Foundations of Education (S2)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>CHEM1101</td>
<td>Chemistry 1A (S1)**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>CHEM1201</td>
<td>Chemistry 1B (S2)**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH1131</td>
<td>Mathematics 1A (S1)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MATH1231</td>
<td>Mathematics 1B (S2)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>PHYS1002</td>
<td>Physics 1 (FY)</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

#### Year 2

Two Education Studies elective subjects 2
MATH2510‡, MATH2520‡, MATH2100‡, MATH2120‡ | 2 |
PHYS2001, PHYS2011, PHYS2021, PHYS2031 | 4 |
Either BIOS1011 or GEOL1101 | 1 |

#### Year 3

Two Education Studies Elective subjects 2
PHYS3010, PHYS3021, PHYS3030, PHYS3041, PHYS3050, PHYS3060, PHYS3080 | 4 |
3 units from BIOS1011, BIOS1021, GEOL1101, GEOL1201 | 3 |

#### Year 4

Session 1
HPST2106 The Scientific Theory | 1 |
TEED1218 Science Method (168 hrs) | 2.5 |
TEED1224 Professional Issues and Responsibilities (56 hrs) | 1.3 |
TEED1226 Special Education | 0.7 |
### 0258 Chemistry

#### Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>U</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM1101</td>
<td>1</td>
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<tr>
<td>CHEM1201</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>EDST1101</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>EDST1102</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>PHYS1002</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MATH1011</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MATH1021</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MATH1231</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Year 2

- Two Education Studies elective subjects: 2
- BIOS1011: 1
- CHEM2011, CHEM2021, CHEM2031, CHEM2041: 4
- GEOL1101: 1
- Either GEOL1201 or BIOS1021: 1

#### Year 3

- Two Education Studies elective subjects: 2
- 4 Level III Chemistry units including at least three of CHEM3011, CHEM3021, CHEM3031, CHEM3041: 4
- Science elective units: 3

#### Year 4

- Session 1
  - HPST2106: The Scientific Theory: 1
  - TEED1216: Mathematics Method (112 hrs): 2.5
  - TEED1224: Professional Issues and Responsibilities (56 hrs): 1.3
  - TEED1226: Special Education: .7

- Session 2
  - TEED1216: Mathematics Method (36 hrs): 1
  - TEED1221: Education Elective A (16 hrs): .5
  - TEED1223: Education Elective C (16 hrs): .5
  - TEED1225: Teaching Experience (238 hrs): 3

### Year 5 (Honours)

- CHEM4003

*Average HPW in each session

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

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

---

### 1058 Mathematics

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

#### Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>U</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP1811</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>EDST1101</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>EDST1102</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MATH1131</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MATH1231</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>MATH1081</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

#### Year 2

- Two Education Studies elective subjects: 2
- MATH2501, MATH2510, MATH2120: 2
- At least one unit from Level II Statistics: 1
- At least one unit from MATH2520, MATH2400, MATH2410, MATH2100, MATH2301: 1
- Further units from the above list, or Science electives, or electives from the BA course, giving a total of 7 units for the year: 3

#### Year 3

- Two Education Studies elective subjects: 2
- MATH3560 and MATH3570: 2
- 3 units from Level III Mathematics: 3
- 3 units from Science electives or from BA course electives: 3

#### Year 4

- Session 1
  - HPST2106: The Scientific Theory: 1
  - TEED1216: Mathematics Method (112 hrs): 2.5
  - TEED1224: Professional Issues and Responsibilities (56 hrs): 1.3
  - TEED1226: Special Education: .7

- Session 2
  - TEED1216: Mathematics Method (24 hours): 1
  - TEED1221: Education Elective A (16 hours): .5
  - TEED1223: Education Elective C (16 hours): .5
  - TEED1225: Teaching Experience (238 hrs): 3

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

#### Year 5 (Honours)

- MATH4003 or MATH4103 or MATH4603 or MATH4903

*Average HPW in each session
### 1758

**Biology**

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>U HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOS1011 Biology A (S1)</td>
<td>1 6</td>
</tr>
<tr>
<td>BIOS1021 Biology B (S2)</td>
<td>1 6</td>
</tr>
<tr>
<td>CHEM1101 Chemistry 1A (S1)**</td>
<td>1 6</td>
</tr>
<tr>
<td>CHEM1201 Chemistry 1B (S2)**</td>
<td>1 6</td>
</tr>
<tr>
<td>EDST1101 Educational Psychology 1 (S1)</td>
<td>2</td>
</tr>
<tr>
<td>EDST1102 Social Foundations of Education (S2)</td>
<td>2</td>
</tr>
<tr>
<td>MATH1011 General Mathematics B (S1) or MATH1131 Mathematics 1A (S1)</td>
<td>1 6</td>
</tr>
<tr>
<td>or MATH1021 General Mathematics C or MATH1231 Mathematics 1B (S2)</td>
<td>1 6</td>
</tr>
<tr>
<td>or PHYS1002 Physics 1 (FY) or PHYS1022 Introductory Physics (FY)</td>
<td>2 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Education Studies elective subjects</td>
<td>2</td>
</tr>
<tr>
<td>BIOS2011</td>
<td>1 6</td>
</tr>
<tr>
<td>BIOS2021</td>
<td>1 6</td>
</tr>
<tr>
<td>BIOC2101 (S1)</td>
<td>1 6</td>
</tr>
<tr>
<td>BIOC2201 (S2)</td>
<td>1 6</td>
</tr>
<tr>
<td>Three Level II Science elective units to provide prerequisites for Year 3</td>
<td>3 *9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Education Studies electives</td>
<td>2</td>
</tr>
<tr>
<td>Four Level III units in one area from the Schools of Biochemistry and Molecular Genetics, Biological Science or Microbiology and immunology</td>
<td>4 *12</td>
</tr>
<tr>
<td>Three Science elective units.</td>
<td>3 *9</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Year 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
</tr>
<tr>
<td>HPST2106 The Scientific Theory</td>
<td>1 3</td>
</tr>
<tr>
<td>TEED1218 Science Method (168 hrs)</td>
<td>2.5 12</td>
</tr>
<tr>
<td>TEED1224 Professional Issues and Responsibilities (56 hrs)</td>
<td>1.3 4</td>
</tr>
<tr>
<td>TEED1226 Special Education</td>
<td>.7 2</td>
</tr>
</tbody>
</table>

| **Session 2** | |
| TEED1221 Education Elective A (16 hrs) | .5 4 |
| TEED1223 Education Elective C (16 hrs) | .5 4 |
| TEED1218 Science Method (36 hrs) | 1 9 |
| TEED1225 Teaching Experience (238 hrs) | 3 |

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

**Year 5 (Honours)**

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

* Average HPW in each Session.

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

### 2558

**Geology**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>U HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST1101 Educational Psychology 1 (S1)</td>
<td>2</td>
</tr>
<tr>
<td>EDST1102 Social Foundations of Education (S2)</td>
<td>2</td>
</tr>
<tr>
<td>GEOL1101 Geological Processes (S1)</td>
<td>1 6</td>
</tr>
<tr>
<td>GEOL1201 Geological Environments (S2)</td>
<td>1 6</td>
</tr>
<tr>
<td>MATH1011 General Mathematics B (S1) or MATH1131 Mathematics 1A (S1)</td>
<td>1 6</td>
</tr>
<tr>
<td>or MATH1021 General Mathematics C or MATH1231 Mathematics 1B (S2)</td>
<td>1 6</td>
</tr>
<tr>
<td>or PHYS1002 Physics 1 (FY) or PHYS1022 Introductory Physics (FY)</td>
<td>2 6</td>
</tr>
</tbody>
</table>

| Year 2 | |
| Two Education Studies elective subjects | 2 |
| BIOS1011 | 1 6 |
| CHEM1101 Chemistry 1A (S1)** | 1 6 |
| CHEM1201 Chemistry 1B (S2)** | 1 6 |
| GEOL2011 and GEOL2031 and GEOL2022 | 3 *9 |
| One Science elective unit | 1 6 |

| Year 3 | |
| GEOL3011 and GEOL3021 | 1.5 |
| Two and a half Level III Applied Geology units from GEOL3031, GEOL3062, GEOL3072, GEOL3082, GEOL3092, GEOL3101, GEOL3102 | 2.5 *9 |
| Two Education Studies elective subjects | 2 |
| Three Science elective units | 3 *9 |

| Year 4 | |
| **Session 1** | |
| HPST2106 The Scientific Theory | 1 3 |
| TEED1218 Science Method (168 hrs) | 2.5 12 |
| TEED1224 Professional Issues and Responsibilities (56 hrs) | 1.3 4 |
| TEED1226 Special Education | .7 2 |

| **Session 2** | |
| TEED1218 Science Method (36 hrs) | 1 9 |
| TEED1221 Education Elective A (16 hrs) | .5 4 |
| TEED1223 Education Elective C (16 hrs) | .5 4 |
| TEED1225 Teaching Experience (238 hrs) | 3 |

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

**Year 5 (Honours)**

| GEOL4303 Geology Honours | 20 |
| or GEOL4343 Geology Honours P/T (taken over 4 sessions) | 10 |

* Average HPW in each Session.

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

---

**Honours Degree**

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

Honours In a Science Discipline or Mathematics

Students wishing to proceed to the award of the degree at Honours Level must further complete:
1. any additional requirements as prerequisites to entry to the Honours Level program in the school concerned, and
2. in their fourth or fifth year of study, an approved Honours Level program in the School concerned.

Honours In Education

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

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

<table>
<thead>
<tr>
<th>Year 3</th>
<th>HPW</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDST1511 Advanced Education Studies 1 Unit 1</td>
<td>2</td>
</tr>
</tbody>
</table>

Honours Year

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

Subject Descriptions

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

Core Subjects

EDST1101

Educational Psychology 1

Staff Contact: Prof John Sweller

C4 S1 HPW2

Educational Psychology 1 begins the study of Educational Psychology by examining some aspects of development and of learning and instruction. Topics include: cognitive development; development of memory, reading fluency and comprehension processes involved in meaningful prose construction; an introduction to instructional methods.

EDST1102

Social Foundations of Education

Staff Contact: Dr Michael Matthews

C4 S2 HPW2

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

EDST1201
Educational Psychology 2
Staff Contact: Mrs Katherine Hoekman
C4 S2 HPW2
Prerequisite: EDST1101
Continues the examination of instructional methods. Includes development of learning strategies, basic learning and motivational processes; instructional methods for tutorial learning and classroom processes.

EDST1204
Ability Testing in Schools: Practice and Theory
Staff Contact: Dr Renae Low
C4 S1 HPW2
Prerequisite: EDST1101
Studies the history and practice of intelligence testing (basic skills test, selective high school entrance test, School Certificate exams) in Australian schools. The evolution of intelligence tests is examined with emphasis on the criticisms that have resulted in the changing of tests. Arguments for and against the use of ability tests in an educational context.

EDST1301
Student Learning, Thinking and Problem Solving
Staff Contact: Prof John Swetler
C4 S2 HPW2
Prerequisite: EDST1101
Examines detailed procedures for designing instruction in a manner that accords with students' cognitive processes and that facilitates learning, thinking and problem solving. Considers cognitive theories relevant to instruction. Discusses suitable instructional methods for all curriculum areas.

EDST1302
Ethics and Education
Staff Contact: Dr Martin Bibby
C4 S1 HPW2
Prerequisite: EDST1102
Discusses some of the following ethical issues in education: authority and students' and teachers' rights, democracy, neutrality and indoclenation, pressure groups, justice and equality and the control of schools.

EDST1303
Science, Philosophy and Education
Staff Contact: Dr Michael Matthews
C4 S1 HPW2
Prerequisite: EDST1102
Examines ways in which the history and philosophy of science can be incorporated into school science, history and English courses; includes the study of the history and nature of science and its relations with other aspects of human culture philosophy, religion, art, poetry; demonstrates how science has been one of the greatest influences in the development of the western world.

EDST1304
Stress and Anxiety in Students and Teachers
Staff Contact: Dr Putai Jin
C4 HPW2
Note: Not offered in 1995
Prerequisite: EDST1101
Examines the concepts of emotion, stress and anxiety and their effects in both students and teachers. Discusses a range of physiological and psychological aspects, and the impact of the individual's state on performance outcomes. Includes possible management procedures.

EDST1401
Education Systems
Staff Contact: Mr John McCormick
C4 S2 HPW2
Prerequisites: EDST1101 and EDST1102
Organizational structures of units within schools and of schools within systems, both governmental and non-governmental. Systemic differences among the Australian states. Comparisons with schools systems overseas. Comparison of curriculum and assessment practices, both locally and internationally.

Year 4 Subjects

TEED1226
Special Education
Staff Contact: Dr Loretta Giorgelli
C4/U.7 S1 HPW2
Corequisite: Two single method subjects or one double method subject.
Consideration is given to exceptional children with learning, intellectual, physical, emotional or sensory disabilities and to gifted children and talented children. Strategies and criteria for identifying these types of students are examined. Their special needs are discussed and various remediation and extension possibilities explored. Appropriate teaching strategies, including those that incorporate special education technology and current computer technology are presented and evaluated.

TEED1203
Drama Method
Staff Contact: Ms Rosemary Kearney
F
Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7-12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures.
The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: e.g. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

TEED1204
English Method
Staff Contact: Ms Rosemary Kearney
F
This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The junior syllabus emphasises the value of studentcentred
learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. In this subject students will participate in the same kind of learning activities they will be using with secondary pupils, activities such as working in small groups to prepare resources they can use in teaching.

**TEED1205**
*English as a Second Language Method*
*Staff Contact: Ms Rosemary Kearney*
*S3 (S2 HPW4 S2 HPW3)*

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

**TEED1206**
*Chinese Method*

**TEED1207**
*French Method*

**TEED1208**
*Japanese Method*

**TEED1209**
*Spanish Method*
*F*
*Staff Contact: Ms Rosemary Kearney*

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

**TEED1213**
*History Method*
*Staff Contact: Ms Rosemary Kearney*
*F*

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

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

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

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

**TEED1216**
*Mathematics Method (Double)*
*Staff Contact: Ms Rosemary Kearney*
*F*

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

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

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

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

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

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

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

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

The electives offered depend upon staff availability and student demand.

**TEED1224**
**Professional Issues and Responsibilities**  
*Staff Contact: Ms Rosemary Kearney*

*S1*
**Corequisites:** Two single or one double method subject(s)

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

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

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

**TEED1225**  
**Teaching Experience**  
*Staff Contact: Ms Rosemary Kearney*

*S2*
**Prerequisite:** TEED1224  
**Corequisite:** Two single or one double method subject(s)

Two strands: Microteaching and School Experience

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

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

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

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**Graduate Study**

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**Course Outlines**

**5562**

**Graduate Diploma in Educational Administration**

**Graduate Diploma GradDip**

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

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

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

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

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

5563
Graduate Diploma in Education Studies

Graduate Diploma
GradDip

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

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

Those who have qualified for the award of the Certificate of Gifted Education offered by the Faculty of Professional Studies may receive two units of credit in this diploma course for subject EDST2050 Gifted Education. They would then complete two further MEd units.

8905
Bachelor of Education Course (Honours)

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

EDST1550 Honours Seminars (Full Year)
Unit 1 (28 hours)
Unit 2 (28 hours)
Unit 3 (28 hours)
Unit 4 (28 hours)
Unit 5 (28 hours)

EDST1901 Thesis (Full Year)

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

Conditions for the Award

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

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

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

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

2990
Master of Education Course (Honours)

8910
Master of Education Course

Master of Education
MEd

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

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

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

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

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

**MEd degree subjects**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDST2101</td>
<td>Introduction to Design and Analysis</td>
</tr>
<tr>
<td>EDST2102</td>
<td>Experimental Design and Analysis</td>
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<tr>
<td>EDST2103</td>
<td>Survey Design and Analysis</td>
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<tr>
<td>EDST2104</td>
<td>Educational Assessment and Measurement</td>
</tr>
<tr>
<td>EDST2106</td>
<td>Nonparametric Methods in Research Data Analysis</td>
</tr>
<tr>
<td>EDST2107</td>
<td>Advanced Nonparametric Methods in Research Data</td>
</tr>
<tr>
<td>EDST2201</td>
<td>Philosophical Issues in Education</td>
</tr>
<tr>
<td>EDST2202</td>
<td>The Nature of Intelligence</td>
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<tr>
<td>EDST2203</td>
<td>Social Philosophy and Education</td>
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<tr>
<td>EDST2204</td>
<td>History and Philosophy in Science Education</td>
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<tr>
<td>EDST2205</td>
<td>Current Research in Science Education</td>
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<tr>
<td>EDST2303</td>
<td>Human Problem Solving</td>
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<tr>
<td>EDST2304</td>
<td>Psychology of Reading</td>
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<tr>
<td>EDST2305</td>
<td>Learning Disabilities</td>
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<td>EDST2306</td>
<td>Child Growth and Development</td>
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<tr>
<td>EDST2307</td>
<td>Mental Processes and Instructional Procedures in Mathematics and Science Learning: Theory and Practice</td>
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<tr>
<td>EDST2308</td>
<td>Issues in Mathematical Problem Solving Research</td>
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<td>EDST2403</td>
<td>Organisational Analysis and Diagnosis</td>
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<td>EDST2602</td>
<td>Values in Teaching and Reading Literature</td>
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<td>EDST2603</td>
<td>The Filming of Literature: Implications for Teaching</td>
</tr>
<tr>
<td>EDST2607</td>
<td>Research on the Learning and Teaching of Mathematics</td>
</tr>
<tr>
<td>EDST2608</td>
<td>Computers and the Teaching Learning Process</td>
</tr>
<tr>
<td>EDST2610</td>
<td>Personal Development Programs in Schools</td>
</tr>
<tr>
<td>EDST2704</td>
<td>Contemporary Issues in Education</td>
</tr>
<tr>
<td>EDST2800</td>
<td>Current Issues in the Education of Intellectually Gifted Children</td>
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<tr>
<td>EDST2801</td>
<td>Social and Emotional Development of Intellectually Gifted Children</td>
</tr>
<tr>
<td>EDST2802</td>
<td>Introduction to the Identification of Intellectually Gifted Children</td>
</tr>
<tr>
<td>EDST2803</td>
<td>Developing and Evaluating Programs for Intellectually Gifted Children</td>
</tr>
<tr>
<td>EDST2805</td>
<td>Curricula and Teaching Strategies for Intellectually Gifted Children</td>
</tr>
<tr>
<td>EDST2806</td>
<td>Catering for the Affective Needs of Intellectually Gifted Children</td>
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<tr>
<td>EDST3801</td>
<td>One-unit Project</td>
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<tr>
<td>EDST3802</td>
<td>Two-unit Project</td>
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</tbody>
</table>

**Notes:**

1. All subjects listed above have a unit value of one except for the two-unit project. A one-unit subject is of 2 hours per week for one session.

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

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

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

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### 2945 Master of Educational Administration Course (Honours)

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

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

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

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### 8960 Master of Educational Administration Course

**Master of Educational Administration MEdAdmin**

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

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

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

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

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

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

EDST4101 Organization and Administration of Education in Australia
EDST4102 Administrative and Organizational Behaviour in Education
EDST4103 Organization Theory in Education

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

Elective Subjects
EDST4205 Supervision and Development of Educational Personnel
EDST4206 Development and Evaluation of Educational Programs
EDST4207 Planned Change in Education
EDST4208 Leadership Theory, Research and Development
EDST4209 Legal Aspects of Educational Administration
EDST4210 Gender Issues in Educational Administration
EDST4211 Financial Issues in Educational Administration
EDST4212 Policy Making in Education
EDST4214 Social Issues and Educational Policy
EDST4215 Supervised Fieldwork in Educational Administration
EDST4216 Selected Aspects of Educational Administration 1
EDST4217 Selected Aspects of Educational Administration 2
EDST4218 Managing Information Technology in Education
EDST3801 One-unit Project
EDST3802 Two-unit Project

The EdD degree course may be completed over 3 1/2 years full-time or 7 years part-time for students who have previously completed a Bachelor degree at pass level.

For those who have acquired the degree of Bachelor with Honours or the degree of Master advanced standing may be granted.

Academic Program (Full time)  Duration
Part 1 Eight subjects selected from the MEd and/or MEd Admin courses 2 sessions
Part 2 Four EdD subjects 2 sessions
Part 3 EdD Research Project* 1 session
Part 4 EdD Thesis 2 sessions

It should be noted that progression to Part 2 will be permitted only if students are able to demonstrate a high standard of performance in Part 1 subjects. Students who do not proceed to Part 2 will be entitled to graduate with the appropriate degree of Master after the successful completion of 8 units in Part 1.

Part 2 Subjects
EDST5011 Issues in Educational Management
EDST5012 Theory and Practice of Organizational and Program Evaluation
EDST5014 Science and Humanities: Bridging the Two Cultures
EDST5015 Modes of Thought and their Instructional Implications
EDST5016 Knowledge Structures in Mathematical Problem Solving
EDST5018 Reading Acquisition and Reading Failure
EDST5020 Education of Intellectually Gifted Children
EDST5023 Research Methods
EDST5025 Organisational Learning and Research
EDST5026 Analysis of Nominal and Ordinal Research Data
EDST5027 Advanced Educational Measurement in the Social Sciences
EDST5028 Administrator and Teacher Effectiveness
EDST5029 Philosophy, Politics and Ethics in Education

*Course structure currently under review for possible minor revision in 1995

8915/1975
Doctor of Education

Doctor of Education
EdD

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

1970
Doctor of Philosophy

Doctor of Philosophy
PhD

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

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

Master of Education Degree Course

EDST2101
Introduction to Design and Analysis
Staff Contact: Prof Martin Cooper
S1 HPW2

EDST2102
Experimental Design and Analysis
Staff Contact: Prof Robert Salman
Prerequisite: EDST2101

EDST2103
Survey Design and Analysis
Staff Contact: Dr Putai Jin
Prerequisite: EDST2101
The extraction and rotation of common factors by graphical and analytic means. Component analysis. The use of factor analysis in determining or confirming the hypothesised constructs underlying a set of variables. Factor analysis as a tool in the construction of educational and psychological tests. The extension of factorial analysis of variance designs to include many dependent variables. Analysis of data in non-orthogonal designs, both univariate and multivariate. Post hoc procedures, using Wilks, Roy Pillai and Lawley-Hotelling intervals. Application of factor analysis and multivariate analysis of variance to educational research problems. Use of package computer programs.

EDST2104
Educational Assessment and Measurement
Staff Contact: Dr James Tognolini
Prerequisite: EDST2101
Note/s: This subject is taught for 4 hours per week in weeks 1-7 only. Not offered in 1995

EDST2106
Nonparametric Methods in Research Data Analysis
Staff Contact: Prof Martin Cooper
Note/s: This subject is taught for 4 hours per week in weeks 1-7 only. Not offered in 1995

EDST2107
Advanced Nonparametric Methods in Research Data Analysis
Staff Contact: Prof Martin Cooper
Note/s: This subject is taught for 4 hours per week in weeks 8-14 only. Not offered in 1995
Interaction in multiple 2x2 tables and post hoc tests. Two group tests: Mann-Whitney and normal-scores tests for independent samples; sign, Wilcoxon and normal-scores tests for matched pairs. K-group tests: Kruskal-Wallis, and normal-scores univariate tests; Katz-McSweeney multivariate test with univariate and multivariate Scheffé-like post hoc procedures. K-group repeated-measures and blocked designs: Friedman test (including use of normal scores), combined Wilcoxon tests, Hodges-Lehmann test and its extension to K-groups.
Quade’s analysis of covariance test; extension to multivariate, multivariate designs.

EDST2201
Philosophical Issues in Education
Staff Contact: Dr Michael Matthews
S1 HPW2
Philosophical views underlying educational practices and debates. Examines topics such as aims in education, the ideal of an educated person, neutrality and indoctrination in teaching, authority relations in schooling, curriculum construction, intelligence testing, learning and understanding, and other topics, in order to develop philosophical competence and knowledge. The work of one educational theorist is examined.

EDST2202
The Nature of Intelligence
Staff Contact: Dr Jim Gribble
S1 S2 HPW2
Theories about intelligence and their relation to educational practice. Alternative concepts of intelligence and philosophical problems of definition, testing and the evaluation of tests. Intelligence and other mental attributes, eg creativity, flair, intellect, imagination, insight. Intelligence and the ethics of educational selection. A philosophical critique of psychological and sociological contributions.

EDST2203
Social Philosophy and Education
Staff Contact: Dr Martin Bibby
S2 HPW2
Identification and study of concerns central to social philosophy, such as freedom, authority, justice, the relation of the individual to society, rights and laws, the nature of society, desirable forms of social organization, etc. Detailed study of selected issues as they relate specifically to the provision of schooling within social formations.

EDST2204
History and Philosophy in Science Education
Staff Contact: Dr Michael Matthews
S1 HPW2
Examines some central philosophical questions raised by the Scientific Revolution - the role of authority in science, the place of mathematics in science, the relation of sensory evidence to theory, the place of metaphysics in science, the construction and interpretation of experiments and how these can bear upon school history and science courses. Examines the extent to which individual learning recapitulates the history of science.

EDST2205
Current Research in Science Education
Staff Contact: Dr Michael Matthews
S2 HPW2
Prerequisites: EDST2204
Examines a variety of research areas in science education such as: children’s learning in science; the determinants of conceptual change in science and science learning; classroom climate studies and the effect of such climates on science learning; factors influencing girls’ participation and performance in science; social, psychological and philosophical factors governing curriculum development and implementation in science; the history and philosophy of science in science education; science-technology-society education; and issues in multicultural science education.

EDST2303
Human Problem Solving
Staff Contact: Prof John Sweller
S1 HPW2
How human beings think, reason and solve problems. The basics of what is known about human thinking including the major concepts, methods, and research findings which have been produced over the last half century, along with relevant applications.

EDST2304
Psychology of Reading
Staff Contact: Prof Robert Solman
S2 HPW2
The theoretical concepts underlying the study of reading, and the relationship of these concepts to the development of reading skills. Reading as a complex and interrelated skill. Aspects of orthography and language. Psychological and neurological aspects relevant to reading. Theoretical and empirical studies of lexical access and comprehension. Affective and social factors in reading and learning to read.

EDST2305
Learning Disabilities
Staff Contact: Prof Robert Solman
S2 HPW2

EDST2306
Child Growth and Development
Staff Contact: Dr Renae Low
S1 HPW2
An examination of the principles of child development and how these principles interact with the educational process, including a study of individual differences and the manner in which these differences relate to education. Analysis of learning and how learning principles can be translated into educational practice is also discussed.

EDST2307
Mental Processes and Instructional Procedures in Mathematics and Science
Staff Contact: Prof John Sweller
S2 HPW2
Factors which affect learning and problem solving in mathematics and science. Cognitive theories that can guide us in designing instruction. How to format instruction so that it accords with students’ mental processes. Techniques designed to hasten the development of problem solving expertise.

EDST2308
Learning: Theory and Practice
Staff Contact: Dr Renae Low
HPW2
Note/s: Not offered in 1995
The study of basic theories and principles of learning and methods of translating these theories and principles into...
educational practice. Includes classroom management, instructional development, and developing understanding.

**EDST2309**  
**Issues in Mathematical Problem Solving Research**  
*Staff Contact: Dr Renae Low*  
*SI HPW2*  
Emphasis is placed on studies of the relationship between schematic knowledge and mathematical problem solving. Topics include measures of schematic knowledge, with reference to the “textediting” technique. Analysis of the research on gender differences in performance on mathematics tests.

**EDST2403**  
**Organisational Analysis and Diagnosis**  
*Staff Contact: Dr Putai Jin*  
*SI HPW2*  
Impartial analysis of multifaceted organisational issues through psycho-social models and a set of tools. Aims at discussing organisational diagnosis and action perspectives. Emphasis on the problems of organisational, group and individual behaviour identified at different levels of an education system. Includes an overview of current macro and micro organisational research, organisational assessment and methodology, political dynamics, determinants of self-efficacy, cognitive traps, decision-making processes and dilemmas, organisational stress and developing new frames of reference.

**EDST2502**  
**Values in Teaching and Reading Literature**  
*Staff Contact: Dr Jim Gribble*  
*SI HPW2*  
Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of ‘suitable’ books for children); the role of ‘feeling’ and emotion in literary response; the nature of ‘empathy’ in the context of fiction; creativity; intention; imagination; etc.

**EDST2603**  
**The Filming of Literature: Implications for Teaching**  
*Staff Contact: Dr Jim Gribble*  
*SI HPW2*  
Use of films of novels and plays as stimuli to children's interest in and comprehension of literary works. Examines the complexities involved in transposing literature into film, eg the problem of transposing the narrative voice and tone of a novel into the film's mise-en-scene, camera positioning, montage, music, actors' appearances, movements, gestures, etc. A detailed examination of several novels and films designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

**EDST2607**  
**Research on the Learning and Teaching of Mathematics**  
*Staff Contact: Prof Martin Cooper*  
*SI HPW2*  
A study of recent and current research in Mathematics Education, including problems in the areas of arithmetic, algebra, geometry, representation, computers and mathematics learning, teaching and the training of teachers. Emphasis is placed on experimental designs and methodologies as well as on findings and underpinning resulting theory. Encouragement for students to engage in research of their own.

**EDST2608**  
**Computers and the Teaching-Learning Process**  
*Staff Contact: Dr Arthur Anderson*  
*SI HPW2*  
Note/s: This subject will be conducted on the St George Campus of UNSW (at Oatley) to make use of the computer resources.

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

**EDST2610**  
**Personal Development Programs in Schools**  
*Staff Contact: Dr Michael Matthews*  
*SI HPW2*  
Personal Development as a compulsory part of the school curriculum in NSW. Examines the history of personal development in schools, the content matter of the curriculum health, sexuality, moral, social and spiritual aspects of human development, familial arrangements, and educational issues raised in the teaching and evaluation of the program, in particular the issues raised by the teaching about controversial issues such as AIDS, contraception, and the teaching of ethics. Research on the effectiveness of sex education programs.

**EDST2607**  
**Current Issues in the Education of Intellectually Gifted Children**  
*Staff Contact: Mrs Katherine Hoekman*  
*SI and SI HPW2*  
Focuses on current philosophic and social attitudes within Australia and internationally, to the education of children of high intellectual potential. Explores the concept of giftedness beginning with an analysis of its historical and cultural roots and leading through to an examination of the current focus on different domains and levels of giftedness. Students analyse and evaluate a range of techniques for identifying giftedness and high ability in both primary and secondary students, with particular focus on strategies to identify gifted children in disadvantaged and minority groups. Current research evidence of the academic, social
and emotional needs of gifted children is explored and teaching strategies and school organizational structures which have been shown to facilitate or impede the full development of high potential are investigated. Examines strategies by which teachers and administrators can facilitate school change to meet the needs of gifted students.

EDST2801
Social and Emotional Development of Intellectually Gifted Children
Staff Contact: A/Prof Miraca Gross
HPW2
Prerequisite: EDST2800
Note/s: Not offered in 1995

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

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

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

EDST2803
Developing and Evaluating Programs for Intellectually Gifted Children
Staff Contact: Mrs Katherine Hoekman
HPW2
Prerequisite: EDST2800
Note/s: Not offered in 1995

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

EDST2805
Curricula and Teaching Strategies for Intellectually Gifted Children
Staff Contact: Mrs Katherine Hoekman
S2 HPW2
Prerequisite: EDST2800

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

EDST2806
Catering for the Affective Needs of Intellectually Gifted Children
Staff Contact: Mrs Katherine Hoekman
S1 HPW2
Prerequisite: EDST2800

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

EDST3801
One-Unit Project
Staff Contact: Various, depending on supervision.
S1 S2 F

EDST3802
Two-Unit Project
Staff Contact: Various, depending on supervision.
S1 S2 F

On a topic approved by the Head of School, with appropriate consultation and supervision.
Master of Educational Administration Degree
Course

Core Compulsory Subjects

EDST4101
Organization and Administration of Education in Australia
Staff Contact: Prof Fenton Sharpe, Mr John McCormick
X1 S2 HPW2

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

EDST4102
Administrative and Organizational Behaviour In Education
Staff Contact: Prof Fenton Sharpe, Mr John McCormick
X1 X2 S2 HPW2

Considers issues central to the administration and organization of education: educational leadership, decision making, administrative power and individual influence, individual perceptions, communication with staff, behaviour of educational groups, staff motivation and satisfaction, coping with stress, educational and administrative dilemmas, responding to change. Study of research into these issues in educational settings.

EDST4103
Organization Theory In Education
Staff Contact: Mr John McCormick
S1 S2 HPW2

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

Elective Subjects

EDST4205
Supervision and Development of Educational Personnel
Staff Contact: Dr Bob Conners
S1 S2 HPW2

Note: Excluded EDST2611 and TEDG1202.

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

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

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

EDST4207
Planned Change in Education
Staff Contact: Dr Bob Conners
S1 HPW2

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

EDST4208
Leadership Theory, Research and Development
Staff Contact: Dr Bob Conners
X1 X2 HPW2

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

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

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

EDST4210
Gender Issues in Educational Administration
Staff Contact: Dr Bob Conners
S2 HPW2
Note/s: Not offered in 1995
Examines the theoretical and practical implications of gender for thinking about issues relating to educational organization and administration. Issues such as feminist scholarship and androcentric bias in educational research; the historical context, societal expectations and constraints associated with women as educators; educational equity in instruction and the design of materials; women in higher education; female culture and gender differences in administration.

EDST4211
Financial Issues in Educational Administration
Staff Contact: Dr Bob Conners
S1 S2 HPW2
Economics and financial management as they relate to education. Introduction to economic concepts; research and thinking about financing and allocating educational resources, issues of educational efficiency, effectiveness and equity, and political influences on educational provision. Students are encouraged to consider a range of current economic and educational issues in the light of theoretical discussion. Budgeting processes, financial resource allocation and facilities management in educational organizations.

EDST4212
Policy Making in Education
Staff Contact: Prof Fenton Sharpe
S2 HPW2
Deals with political and policy issues in education. The meaning of policy. Policy making in the context of decision making and influences on educational policy making. Theoretical approaches to policy making; models of decision making behaviour and limitations of policy analysis models. Policy making in a political system; political orientation of policy makers; environmental, organizational and management influences on policy making. Identifying needs for new and amended policy. Stages in policy development and implementation. Theoretical perspectives on the policy making process, and use of theoretical frameworks in developing policy guidelines.

EDST4213
Communication and Human Relations
Staff Contact: Dr Bob Conners
X1 HPW2
Interpersonal relations in administration: communication theory; small and large groups; influence of individuals, pressure groups, public opinion; communication in decision-making in the context of interactive and rational models.

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

EDST4215
Supervised Fieldwork in Educational Administration
Staff Contact: Dr Bob Conners
X1 S1 X2 S2
Note/s: May not be taken in a program containing EDST3802 or equivalent.
On-the-job administrative training for a specified period under the joint supervision of a practising educational administrator and the Coordinator of the Master of Educational Administration course. Available to students by individual arrangement; placements depend on the needs and interests of students and on availability of suitable locations. Intended to give the student experience in a new administrative context. Written report required on completion.

EDST4216
Selected Aspects of Educational Administration 1
Staff Contact: Administrative Officer
Note/s: Not offered in 1995
Opportunity to study under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course.

EDST4217
Selected Aspects of Educational Administration 2
Staff Contact: Administrative Officer
Note/s: Not offered in 1995
Opportunity for students to study a second subject under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course.

EDST4218
Managing Information and Technology in Education
Staff Contact: Dr Bob Conners
S2 HPW2
Information and technologies required for teaching, learning and education administration. Analysis of information needs across different levels and sectors of education, information sources and uses of information for planning, teaching and decision-making. Information as a resource; management techniques needed for planning information requirements. Current technologies used in delivering information for classroom, open learning and administration uses; directions for technology and information delivery. Implementation strategies for managers.

EDST3801
One-Unit Project
Staff Contact: Various, depending on supervision.
S1 S2 F

EDST3802
Two-Unit Project
Staff Contact: Various, depending on supervision.
S1 S2 F
On a topic approved by the Head of School, with appropriate consultation and supervision.
Doctor of Education Degree Course

Part 2 subjects

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

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

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

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

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

EDST5014
Science and Humanities: Bridging the Two Cultures
Staff Contact: Dr Michael Matthews
F HPW2

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

EDST5015
Modes of Thought and their Instructional Implications
Staff Contact: Prof John Sweller
S2 HPW4

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

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

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

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

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

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

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

EDST5023
Research Methods
Staff Contact: Mr John McCormick
SS or F HPW4
A program of study prescribed to meet individual needs which takes account of the student's background in research methods. Unless prescribed, enrolment in this subject requires the permission of the Head of School.

EDST5025
Organizational Learning and Research
Staff Contact Dr P. Jin
S1 HPW4
The concept of organizational learning as a dimension of organizational survival, evolution, and transformation; research-based methods for inquiry into, assistance with, and evaluation or organizational learning. Investigates the stance and technique of the researcher in relation to the conceptualization of where, how and why learning occurs in organizations. Topics include: criteria of organizational effectiveness; identifying an organization's learning disability; single-loop and double-loop learning; methods of enhancing the learning capacity of an organization; principles of holo graphic design for self-regulating organizations; organizational restructuring and transformation; learning to use different leadership styles; team learning; and organizational creativity. Examines organizational learning issues in the educational context so that feasible intervention projects based on diagnosis and evaluation can be formed.

EDST5026
Analysis of Nominal and Ordinal Research Data
Staff Contact: Prof Martin Cooper
4HPW
Note/s: Not offered in 1995

EDST5027
Advanced Educational Measurement in the Social Sciences
Staff Contact: Dr James Tognolini
S2 HPW4
Prerequisites: EDST2104
Construction of measurement variables. Modern test theory, in particular, the single logistic (Rasch) model. Topics include: Rasch models for dichotomous data; unidimensionality; objectivity; estimation; person-and-item-fit parameters; person measures; and Rasch models for multi-category data (extended logistic model). Use of micro-computer programs to analyse data via these methods. Examination of a range of practical applications facilitated by the use of these models: item banking; scaling; test equating; computer assisted testing.

EDST5028
Administrator and Teacher Effectiveness
Staff Contact: Dr Bob Conners
S1 HPW4
This subject has two interrelated sections. The first section examines: Dimensions of the school administrator's role; administrator competencies; evidence used in administrator evaluation; barriers to administrator effectiveness. The second section examines teacher effectiveness. Topics include: Assumptions underlying teacher evaluation; underlying beliefs about effective teaching; models of teaching; current approaches to measuring teacher effectiveness; data collection and scoring; issues of validity and reliability; analysis of existing administrator and teacher assessment programs.

EDST5029
Philosophy, Politics and Ethics in Education
Staff Contact: Dr Martin Bibby
S2 HPW4
Issues of social justice, professional ethics, and the competing demands of equity, efficiency and expediency. Political and ethical issues in relation to education and educational administration including the responsibilities of administrators with regard to the rights of students, parents, interest groups, clients and governments. Curriculum issues.
Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Martin Bibby
S1 HPW2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for prescriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The AngloAmerican concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
HPW2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: Prof Allan Borowski
S2 HPW2
Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.
Head of School
Mr Ian Forbes

Administrative Officer
Ms Susan Lundy

Administrative Assistants
Ms Kim Eirth
Ms Christine Roussellis

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

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

The School also offers four formal courses in health services management leading to the awards of the degree of Master of Health Planning, Master of Health Administration, the Master of Public Health and the Graduate Certificate in Health Services. These courses may be undertaken by coursework on a full-time or part-time basis, (with the exception of the Master of Public Health) they may also be undertaken on an external basis for students residing outside the Sydney metropolitan area. In addition, the degrees of Master of Health Administration, Master of Public Health and Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service management.
Undergraduate Study

Course Outlines

Bachelor of Health Administration

Note: No enrolments since 1992.

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

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

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

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

2. A candidate for the degree of the Bachelor of Health Administration (Pass or Honours) shall:
   (1) comply with the requirements for admission;
   (2) follow the prescribed course of study in the School of Health Services Management and satisfy the examiners in the necessary subjects.

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

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

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

6. A student who has completed the second year of the full-time course, or the corresponding stage of the external course, normally with grades of Credit or better in all subjects, may make a written application to the Head of School of Health Services Management to enrol in the Honours subjects of the third year. These subjects are: HEAL0340 Management of Health Services (Honours) and HEAL8130 Research and Evaluation Methods (Honours).

7. A student who then achieves a high level of academic performance in the third year Honours subjects is normally admitted to the final year of the Honours degree course. External students who have demonstrated outstanding achievement throughout the Pass course may be permitted to enrol in the final year of the Honours course even though they are unable to attend on a full-time internal basis during the final year.

8. The content of the Honours year subjects, HEAL8900 Thesis, HEAL8910 Advanced Studies in Health Administration A, and HEAL8920 Advanced Studies in Health Administration B, should be planned in collaboration with the student's thesis supervisor.

9. Normally, full-time internal students are expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students are required to complete at least one month of full-time attendance at the University during the two years of Honours enrolment in order to complete satisfactorily Honours course requirements. The timing of University attendance is arranged with the student's thesis supervisor.

Honours Degree

General Education Program

10. The University requires that undergraduate students undertake a structural program in General Education as an integral part of their degree. For further details, please locate General Education in the Contents.

One 56 hour or two 28 hour Category A electives are taken in Year 2 of the full-time 4040 course and one 56 hour or two 28 hour Category B electives in Year 3. The subject HEAL6110 satisfies the Category C requirement.

Students who are granted six or more subject exemptions towards the BHA degree can apply to the Centre for Liberal
and General Studies for exemption from one 28 hour Category A subject on the basis of advanced standing. Students should establish their advanced standing with the School of Health Services Management before applying to the Centre for Liberal and General Studies. The granting of this one 28 hour exemption does not preclude application for further exemptions or substitution of previous learning (except that the subjects used for advanced standing cannot form the basis of such further applications).

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

### 4040
**Health Administration Degree Course**
**Part-time Internal Mode**

#### Bachelor of Health Administration
*BHA*

(External mode offered only to continuing students; no new enrolments since 1992)

**Year 1**

**Session 1**
- HEAL0310 Management of Work 4
- HEAL1110 Health Care Systems 4
- HEAL5400 Health Information Systems 4

**Session 2**
- HEAL1120 Public Health and Epidemiology 4
- HEAL4000 Field Experience 1* 4
- HEAL4210 Health Planning 1 4
- HEAL5210 Law 1 or HEAL5200 Law 1T 4

**Year 2**

**Session 1**
- HEAL0320 Management of Organizations 4
- HEAL4010 Field Experience 2* 4
- HEAL5410 Accounting and Financial Management 1 4
- HEAL6110 Sociology, Ethics and Health 1 4

- General Studies Cat.A 4

**Session 2**
- HEAL5510 Health Economics 1 4
- HEAL7110 Quantitative Methods and Statistics 1 4
- Elective 4

**Year 3**

**Session 1**
- HEAL0330 Management of Health Services 4

- Elective 4
- Elective 4

**Session 2**
- Elective 4
- Elective 4
- Elective 4

- General Studies Cat.B 4

* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

**Notes:** (i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course coordinator.

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.
### Bachelor of Health Administration

(External mode offered only to continuing students; no new enrolments after 1989)

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<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td>HEAL0310 Management of Work</td>
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<tr>
<td>HEAL1110 Health Care Systems</td>
<td>4</td>
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<tr>
<td>HEAL5400 Health Information Systems</td>
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<td>HEAL7110 Quantitative Methods and Statistics 1</td>
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*Internal BHA part-time students complete the Category A and B General Education requirement on the Kensington campus. External students who are unable to attend the Kensington campus may undertake approved subjects by correspondence through the Context Curriculum Unit at the Royal Melbourne Institute of Technology. Contact the Centre for Liberal and General Studies for further information.*

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

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### Bachelor of Health Administration

(Internal mode)

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<thead>
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* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

**Notes:**
- (i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course coordinator.
- (ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.
Elective Subjects

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

The electives have been specifically chosen to provide an opportunity for students to develop in some depth their particular vocational interests, e.g., three planning electives may be taken.

The following subjects have been approved as electives in the School of Health Services Management; not all subjects are necessarily available each year:

- HEAL3010 Political Science
- HEAL3020 Social Policy Administration
- HEAL3030 Research and Evaluation Methods
- HEAL3040 Management Skills
- HEAL3060 Administration of Nursing Services
- HEAL3070 Special Topic in Health Administration
- HEAL3080 Epidemiology for Health Administrators
- HEAL3090 Long Term Care Administration
- HEAL3100 Human Resource Management
- HEAL3110 Computer Techniques for Health Service Management
- HEAL3120 Industrial Relations
- HEAL3160 Current Issues in Nursing
- HEAL4220 Health Planning 2A
- HEAL4230 Health Planning 2B
- HEAL4240 Health Planning 2C
- HEAL5220 Law 2
- HEAL5420 Accounting and Financial Management 2
- HEAL5520 Health Economics 2
- HEAL6120 Sociology, Ethics and Health 2
- HEAL7120 Quantitative Methods and Statistics 2

Non-Award Students

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

Subject Descriptions

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

HEAL0310 Management of Work

Staff Contact: Ms Jan Osborn
S1 L4

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers in a variety of settings. Analyses the interrelationships between the forms of work organization which are used in different health care settings and the experiences and responses of workers located in these settings. Develops analytical abilities and practical skills and interpersonal skills.

HEAL0320 Management of Organizations

Staff Contact: Dr Pieter Degeling
S1 L4

Prerequisite: HEAL0310

Emphasis on analytical skills. Develops the student's understanding of organization theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organizational level rather than microperspective of HEAL0310.

HEAL0330 Management of Health Services

Staff Contact: To be advised
S1 L4

Prerequisites: HEAL0310, HEAL0320

Analyses values, structures, management approaches and relationships within component organizations and programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organizations, departments or programs; roles of the manager; professional development; concepts of microstructure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

HEAL0340 Management of Health Services (Honours)

Staff Contact: To be advised
S1 L4

Prerequisites: HEAL0310, HEAL0320

Includes and extends the theoretical and practical studies in HEAL0340. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.
HEAL1110  
Health Care Systems  
Staff Contact: To be advised  
S1 L4

The system of organizations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic environment in which the system operates. Main characteristics of public and private hospitals, nursing homes and other institutions. Community health and other noninstitutional services. The financing of health services. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

HEAL1120  
Public Health and Epidemiology  
Staff Contact: Prof James Lawson  
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 current risk factors; diagnosis; treatment practices. Evaluation of health and health care; health status indicators; preventive and therapeutic trends; research strategies.

HEAL3010  
Political Science  
Staff Contact: Dr Pieter Degeling  
S1 or S2 L4

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

HEAL3020  
Social Policy and Administration  
Staff Contact: To be advised  
S1 or S2 L4

The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

HEAL3030  
Research and Evaluation Methods  
Staff Contact: Dr Mary-Louise McLaws  
S1 or S2 L4  
Prerequisites: HEAL5400, HEAL7110

The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; identifying appropriate research areas; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; non experimental models; sample selection; means of acquiring data; introduction to analysis of data; methods of presenting findings; research and decision making policy issues.

HEAL3040  
Management Skills  
Staff Contact: Ms Jan Osborn  
S1 or S2 L4  
Note/s: Not offered in 1995

An opportunity for students to extend their theoretical knowledge and to develop practical skills in communication, including consulting, negotiating and bargaining, conflict management, interviewing, conducting meetings, giving instructions and making requests, writing reports, submissions and memos, public speaking and dealing with the media.

HEAL3060  
Administration of Nursing Services  
Staff Contact: To be advised  
S1 or S2 L4

Content is organized in terms of the material suggested by the standards for the Nursing Division of Hospitals compiled by Australian Nursing Federation. Major foci are the goals, structures, processes and control mechanisms common to nursing services departments.

HEAL3070  
Special Topic In Health Administration  
Staff Contact: To be advised  
S1 or S2 L4

An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

HEAL3080  
Epidemiology for Health Administrators  
Staff Contact: Dr Mary-Louise McLaws  
S1 or S2 L4  
Note/s: Not offered in 1995

The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

HEAL3090  
Long Term Care Administration  
Staff Contact: Prof James Lawson  
S1 or S2 L4  
Note/s: Not offered in 1995

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs. Topics include: patient assessment and rehabilitation; psychiatric care; social factors; financial and economic aspects; quality measurement and control.
HEAL3100
Human Resource Management
Staff Contact: Ms J Osborn
S1 L4
Prerequisite: HEAL0310
Note/s: Session 1, 1995
Topics include: employment relationship; the legislative and institutional context; current issues in industrial relations in health services; discrimination and work; EEO; participation of women in the health workforce; recruitment and selection policies and processes; employee training and development; personnel appraisal/performance review; disciplinary actions, appeal procedures, termination of employment, redundancy; occupational health and safety; new management techniques such as Total Quality Management (TQM).

HEAL3110
Computing Techniques for Health Service Management
Staff Contact: Ms Deborah Black
S1 or S2 L4
Prerequisite: HEAL7110
Note/s: Not offered in 1995
Programming and principles of operation of commercial software, including database management systems, word processors and spreadsheets. Application of software to, and development of, programming skills for health service management.

HEAL3120
Industrial Relations: A Health Sector View
Staff Contact: Ms Jan Osborn
S1 or S2 L4
Note/s: Not offered in 1995
The role of the health administrator, the employing authority, the unions and the industrial tribunal will be examined within the context of the Australian health care system.

HEAL3130
Research and Evaluation Methods (Honours)
Staff Contact: Dr Mary-Louise McLaws
S1 or S2 L4
Prerequisites: HEAL5400, HEAL7110
An extension of topics in HEAL3030 stressing the choice of constructive research problems, critical evaluation of the literature and formulation of a research protocol as background to the formal presentation of a thesis in Year 4.

HEAL3160
Current Issues In Nursing
Staff Contact: To be advised
S1 or S2 L4
Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the workforce.

HEAL4000
Field Experience 1
Staff Contact: to be advised
Note/s: One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

HEAL4010
Field Experience 2
Staff Contact: to be advised
S1 or S2
Note/s: One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

In order to relate theoretical instruction to practical experience, first and second year full-time students are attached to a number of health service agencies. The attachment program is a compulsory part of the first and second year full-time BHA degree course, although students with general experience in health service agencies may be eligible for exemption with the approval of the Head of School.

HEAL4210
Health Planning 1
Staff Contact: Mr Ian Forbes
S1 L4
Planning concepts, principles and approaches. Processes and procedures of planning. Sources of planning information. Health service planning at the national, regional and local levels. Facilities planning, building and evaluation.

HEAL4220
Health Planning 2A
Staff Contact: Mr Ian Forbes
S1 or S2 L4
Prerequisite: HEAL4210
Building design processes and procedures; health facility design and construction; location, layout, space allocation, traffic systems, supply and disposal systems, energy conservation. Construction and contract management, commissioning and equipping, maintenance and renovation; cost control and site supervision; briefing and evaluation techniques.

HEAL4230
Health Planning 2B
Staff Contact: Mr Ian Forbes
S1 or S2 L4
Prerequisite: HEAL4210
Environmental psychology and perception; anthropometrics, physiology of comfort and work performance; accident prevention, safety and security; building performance measurement, design in use surveys. Design for particular groups of users: aged, children, handicapped; design for clinical and supportive service functions and activities, eg inpatient care, surgery, consultation, catering, cleaning, etc.
HEAL4240  
Health Planning 2C  
Staff Contact: Mr Ian Forbes  
S1 or S2 L4  
Prerequisite: HEAL4210  

Techniques and models for planning health services including elementary location theory; definition of catchment areas; measuring population characteristics and needs; formulae for allocation of resources. Prediction, forecasting and operations research techniques. Introduction to use of computers in health service planning.

HEAL5200  
Law 1T  
Staff Contact: Mr Philip Bates  
S2 L4  

This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses which did not have a health services law component. Eligible students should enrol in HEAL5200 Law 1T instead of enrolling in HEAL5210 Law 1. HEAL5200 briefly revises elementary legal concepts of the kind covered more fully in HEAL5210, and then deals with selected health law topics.

HEAL5210  
Law 1  
Staff Contact: Mr Philip Bates  
S2 L4  

General introduction to law with health service applications, designed for students who have not previously studied law subjects. Topics: how to study law; the role of law in health administration and planning; Australia’s legal origins and the role of English law; federalism and the constitutional framework; types of legal rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner; other selected health law topics.

HEAL5220  
Law 2  
Staff Contact: Mr Philip Bates  
S1 or S2 L4  
Prerequisite: HEAL5210  

An elective subject. Legal areas of special vocational concern for health administration and health planning. Relationships between existing laws and law reform proposals. The precise subject matter may vary from year to year depending partly on student’s preferences and career expectations. Health law topics introduced in HEAL5210 also studied in more depth.

HEAL5400  
Health Information Systems  
Staff Contact: Ms Deborah Black  
S1 L4  
Note/s: Not offered in 1995  

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

HEAL5410  
Accounting and Financial Management 1  
Staff Contact: Mr Kevin Forde  
S1 L4  
Prerequisite: HEAL5400  

Introduction to accounting with particular reference to hospitals and health services institutions: basic accounting concepts; doctrines and conventions of accounting; Governmental budgeting and accounting systems; introduction to the theory and practice of hospital fund accounting; Federal State financial relations and their implications.

HEAL5420  
Accounting and Financial Management 2  
Staff Contact: Mr Kevin Forde  
S1 or S2 L4  
Prerequisites: HEAL5400, HEAL5410  


HEAL5510  
Health Economics 1  
Staff Contact: Mr Kevin Forde  
S2 L4  
Prerequisite: HEAL5400  

An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the economic approach; demand for and supply of medical services; the impact of insurance on the health care market; the efficient production and distribution of health services; the operation of the price system; the theory of costs and production; monetary and fiscal policy.

HEAL5520  
Health Economics 2  
Staff Contact: Mr Kevin Forde  
S1 or S2 L4  
Prerequisites: HEAL5400, HEAL5510  

Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

HEAL6110  
Sociology, Ethics and Health 1  
Staff Contact: Dr Stephanie Short  
S1 L4  

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include: colonization and Aboriginal health; gender, patriarchy and health; bioethics and medical research; madness and medicine.
HEAL6120
Sociology Ethics and Health 2  
Staff Contact: Or Stephanie Short 
S1 or S2 L4 
Prerequisite: HEAL6110 

Extension of HEAL6110. In this subject health sociology issues are analysed with increasing theoretical and methodological rigour.

HEAL7110
Quantitative Methods and Statistics 1  
Staff Contact: Ms Deborah Black 
S2 L4 
Prerequisite: HEAL5400 

Quantitative and statistical methods pertaining to the administration, planning and management of health services.

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**Graduate Study**

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**Course Outlines**

**1950**
Doctor of Philosophy

Doctor of Philosophy PhD

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

**2845**
Master of Public Health (by Research)

Master of Public Health MPH

The Master of Public Health course has been developed in response to changing health needs in the community. The program combines studies in management, development and education, in addition to the necessary knowledge of epidemiology, quantitative methods and health issues. The course integrates development of health programs with development of the people who run the programs. It embraces the skills necessary for successful change through planning, 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 Services Management within the Faculty of Professional Studies.

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

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

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

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

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

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

Master of Health Administration (by Course Work)
Full time Internal Mode

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8940
Master of Health Planning

Master of Health Planning
MHP

The degree course is designed to provide the knowledge and skills required by health service planners and policy developers. The objective of the course is to develop graduates who are: 1. competent planners and policy developers, 2. knowledgeable about public health (the health status of the Australian and other communities) and the Australian health care system, 3. competent in quantitative skills, and 4. equipped with a working knowledge of finance.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time internal basis, an external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.
The normal time for completion of the full-time course is three academic sessions. The maximum time for completion of the course is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

The normal time for completion for part-time internal students and for external students is six academic sessions (three calendar years).

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

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (HEAL9531 Fieldwork in Health Service Organization) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

### Master of Health Planning

**Full time Internal Mode**

**Year 1**

*Session 1*

- HEAL9011 Quantitative Methods and Statistics 1 2 2
- HEAL9041 Health Care Systems 2 2
- HEAL9711 Management of Organizations 2 2
- HEAL9411 Epidemiology 2 2

*Session 2*

- HEAL9351 Health Economics 1 2 2
- HEAL9371 Research and Evaluation Methods 2 2
- HEAL9381 Policy Studies 2 2
- HEAL9811 Sociology, Ethics and Health 2 2

**Year 2**

*Session 1*

- HEAL9301 Health Services Planning 1 2 2
- HEAL9421 Public Health 2 2

*Elective* 2 2

*Elective* 2 2

**Part-time and External Mode**

**Year 1**

*Session 1*

- HEAL9041 Health Care Systems 2 2
- HEAL9711 Management of Organizations 2 2

*Session 2*

- HEAL9351 Health Economics 1 2 2

*Elective* 2 2

**Year 2**

*Session 1*

- HEAL9421 Public Health 2 2
- HEAL9011 Quantitative Methods and Statistics 1 2 2

*Session 2*

- HEAL9811 Sociology, Ethics and Health 2 2

*Elective* 2 2

**Year 3**

*Session 1*

- HEAL9411 Epidemiology 2 2
- HEAL9301 Health Services Planning 1 2 2

*Session 2*

- HEAL9371 Research and Evaluation Methods 2 2
- HEAL9381 Policy Studies 2 2

### Master of Public Health (by Formal Course Work)

**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 programs for students can be, within limits, tailor-made in terms of 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 knowledge and skills areas, and theoretical and conceptual bases are, however, considered necessary as a foundation for public health planning, program operation and evaluation. These are nominated for all students unless previous formal education at an acceptable level can be demonstrated. 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.

**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 five-six sessions plus one session to complete the major project component.

External: The course is available to a limited number of external students in remote areas. External enrolment must be negotiated with the Course Coordinator. Attendance at a residential school of one week per session is compulsory.

**Outline**

Students are to undertake 12 two credit point subjects, which may include independent studies, and a major project of 12 credit points, equivalent to six subjects, to a total of 36 credit points. Each credit point is equivalent to one class contact hour per week.
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 Management 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 must complete courses in Epidemiology, Quantitative Methods and Management.

Of these 12 subjects:

Two must be chosen from Population and Methodological Studies; two must be chosen from Health Issues Studies; one must be chosen from Management Studies; and 1 must be chosen from Educational, Social and Development 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 Services Management. No more than six subjects may be completed in one School. Other relevant subjects offered by the three Schools and other Schools at this University, notably in the Food Science and Technology and Safety Science areas, or outside institutions will be considered by the Master of Public Health Management Committee. Two of the six subjects may be Independent Studies, in any of the three Schools (CMED9100, MEED9000, HEAL9921).

A major project of contemporary public health significance is normally undertaken at the workplace or university in the third full-time (or part-time equivalent) session, that is, after completion of 12 subjects. It must be completed by the end of the course, that is, after three academic sessions by full-time students. Provisional topics will be determined by consultation early in the course.

The following subjects are offered at present by the respective schools.

CMED School of Community Medicine
MEED School of Medical Education
HEAL School of Health Services Management

1. Population and Methodological Studies
HEAL9011 Quantitative Methods and Statistics 1
HEAL9411 Epidemiology
MEED9127 Research in Education for the Health Professions 1
HEAL9371 Research and Evaluation Methods
HEAL9461 Management Information Systems
MEED9128 Research in Education for the Health Professions 2
MEED9108 Program Evaluation and Planned Change
CMED9514 Biostatistics 1
CMED9519 Demography
CMED9500 Epidemiology
CMED9513 Applied Epidemiology
CMED9517 Advanced Biostatistics and Statistical Computing
CMED9518 Core Studies in Epidemiology
CMED9520 Introductory Statistical Computing and Statistics in Epidemiology
CMED9614 Genetic Epidemiology

2. Health Issue Studies
MEED9129 PHC: Issues in Implementation
MEED9012 Current Approaches to Health Promotion
MEED9122 Introduction to Primary Health Care
CMED9600 Disability
CMED9605 Health in Developing Countries
CMED9608 Rural Health Studies 1 (External)
CMED9617 Community Paediatrics
CMED9621 HIV/AIDS: Challenging and Changing Health Care Systems
CMED9611 Health for the Elderly
CMED9604 Alcohol and Drug Related Problems
CMED9602 Health and Illness Behaviour
HEAL9421 Public Health
CMED9606 Women and Health
CMED9607 Researching Women's Health
CMED9612 Environmental Health
CMED9609 Community Genetics
CMED9610 Community Nutrition
CMED9615 Primary Health Care (General Practice)
CMED9620 Health Promotion in Rural Areas
CMED9622 Prevention

3. Management Studies
HEAL9311 Policy Studies
HEAL9111 Quality Assurance
HEAL9041 Health Care Systems
HEAL9331 Health Services Law 1
HEAL9341 Health Services Law 2
HEAL9711 Management of Organisations
HEAL9701 Management of Work
HEAL9741 Management of Health Services
HEAL9071 Accounting and Financial Management 1
HEAL9301 Health Services Planning 1
HEAL9511 Current Issues in Health Care Finance
HEAL9351 Health Economics 1
MEED9104 Organisation and Management
MEED9111 Consultation Process
MEED9112 Management of Human Resources in Health

4. Educational, Social and Developmental Studies
MEED9126 Self-Directed Learning
MEED9105 Educational Planning
MEED9106 Teaching Skills
MEED9107 Assessment of Students
MEED9101 Learning and Teaching
MEED9013 Influencing Health Beliefs and Health Behaviour
MEED9012 Instructional Design
MEED9010 Understanding and Working in Communities
MEED9102 Education Processes in Small Groups
MEED9125 Planning, Conducting and Evaluating Educational Workshops
MEED9113 Evaluation of Instructors
MEED9123 Production of Audio-Visual Material
CMED9618 Ethics in Medicine and Community Health
HEAL9811 Sociology, Ethics and Health
CMED9603 Communication and Writing in Health
CMED9613 Health and Public Policy
MEED9014 Communication and Educational Skills for Community Health Practitioners
Graduate Certificate in Health Services Management

GradCert

The Graduate Certificate provides recognition to students who are limited to study for one session or one year only. It will be awarded to a candidate who has satisfactorily completed the program of study outlined below. If students make satisfactory progress they may apply, on a competitive basis, to enter the MHA or MHP. Should students be successful in obtaining entry to the MHA or MHP program they will be expected to complete the remaining eight Masters subjects successfully before they can be awarded a Masters degree. In this case students will not be awarded both the Graduate Certificate in Health Services Management and an MHP or MHA degree.

The Graduate Certificate is available on an internal and external basis (compulsory residential schools plus correspondence and it may be undertaken on a part-time (two academic sessions or one year) or full-time (one academic session) basis.

Sequence and Duration of Course

Candidates are required to satisfactorily complete four subjects. One subject must normally be taken from each of the four groups of subjects listed below, however, subject to the approval of Head of School or delegate, alternative programs of study may be considered.

1. Management Studies
   - HEAL 9701 Management of Work (Session 2)
   - HEAL 9711 Management of Organisations (Session 1)
   - HEAL 9741 Management of Health Services (either Session 1 or 2)
   - HEAL 9621 Nursing Administration (either session 1 or 2)

2. Health Related Studies
   - HEAL 9421 Public Health (Session 1)
   - HEAL 9041 Health Care Systems (Session 1)
   - HEAL 9411 Epidemiology (Session 1)
   - HEAL 9811 Sociology, Ethics and Health (Session 2)
   - HEAL 9381 Policy Studies (Session 2)

3. Quantitative and Financial Studies
   - HEAL 9011 Quantitative Methods and Statistics (Session 1)
   - HEAL 9071 Accounting and Financial Management 1 (Session 2)
   - HEAL 9351 Health Economics 1 (Session 2)

4. Health Service Studies
   - HEAL 9331 Health Services Law 1 (Session 1)
   - HEAL 9301 Health Services Planning 1 (Session 2)
   - HEAL 9371 Research and Evaluation Methods (subject to successful completion of HEAL 9411 or its equivalent) (Session 2)
   - HEAL 9111 Quality Assurance for Health Administrators (either Session 1 or 2)

Qualifications for Admission

1. Candidates will have been awarded a Bachelor's degree in an appropriate discipline from a recognised tertiary institution, and
2. Candidates will have at least three years experience in health services of a kind acceptable to the School Admission Committee.

In exceptional cases an applicant who submits evidence of such other academic and professional qualifications may be admitted.

No credits, exemptions or advanced standing will be granted for the Graduate Certificate.

Subject Descriptions

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

HEAL 3091
Long Term Care Administration
Staff Contact: To be advised
S1 or S2 L2
Note/s: Not offered in 1995

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs.
HEAL9021
Health Services Statistics
Staff Contact: Ms Deborah Black
S1 or S2 L2
Prerequisite: HEAL9011 or equivalent
Note/s: Not offered in 1995
The application of statistical methods to health planning and administration problems and other problems of direct relevance to the health care field.

HEAL9031
Ethics of Resource Allocation
Staff Contact: Ms Helen Lapsley
S1 or S2 L2
Prerequisites: HEAL9351 and HEAL9811, or equivalents
Management of scarce resources in relation to concepts of equity and justice. An examination of the ways in which choices are made, and the organizational structures which determine how, by whom and for whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues. Case studies which demonstrate value judgements, ethical and economic conflicts and the determination of priorities.

HEAL9041
Health Care Systems
Staff Contact: Ms Helen Lapsley
S1 L2
Examination of the structure and function of health care systems with special reference to the Australian health care system: constitutional, economic and political environments within which health care systems operate; characteristics of institutional and noninstitutional care; expenditure, funding arrangements and systems of health insurance and the health workforce; current policy issues are reviewed.

HEAL9051
Health Services Accounting
Staff Contact: Mr Kevin Forde
S1 or S2 L2
Note/s: Not offered in 1995
Basic accounting theory with particular reference to hospitals and health service institutions; cash and accrual accounting systems, hospital fund accounting in theory and practice; formulation and use of operational and capital budgeting; the nature and use of cost data; accounting for planning and control, cost analysis and reporting formats.

HEAL9071
Accounting and Financial Management 1
Staff Contact: Mr Kevin Forde
S2 L2
Introduction to double entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash based accounting systems, utilization of accounting records for the presentation and interpretation of profit and loss accounts, balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital specific fund accounting.

HEAL9081
Accounting and Financial Management 2
Staff Contact: Mr Kevin Forde
S1 or S2 L2
Prerequisite: HEAL9071 or equivalent
An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures; cost analysis and control; investment evaluation and discounted cash flow techniques; accounting for investment; cost allocation procedures. An overview of the 'subjectivity' of accounting numbers; political and financial pressures placed upon reporting and report formats. Alternative valuation techniques.

HEAL9111
Quality Assurance for Health Administrators
Staff Contact: Ms Helen Lapsley
S1 or S2 L2
Prerequisite: HEAL9041 or equivalent
An overview of quality assurance within the health care system, and of the development of quality assurance programs. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health service managers.

HEAL9301
Health Services Planning 1
S1 L2
Staff Contact: Mr Ian Forbes
Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Techniques used in data collection, analysis and modelling for health planning. Analysis of environments external to health service organizations of a societal, political and health status nature. Assessment of organizations within service areas. Management skills appropriate for policy making, program evaluation and health services resource distribution.

HEAL9311
Introduction to Organization Behaviour
Staff Contact: Ms Jan Osborn
S1 or S2 L2
Note/s: Not offered in 1995
Aims to encourage students to develop a greater understanding and analysis of behaviour in health organizations. Microlevel 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 decisionmaking.

HEAL9331
Health Services Law 1
Staff Contact: Mr Philip Bates
S1 or S2 L2
Review of the role of law in the professional practice of health services management administration, planning and public health; relationships and interactions between law,
ethics and morality in the regulation of health services; study of selected areas of legal doctrinal rules and court procedure of special relevance to the health services including relevant material from the fields of international, public and private law.

**HEAL9341**  
**Health Services Law 2**  
*Staff Contact: Mr Philip Bates*  
S1 or S2 L2  
*Prerequisite: HEAL9331 or equivalent*

Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations.

**HEAL9351**  
**Health Economics 1**  
*Staff Contact: Ms Helen Lapsley*  
S2 L2

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

**HEAL9361**  
**Physical Planning and Design**  
*Staff Contact: Mr Ian Forbes*  
S1 or S2 L2

Planning processes applied to physical and environmental design. Regional, urban and local planning issues. Building design and building project management. Cost planning, network analysis and commissioning. Briefing, design and evaluation methods. Ergonomics and environmental psychology. Applications to health and welfare facilities. Administrative, medical and nursing policy implications.

**HEAL9371**  
**Research and Evaluation Methods**  
*Staff Contact: Dr Mary-Louise McLaws*  
S2 L2

Special problems of health services research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non-experimental models; sample selection; questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decisionmaking; policy issues. Enrolment subject to successful completion of epidemiology or equivalent prior to the commencement of this subject.

**HEAL9381**  
**Policy Studies**  
*Staff Contact: Dr Pieter Degeling*  
S2 L2  
*Prerequisites: HEAL9041, HEAL9711*  
*Corequisite: HEAL9351*

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Past topics have included: health care technology; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalized administration of health services; health policy issues in developing countries.

**HEAL9391**  
**Health Services Planning 2**  
*Staff Contact: Mr Ian Forbes*  
S1 or S2 L2  
*Prerequisite: HEAL9301 or equivalent*  
*Note/s: Not offered in 1995*

The application of health planning concepts and techniques to the formulation and evaluation of plans for the provision of community-based and institutional health services.

**HEAL9401**  
**Medical Care Organization**  
*Staff Contact: To be advised*  
S1 or S2 L2  
*Prerequisite: HEAL9311 or equivalent*  
*Note/s: Not offered in 1995*

Specific aspects of the organization of medical care. Topics include: the administration and review of clinical work, participation of medical staff in planning and development of facilities and services, the integration of the function of health care personnel in both the administration and delivery of services, and accreditation of hospitals and other health service institutions.

**HEAL9411**  
**Epidemiology for Health Administrators & Planners**  
*Staff Contact: Dr Mary-Louise McLaws*  
S1 L2

Principles and methods of epidemiologic investigation of both communicable and noncommunicable diseases including descriptive, analytic and experimental epidemiology. The epidemiology of acute chronic diseases, demography, determination of health status of a defined population, measurement of disease rates & interpretation. The uses of epidemiology in planning, operation and evaluation of interventions. Epidemiology of staff, hotel services, diagnostic & treatment services.

**HEAL9421**  
**Public Health**  
*Staff Contact: Prof James Lawson*  
S1 L2

Distribution patterns and determinants of disease and disability with particular reference to diseases of major Australian concern. Preventive, treatment and rehabilitation strategies. The uses of epidemiology in the planning, operation and evaluation of health services.
HEAL9431

Interpersonal Communication in Organizations

Staff Contact: To be advised

S1 or S2 L2

Note/s: Not offered in 1995

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 checklist developed for the course.

HEAL9441

Health Economics 2

Staff Contact: Ms Helen Lapsley

S1 or S2 L2

Prerequisite: HEAL9351 or equivalent

Note/s: Not offered in 1995

Builds on Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, costbenefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

HEAL9451

Workforce Planning

Staff Contact: to be advised

S1 or S2 L2

Prerequisite: HEAL9301 and HEAL9351, or equivalents

Note/s: Not offered in 1995

Systems approach to workforce planning in the health services. Task analysis as a workforce planning technique; career mobility; supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce.

HEAL9461

Management Information Systems

Staff Contact: Ms Deborah Black

S1 or S2 L2

Introduction to information systems. Use of information systems in the health system. Positive patient identification, clinical decisionmaking systems, pathology and investigatory services systems. Administrative systems including payroll, personnel and maintenance systems. Computerization of medical records and use of computers in quality assurance programs. Total health and hospital information systems. Regional community health information systems.

HEAL9471

Comparative Health Care Systems

Staff Contact: Ms Helen Lapsley

S1 or S2 L2

Prerequisite: HEAL9041 or equivalent

Note/s: Not offered in 1995

A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian, European and developing countries. The course discusses the respective roles of government and private enterprise, health workforce, organizational structures, financing, regionalization and legislation.

HEAL9481

Operations Research for Health Planning and Administration

Staff Contact: Ms Deborah Black

S1 or S2 L2

Prerequisite: HEAL9011 or equivalent

Note/s: Not offered in 1995

Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queueing, inventory, allocation, search and scheduling problems as they appear in a health services environment.

HEAL9491

Organizational Analysis in Health Services

Staff Contact: Dr Pieter Degeling

S1 or S2 L2

Prerequisite: HEAL9311 or equivalent

Note/s: Not offered in 1995

Students conduct an analysis of one health organization according to a specific organizational theory perspective (eg systems, contingency, administrative, action). The level of analysis is at the organizational level, and students are instructed in measurement, data collection and analysis of organizational attributes. This exercise forms a backdrop to discussions of key organizational issues relating to centralization, complexity, uncertainty, and resource dependency etc.

HEAL9501

Computing Techniques for Health Services Management

Staff Contact: Ms Deborah Black

S1 or S2 L2

Prerequisite: HEAL9011 or equivalent

Note/s: Not offered in 1995

Introduction to, and practice of, transferable skills for the utilization of personal computers in the workplace. The nature of tasks performed in statistical computing. The nature of computing systems, databases and programming languages. Use of SPSS and MINITAB. Introduction to NAG, IMSL and other advanced computing packages. BASIC and FORTRAN programming for ‘one off’ applications and interfacing packages. Largely conducted at terminals.

HEAL9511

Special Topic in Health Administration or Planning

Staff Contact: To be advised

S1 or S2 L2

An occasional elective dealing with some aspect of health administration or planning, selected according to current demand and availability of local and visiting lecturers.

HEAL9531

Fieldwork in Health Service Organization

Staff Contact: To be advised

S1 or S2 L2

Supervised placement in health service organization. Emphasis on students acquiring knowledge of organization
and departmental functioning, daytoday problems faced by health service managers.

HEAL9611
Nursing Theory
Staff Contact: To be advised
S1 or S2 L2
Analysis of extant nursing theories for the purpose of synthesising coherent statements of philosophy of nursing services.

HEAL9621
Nursing Administration
Staff Contact: To be advised
S1 or S2 L2
The relationship and interdependence of the structural and control aspects of nursing management is explored. Topics include staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with a range of topics; practical application of skills.

HEAL9631
The Nurse Executive Role
Staff Contact: To be advised
S1 or S2 L2
The interdependent and collaborative aspects of health executive roles with particular emphasis on the nurse executive role. Concepts examined include: responsibility, authority, accountability. Professional development aspects, such as networking and mentoring, are integrated throughout the subject.

HEAL9641
Nursing Research
Staff Contact: To be advised
S1 or S2 L2
Prerequisites: HEAL9011, HEAL9371 or equivalents
Topics include: critical analysis of research studies, writing a research protocol, the nursing administrator's role in developing strategies for utilizing research in practice.

HEAL9651
Historical Trends in Nursing
Staff Contact: To be advised
S1 or S2 L2
The view of 'history as progress' in nursing is examined to enable the student to understand the past as a guide to present and future action. Theoretical positions originating from different perspectives are studied in an attempt to challenge the conventional broadbrush approach to nursing history. Topics include: the influence of the Women's Movement and changing ideologies of nursing; comparative analyses of trends overseas.

HEAL9661
Current Issues in Nursing
Staff Contact: To be advised
S1 or S2 L2
Controversial issues involving the nursing profession are critically examined. Topics addressed include: minimal educational preparation, mandatory continuing education, nontraditional education, unionism vs professionalism, political action in the health arena, government involvement, clinical specialization, cost effectiveness, consumer's rights, factors affecting nurses participation in the workforce, ethics in practice.

HEAL9671
Politics, Policies and Power in Nursing
Staff Contact: To be advised
S1 or S2 L2
The concept of power is examined as it relates to the nursing profession's increasing involvement in health policymaking and politics. The impact of professional nursing organizations and representative nursing groups on government decisionmaking bodies in Australia is discussed. Strategies which promote the political acumen among nurses at various organizational levels are examined.

HEAL9701
Management of Work
Staff Contact: Ms Jan Osborn
S2 L2
Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers. Analyses the interrelationships between the forms of work organization and the experiences and responses of workers located in these settings. Develops knowledge and skills in implementing and critically evaluating techniques and methods which have been recommended for organizing work and for managing responses of workers, including improving and assessing worker performance, designing work, introducing technology, and new management techniques such as Total Quality Management (TQM).

HEAL9711
Management of Organizations
Staff Contact: Dr Pieter Degeling
S1 L2
Examines current theories of organization and management, and evaluates their applicability to management work in health care settings. Examines the relationship between theory and practice in managing organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in accomplishing organizational change and in constituting management control.

HEAL9731
Industrial Relations in the Health Services
Staff Contact: Ms Jan Osborn
S1 or L2
Prerequisite: HEAL9701 or equivalent
This subject is designed to extend the health service manager's knowledge of employer - employee relations in the health services workplace in Australia. The subject builds on theoretical frameworks introduced in Management of Work. It examines the framework of industrial relations in Australia, including development of the arbitral model, state intervention, labour law, trade unions, professional associations, and employer associations. It explores the development of personnel management in Australia including an assessment of current Human Resource Management, the diffusion of different management concepts in Australia including the 'new managerialism', and contemporary issues such as the flexibility thesis, quality improvement and enterprise bargaining.
HEAL9741
Management of Health Services
Staff Contact: Prof James Lawson
S1 or S2 L2
The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organisation; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, rolemodelling and valuecritical analysis in the health service context.

HEAL9743
Introduction to Casemix
Staff Contact: Prof George Palmer
S2 L2
Diagnosis related groups (DRGs) and other casemix systems including their history, principles of construction and recent modifications including the Australian National DRGs (AN-DRGs). Problems in the use and interpretation of DRG data: the varying clinical and resource homogeneity of individual DRGs and the presence of outliers. Effects of errors in the coded medical record abstract data on DRG assignment; limitations imposed by the disease and procedure classification systems currently used. Future developments in the design of casemix systems.

HEAL9744
Casemix Accounting and Funding
Staff Contact: Prof George Palmer
S1 L2

HEAL9811
Sociology, Ethics and Health
Staff Contact: Dr Stephanie Short
S2 L2
This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include racism and migrant health, colonization and Aboriginal health; gender and health; bioethics, medical research; medical dominance; the body in medical discourse; madness and psychiatry.

HEAL9821
Health and Society
Staff Contact: Dr Stephanie Short
S1 or S2 L2
Prerequisite: HEAL9811 or equivalent
This subject provides students with the opportunity to enhance their understanding of social research methodology and to learn about the social research process by undertaking a social research project.

HEAL9921
Project
Staff Contact: Dependent on the subject chosen
S1 or S2 28 hours

HEAL9931
Project
Staff Contact: Dependent on the subject chosen
S1 or S2 F 56 hours

HEAL9941
Project
Staff Contact: Dependent on the subject chosen
F 28 hours

HEAL9951
Research Project A
Staff Contact: Dependent on the subject chosen
F 28 hours

HEAL9961
Research Project B
Staff Contact: Dependent on the subject chosen
S1 or S2 28 hours

HEAL9971
Dissertation (MPH)
Staff Contact: Dependent on the subject chosen
S1 or S2 or F 84 hours

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Martin Bibby
S1 HPW2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for prescriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
HPW2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.
PROF0003  
Qualitative Research Procedures  
Staff Contact: Prof Allan Borowski  
HPW2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Servicing Subjects

CMED9100  
Independent Studies  
Staff Contact: A/Prof P. McNeill  
C2

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore specific community health problems within their own communities or areas.

CMED9500  
Epidemiology  
Staff Contact: Dr M. McLaws and A/Prof J. Kaldor  
C2

Introduction to the principles of epidemiology, defining populations at risk, principles of surveillance, hierarchy of study designs, measures of disease occurrence and association, types of bias including confounding, principles of cross sectional, case control and cohort studies and randomized trials; assessing bias, validity and evidence for causality in published research.

CMED9513  
Applied Epidemiology  
Staff Contact: Dr M. McLaws and A/Prof R. Richmond  
C2  
Prerequisite: CMED9500 Epidemiology

This subject builds on the Session 1 Epidemiology subject, using practical examples of the application of epidemiology in field settings. Themes will include the development and validation of measures for epidemiological studies, the conduct of research in practice, evaluation methods and the application of study designs in the real world, ethics of research, and acute epidemiological investigation.

CMED9514  
Biostatistics 1  
Staff Contact: Ms D. Black and Dr A Stark  
C2

Introduces the use of statistics in health research and practice, descriptive statistics, sampling, probability distributions, statistical inference, hypothesis testing and confidence intervals. Tests of significance based on the t distribution, and upon analyses of counts (proportions, chi-squared). The measures of association and correlation will be covered. The use of demographic and morbidity statistics will be discussed.

CMED9517  
Biostatistics 2  
Staff Contact: Dr A. Stark  
C2  
Prerequisite: CMED9514 Biostatistics 1

Statistical design, analysis and reporting; a selection of topics from clinical trials and other controlled studies, nonexperimental studies, rates and proportions, multiway tables, analysis of covariance and repeated measures, multiple regression and other multivariate analysis, life tables and survival analysis. Students will analyse real data sets, including their own if desired, using SPSS software. Thorough individual instruction in the use of computers will be given in the laboratory.

CMED9518  
Case Studies in Epidemiology  
Staff Contact: A/Prof J. Kaldor  
C2

Epidemiology has made a substantial contribution to public health policy and practice in a number of areas. The course will consider four areas of health (cancer, cardiovascular disease, hepatitis and screening for disease) and review the major epidemiological studies that have contributed to development of knowledge and in public health application in these areas. The emphasis of the course will be on substantive findings, and the role played by epidemiological methods.

CMED9519  
Demography  
Staff Contact: A/Prof I. Burnley  
C2

Introduction to demography; sources and processing of data, principles and applications. Life tables, mortality, marriage and divorce, natality, reproductivity. Martial characteristics and family groups. Migration. Distribution by area, sex, age, race; educational and economic characteristics. Population estimates and projections. Computer techniques.

CMED9520  
Introductory Statistical Computing and Statistics in Epidemiology  
Staff Contact: A/Prof A. Bauman  
C2

Introduction to data entry, data transformations, and simple analyses using an IBM compatible PC. The statistical procedures taught in introductory biostatistics will be applied to real data entered into an appropriate data base. Statistical methods in epidemiology will examine the statistical properties of relative risk and odds ratios, adjustment of data without the use of multivariate models, sample size estimation, direct and indirect standardization of rates, and a descriptive introduction to the statistical concepts used in published epidemiological research.

CMED9600  
Disability  
Staff Contact: Dr H. Dickson  
C2

Epidemiology of disabling physical and mental conditions; the nature of disability and handicap (including developmental disability); perceptions of handicap; disabled persons' consumer movement and organization; sociology of disability; social inequality and disability;
CMED9602
Health and Illness Behaviour
Staff Contact: Mr P. Trebilio
C2
Self-care, personal health action and help-seeking behaviour; attitudes and beliefs about health and illness; media influences and sources of health advice; the media and public health; coping with illness, stress, anxiety, loss or bereavement; the sick role; expectations of health care; counselling techniques; doctor-patient communication; psychological, social and ethnic factors influencing health behaviour; health education and promotion; community mental health; rehabilitation; concepts and strategies.

CMED9603
Communications and Writing in Health
Staff Contact: Prof P. Baume
C2
Writing and preparation for the media; preparation of material for health education and promotion, including audiovisual material; preparation of scientific papers, reports and theses; practical skills in planning and writing articles: logical organization, clear and concise scientific prose; presentation of data and overall layout.

CMED9604
Alcohol and Drug Related Problems
Staff Contact: A/Prof R. Richmond
C2
Concepts of drug dependence, including pharmacological aspects; management of these problems in primary care; rehabilitation programs, smoking cessation; weight control; social and psychological factors and their impact on the family; drug problems and their impact on the community; public health aspects; population indices and surveillance; control programs; legislation; law enforcement; medical and legal aspects of drug dependence.

CMED9605
Health In Developing Countries
Staff Contact: Dr J. Hirshman
C2
Economic, demographic and epidemiological aspects; communicable diseases, for example, diarrhoea and parasitism, chronic diseases including mental health in the Third World context; maternal and child health; family planning; nutrition, and food and nutrition policy; breast feeding promotion; immunisation; water supply and environmental sanitation; organization of health services; primary health care; health personnel training; health education; pharmaceutical problems; role of international and non-governmental agencies; self-reliance.

CMED9606
Women and Health
Staff Contact: Dr S. Irvine
C2
Current issues relevant to the health of women, both consumer and provider perspectives. Common health risks facing women. Special needs in health and health care for particular populations of women. Traditional role of women as health carers, and the impact this has on health and health services. Short lectures, group discussions and student presentations. Assessment is a combination of marks given in written tutorial papers, end of session essay and group facilitation and class participation.

CMED9607
Researching Womens Health
Staff Contact: Dr S. Irvine
C2
Examines the socio-cultural aspects of women's health. Emphasis will be on reading and critically examining recent social, behavioural science, public health and primary care literature. Case studies will be used to look at determinants of women's health, woman and health care systems, promoting women's health, and woman and disability.

CMED9608
Rural Health Studies 1
Staff Contact: Prof M. Harris
C2
Note/s: External course, 4 tele-conferences, one 2-day workshop mid-term.
Examine roles, needs, and particular health and welfare issues of rural general practitioner services; explore methods for professional development of rural GPs; study public health issues of particular relevance to rural general practice; study data collection and analysis to help identify rural health problems, their management and prevention; plan and evaluate the promotion of health, and prevention of disease through individual and community health education programs in rural communities.

CMED9609
Community Genetics
Staff Contact: Dr L. Lai
C2
Brief discussion of essentials of human genetics and new development; role of genetics in community health; individuals at risk; genetic disorders including congenital, chromosomal and single-gene defects; their causes and distribution in different populations; health services comprising genetic counselling, screening, carrier detection, pre-symptomatic diagnosis, prenatal diagnosis, and laboratory investigation, and their planning and funding; support groups as related to types of genetic disorder; basic training of genetics in medicine; education and prevention; social, moral and ethical issues involved in the provision of genetic services.

CMED9610
Community Nutrition
Staff Contact: A/Prof H. Greenfield
C2
Introduction to nutrition and health; increasing interest in nutrition by population in general, epidemiological evidence of nutrition-related diseases and the increasing cost of treating these diseases, and common nutrition-related health disorders in the Australian community; various nutritional assessment techniques; nutrition information versus misinformation; location and utilisation of nutrition resources; recommendations about nutrition by instrumentalities such as the Health For All Taskforce and the Better Health Commission.
CMED9611
Health of the Elderly
Staff Contact: Dr R. Salgado
C2
Demography of ageing; epidemiology of health, illness and disability in an ageing population; ‘aged persons’ perspectives; gerontology - biological, sociological and psychological perspectives; problems and special needs of an ageing population; health maintenance; health policy for an ageing population; health services; institutional care; community and domiciliary services; non-government organizations; poverty; community attitudes; accommodation; income support; social and ethical issues.

CMED9612
Environmental Health
Staff Contact: Dr J. Frith
C2
To introduce the principles of epidemiology, particularly in reference to environmental risk factors of disease and in reference to such principles as incidence and prevalence, aetiology and risk factors, epidemics and endemics, and primary, secondary and tertiary prevention of disease. In particular, it deals with environment and disease, radiation, chemical, hazards, air and water pollution, biological hazards, urban environment, ecology, ecosystems and interdependence and how these factors affect health, public health issues related to sustainable development.

CMED9613
Health and Public Policy
Staff Contact: Prof P. Baume
C2
The subject deals with ‘health’ debate over time, elements of health policy, health outcomes and international comparisons. Health in the Federal System, systematic development of health outcomes, stakeholders, program cycle, work of a Minister for Health, discussion of means and ends, Cabinet Government and health policy, concepts and strategies.

CMED9614
Genetic Epidemiology
Staff Contact: Dr A. Stark
C2
Introduction to the study of the interaction of environmental and genetic determinants of diseases; 'simple' Mendelian, polygenic and multifactorial models of disease causation and corresponding patterns of distribution; estimation of genetic parameters; methods of discriminating between models, including recognition of genetic heterogeneity, linkage analysis, segregation analysis, path analysis, the design and interpretation of twin and family studies, 'cohort of genealogies' technique; calculation of risks; effects of genetic intervention; progress of research into diseases such as diabetes and schizophrenia; computing techniques.

CMED9615
Primary Health Care
Staff Contact: Prof M. Harris
C2
The subject provides an overview of primary care in Australia and the application of the PHC approach to Australia and other developed countries. Topics to be covered include, primary care and PHC in Australia, primary medical care and family practice, primary nursing care and generalist community nursing, integration of Community Health Services, healthy cities, self help groups and self care, health promotion, surveillance/monitoring in primary care, advocacy/community development, aboriginal health, community participation.

CMED9618
Ethics in Medicine and Community Health
Staff Contact: A/Prof P. McNeill
C2
Principles and theories of medical ethics are examined in relation to current ethical issues in medicine and community health. Topics include ethical issues in: artificial birthing techniques; resource allocation; termination of life sustaining treatment; drug and alcohol provision and treatment; human experimentation and epidemiological research; aboriginal health care research and delivery; and accountability of health professionals.

Reading is required in preparation each week. The subject is conducted by seminar in which invited speakers give a brief presentation and students contribute from their reading. Assessment is based on student presentation on 2 or 3 of the seminar topics and an end of session essay.

MEED9001
Independent Studies
Staff Contact: Ms J. Ritchie

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore solutions to specific educational problems within their own institutions or disciplines.

MEED9010
Understanding and Working in Communities
Staff Contact: Ms J. Ritchie
C2 S1 HPW2
Note/s: An Academic Elective

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation.

MEED9012
Current Approaches to Health Promotion
Staff Contact: Ms J. Ritchie
C2 S1 HPW2

An introduction to the concept of health promotion as a major component of primary health care. A strategic framework provides the basis for an overview of the various approaches used to promote health, and allows consideration of which option to choose in different situations.

MEED9013
Influencing Health Beliefs and Health Behaviours
Staff Contact: Ms J. Ritchie
C2 S2 HPW2

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic
illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

**MEED9102**  
**Educational Process in Small Groups**  
*Staff Contact: Prof A. Rotem*  
*C2 S1 HPW2*

How people operate as members and leaders of groups; conditions underlying effective group work in educational planning, teaching and learning, and the provision of health care; basic concepts of group structure. Stress on experiential learning, observation of group process, improving skills in facilitating group learning and designing appropriate learning activities.

**MEED9104**  
**Organisation and Management for Health Personnel Education**  
*Staff Contact: Prof A. Rotem*  
*C2 S1 HPW2*

Students critically examine existing organizational patterns relevant to health personnel education. Emphasis is placed on the participants’ experiences as members of organizations and the effect of organizations on their individual performance. Description and analysis of participants’ own organizations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

**MEED9108**  
**Program Evaluation and Planned Change**  
*Staff Contact: Prof A. Rotem*  
*C2 S2 HPW2*

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

**MEED9111**  
**The Consultation Process**  
*Staff Contact: Prof A. Rotem*  
*C2 S2 HPW2*

**Recommended Prerequisite:** MEED9104 or equivalent  
**Corequisites:** MEED9108, MEED9113, MEED9112  
**Note/s:** An Academic Elective.

The subject is designed to introduce concepts and practical approaches used by consultants in the development of organizations, programs, teams and individuals. The subject will focus on the internal process of change as well as on ‘third party’ interventions.

**MEED9112**  
**Managing Human Resources in Health**  
*Staff Contact: Prof A. Rotem*  
*C2 S2 HPW2*

**Recommended Prerequisite:** MEED9104 or equivalent  
**Recommended Corequisite:** MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.

**MEED9113**  
**Evaluation of Instructors**  
*Staff Contact: Prof A. Rotem*  
*C2 S2 HPW2*

**Note/s:** An Academic Elective.

This seminar pertains to concepts, research and development in the evaluation of instructors. Emphasis on the methods by which evaluative feedback could be provided and used for the purpose of improvement of instruction. It is expected that candidates would acquire skills in the design and use of evaluation instruments which are effective in improving instruction.

**MEED9122**  
**Primary Health Care**  
*Staff Contact: Ms J. Ritchie*  
*C2 S2 HPW2*

The concept of primary health care and its emergence as the priority health care approach in developing countries. Emphasis on the training implications of primary health care programs together with different definitions of the concept including the role of primary health care in social and economic development, and its relationship to existing health care systems.

**MEED9125**  
**Planning, Conducting and Evaluating Educational Workshops**  
*Staff Contact: A/Prof R. Bandaranayake*  
*C2 S1 HPW2*

In an attempt to develop their skills in all aspects of conducting workshops, participants are guided to formulate a plan for a workshop for their colleagues in an important educational area, with opportunity to practise various techniques for enhancing active participation, and subsequently to conduct the workshop, evaluate its process and outcomes, and report on it.

**MEED9127**  
**Research In Education for the Health Professions 1**  
*Staff Contact: Dr M. Stiemborg*  
*C2 S1 HPW2*

Enables participants to become aware of ‘ways of knowing’, in general, and of the scientific method in particular. Different methods of educational research examined in depth so that the method(s) most appropriate to given research problems can be selected. Participants develop skills in evaluating research papers exemplifying the different methods.

**MEED9128**  
**Research In Education for the Health Professions 2**  
*Staff Contact: Dr M. Stiemborg*  
*C2 S2 HPW2*

**Prerequisite:** MEED9127 or equivalent  
**Note/s:** An Academic Elective.

Raises awareness of current research interests in education for each of the health professions from which participants come and of the problems encountered in conducting an educational research project. Participants are expected to plan, conduct and report a pilot project in education.
MEED9129
Primary Health Care: Issues in Implementation
Staff Contact: Ms J. Ritchie
C2 S2 HPW2
Prerequisite: MEED9122 Primary Health Care or evidence of substantial prior experience in primary health care work
Note/s: An Academic Elective.

This subject guides participants through a detailed analysis of both the theory and the practice of implementing Primary Health Care programs. Problems and issues encountered in implementation are examined and practical solutions explored. The course is designed for health professionals who have had some prior exposure to the concepts and practice of Primary Health Care, and draws upon relevant case studies for the analysis.
The School of Information, Library and Archive Studies offers both undergraduate and graduate programs. The undergraduate program leads to the award of the Bachelor of Information Studies (Conservation). At the postgraduate level the School offers programs leading to the award of the degree of Doctor of Philosophy (PhD), Master of Archives Administration (MArchivAdmin) by research, Master of Librarianship (MLib) by research or course work, the Master of Information Management-Archives/Records, the Master of Information Management-Librarianship, the Graduate Diploma in Information Management-Archives/Records (GradDiplM-Archiv/Rec) and the Graduate Diploma in Information Management-Librarianship (GradDiplM-Lib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

Undergraduate Study

Course Outlines

4090
Bachelor of Information Studies (Conservation) *

*Not offered in 1995

BInfSt(Cons)

The Bachelor of Information Studies (Conservation) is a three year full-time course with a strong emphasis on the application of chemical principles to the conservation and preservation of paper and nonpaper formats including micrographics, imaging systems and electronic records. Students will also receive instruction in the basics of computing; the historical, intellectual, philosophical and ethical bases of the conservation profession; managing preservation programs; and exhibition management.

At the completion of the undergraduate degree, students would normally undertake the Graduate Diploma in Information Management (in either Librarianship or Archives/Records) in the School of Information, Library and Archive Studies, the Master of Art Administration program at the College of Fine Arts, UNSW, or a similar professional equivalent.

Graduates from the combined undergraduate and postgraduate programs will be eligible for employment as professional personnel in a variety of information agencies, such as archives, libraries, records offices and museums, where the focus of their work will be the preservation and conservation of published and documentary materials. Relevant position classifications include: Conservators, Preservation Officers, Librarians, Archivists, Information
Managers, Manuscript Curators, Records Managers and Arts Administrators.

**Condition for the Award of the Degree**

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

1. A candidate for the award of the degree of Bachelor of Information Studies (Conservation) shall:
   (1) comply with the requirements for admission;
   (2) follow the prescribed course of study and satisfy the examiners in the necessary subjects.

2. The degree shall be awarded at Pass or Honours levels. Honours may be awarded in the following categories: Honours Class I; Honours Class II, Division i; Honours Class II, Division II.

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

**Objectives of the course**

1. To impart the theoretical and practical knowledge required by a practitioner of preservation/conservation of documentary records;
2. To allow study at some depth of the principles and concepts of the chemistry of all media on which records are made and of the chemical and biological processes involving in their ageing and other deterioration;
3. To acquaint students with the most appropriate measures for the storage, use, protection, repair and salvage of materials embodying cultural records;
4. To create awareness of the historical and social contexts within which records have been created and of the intellectual, philosophical, ethical and economic bases of decisions about appropriate programs and procedures for their conservation;
5. To explain the organizational, social and technological contexts within which information agencies, such as archives (institutions) and libraries, are formed, supported and operated;
6. To create awareness of the importance of records and of sound recordkeeping practice in the current operations of all organizations, as well as their historical context;
7. To provide state of the art knowledge of information technology especially in the areas of reprography and image management;
8. To explain the theoretical and practical aspects of computer-based information storage and retrieval, and to relate them to the recordkeeping environment;
9. To emphasise the importance of operating within the constraints of a budget and to recognise the financial implications of any decision made in the preservation and conservation of documentary records;
10. To instruct students in the conduct of needs assessment studies for any collection of records in any organization and the preparation of strategic plans focussed on storage conditions, the physical state of the records, policies for their use and disaster preparedness;
11. To require students to undertake a project or engage in specialized study as a means of demonstrating ability to apply theories/skills taught in the classroom and laboratory.

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**4090 Bachelor of Information Studies (Conservation)**

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Subject Descriptions

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

LIBS1001
Conservation 1A
Staff Contact: Dr Paul Wilson
S1 L2 T4
The application of theoretical principles taught in Chemistry 1 to establish the chemical and physical structure of paper-based record materials most commonly found in archives and libraries, and the causes for their deterioration.

LIBS1002
Conservation 1B
Staff Contact: Dr Paul Wilson
S2 L2 T4
Continues from the subject LIBS1001 Conservation 1A and examines various preservation options for the protection of record materials. Stress will be placed on the need to evaluate all options from the point of view of the employing organization's purpose and goals.

LIBS1003
History of the Written Record A
Staff Contact: Dr Paul Wilson
S1 L2 T1
The evolution of information media from handwritten communication to the development of printing processes. Areas include manuscripts, incunabula, papermaking, typefounding, bookbinding and book illustration.

LIBS1004
History of the Written Record B
Staff Contact: Dr Paul Wilson
S2 L2 T1
Continues from the subject LIBS1003 History of the Written Record A with a focus on more recent developments in book production and examines such issues as the structure and organization of the book trade, collecting and the role of libraries, rare book and special collections, the social impact of the book, and the changing media of communication.

LIBS1005
Conservation within the Information Environment
Staff Contact: Dr Paul Wilson
S2 L3
An examination of the nature and management of information in different types of agencies, including libraries and archives. The role of conservation in organizations and society, emphasising the historical, intellectual, philosophical and ethical bases of the conservation profession.

LIBS2001
Conservation 2A
Staff Contact: Dr Paul Wilson
S1 L2 T4
Builds on the theoretical and practical work undertaken in Conservation 1A and 1B. The focus will be on library and archival conservation techniques including book binding, boxing and the manufacture of enclosures.

LIBS2002
Conservation 2B
Staff Contact: Dr Paul Wilson
S2 L2 T4
Examines the preservation and conservation requirements of nonpaper record materials such as photographs, motion pictures, video recordings, aural (sound) recordings, and optical and video disks.

LIBS2003
Managing Preservation Programs
Staff Contact: Dr Paul Wilson
F L3
Examines managerial and financial considerations relating to preservation programs within information institutions and agencies. Topics include: surveys; needs and priorities; research; policy and programs; staffing levels; budgeting and funding; disaster preparedness and recovery; staff and user education; security measures; proposal writing.

LIBS2004
Library, Archives and Records Management
Staff Contact: Dr Paul Wilson
F L2
An introduction to the elements of human communication and to the various technologies and media used to accomplish and record it. Emphasis will be placed on information media, their qualities as records, and the requirements for their handling, storage, retrieval and preservation.

LIBS2005
Records Management
Staff Contact: Dr Paul Wilson
S2 L2
Elements and functions of a records management program. Topics include: overview and status of records management; establishing a records management program; controlling the records; storage and retrieval; managing the records centre; forms design and report writing; automated records management.

LIBS3001
Conservation 3A
Staff Contact: Dr Paul Wilson
S1 L2 T4
The emphasis will be on special problems in conservation treatment as work in this field often tests the analytical and innovative skills of the practitioner. Students will be confronted with a problem situation in which decisions must be made.
LIBS3002
Conservation 3B
Staff Contact: Dr Paul Wilson
S2 L2 T4
Students will undertake a research project in a specialist area of conservation treatment and spend a period of time working in a major conservation facility under the general supervision of a member of the academic staff.

LIBS3003
Preservation Reprography
Staff Contact: Dr Paul Wilson
S1 L3
The use of alternative techniques to reformat or reproduce the original record thereby preserving its intellectual content. Methods employed include preservation photocopying, microfilm, microfiche, and optical disk technology.

LIBS3004
Management & Preservation of MachineReadable Records
Staff Contact: Dr Paul Wilson
S2 L3
Electronic, or machine readable records include data files, databases, wordprocessing files and electronic spreadsheets. The record format presents a variety of concerns for information managers and preservation administrators which will be addressed in the course.

LIBS3005
Environmental Control
Staff Contact: Dr Paul Wilson
S1 L2
Environmental conditions affect the stability and hence the longevity of record materials. Areas of focus include the conservation implications of building design; methods of controlling the environment; pest control; the use of monitoring equipment; and the need to interface with architects and environmental control specialists.

LIBS3006
Exhibition Management
Staff Contact: Dr Paul Wilson
S2 L2
Exhibition work is assuming importance in libraries, archives and museums due to the public's demand for greater access to collections. Topics include: planning and developing themes; design principles and display techniques; program coordination; assessing environmental conditions; loans, contracts, insurance; documentation; handling, storage and transportation.

LIBS4001
Conservation 4 (Honours)
Staff Contact: Dr Paul Wilson
An honours program consisting of a series of seminars on advanced topics in Conservation and a research project. Students intending to seek admission to this program should apply to the Head of School for consideration for admission at the end of Year 3.

Servicing Subjects

Chemistry

CHEM1002
Chemistry 1
Staff Contact: Dr Peter Chia
U2 F HPW6
Prerequisites: HSC Exam Score Range Required: 2 unit Mathematics 55-100, or 3 unit Mathematics 150, or 4 unit Mathematics 1100 and 2 unit Chemistry 53100, or 3 unit Science 90150, or 4 unit Science 150, or 2 unit Physics 53100
Notes: CHEM1002 is the normal prerequisite for Level II Chemistry.


CHEM2021
Organic Chemistry
Staff Contact: Dr R. Read
U1 F or S2 HPW6
Prerequisite: CHEM1002
Discussion of the major types of organic reaction mechanisms, eg addition, substitution, elimination, free radical, molecular rearrangement within context of important functional groups. Introduction to the application of spectroscopic methods to structure determination.

CHEM2031
Inorganic Chemistry and Structure
Staff Contact: Dr N. Roberts
U1 SS HPW6
Prerequisite: CHEM1002

Teacher Education

TEED1134
Fundamentals of Computing
Staff Contact: Mr Robert Baker
S1 HPW4
This subject provides an introduction to the structure, use and operation of computers in the small business and office environment. Students are required to demonstrate a knowledge of the nature of the computer and its peripherals, including the internal structure and internal functioning of computers. They are also introduced to small data processing systems.
Graduate Study

Course Outlines

1990
Doctor of Philosophy

Doctor of Philosophy
PhD

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

Master of Archives Administration

The conditions governing the award of the degree of Master of Archives Administration by research are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.

2980
Master of Librarianship (by Research)

Master of Librarianship
MLib

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

HPW
Session 1
LIBS0807 Research Methods in Librarianship 3
Session 2
LIBS0805 Issues in Librarianship 3

8920
Master of Librarianship (by Formal Course Work)

Master of Librarianship
MLib

General Program

The general course of studies for the award of the degree of MLib may be taken in one year of full-time study or a longer period of part-time study. Candidates must complete a minimum course work requirement of the equivalent of eight 42-hour subjects. Subjects may be chosen from those offered in the General program and those offered in the Library Management and Information Science programs. Up to two subjects may be chosen from graduate subjects offered by other schools or departments with approval of the Head of the School of Information, Library and Archive Studies and the Head of School in which the subjects are offered. Students may choose to undertake a major or minor project in lieu of two 42-hour subject or one 42-hour subject respectively. Candidates electing to undertake a
project, will normally take LIBS0844 Project Seminar listed below or LIBS0807 Research Methods in Librarianship or LIBS0822 Operations Research. The course work requirements for students undertaking the Project will be reduced by the equivalent of one or two 42-hour subjects. Students in the specialist MLib programs listed below, with the permission of the Head of School, may transfer to the General program at any time during their course of studies.

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<td>LIBS0833 Seminar in the History of the Book</td>
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<td>LIBS0836 Seminar in Bibliometric and Scientometric Indicators</td>
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<td>LIBS0838 Preservation Administration</td>
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<tr>
<td>LIBS0842 Evaluation and Performance Measurement in Information Agencies</td>
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<td>LIBS0843 Special Topic in Library and Information Science</td>
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<td>LIBS0844 Project Seminar</td>
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<td>LIBS0845 Information Technology in Asia</td>
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<td>LIBS0846 Information Sources and Online Searching</td>
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<td>LIBS0847 Marketing of Library and Information Services</td>
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<td>LIBS0902 Project Report (Minor)</td>
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8921
Master of Librarianship (by Formal Course Work) Full-time

Master of Librarianship
MLib

Library Management

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<thead>
<tr>
<th>Year 1</th>
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<tr>
<td>Session 1</td>
<td>IROB5901 Organizational Behaviour*</td>
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<td>LIBS0815 Economics of Information Systems</td>
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<td>LIBS0805 Issues in Librarianship</td>
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<td>LIBS0812 Library and Information Services Management 2+</td>
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<td>LIBS0816 Information Processing Technology</td>
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<tr>
<td>LIBS0901 Project Report (Major)++</td>
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</table>

* This subject is undertaken within the Master of Commerce degree program.
+ Prerequisite LIBS0811.
++ Students may choose either LIBS0901 or two electives which can be other MLib degree subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subjects are offered.
### Master of Librarianship (by Formal Course Work) Part-time

**MLib**

**Information Science**

This degree program of studies in Information Science may be offered on a full-time basis, by arrangement with the Head of School.

#### Year 1

<table>
<thead>
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<td>LIBS0823</td>
<td>Files and Database Systems</td>
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#### Year 2

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<td>Diffusion and Dissemination of Information</td>
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<td>LIBS0821</td>
<td>Human Computer Interface Design+</td>
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<td>LIBS0822</td>
<td>Operations Research</td>
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#### Full Year

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</table>

+ Prerequisite LIBS0823.

++ Students may choose either LIBS0901 or two electives which can be other MLib degree subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subjects are offered.

### Graduate Diploma in Information Management-Archives/Records (Full-time)

**GradDiplM-Archiv/Rec**

**Common Core**

#### Session 1

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<td>ILAS0101</td>
<td>Information Technology: Access Systems and Resources</td>
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<td>ILAS0103</td>
<td>Communication and Information in Society</td>
<td>4</td>
<td>2</td>
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<tr>
<td>ILAS0104</td>
<td>Management for Information Professionals</td>
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#### Session 2

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<td>ILAS0102</td>
<td>Information Systems: Analysis, Design and Management</td>
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#### Whole Year

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<td>ILAS0105</td>
<td>Information in Context</td>
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**Archives Core**

#### Session 1

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<tr>
<td>ILAS0301</td>
<td>Record-Keeping Principles and Structures</td>
<td>4</td>
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<tr>
<td>ILAS0302</td>
<td>Archives/Records Control Principles</td>
<td>4</td>
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<tr>
<td>ILAS0303</td>
<td>Archives/Records Accessibility</td>
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<td>ILAS0304</td>
<td>Archives/Records Disposal and Storage</td>
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#### Whole Year

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<td>ILAS0305</td>
<td>Issues/Problems in the Management of Archives/ Records Sources and Services</td>
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<td>ILAS0306</td>
<td>Field Experience</td>
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**Electives +**

#### Session 1 or Session 2

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<td>Special Research Project</td>
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<td>ILAS0308</td>
<td>Laboratory in Conservation of Research Materials</td>
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<td>ILAS0309</td>
<td>Care and Management of Special Collections</td>
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<td>ILAS0311</td>
<td>Oral History</td>
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<td>ILAS0312</td>
<td>Advocacy, Public Programs and Outreach</td>
<td>4</td>
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<td>ILAS0314</td>
<td>Managing Photographs</td>
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<td>ILAS0318</td>
<td>Managing Moving Images</td>
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<tr>
<td>ILAS0319</td>
<td>Primary Source Research and Analysis</td>
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+ Two elective subjects can be chosen in the second session of full-time study or in and after the third sessions of part-time study.
### 5602 Graduate Diploma in Information Management-Archives/Records (Part-time)

**Graduate Diploma in Information Management-Archives/Records**
GradDiplM-Archiv/Rec

Part-time profile to be advised

### 5603 Graduate Diploma in Information Management-Librarianship (Full-time)

**Graduate Diploma in Information Management-Librarianship**
GradDiplM-Lib

#### Common Core

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<tr>
<th>Session 1</th>
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<tr>
<td>ILAS0101</td>
<td>Information Technology: Access Systems, and Resources</td>
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<td>ILAS0103</td>
<td>Communication and Information in Society</td>
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<td>ILAS0104</td>
<td>Management for Information Professionals</td>
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<tr>
<td>ILAS0102</td>
<td>Information Systems: Analysis, Design and Management</td>
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<tr>
<td>ILAS0105</td>
<td>Information in Context</td>
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#### Librarianship Core

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<td>ILAS0200</td>
<td>Organisation of Knowledge</td>
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<td>ILAS0201</td>
<td>Information Resources</td>
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<td>ILAS0203</td>
<td>Organisational Context and Information Seeking Behaviour</td>
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<tr>
<td>ILAS0202</td>
<td>Information Access and Collection: Policies and Methods</td>
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#### Electives

**Management Strand**

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<td>Human Resources Management and Staff Development in Libraries</td>
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<td>ILAS0211</td>
<td>Information Networks Management</td>
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<td>ILAS0212</td>
<td>Measurement and Evaluation of Library and Information Services</td>
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<td>ILAS0213</td>
<td>Client-centred Service Design and Delivery</td>
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**Environments Strand**

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<td>ILAS0221</td>
<td>Asian Information Resources</td>
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<td>ILAS0222</td>
<td>Community Information Sources Services and Needs</td>
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<td>ILAS0223</td>
<td>Information Sources and Services in Education</td>
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<td>ILAS0224</td>
<td>Government Information Sources Services and Needs</td>
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<td>ILAS0225</td>
<td>Health and Life Sciences Information Sources Services and Needs</td>
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<td>ILAS0226</td>
<td>Information Sources, Services and Needs in Industry, Business and Government</td>
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<td>ILAS0227</td>
<td>Legal Information Sources, Services and Needs</td>
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<td>ILAS0228</td>
<td>Science, Engineering and Technology Information Sources, Services and Need</td>
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<td>ILAS0229</td>
<td>Social Sciences Information Sources, Services and Needs</td>
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**General Strand**

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<td>ILAS0300</td>
<td>Advanced Organisation of Knowledge</td>
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<td>ILAS0301*</td>
<td>Bibliographic Standards and Formats</td>
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<td>ILAS0302</td>
<td>Computer Programming for Information Applications</td>
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<td>ILAS0303</td>
<td>Computing Applications in the Information Environment</td>
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<tr>
<td>ILAS0304</td>
<td>Field experience</td>
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<tr>
<td>ILAS0305</td>
<td>Human Computer Interaction</td>
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<tr>
<td>ILAS0306</td>
<td>Index and Thesaurus Construction</td>
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<td>ILAS0307*</td>
<td>Laboratory in Conservation of Research Materials</td>
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<td>ILAS0308*</td>
<td>Care and Management of Special Collections</td>
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<td>ILAS0309*</td>
<td>Managing Moving Images</td>
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**Session 1 or Session 2**

| ILAS0311* | Oral History | 4 | 2 |
| ILAS0312* | Advocacy, Public Programs and Outreach | 4 | 2 |
| ILAS0314* | Managing Photographs | 4 | 2 |
| ILAS0319* | Primary Source Research Processes and Analysis | 4 | 2 |

*In common with Archives/Records strand

**Students are required to choose four electives, at least one from each of the strands.**
8923 Master of Information Management-Archives/Records (by Formal Course Work) Full-time *

Master of Information Management-Archives/Records MIM-Archiv/Rec

Master of Information Management-Archives/Records

- Articulates with the Graduate Diploma in Information Management-Archives/Records.
- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of archives and records.

Year 1  C HPW

As for GradDiplM-Archiv/Rec

Summer Session
ILAS0500  Professional Attachment  7

Year 2

Session 1 or Session 2
ILAS0310  Seminar in the Management of Electronic Records and Data Archives  5  2
ILAS0313  Management Issues for Small Archives  5  2
ILAS0315  Seminar on Recordkeeping and Legal/Ethical Accountability  5  2
ILAS0320  Archival Development in Asia and the Pacific  5  2
ILAS0321  Local Government and Community Archives  5  2
ILAS0322  Archive History  5  2
ILAS0323  Sources For Context Analysis  5  2

* Students are required to choose electives to the value of 20 credit points in the third session of the full-time program or over the fifth and later sessions in the part-time program in Archives/Records. At least five credit points are to be chosen from the sequence of subjects listed above; 10 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for five of the required 10 credit points (with the permission of both Heads of School).

Stage 2

As for GradDiplM-Archiv/Rec

Year 3

Part-time profile to be advised

8924 Master of Information Management-Librarianship (by Formal Course Work) Full-time *

Master of Information Management-Librarianship MIM-Lib

Master of information Management-Librarianship

- Articulates with the Graduate Diploma in Information Management-Librarianship.
- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of information in libraries and other information environments.

Year 1  C HPW

As for GradDiplMLib

Summer Session
ILAS0500  Professional Attachment  7

Year 2

Session 1 or Session 2
ILAS0400  Advanced Information Retrieval  5  2
ILAS0401  The Asian Information Environment  5  2
ILAS0403  Bibliometrics and Citation Analysis  5  2
ILAS0406  International Information and Telecommunication Standards  5  2
ILAS0407  Special Project  5  2
ILAS0408  Asian Information Resources  2  5  2
ILAS0409  Handling Asian Information Materials  5  2

* Students are required to choose electives to the value of 20 credit points in the third session of the full-time program or over the third and fourth sessions in the part-time program. At least five credit points are to be chosen from the sequence of subjects listed above; 10 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for five of the required 10 credit points (with the permission of both Heads of School).
Subject Descriptions

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

ILAS0101
Information Technology: Access Systems, and Resources
Staff Contact: Mr William Hood
C4 S1 HPW2
Basic understanding and competence in the use and exploitation of Information Technology, including Telecommunications, in various information environments; exploration and use of new and established information access systems, locally and remotely; overview of the structure and organisation of information resources with special emphasis on access and use of printed and electronic resources in information, library and archive studies.

Within this subject students specializing in the study of Librarianship will proceed to:

Option L: Information Systems for Libraries, understanding and use of integrated library management systems, including the functional applications; acquisitions, cataloguing, OPAC, serials management, in-house multimedia systems, mis, dss; awareness and use of internal and external information systems of the parent organisation; awareness, use and integration of national and international information systems.

Students specializing in the study of Archives Administration will proceed to:

Option A: Information Systems for Archives and Records Management: Understanding and use of systems for bibliographic control/access to and the management of records and archives holdings and for the administration of facilities, staff, funds, services and programmes within repositories.; awareness, use and integration of comprehensive library, archives and records systems; linkages to external information systems pertinent to the parent organisation and to national and international bibliographic and exchange systems. comparison, selection and adaptation of commercial systems.

ILAS0102
Information Systems: Analysis, Design and Management
Staff Contact: Mrs Connie Wilson
C4 S2 HPW2
Theories, principles and practicalities of Information Retrieval Systems (IRS) and Database Management Systems (DBMS) including determination of application (functional and user) requirements, data elements and models, principles and methods of file organisation (content, structure, context), principal vocabularies and authority controls, principles and mechanisms for retrieval; search strategies, system documentation/metadata, evaluation, storage, security, integrity, longer term issues (disposal, continuing accessibility, preservation/migration, admissibility as evidence).

ILAS0103
Communication and Information in Society
Staff Contact: Ms Anne Pederson
C4 S1 HPW2
Examination of processes by which information and knowledge are created, integrated, disseminated, organized, used, and preserved. Topics include nature of communication; role of recordkeeping; evolution of literacy; need for 'mediacy', overview of recording, processing, communication, duplication and storage technologies; major societal challenges, issues, and trends for ensuring continuing access to information in the face of escalating social and technological change (including public/private sector roles, ownership and access to information and information services; individual, institutional and societal accountability).

ILAS0104
Management for Information Professionals
Staff Contact: Dr Patricia Willard
C4 S1 HPW2
Commonalities and differences among information professions and their contexts of practice; professional codes and standards; concepts and tools of management including: strategic planning; performance evaluation and quality assurance; financial planning and control; cost analysis; human resources management; communication, promotion and advocacy. Strategies for managing information agencies as systems.

ILAS0105
Information in Context
Staff Contact: Dr Paul Wilson
C4 F HPW2
A special programme of structured visits, films/videos, on-site observations, distinguished speakers, lecture and seminar presentations which provides enrichment to the content of core subjects ILAS0101-ILAS0104. Students will be actively involved in the planning, promotion, implementation and presentation of these activities, enabling them to gain knowledge and experience in using a variety of communication skills and presentation modes.

ILAS0106
Organisation of Knowledge
Staff Contact: Dr Jack Nelson
C6 S1 HPW2
Introduction to bibliography and bibliographic control; description for all types of materials and formats, including indication of their content, related specifically to Anglo American Cataloguing Rules ACR2(R), 1988; bibliographic standards; application of codes and formats, especially MARC (Machine Readable Cataloguing); indexing and classification systems, especially LCSH (Library of Congress Subject Headings) and DDC (Dewey Decimal Classification); physical forms of catalogues and indexes; especially OPACs; regional, national and international cooperation in bibliographic control, especially ABN (Australian Bibliographic Network), AARNet and INTERNET; place of cataloguing in library management; management of the cataloguing process in libraries.
ILAS0201
Information Resources
Staff Contact: Dr Helen Jarvis
C4 S1 HPW2
Synchronisation of information resources with the needs of the end-user/client. Negotiation of both expressed and actual needs/wants; identification of possible sources, (in print, electronic or other format, available locally or remotely) to meet those needs/wants; navigation of the physical or electronic routes (including the Internet) to obtain access to these sources; evaluation and comparison as to their appropriateness for the particular request in hand and the relative cost-benefit of their acquisition. The mechanics and economics of production and distribution. The processes by which disparate sources are organised and interpreted to form information resources.

ILAS0202
Information Access and Collection : Policies and Methods
Staff Contact: Dr Helen Jarvis
C4 S2 HPW2
Examination of processes of publication and distribution, print-based and electronic; library acquisition and access policies including collection development policies and resource sharing agreements; the virtual library; national approaches to collection and access including the concept of the Distributed National Collection; collection evaluation methods; interlibrary loan and reciprocal access policies; document delivery services; methods for costing and monitoring the impact of varying methods of access.

ILAS0203
Organisational Context and Information-Seeking Behaviour
Staff Contact: Mrs Connie Wilson
C4 S1 HPW2
Awareness of the role and functions of libraries and other types of information organisations; examination of aspects of information-seeking behaviour; human information processing; information flow among social and occupational groups and research on information needs and uses; interdisciplinary aspects of librarianship and information science.

ILAS0210
Human Resources Management and Staff Development in Libraries
Staff Contact: Dr Patricia Willard
C4 S2 HPW2
Introduction to basic principles of human resources management; consideration of their application and adaptation in libraries; review of current strategies used in libraries and other environments for staff development including skills and knowledge enhancement programs and structural approaches such as worker empowerment strategies.

ILAS0211
Information Networks Management
Staff Contact: Dr Helen Jarvis
C4 S2 HPW2
The development and characteristics of the major information networks impacting on Australia. Issues to be studied include: historical evolution; topology (both organisational and technical); standardisation (both national and international); governance and financial management; and prospects for future development.

ILAS0212
Measurement and Evaluation of Library and Information Services
Staff Contact: Dr Patricia Willard
C4 S2 HPW2
Principles and practices in the evaluation of library and information services; determination and specification of service goals and objectives; development of performance evaluation strategies appropriate to desired outcomes including determination of performance indicators and targets; methods for costing and productivity measurement; performance related management strategies such as Total Quality Management and Continuous Improvement.

ILAS0213
Client-centred Service Design and Delivery
Staff Contact: Dr Patricia Willard
C4 S2 HPW2
Analysis of client service preferences; Service design incorporating principles and practices drawn from communications and marketing as well as information theory and research; Development of effective feedback mechanisms for particular services; Techniques for publicizing and promoting library and information services. Attention will be given to communication and interpersonal skill enhancement.

ILAS0220
Arts and Humanities Information Sources Services and Needs
Staff Contact: Dr Jack Nelson
C4 S2 HPW2
The structure of the literature, with special reference to major finding aids in the field, both in printed and electronic forms. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

ILAS0221
Asian Information Resources 1
Staff Contact: Dr Helen Jarvis
C4 SS HPW2
The major Asian databases and networks accessible from Australia will be studied, as well as significant print-based information sources. Students will have a structured introduction to the English language versions of these sources, wherever possible in an online environment. The range of sources will include Culture, Business, and Science and Technology. Students will be exposed to problematic areas such as handling non-roman scripts, lack of international standards, and uneven levels of development in various countries.

ILAS0222
Community Information Sources, Services and Needs
Staff Contact: Dr Patricia Willard
C4 S2 HPW2
Consideration of community diversity and information needs of individuals and groups comprising any specific community; information dissemination agencies which serve the community including the public library; information sources used in addressing community needs.
ILAS0223
Information Sources and Services in Education
Staff Contact: Dr Jack Nelson
C4 S2 HPW2
Information needs of teachers, researchers, students and administrators in schools, colleges and universities. Information sources and services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

ILAS0224
Government Information Sources, Services and Needs
Staff Contact: Dr Paul Wilson
C4 S2 HPW2
Major categories of publications produced by Australian and overseas governments: parliamentary, executive and judicial. Particular attention paid to publications generated by the Commonwealth Government of Australia and various state governments, especially NSW. Structure and characteristics of government information sources. Role of libraries and librarians in the generation, distribution and preservation of government publications.

ILAS0225
Health and Life Sciences Information Sources, Services and Needs.
Staff Contact: Mrs Connie Wilson
C4 S2 HPW2

ILAS0226
Information Sources, Services and Needs in Industry, Business and Government
Staff Contact: A/Prof Carmel Maguire
C4 S2 HPW2
The nature and function of information services in public and private sector organizations and institutions. The study of information needs and the design of appropriate library and other information services. The role of special libraries and their relationship with other information agencies inside and outside the organization. Outsourcing of library services and entrepreneurial opportunities.

ILAS0227
Legal Information Sources, Services and Needs
Staff Contact: Mrs Connie Wilson
C4 S2 HPW2
Information needs of legal practitioners and institutions. Structure and characteristics of legal information sources. Role of law libraries and librarians. Major legal information sources in print and electronic format.

ILAS0228
Science, Engineering and Technology Information Sources, Services and Needs
Staff Contact: Mrs Connie Wilson
C4 S2 HPW2
Generation, flow and documentation of scientific, engineering and technical information. Structure and characteristics of the scientific and technical literature. Major scientific, engineering and technological databases. Information needs of scientists, engineers, and technologists. Role of scientific and technical libraries and librarians.

ILAS0229
Social Sciences Information Sources, Services and Needs
Staff Contact: Dr Jack Nelson
C4 S2 HPW2
Generation, structure and use of the literature of political science, economics, law, psychology, sociology, geography and education. Control of and access to published and unpublished literature using print and electronic sources and methods.

ILAS0230
Advanced Organisation of Knowledge
Staff Contact: Dr Jack Nelson
C4 SS HPW2
Extended coverage of descriptive cataloguing, classification and subject indexing, in particular to nonprint materials. Bibliographic databases, specifically ABN and Internet and their connection to library and non-library created indexes, bibliographies and catalogues.

ILAS0231
Bibliographic Standards and Formats
Staff Contact: Dr Jack Nelson
C4 SS HPW2
History, present state and future prospects for bibliographic standards (AACR; LCSH and DDC) and formats (MARC) in regional, national and international perspectives. The significance of standards for bibliographic data creation, manipulation and transmission in library and environments.

ILAS0232
Computer Programming for Information Applications
Staff Contact: Mr William Hood
C4 SS HPW2
An introduction to the principles and practice of computer programming with an emphasis on programming examples associated with bibliographic systems, and bibliometric analysis. The language Pascal is used to demonstrate a variety of programming needs and tasks.

ILAS0233
Computing Applications in the Information Environment
Staff Contact: Mr William Hood
C4 S1 or S2 HPW2
Discusses the wide range and type of computing applications that are represented in the Information Environment including: desk top publishing, scanning and computer graphics, optical character recognition, personal bibliographic management, document imaging systems, networks and telecommunications.

ILAS0234
Field Experience
Staff Contact: Dr Paul Wilson
C4 SS or SS HPW2
Preparatory lectures and orientation followed by up to 3.5 weeks for full-time work representing 120 real-time hours of small group (up to 3 persons) Field Work in a choice of
established library and other information service contexts supervised by experienced librarians and other information service managers according to guidelines prepared by SILAS staff.

ILAS0235

Human Computer Interaction
Staff Contact: Mrs Connie Wilson
C4 SS HPW2

Survey of issues related to human computer communication. Role of the computer in society, psychological aspects of user behaviour, and applications of interactive computer systems considered for their significance to systems design and user training.

ILAS0236

Index and Thesaurus Construction
Staff Contact: Mrs Connie Wilson
C4 SS HPW2

Indexing principles and practice. Nature and examples of indexing languages, eg. thesaurus. Thesaurus construction. Usefulness of vocabulary control. Advances in indexing methods, including computer-assisted and automatic indexing.

ILAS0237

Laboratory In Conservation of Research Materials
Staff Contact: Dr Paul Wilson
C4 SS HPW2

This aim of this subject is to introduce students to some of the testing methods and treatment options involved in the conservation of archival/library materials. Emphasis will be placed on understanding the physical characteristics and structure of paper-based documentary materials and how these impact upon treatment decisions. Students will learn simple repair techniques and also how to construct protective enclosures.

ILAS0239

Care and Management of Special Collections
Staff Contact: Dr Paul Wilson
C4 SS HPW2

This subject looks at some of the major categories of special collections found in research libraries and archives. Examples include rare books, photographs, film, sound, documentary art, ephemera, maps and plans, and electronic media. Relevant managerial considerations such as acquisition policy, intellectual control, and exhibition practice will be examined as will preservation requirements for different media.

ILAS0301

Record-Keeping Principles and Structures
Staff Contact: Ms Ann Pederson
C4 S1 HPW2

This cornerstone subject complements and builds upon appropriate concepts and tools introduced in common core subjects and focuses them on recordkeeping systems. It reviews and further articulates the nature and multiple roles/functions which archives/records perform in an accountable and responsive society, explaining the evolution of key values, concepts, principles over time to the present; it provides a framework for understanding recordkeeping systems in their entirety, utilising the CADS(Control, Accessibility, Disposal, Storage) functional model developed by Australian Archives; it explains the basic elements and requirements for effective design, implementation, management and evaluation of records and archival programmes; traces the development of mainstream practices for the effective management of records and archives throughout their primary/administrative and secondary/research "life cycles" in both the office and repository domains; then concludes with the latest issues, trends, directions in development of current "best practices" and standards for archives/records keeping systems and programmes in non-custodial and virtual environments and in the development of cooperative archival systems and alliances.

ILAS0302

Archives/Records Control Principles
Staff Contact: Dr Peter Orlovich
C4 S1 HPW3

The nature of records, archives and historical manuscripts. Organic relationships of records, archives and manuscripts. The evolution of control of record-keeping, including registry and classified filing systems. The physical and intellectual control of archives. The evolution of administrative history as a key to the intellectual control of archives, and its relationship to palaeography and diplomatic. Administrative analysis techniques for the control of archives. Instruments of constitutional and administrative change. Sources for documentation of administrative change. Case studies in the analysis and documentation of administrative context. Evolution of archival principles of provenance and original order. Evolution of the record group concept. Control of records and archives at the record and archive group level. Implications of administrative change for the control of records and archives. The series control concept. The evolution of provenance-based, thematic and subject-based finding aids and retrieval tools for archival materials at the repository level.

ILAS0303

Archives/Records Accessibility
Staff Contact: Ms Ann Pederson
C4 S1 HPW2

This subject builds upon the foundation established in Archives/Records Control to describe the evolution of principles of access to records and of research uses of records and archives; description of key access points required for effective retrieval systems for archival materials; standards and requirements for national and international finding aids and linkages with external databases for exchange of archival data and materials (Information Resources Directory Systems (IRDS)); planning/administering custodial and non-custodial/remote access and reference services and facilities; identification of major trends and continuing problems and issues related to control, access and retrieval of archives and records in all media; instruction of clients in the use of systems.

ILAS0304

Archives/Records Disposal and Storage
Staff Contact: Ms Ann Pederson and Dr Paul Wilson
C4 S2 HPW3

Content components would include elements and requirements for developing a effective framework for appraisal/disposal decision making; variations of
strategies, criteria and processes for appraisal/disposal decision making in differing contexts; linkages between appraisal/disposal and storage/preservation; planning and developing preservation programs; designing appropriate storage facilities; equipment and housing considerations; disaster preparedness and response; and ends with identification of major and continuing problems and issues related to records disposal, storage and preservation.

**ILAS0305**  
*Issues/Problems in the Management of Records/Archives Sources and Services*  
*Staff Contact: Ms Ann Pederson*  
*C4 F HPW2*

Parallels subjects ILAS0301 and ILAS0304 with seminar based readings and discussion of key issues/controversies challenging archivists and records managers in custodial, non-custodial and virtual environments, in dealing with the widening diversity of record media and in designing mechanisms to capture(retrospectively and concurrently) important information in non-documentary forms(e-mail, oral history, etc.)

**ILAS0306**  
*Field Experience*  
*Staff Contact: Dr Paul Wilson*  
*C4 F HPW1.5*

10 hours of preparatory lectures and orientation followed by 3.5 weeks for full-time work representing 120 real-time hours of small group(up to 3 persons) Field Work in a choice of established archival contexts supervised by experienced archivists according to guide-lines prepared by SILAS staff.

**ILAS0307**  
*Special Research Project*  
*Staff Contact: Dr Peter Orlovlch*  
*C4 SS HPW2*

An individually arranged program which could include a special research paper on a major topic of interest producing a 7-9,000 word research based paper, an archival finding aid, a recordkeeping system or information/documentation needs analysis; policy/procedures management manual or consultancy report, among other assessable products.

**ILAS0308**  
*Laboratory in Conservation of Research Materials*  
*Staff Contact: Dr Paul Wilson*  
*C4 SS HPW2*

The aim of this subject is to introduce students to some of the testing methods and treatment options involved in the conservation of archival/library materials. Emphasis will be placed on understanding the physical characteristics and structure of paper-based documentary materials and how these impact upon treatment decisions. Students will learn simple repair techniques and also how to construct protective enclosures.

**ILAS 0309**  
*Care and Management of Special Collections*  
*Staff Contact: Dr Paul Wilson*  
*C4 SS HPW2*

This subject looks at some of the major categories of special collections found in research libraries and archives. Examples include rare books, photographs, film, sound, documentary art, ephemera, maps and plans, and electronic media. Relevant managerial considerations such as acquisition policy, intellectual control, and exhibition practice will be examined as will preservation requirements for different media.

**ILAS0310**  
*Seminar in the Management of Electronic Records and Data Archives*  
*Staff Contact: To be advised*  
*C5 SS HPW2*

Tools for the management of records keeping systems and information products(data archives) created using new and emerging technologies in public and private sectors, including design, implementation and operational aspects over the short, immediate and long term. Major types of systems and their products. Analysis of management considerations for operational systems and for archival holdings within the office and repository environments. Development or adaption of alliances, strategies and standards for effective management. The electronic "life cycle" and key points for management control; Professional requirements and "best practices" for electronic recordkeeping: existing and emerging technical and professional standards; Metadata system construction and management; Problems, issues and continuing concerns.

**ILAS0311**  
*Oral History*  
*Staff Contact: Ms Ann Pederson*  
*C4 SS HPW2*

Strategies and programs to fill in the gaps in our written records is an area of growing interest and importance in archives. Because of the technological dependencies, expense and legal and social sensitivities of these programs, careful design and management is required. to ensure success. Specific topics will include: nature of oral history(auroral documentation vs reminiscences), components for effective program design and management including documentary, legal and ethical considerations; psychological factors influencing the oral history process; interview techniques; transcription and indexing; storage and care of aural materials; providing effective access to and reference services for aural materials; types of use(private study, publication, broadcast, exhibition, film/video etc.)of aural materials; problems and issues.

**ILAS0312**  
*Advocacy, Public Programs and Outreach*  
*Staff Contact: Ms Ann Pederson*  
*C4 SS HPW2*

This subject would examine the importance of effectively communicating promoting the usefulness of records and archives to a number of significant "publics" and stakeholders as the key to developing and expanding a strong base of support within host organisations and in the wider client community. Specific topics would include: identification of significant management and client "publics;" corporate image management and public relations; planning sucessful events, programs and services for a wide ranging clientele; forging productive professional relationships and alliances(colleagues, hosts, clients, sponsors, other professions, non-users); sponsorship fund-raising and development.
ILAS0313
Management Issues for Small Archives
Staff Contact: to be advised
C5 SS HPW2
Analysis of complex problems and issues facing managers of smaller archives in public and private sectors. Topics include: acquisition and collecting policies vs documentation plans/strategies; relationships with donors and other clients; new appraisal principles and practices; descriptive standards for archival materials; access regulations with regard to copyright, privacy/confidentiality, defamation; reprography and imaging options for access and preservation; public services and user education programs; resource management, allocation and development; strategic planning and programme assessment; effects of technological and societal change on long-term information sources and services.

ILAS0314
Managing Photographs
Staff Contact: Ms Ann Pederson
C4 SS HPW2
This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information; describes the major still image (film and print) visual sources, their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage and accessibility principles and practices; presents major research uses; highlights technological, legal and ethical issues and problems.

ILAS0315
Seminar on Record Keeping and Legal/Ethical Accountability
Staff Contact: to be advised
C5 S2 HPW2
Investigation of the nature of recordkeeping as the arsenal of law; evolution of the concept of record as evidence; explanation of tools, principles and practices of diplomatics in authenticating records as evidence; legal implications of custody vs ownership; major laws and legal processes with requirements affecting recordkeeping; the interface between law and ethics; the ethical dimension of major controversies and issues will be highlighted using legal and ethical case studies.

ILAS0318
Managing Moving Images
Staff Contact: to be advised
C4 SS HPW2
This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information as moving images; describes the major moving image sources (film and video); their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage/preservation and accessibility principles and practices; discusses major research uses of moving images; highlights technological, legal and ethical issues and problems.

ILAS0319
Primary Source Research Processes and Analysis
Staff Contact: to be advised
C4 SS HPW2
Emphasis on understanding the cognitive processes in seeking and using information to support research; the development of the analytical skills and insights required to exploit a variety of primary sources; understanding of how users conduct the major types of research and the requirements they place on primary records and contemporaneous information sources (library and archival) and services; critical evaluation of client needs, information services and of research products.

ILAS0320
Archival Development in Asia and the Pacific
Staff Contact: Dr Peter Oriovich
C5 SS HPW2

ILAS0321
Local Government and Community Archives
Staff Contact: Dr Peter Oriovich
C5 SS HPW2
Historical context of local authority archives. Local government record-keeping practices in Australia and New Zealand. Role of local government archive services. Planning, implementing, maintaining and promoting local government archive services. Basic standards. Local government archives legislation. Local authority and community organisation archives and community history.

ILAS0322
Archive History
Staff Contact: Dr Peter Oriovich
C5 SS HPW2

ILAS0323
Sources for Context Analysis
Staff Contact: Dr Peter Oriovich
C5 SS HPW2
Administrative context, organisation and functions. Machinery of executive, legislative and judicial agencies. Sources for the analysis of administrative context, including statutes, statutory instruments, legal instruments and constitutions. Bibliographic and archival sources for the analysis of administrative context. Source analysis techniques.
All aspects of technical processing from selection, through acquisition to cataloguing and classification will be covered. A common set of procedures and exercises will be developed with modifications to cope with country and language variations. Prerequisite for admission to this subject will be competence in the language of the materials to be handled. (Initially Chinese, Japanese and Indonesian, with a view to expanding this module to cater for Thai, Vietnamese and Cambodian).

ILAS0400
Advanced Information Retrieval
Staff Contact: Mrs Connie Wilson and Mr William Hood
C5 SS HPW2

Explores the availability, retrieval, transfer and repackaging of electronic information. Examines in-depth the theory and practice of information retrieval. Looks at various commercial information retrieval systems with the view of comparing the advanced features of major systems.

ILAS0401
The Asian Information Environment
Staff Contact: Dr Helen Jarvis
C5 SS HPW2

Differing government and societal attitudes to freedom of information, and relative levels of literacy in different countries will be explored in an analysis of information services in four selected Asian countries (China, Japan, Indonesia and Cambodia), including patterns of research and publishing in both hardcopy and digital formats.

ILAS0403
Bibliometrics and Citation Analysis
Staff Contact: Mrs Connie Wilson and Mr William Hood
C5 SS HPW2

Survey of current theory, method and empirical studies in Bibliometrics (the application of mathematics and statistical methods to books and other media of communication) and Citation Analysis (analytical method or tool using reference sources of printed and electronic communication).

ILAS0406
International Information and Telecommunication Standards
Staff Contact: Dr Helen Jarvis
C5 SS HPW2

Analysis of the international standards that are assuming increasing importance in operations in the information sector. Particular attention will be paid to telecommunication and networking standards (for instance X.500, X.400, Z39.50), and to formats for exchange of machine-readable data (especially MARC and the Common Communications Format).

ILAS0407 Special project
Staff Contact: Head of School
C5 SS HPW2

In the third or later session of their course, students in the Master of Information Management may pursue a special project on an approved topic for which adequate and appropriate supervision can be arranged.

ILAS0408
Asian Information Resources 2
Staff Contact: Dr Helen Jarvis
C5 SS HPW2

Students will specialise in the major vernacular information sources, from either Southeast Asia or Northeast Asia.

ILAS0409
Handling Asian Information Materials
Staff Contact: Dr Helen Jarvis
C5 SS HPW2

The cycle of handling Asian materials will be discussed from the perspective of an Australian information agency. All aspects of technical processing from selection, through acquisition to cataloguing and classification will be covered. A common set of procedures and exercises will be developed with modifications to cope with country and language variations. Prerequisite for admission to this subject will be competence in the language of the materials to be handled. (Initially Chinese, Japanese and Indonesian, with a view to expanding this module to cater for Thai, Vietnamese and Cambodian).

ILAS0500
Professional Attachment
Staff Contact: to be advised
C7 S1

Attachments for full-time work of 6-8 weeks’ duration will be arranged in the summer vacation preceding third session in the MIM program full-time and the fifth session in the part-time MIM Archiv/Rec program. These attachments will be arranged in archives, libraries and other information management environments in accordance with the specialty and the specialized interest of the student.

LIBS0805
Issues in Librarianship
Staff Contact: Mrs Connie Wilson
S2 HPW3

Contemporary issues in the provision of libraries and information services by governments and by private enterprise; information science and libraries; bibliographical control; publication growth and library response; libraries in the social environment.

LIBS0806
Issues in Archival Development
Staff Contact: Dr Peter Oriovich
S2 HPW3


LIBS0807
Research Methods in Librarianship
Staff Contact: A/Prof Carmel Maguire
S1 HPW3

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

LIBS0808
Archival Development Project Proposals
Staff Contact: Dr Peter Oriovich
S1 HPW3

Identification of project proposals for archival development. Planning, formulating, appraising and implementing archival development project proposals. Monitoring, controlling, evaluating and reporting on archival development projects. Archival development funding strategies.
LIBS0811
Library and Information Services Management 1
Staff Contact: A/Prof Carmel Maguire
S1 HPW3
Libraries in the political process. The nature of the library as a bureaucracy. The library as a system. The management of library finance. Work study and position classification in libraries.

LIBS0812
Library and Information Services Management 2
Staff Contact: A/Prof Carmel Maguire
S2 HPW3
Prerequisite: LIBS0811

LIBS0815
Economics of Information Systems
Staff Contact: A/Prof Carmel Maguire
S1 HPW2
Information as a resource. Effects of information technology on work and the distribution of wealth. Copyright, patents, licences and other systems aimed at ensuring appropriability of economic benefits from information. Market research and the pricing and distribution of information products and services.

LIBS0816
Information Processing Technology
Staff Contact: Mr William Hood
S2 HPW2
Integrated Library Management Systems; Desk top publishing; Scanning and computer graphics; Optical Character Recognition; Networks and telecommunications; Personal bibliographic database management; hypertext; Graphical user interfaces; Spreadsheets and charting; advances in information processing technologies.

LIBS0817
Information Storage and Retrieval Systems
Staff Contact: Mrs Connie Wilson
S2 HPW3
Automatic indexing; Automatic thesaurus construction and maintenance; Online searching and information retrieval; Database construction and database software evaluation; Advanced information retrieval techniques; systems analysis, design and costing; advanced technologies for information storage and retrieval.

LIBS0820
Diffusion and Dissemination of Information
Staff Contact: A/Prof Carmel Maguire
S1 HPW2
Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

LIBS0821
Human Computer Interface Design
Staff Contact: Head of School
S1 HPW3
Prerequisite: LIBS0823
Includes discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the requesting, assimilation and presentation of information. The incorporation of these factors into the design of computer interfaces and the development of expert systems.

LIBS0822
Operations Research
Staff Contact: Mrs Connie Wilson
S2 HPW3
Application of mathematical models and statistical techniques for solution in managing information agencies. Introduces mathematical programming, probability and statistical decision theory, simulation, network analysis, inventory and queuing theory.

LIBS0823
Files and Database Systems
Staff Contact: Head of School
S1 HPW3
File structures, database management systems and file interrogation systems in text and image processing environments. Mapping and normalization of relations, access methods, data organization, independence, integrity and security. Databases and query languages.

LIBS0830
Bibliographic Control
Staff Contact: Dr Jack Nelson
SS HPW3
Issues and problems in the area of bibliographic control. Topics include: online public access catalogues, developments in automated classification, bibliographic formats and standards, catalogue code revision and nontraditional subject indexing systems such as PRECIS and NEPHIS.

LIBS0833
Seminar in History of The Book
Staff Contact: Head of School
SS HPW3
Examines the social impact of the invention and diffusion of printing through the modern period, the history of reading and book ownership, the publishing and printing industries and the development of bookrelated custodial institutions such as libraries of various kinds.

LIBS0836
Seminar in Bibliometrics and Scientometric Indicators
Staff Contact: Head of School
SS HPW3
Application of mathematical and statistical methods to documents and surrogates. Quantitative aspects of the generation, propagation and utilization of scientific information as applied to research and policy making.
LIBS0838
Preservation Administration
Staff Contact: Paul Wilson
SS HPW3
Examination and analysis of longterm conservation and preservation problems and issues facing information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, information transfer, and deacidification and cooperative planning for interinstitutional preservation projects.

LIBS0842
Evaluation and Performance Measurement in Information Agencies
Staff Contact: Patricia Willard
SS HPW3
Political and administrative contexts. Design of various kinds of measures; their integration into the planning cycle and management information system and use in staff and organizational development. Implementation of evaluations. Analysis and interpretation of data.

LIBS0843
Special Topic in Library and Information Science
Staff Contact: Head of School
SS HPW3
An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of appropriate local or visiting lecturers.

LIBS0844
Project Seminar
Staff Contact: Head of School
SS HPW3
This provides a context for students to formulate problems for investigation as projects, to explore the background of these problems, to examine methodological issues to which they give rise and to prepare a formal proposal to guide subsequent study.

LIBS0845
Information Technology in Asia
Staff Contact: Helen Jarvis
SS HPW3
Examines different models employed in information technology education, innovation and social experimentation. Focuses on issues such as disparities in adoption rates; oral versus literate traditions and roman versus non-roman scripts, and other historical and cultural variables.

LIBS0846
Information Sources and Online Searching
Staff Contact: Connie Wilson
SS HPW3
Explores the availability, retrieval and transfer of electronic information. Examines the theory of information storage and retrieval. Looks at repackaging of information and creation inhouse databases. (Recommended as background for LIBS0817).

LIBS847
Marketing of Library and Information Services
Staff Contact: Patricia Willard
SS HPW3
The relevance and applicability of marketing theory to library and information services. Product life cycle; product planning; promotion; pricing and distribution; marketing strategy and its relation to organizational strategy.

LIBS0901
Project Report (Major)
Staff Contact: Head of School
F
Each subject undertaking a project in the Master of Librarianship degree by formal course work is required to submit a project report involving individual study and investigation.

LIBS0902
Project Report (Minor)
Staff Contact: Head of School
SS
Each student undertaking a minor project in the Master of Librarianship (by Formal Course Work) General Program is required to submit a project report involving individual study and investigation.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Martin Bibby
S1 HPW2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for descriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The AngloAmerican concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002
Understanding Research
Staff Contact: Jim Sockler
HPW2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.
PROF0003
Qualitative Research Procedures
Staff Contact: Prof Allan Borowski
L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Servicing Subject

IROB5901
Organizational Behaviour A
Staff Contact: Mr J. Holt
SS L3
Note/s: Excluded IROB5906, PSYC7100.

This subject seeks to explain human behaviour within organizations. It draws upon a range of disciplines, but with particular reliance on behavioural sciences of psychology and social psychology and their derived disciplines. Its foci are the individual, the group, and the behavioural processes of organization integration, change and development. Topics covered include personality, perception, attitudes and values, motivation, learning, interpersonal behaviour (and skills), group dynamics, leadership and teamwork, decision-making, power and control, and the behavioural implications of change and development. Wherever appropriate, case examples from Australia will be used. Organization, administrative and management theories and constructs serve as integrating and explanatory frameworks for the subject.
At the undergraduate level, the School of Social Work offers courses leading to the award of the degree of Bachelor of Social Work, and of the combined degrees of Bachelor of Social Work/Bachelor of Laws. At the graduate level the School offers courses leading to the award of the degrees of Doctor of Philosophy (PhD) and the Master of Social Work (MSW) by research. The School also offers three articulated Graduate Diplomas and Masters Courses in: Couple and Family Therapy; Equity and Social Administration and International Social Development.

For information on these graduate degrees and diplomas, see Graduate Study and Conditions for the Award of Degrees later in this handbook.

Undergraduate Study

Course Outlines

4030
Social Work Degree Course

Bachelor of Social Work
BSW

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

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

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

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

- normative and factual aspects of the various systems (political, economic, and social) in which people live. This involves teaching materials which give insights into what values people hold, how they attain them, and competing views of what ought to be the situation;
- the nature and extent of social problems and social conditions for people at different stages of the life cycle and in various socio-economic, psycho-social, biological and geographic circumstances;
policies and services, and various 'helping' occupations, specifically created and maintained to enhance the wellbeing of people within their society;

the development of social work as an organized occupation: its history; its relationship to its society; its relationships to social welfare systems and to other 'helping' occupations; its composition and organization; its various tasks and the knowledge and skills necessary to undertake them; and its new directions for development.

In this first professional qualification, the student gains understanding of the main dimensions of contemporary and future social work practice at the various levels and in the various fields of social work intervention. Features of the course are a problem-solving approach in the first year, and a range of electives on selected aspects of social work in the final two years.

Field Education
An integral aspect of the course is organized learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects, a field instructor, usually in a social welfare agency, is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From halfway through Year 2, a total of 161 sevenhour days are taken up in this way. Thirtyfour of these days are scheduled during academic recess periods. A student's three field education placements are in more than one type of practice setting. The settings vary and can include medical, psychiatric, community health, community, family and child welfare, services to disabled groups, services to the aged, services to migrants, income security, and corrective services. Non-government social welfare agencies and agencies at all levels of government are utilized. For some students, their third field education placement may be located outside the Sydney metropolitan area.

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

Admission to the Course
Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they have completed at least three full Year 1 BA degree course subjects, or their equivalent, including Sociology and Psychology at a level approved by the Faculty's Admissions Committee. These students may be permitted to undertake SOCW8193 Social Work Practice 1 as a 4 hour per week Session 1 subject in Year 2.

The following indicates the principles on which the School of Social Work accredits other qualifications against its program. These are endorsed by the Australian Association of Social Workers (AASW), the national professional body which accredits our course.

for candidates holding a completed Australian Associate Diploma in a related field of study and admitted to a four year Social Work degree program, a minimum credit of 25% of that degree program;

for candidates having completed one year of a three year Australian Social Welfare degree program and admitted to a four year Social Work degree program, a credit of up to 25% of that degree program;

for candidates transferring between four years Australian Social Work degree programs, full equivalent credit for comparable subjects (given differences in course structures between universities, year-by-year equivalence is not guaranteed);

the amount of credit for overseas qualifications will be given on a case by case basis.

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

General Education Requirement
General Education electives totalling 56 hours must be taken from each of Categories A and B of the General Education Program. The Category C requirement is met through discussion of relevant issues in the subjects SOCW8342 and SOCW8441.

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

4030
Social Work Degree Course Full-time

Bachelor of Social Work
BSW

Year 1       HPW
Session 1
SOC1131 Society and the Individual A 3
6 Level 1 credit points approved as counting towards the BA degree 4

Session 2
SOC11831 Australian Giants? Public and Private Corporations 3
2 Category A General Education Electives (56 hrs total) 4

Full Year
PSYC1002 Psychology 1 5
SOCW8193 Social Work Practice 1 4
The main features of the Combined Social Work/Law course are as follows:

1. The course is a six-year full-time combined course leading to the award of the two degrees of Bachelor of Social Work (BSW) and Bachelor of Laws (LLB).

2. There are no general course prerequisites for the Social Work course but students must study Social Work subjects in a sequence approved by the Faculty of Professional Studies.

There are no general course prerequisites to courses offered by the Faculty of Law but students must study Law subjects in a sequence approved by the Faculty of Law.

3. The degree of Bachelor of Social Work is not awarded until the completion of the full six-year program, but any student who fails to complete the full program may apply for advanced standing in the Faculty of Professional Studies Social Work degree course. Alternatively a student may apply for advanced standing in the Faculty of Law Jurisprudence degree course.

The structure of the combined Social Work/Law course is set out below. Students who began their course before 1990 should consult the handbook of the year in which they commenced their Law studies for the compulsory subjects which apply to them. For complete details of Law subjects students must consult the Faculty of Law handbook.

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4785
Combined Social Work/Law Course Full-time

Bachelor of Social Work/Bachelor of Laws
BSW LLB

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

Graduates will be equipped with the knowledge and skills to work in a variety of emerging areas which require an understanding of the law, social work theory and practice and a commitment to social justice. Such areas include consumer protection, tenancy obligations and entitlements, land rights, child custody and family property disputes, social security and welfare rights.

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4785
Combined Social Work/Law Course Full-time

Bachelor of Social Work/Bachelor of Laws
BSW LLB

Social Work/Law

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<td>SOCW1831</td>
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| Full Year |
| PSYC1002 | Psychology 1 | 5 |
| SOCW8254 | Social Welfare 1* | 3/2 |
| LAWS1120 | Legal System - Torts | 4 |
| LAWS7410 | Legal Research and Writing 1 | 2 |

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Subject Descriptions

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

SOCW8193
Social Work Practice 1
Staff Contact: Ms Carmel Flaskas
FL1 T3
Introduces the basic repertoire of concepts and skills which social workers use in analysing and responding to problems encountered within different levels and types of professional practice. Problem-based learning is used to introduce students to the scope and major concerns of the profession.

SOCW8203
Human Behaviour 1
Staff Contact: To be advised
FL1 T1
Life cycle growth and development from birth to death with particular reference to the interrelationship of sociological, psychological and socioeconomic aspects of living. The developmental theories of Freud, Piaget and Erikson and concepts such as critical periods, sensitive periods, attachment and bonding are critically reviewed and contrasted with other approaches to development and placed in their cultural context.

SOCW8211
Social and Behavioural Science 1
Staff Contact: Dr Betsy Wearing
FL1 T1
Theories and concepts in sociology of particular relevance for social work. Five broad theoretical perspectives are presented: functionalism, power/interaction theory, feminist theories and symbolic-interactionist theory. These perspectives are applied to the family, groups and other relevant areas.

SOCW8232
Research Methods 1
Staff Contact: Dr Michael Wearing
FL1 T2
General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive
statistics, hypothesis testing using one or more samples.

**SOCW8254**
**Social Welfare 1**
*Staff Contact: Dr Rosemary Berreen*
F S1 L2 T2, S2 L1 T1

Basic concepts and terms relating to social welfare, social policy and social justice are examined and the social construction of welfare is explored. Political, economic and legal systems are outlined and demographic patterns considered. Ideological perspectives and theoretical views on welfare are introduced with emphasis on the impact of class, gender, ethnicity and race on welfare distribution. The roles of the state, family and informal networks, the voluntary sector and the market in delivering welfare are explored. Major trends in general and Australian social welfare history are analysed. Students are introduced to policy analysis frameworks.

**SOCW8291**
**Social Work Practice 2**
*Staff Contact: Dr Richard Roberts*
F S1 L1 T2, S2 L2 T2

There are three components to the subject:

(i) workshops to develop skills in basic communication in a range of social work contexts, and basic social work interviewing skills focussing on the beginning and ending stages;

(ii) conceptual frameworks for understanding social work practice and multidimensional assessment in social work practice;

(iii) various models of community work are located and analysed in the contemporary social policy and economic context: selected social work research, communication, campaigning and meeting procedure are pursued; community work is critiqued within wider welfare practice, in particular issues of power and powerlessness that affect marginalized communities.

**SOCW8303**
**Human Behaviour 2**
*Staff Contact: Ms Elizabeth Fernandez*
F L2 T1

The first session deals with health and disease and social implications thereof. Students are introduced to the theories of Durkheim, interactionist and political theories. In Session 2 mental health issues and major theories of anxiety are dealt with.

**SOCW8312**
**Social and Behavioural Science 2**
*Staff Contact: Dr Ted Trainer*
S2 L1 T1

Social and Behavioural Science 2 deals with Sociological theories and evidence bearing on a number of issues of special relevance for thinking about contemporary society and social work, such as the economy, media, religion, prisons, sustainability and the limits to growth, organisations, inequality, community, education, power and ideology.

**SOCW8331**
**Research Methods 2**
*Staff Contact: Dr Michael Wearing*
S1 L1 T2


**SOCW8342**
**Social Philosophy 1**
*Staff Contact: Dr Damian Grace*
S2 L1 T1

A general introduction to normative ethics, its scope and some important doctrines about morality in the Western tradition.

**SOCW8354**
**Social Welfare 2**
*Staff Contact: Dr Eileen Baldry*
S2 L1 T2

Social Welfare 2 builds on the historical, ideological, political and economic background to the welfare state and social policy covered in Social Welfare 1. Policy analysis framework introduced in Social Welfare 1, together with perspectives from various policy theorists and analysts, are applied in the detailed discussion and analyses of major policies in policy domains such as health, housing, urban and regional, finance, transport and criminal justice. Comparative policy studies are used in various of these critical analyses.

**SOCW8395**
**Social Work Practice 3**
*Staff Contact: Dr Diane Barnes*
F T4

Session 1 provides specialised knowledge needed for social work intervention at the personal level. The two separate but clearly related components are (i) direct practice with individual cases, and (ii) use of the group as a vehicle for change. In both components, the phases of the change process (beginning, middle, end) are addressed, with major emphasis being placed on experiential learning and skills development in addition to theoretical/conceptual understanding. In Session 2, students select two options from a range of elective modules each of which focus on a selected aspect or method of social work practice (e.g., practice in a functional social welfare field like health, legal settings, child and family welfare; in relation to particular population groups such as children, migrants; or specific methods of practice such as family therapy, community work).

**SOCW8441**
**Social Philosophy 2**
*Staff Contact: Dr Damian Grace*
S1 L1 T1

A consideration of different philosophical perspectives on equality and justice, rights and obligations, freedom, human needs and punishment.
SOCW8454
Social Welfare 3
Staff Contact: Prof Allan Borowski
S1 L2 T2

Building on Social Welfare 1 and 2, this subject introduces students to the social policy processes of formulation, implementation and evaluation. It also covers another, more detailed policy analysis framework than that presented in Social Welfare 1. These processes and elements of the policy analysis framework are utilized to closely examine some select policy domains (e.g., social security, employment) as well as the impact of several policies on the patterns of welfare experienced by people within major population groupings (e.g., immigrants, the aged).

SOCW8492
Social Work Practice 4
Staff Contact: Dr Diane Barnes
S1 T6

Students undertake a 2 hour per week segment on social administration in which they are given an introductory overview of management and skills which will inform and guide their participation in subsequent employment whether or not they become administrators. It considers the values, knowledge and skills involved in the design, management, and evaluation of the human service organisations.

In the remaining four hours per week students undertake two additional practice electives to complement those taken in SOCW8393.

Field Education

Each student undertakes three placements in the BSW Degree Course. These placements are designed to develop knowledge and skills in different social work methods and to enable students to gain a critical understanding of the values and principles of social work at different levels of intervention. The aim is to provide experience in a range of settings and assist in the integration of theory and development of appropriate professional behaviours.

Each placement involves a student being assigned to a field teacher in a social welfare agency for a particular period of time. During this time the student will undertake work considered appropriate by the agency and university. The university provides expectations and guidelines which are the basis for planning and evaluation of performance.

SOCW8282
Social Work Practice - First Placement
Staff Contact: Ms Karen Heycox
S2

First placement is located in a wide range of settings. Basic skills and responsibilities of practice and a beginning understanding of working in a welfare organization are emphasised. This placement occurs in Session II of year 2. Commences in the mid year break with a three week block, then two days per week until week 12 of Session II (41 days July October).

SOCW8381
Social Work Practice - Second Placement
Staff Contact: Ms Lesley Hughes
S1

The focus in this placement will depend on what students have learned in First placement and what they intend to do in Third placement. The placement may be used to develop new areas of knowledge and skill in direct service such as case work and/or group work or, indirect service such as research, community work, and policy/planning. This placement occurs in Session I of year 3. It commences with a three week block during the long vacation and continues for three days per week until week 14 of Session I (60 days, February June).

SOCW8481
Social Work Practice - Third Placement
Staff Contact: Ms Jan Breckenridge
S2

Third placement is available in a variety of settings. Placements which are relevant to students' Social Work Practice Electives, and which help prepare them for their future career in Social Work, are offered.

Students are encouraged to undertake placements in regional cities and rural areas of NSW.

This is a 60 day full time placement. It commences in week 1 of Session II of year 4 and ends in week 12 of that Session.

The placement includes a weeklong series of university based integrative seminars.

Servicing Subjects

LAWS1010
Litigation
Staff Contact: Dr Jill Hunter
C6 F HPW4

Introduces students to issues and problems in three areas:

Civil pre-trial procedure: focuses on selected topics largely in the context of Supreme Court - actions parties to an action; pleadings; discovery and exchange of information. Supreme Court Rules are examined to determine the extent to which they facilitate just, accurate and speedy resolution of disputes. Problems of delay and cost are also addressed with particular reference to case-flow management techniques and alternative dispute resolution.

Criminal pre-trial procedure: the law and related issues associated with arrest, warrants, police searches, interrogation and the formulation of pleadings. Comparisons are drawn between the civil and criminal pre-trial processes.

Evidence: a basic understanding of the legal and philosophical principles related to the presentation of evidence in court. A comprehensive examination of the rules of evidence, including those designed to protect the accused at trial, the rule against hearsay evidence; the use of expert evidence; the treatment of unreliable evidence; proof and probability theory and questioning of witnesses in court.

The effect of pretrial procedures on the final outcome at trial highlighted.
The legal significance of the arrival of the British in Australia; the principal institutions of the legal system, particularly the courts, the legislature, and the executive arms of government; the judiciary; the legal profession; their history, roles, interrelationships, operation and techniques; general constitutional principles and institutions; the notion and consequences of federalism; Bill of Rights proposals; precedent and statutory interpretation, practice and theory; sources of Australian law, including the past and present status of Aboriginal customary law; origins of the common law; classifications within the common law; jurisdiction of Australian courts.

A number of torts, both intentional and unintentional, relating to economic interests as well as personal injury. The primary focus of the course is a thorough and comprehensive introduction to the tort of negligence. There is a detailed discussion of specific issues such as recovery for personal injury, for nervous shock, for pure economic loss as well as affirmative duties of care. In addition there is an introduction to the law relating to limitation periods, vicarious liability, defences to the tort of negligence and the law relating to the assessment of damages. The approach to teaching this material is via extensive discussion of a relatively limited number of leading cases. Students are thus able to build up an understanding of this body of law through their own analysis of case law and statute law.

A second strand of this course is to introduce students to the wide ranging debates about the appropriate role and function of tort law. This requires developing a working knowledge of a feminist and economic analysis of tort law and of the various corrective justice theories of tort. In developing this working knowledge students will be exposed to secondary materials which build upon and refer to the cases and statutes which are included in the course.

This course examines the nature of contractual obligations and how parties make and break contracts. Topics include: how contracts are formed and the necessary elements of a validly constituted contract; express and implied terms of a contract and how such terms are imported into the contract; how courts interpret the terms of a contract; the consequences where a contract is induced by misrepresentation, mistake or unconscionability; exemption clauses; estoppel and contract; contracts which are illegal under statute or contrary to public policy; remedies for breach of contract and the damages payable for such breach.

Students are encouraged to examine the role of contract law from an historical and contemporary standpoint.

The principles of criminal law and criminal liability. Aims to: promote and refine research and social policy analysis skills; develop a rigorous analytic and socially oriented approach to the study of criminal law; investigate the constitution of concepts like crime, criminal and criminal law; question traditional approaches which assume a unified set of general principles; suggest an approach to criminal law as a number of diverse fields of regulation; acknowledge the importance of forms of regulation outside the criminal law; examine empirical material on the actual operation of the N.S.W. criminal process such as court statistics and a court observation exercise; examine the substantive rules developed in selected criminal offence areas; stress the importance and relevance of criminal law in an understanding of law, even (and especially) for those who do not intend to practise in the area. Topics include: the phenomenon of crime, the criminal process, criminal responsibility, homicide offences, public order offences, drug offences, offences against the person, offences of dishonest acquisition, general defences, complicity, conspiracy, sentencing and penal practices.

This course introduces the students to the concept of "public law", its methods of reasoning, history and fundamental principles. It deals with the fundamental principles of constitutional and administrative law, with the ethical precepts underlying our constitutional system; with the essential features of our system of government, and with the increasing role of public international law. The course also introduces students to comparative law, especially the public law assumptions of the Civil Law system. Topics include the concept of public law; theories and history of constitutionalism; comparative methods of enforcing constitutional precepts; Australia's constitutional development; the separation of powers, responsible government and constitutional conventions; and the republicanism debate.

Federal constitutional law, stressing the legislative and judicial powers of the Commonwealth and the judicial interpretation by the High Court of the extent of those powers, in particular: trade and commerce, external affairs, corporations, appropriation, grants and taxation powers, family law and industrial law powers, inconsistency of Commonwealth and State laws, freedom of interstate trade and commerce, excise and implied limitations on Commonwealth and State powers. Techniques and approaches adopted by the High Court in interpreting the Australian Constitution, and occasionally, federal executive power.

Further study of constitutional law may be undertaken in LAWS2100 The High Court of Australia.
LAWS2160
Administrative Law
Staff Contact: Ms Melinda Jones
C3 S1 or S2 HPW4
This course considers the law concerning the accountability and control of government officials. Topics covered include: the regulation of delegated legislation; the problem of corruption; the duty to give reasons for administration decisions; freedom of information, the Ombudsman, the Administrative Appeals Tribunal; and judicial review of administrative action [the principles of legality and procedural fairness].

LAWS3010
Property and Equity
Staff Contact: A/Prof Chris Rossiter
C6 F HPW4
The basic principles of the law of property, transcending the traditional boundaries of real and personal property. For reasons of time and convenience, most topics are those usually considered in the context of 'real property'.

Enquiry into the meaning of the concepts of property and the purposes that are or ought to be fulfilled by the law of property. Some of the traditional concepts and classifications adopted by the common law in the content of the study of fixtures. Topics: possession as a proprietary interest in land and goods; some basic concepts such as seisin and title; the fragmentation of proprietary interests, including the doctrines of tenure and estates; an introduction to future interests; the development of legal and equitable interests, including a comparative treatment of their nature, extent and sphere of enforceability and an introduction to trusts for sale; registration systems; co-ownership; an introduction to the use of computerized legal research and legal encyclopaedias. Practice in finding and updating the literature, both legal and non-legal, relevant to the law in Australia. The contents of a law library, how it works and is ordered and how lawyers go about using it to find the law. Practice in handling the principal legal materials in the law library, notably law reports, collections of statutes, bibliographies, periodical indexes, digests and material on law reform. An introduction to case analysis and statutes. Principles of legal writing, including plain English, citation practice, word processing and logical argument. An introduction to the use of computerized legal research methods. The methods and objectives of legal and empirical research.

LAWS7210
Clinical Legal Experience
Staff Contact: Mr Simon Rice
C3 S1 S2 HPW8
Clinical legal education takes students out of the classroom and places them in a law practice. This is both to enable students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculty's clinic, the Kingsford Legal Centre, one full day a week. The clinic is a community legal centre which provides a free legal service to the local community. Students work on clients' files under the supervision of experienced solicitors. This involves the interviewing and counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

Students are also required to attend a number of evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of the students' experiences, and for instruction in legal procedure and skills. There are also regular opportunities to attend court.

As well as clients' files, the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School of Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions and over the summer vacation. A student who has enrolled in and who has passed or failed LAWS7200 Clinical Legal Experience (Intensive) may not enrol in this subject without the approval of the Associate Dean. It is recommended that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

LAWS7410
Legal Research and Writing 1
Staff Contact: Ms Irene Nemes
C2 S1 HPW2
The literature, both legal and non-legal, relevant to the law in Australia. The contents of a law library, how it works and is ordered and how lawyers go about using it to find the law. Practice in handling the principal legal materials in the law library, notably law reports, collections of statutes, bibliographies, periodical indexes, digests and material on law reform. An introduction to case analysis and statutes. Principles of legal writing, including plain English, citation practice, word processing and logical argument. An introduction to the use of computerized legal research methods. The methods and objectives of legal and empirical research.

LAWS7420
Legal Research and Writing 2
Staff Contact: Ms Irene Nemes
C1 S2 HPW2
A revision of legal research skills acquired in LAWS7410 Legal Research and Writing 1, particularly the use of Australian digests, law reform materials, loose-leaf services and legal encyclopaedias. Practice in finding and updating the law on a topic. Foreign Legal systems and International
law. Further instruction on the use of computers for retrieval of legal materials.

LAWS7430
Research Component
Staff Contact: Mr Ian Cameron
Note/s: Taken after or concurrently with LAWS7420.

This subject must be taken either concurrently with or after LAWS7420 Legal Research and Writing 2, though students are advised where possible to complete Legal Research and Writing 2 first so that they have a command of the relevant research techniques. Students must select one from amongst the subjects for which they are enrolled in which a piece of assessable work (a research essay or moot) will be allocated for Research Component, and must submit a Research Component Form to the Administrative Assistant (Undergraduate) by the end of Week 4 in the Session in which they elect to undertake Research Component. This form must identify the subject in which the work for Research Component will be undertaken, and must be signed by the teacher in the subject. Students must attach to the completed research essay or moot submission a written research report, outlining the research methods adopted in preparation for the essay or moot. The piece of assessable work chosen for allocation to Research Component must be worth no less than 30% of the total mark (in the case of a three-credit point subject, or 15% of the total mark in the case of a six-credit point subject). The assessment of Research Component will be made on the basis of the research report, in addition to the separate assessment of the essay or moot for the purpose of the subject selected. All subjects offered in the Law School are prima facie available to Research Component students for this purpose. Where for compelling reason no provision for a suitable essay or moot is or can be made in a program of assessment of a particular subject, the teacher of that subject may ask the student to select another subject. Research Component may also be satisfied by taking one or more of the Research Thesis electives (LAWS6510, LAWS6520, LAWS6530). There is no formal teaching in LAWS7430 Research Component and no credit points are awarded for it.

LAWS8320
Legal Theory
Staff Contact: A/Prof Martin Krygier
C3 S1 or S2 HPW4

Introduction to philosophical questions which underlie the practical workings of the law. The course concentrates on questions to do with legal reasoning, particularly the reasoning of judges, and of moral reasoning; and the interrelationships between law and morals and law and politics.

LAWS8820
Law and Social Theory
Staff Contact: A/Prof Martin Krygier
C3 S1 or S2 HPW4

Examination of sociological assumptions about law, about society, and about the relationships between law, legal institutions and social ordering. Topics include: The role and functions of law within modern society, the extent to which law embodies implicit social theories and the nature of these theories, and the implications of social research on our understanding of the place of law in society.

LAWS8320 and LAWS8820 form part of the compulsory core of the LLB and BJuris degree courses with respect to students who entered the Faculty in 1981 or later. Students are required to take one of these two subjects to fulfill compulsory requirements and are permitted to take the other as an elective.

PSYC1002
Psychology 1
Staff Contact: Dr A. Adams
U2 F HPW5
Note/s: A high proficiency in English is necessary to pass this subject. Excluded GEN54620, GEN55050.

Introduces the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.

Credit is given for participating in various School-approved research studies for up to six hours during the year. An alternative is available.

SOCI1131
Society and the Individual A
Staff Contact: Clive Kessler, Mira Crouch
C6 S1 HPW3
Note/s: Excluded SOCI1130.

Introduction to Sociology through the consideration of social conditions which frame individuals' experiences and ways of life in the contemporary world. Attention is given to both our immediate environment and the broad field of global forces which impinge on us. Social life and aspects of its cultural setting are analysed through the study of topics such as: power, class, modernisation, the consumer society and the culture of capitalism, money and the work ethic, cities and states, the global society. Relevant classical social theories are examined in connection with these topics. Building on this work, Society and the Individual B (see below) focuses on social institutions and the strategies through which these are investigated.

SOCI1831
Australian Giants? Public and Private Corporations
Staff Contact: Ann Daniel
C6 S2 HPW3
Explores Australia's cultural, economic, social and political landscape to identify and examine those large institutions whose effect on national life and the lives of individuals is profound and extensive. Particular attention is paid to the institutions of law, education, health and social security in the public sector and to national and international corporations in the 'private' sector. The lectures suggest ways of understanding the authority and influence which these institutions exert. The seminars follow in more detail the impacts of these 'giants' on our private lives and social worlds.
Course Outlines

1980
Doctor of Philosophy

Doctor of Philosophy
PhD

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

In addition to a thesis, each candidate may be required to complete one or two one session subjects, usually a research subject and/or a social policy subject. This would normally be in the first year of registration.

2970
Master of Social Work (by Research)

MSW

In addition to a thesis, each candidate is required to complete two one session subjects, usually a social policy subject and a research methods subject, normally in the first year of registration.

Graduate Diploma And Masters Courses

The School offers articulated Graduate Diploma and Masters courses in three specialist content areas: Couple and Family Therapy; International Social Development; and Equity and Social Administration.

The Graduate Diploma programs are each offered on a two-year part-time basis. Extension to a Masters qualification involves an additional year of part-time (or one session of full-time) enrolment during which a minor thesis is written. Students intending to progress to a Masters level must indicate this intention to the Program Coordinator mid-way through their second year of part-time study, and successful completion of the Graduate Diploma at a credit standard is a prerequisite for progression to the Masters level of study.

5550
Graduate Diploma in Couple and Family Therapy

GradDip/C/FTherapy

Two year course/part-time only.
2 x 14 week sessions/yr, 6 hours/wk (total 336 hours).
Jointly mounted and taught by School of Social Work and Marriage Guidance NSW.
Fee: $3,500 per academic year, $7000 for course.

Admission requirements

1. Successful completion of undergraduate degree
2. Ability in basic therapeutic skills
3. Aptitude for intensive therapeutic training.
Desirable and taken into account in the selection process:
1. Capacity within current employment to work with couples and/or families in therapy.
2. Completed 2 years’ work experience in a clinical setting.
Enrolment is restricted to 16 students each year. All applicants are required to attend an interview with a Selection Committee. Applications to be submitted by mid-November; notification of acceptance by end December. Course begins end February/early March. The central goal of the program is to train clinical workers in the theory and practice of couple and family therapy so that they will become skilled in working professionally with a wide range of couple and family arrangements and difficulties.

Year 1
Session 1
SOCW7781 Research Issues in Couple and Family Therapy 2
SOCW7782 Sociology of Marriage and the Family 2
Session 2
SOCW7783 Clinical Practice I 4

Full Year
SOCW7780 Theory of Couple and Family Therapy 2

Year 2
Session 1
SOCW7784 Clinical Practice II 6
Session 2
SOCW7785 Special Issues in Couple and Family Therapy 3
SOCW7786 Individual Learning Contract 3
Note: Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

**Sessions 1 or 2**

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW7787</td>
<td>Theory of Couple and Family Therapy (Abridged)</td>
<td>2</td>
</tr>
<tr>
<td>(in place of SOCW7780)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCW7809</td>
<td>Clinical Practice (Abridged)</td>
<td>3</td>
</tr>
<tr>
<td>(in place of SOCW7783 and SOCW7784)</td>
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</tbody>
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**5552**  
Graduate Diploma in International Social Development

GradDiplntSocDev

Two years part-time.

2 x 14 week sessions/yr, 6 hours/week S1 Yr 1; 4 hours/week S2 Yr 1.  
6 hours/week S1 Yr 2; 6 hours/week S2 Yr 2.

Note: Depending on enrolment in 1996, students may be able to complete the diploma as a one year, full-time course.

The purpose of this graduate diploma course is to prepare local and overseas candidates for work in the broad area of international aid. It is also relevant for work with immigrant and refugee populations in Australia. By the end of the diploma program candidates will:

- have developed a knowledge base and analytical framework to critically assess the context in which international aid is delivered;
- have considered a range of social theories which promote alternative perspectives on values and motivation for working in the international field;
- have substantive knowledge and a range of skills related to planning, delivery and evaluation of international aid.

**Year 1**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>SOCW7788</th>
<th>Issues in International Social Development</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW7789</td>
<td>Social Development Policy and Planning</td>
<td>2</td>
<td></td>
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<tr>
<td>SOCW7790</td>
<td>Community Development</td>
<td>2</td>
<td></td>
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</table>

**Session 2**

| SOCW7791  | Preparation for International Practice      | 2 |
| SOCW7792  | Individual Project A - Part 1               | 2 |

**Year 2**

<table>
<thead>
<tr>
<th>Session 1</th>
<th>SOCW7794</th>
<th>Social Infrastructure for International Aid</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW7795</td>
<td>Management of Human and Financial Resources</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>SOCW7796</td>
<td>Community Education Strategies</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

**Session 2**

| SOCW7793  | Individul Project A - Part 2               | 6 |
| SOCW7786  | Individual Project B*                     | 3 |
| SOCW7797  | Research Methods*                         | 3 |

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**5553**  
Graduate Diploma in Equity and Social Administration

GradDipEq&SocAdmin

Two year course/part time only.  
2 x 14 week sessions/yr. Total course hours 252.

Admission Requirements

Holders of Bachelors degrees will be eligible to enrol in the Graduate Diploma in Equity and Social Administration. Work experience and other qualifications may suffice for eligibility to enrol in the Graduate Diploma of Equity and Social Administration. Admission will be competitive and based on qualifications and experience.

The objective of the Graduate Diploma is to equip access and equity program and human resource management professionals with the theoretical, professional and practical knowledge necessary for the effective development and management of equity (such as equal employment opportunity, access and equity, affirmative action) policies and related programs, in the government, non-government and private sectors.

**Year 1**

<table>
<thead>
<tr>
<th>Session 1 or Session 2*</th>
<th>SOCW7798</th>
<th>Equality and Diversity in Practice</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>SOCW7800</td>
<td>Research Issues in Equity</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>SOCW7801</td>
<td>Managing for Compliance</td>
<td>2</td>
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**Full Year**

| SOCW7799 | Contemporary Social Theory | 2 |

**Year 2**

<table>
<thead>
<tr>
<th>Session 1 or Session 2*</th>
<th>SOCW7803</th>
<th>Equity Program Design and Evaluation</th>
<th>2</th>
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<tbody>
<tr>
<td></td>
<td>SOCW7804</td>
<td>Issues in Ethics and Equity</td>
<td>2</td>
</tr>
</tbody>
</table>

**Full Year**

| SOCW7802 | Social Policy, Equity and Legislation | 2 |

*Students should check in the particular year in which they take the subject whether it is offered in S1 or S2.*

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**8930**  
Master of Social Work (by Formal Coursework)

Part-time.

It is possible for qualified social workers to progress from any of the above-listed graduate diplomas to a Master of Social Work (by Formal Coursework) This course is designed to enable social workers to give leadership in professional social work practice in the specialist area of their study. The course structure will take one of the
following three forms, leading respectively to Master of Social Work (Couple and Family Therapy), Master of Social Work (International Social Development) or Master of Social Work (Equity and Social Administration).

Admission requirements

Candidates must hold a Bachelor of Social Work Degree and have at least one year’s professional practice experience. A candidate shall also have completed the coursework for one of the three graduate diplomas offered by the School at an acceptable level; exemptions will then be given for subjects in the 1st and 2nd years of the Masters program.

8931
Master of Couple and Family Therapy

MC/FTherapy

Articulates with Graduate Diploma in Couple and Family Therapy.

Requires an additional one year of part-time study, or one session of full-time study, in which a minor thesis is to be written.

The program is designed to meet the need of students wishing to extend their postgraduate research experience in the area of Couple and Family Therapy.

Admission requirements

The route to the 3rd year stage of the Masters program is via the Graduate Diploma only, and candidates who have completed the Graduate Diploma in Couple and Family Therapy receive exemptions for the subjects in the first and second years of the Masters program.

Year 1

<table>
<thead>
<tr>
<th>Session 1</th>
<th>HPW</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW7781</td>
<td>2</td>
<td>Session 1</td>
</tr>
<tr>
<td>SOCW7782</td>
<td>2</td>
<td>SOCW7784</td>
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<tr>
<td>SOCW7783</td>
<td>2</td>
<td>Clinical Practice II</td>
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<tr>
<td>Full Year</td>
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<td>Session 2</td>
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<tr>
<td>SOCW7780</td>
<td>2</td>
<td>SOCW7785</td>
</tr>
<tr>
<td>SOCW7786</td>
<td>3</td>
<td>Special Issues in Couple and Family Therapy</td>
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</table>

Year 3

<table>
<thead>
<tr>
<th>Full Year</th>
<th>HPW</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW7808</td>
<td>12</td>
<td>Full Year</td>
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</tbody>
</table>

Note: Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

Sessions 1 or 2

<table>
<thead>
<tr>
<th>HPW</th>
<th>SOCW7787</th>
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<tbody>
<tr>
<td></td>
<td>Theory of Couple and Family Therapy (Abridged)</td>
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<tr>
<th>(in place of SOCW7780)</th>
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<table>
<thead>
<tr>
<th>HPW</th>
<th>SOCW7809</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clinical Practice (Abridged)</td>
</tr>
</tbody>
</table>

| (in place of SOCW7783 and SOCW7784) |

8932
Master of International Social Development

MIntSocDev

Three years part-time.

2 x 14 week sessions/yr:

6 hours/week S1 Yr1, 4 hours/week S2 Yr1.

6 hours/week S1 Yr2, 6 hours/week S2 Yr2.

12 hours/week S1 Yr3, 12 hours/week S2 Yr3.

The overall goal of this degree program is to offer a graduate qualification in social development policy and planning with an international focus. In addition to the objectives of the diploma program, by the end of the degree program candidates will be able to demonstrate research skills required to complete a graduate level thesis relevant to international aid.

Admission requirements

A candidate for the degree shall have completed the coursework for the Graduate Diploma in International Social Development at a credit level or above. Therefore, they receive exemptions for these subjects in the first and second years of the Masters program.

Year 1

<table>
<thead>
<tr>
<th>HPW</th>
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</thead>
<tbody>
<tr>
<td>SOCW7788</td>
</tr>
<tr>
<td>Issues in International Social Development</td>
</tr>
</tbody>
</table>

| SOCW7789 |
| Social Development Policy and Planning |

| SOCW7790 |
| Community Development |

Year 2

<table>
<thead>
<tr>
<th>HPW</th>
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</thead>
<tbody>
<tr>
<td>SOCW7791</td>
</tr>
<tr>
<td>Preparation for International Practice</td>
</tr>
</tbody>
</table>

| SOCW7792 |
| Individual Project A - Part 1 |

Year 3

<table>
<thead>
<tr>
<th>HPW</th>
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<tbody>
<tr>
<td>SOCW7794</td>
</tr>
<tr>
<td>Social Infrastructure for International Aid</td>
</tr>
</tbody>
</table>

| SOCW7795 |
| Management of Human and Financial Resources |

| SOCW7796 |
| Community Education Strategies |

| SOCW7806 |
| Individual Project B |

| SOCW7797 |
| Research Methods |

Year 3

<table>
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<th>HPW</th>
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<tbody>
<tr>
<td>SOCW7808</td>
</tr>
<tr>
<td>Minor Thesis (General)</td>
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</tbody>
</table>

12
8933
Master of Equity and Social Administration

MEq&SocAd
Articulates with Graduate Diploma in Equity and Social Administration.
Requires an additional one year of part time study or one session of full time study, in which a minor thesis is to be written.
The objectives of the Masters program are to build on the knowledge and skills of diplomates by equipping them with the research skills and the conceptual and practical sophistication to plan and undertake equity policy and related high level research, in either more general contexts or more specifically in relationship to the social work profession.

Admission Requirements
Admission to the Masters year of the program is through successful completion at a credit level or above, of the Graduate Diploma, after which students will be granted exemptions for the subjects successfully completed.

<table>
<thead>
<tr>
<th>Year 1*</th>
<th>Session 1</th>
<th>Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW7798</td>
<td>Equality and Diversity in Practice</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7799</td>
<td>Contemporary Social Theory</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7800</td>
<td>Research Issues in Equity</td>
<td>2</td>
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<tr>
<td>SOCW7799</td>
<td>Contemporary Social Theory</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7801</td>
<td>Managing for Compliance</td>
<td>2</td>
</tr>
<tr>
<td>Year 2*</td>
<td>Session 1</td>
<td>Session 2</td>
</tr>
<tr>
<td>SOCW7802</td>
<td>Social Policy, Equity and Legislation</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7803</td>
<td>Equity Program Design and Evaluation</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7802</td>
<td>Social Policy, Equity and Legislation</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7804</td>
<td>Issues in Ethics and Equity</td>
<td>2</td>
</tr>
<tr>
<td>SOCW7797</td>
<td>Research Methods</td>
<td>3</td>
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<tr>
<td>Year 3</td>
<td>Full Year</td>
<td></td>
</tr>
<tr>
<td>SOCW7808</td>
<td>Minor Thesis (General)</td>
<td>12</td>
</tr>
</tbody>
</table>

*All of the listed subjects will be offered at least once in any 2-year period, and students are required to complete each subject listed.

Subject Descriptions

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

SOCW7726
Social Work Research Methods A
Staff Contact: Dr Michael Wearing
S2 HPW1.5
Quantitative research methods using mainframe and micro computer program packages to give students experience in statistical manipulation of data and introduction to a range of multivariate techniques appropriate to social work research.

SOCW7727
Social Work Research Methods B
Staff Contact: Dr Michael Wearing
S1 HPW1.5
An overview of the research process and its application to knowledge building, theory testing and evaluation in social work and welfare settings. Covers quantitative and qualitative methods and deals with the problems of values in research as well as the political context of research activity. By the end of the research sequence, each student must have completed a formal project proposal, to be implemented in the Project subject.

SOCW7761
Project
Staff Contact: Prof Allan Borowski
S1 HPW1.2
Note/s: This is an indication only of time that students are expected to spend on the subject.
A study project undertaken by each candidate. It is an original but limited investigation which is related to social work practice or social welfare policy, depending on the course the student is enrolled in. Each candidate has a project supervisor.

SOCW7780
Theory of Couple & Family Therapy
Staff Contact: Ms Carmel Flaskas
F HPW 2
Introduces students to methods of working with couples and families as these approaches have evolved over time. Critically explores the origins of couple and family work in systemic therapy from perspectives of structural therapy and strategic approaches. Later approaches based on Michael White's ideas, and the narrative emphasis in therapy also reviewed. A framework for understanding human problems will be presented, including the theory behind clinical assessment and therapy. Special emphasis will be placed on the recent relationship focussed developments of the Milan approach, and this will provide students with the theoretical basis for intervention in their clinical practice subjects.
SOCW7781
Research issues in Couple and Family Therapy
Staff Contact: Dr Michael Wearing
S1 HPW 2
Examine specific research issues relevant to the field of couple and family therapy. Particular attention will be given to qualitative and quantitative research methods. Some of the special difficulties of research in therapy will be explored, and examples of contemporary research in the area will be examined and critically reviewed.

SOCW7782
Sociology of Marriage and the Family
Staff Contact: Dr Helen Meekosha
S1 HPW2
Considers wider sociological issues related to marriage and the family, specific to the context of contemporary Australian society. The impact of ethnicity, class and disability on the form of partnerships and the family will be considered. Power relations with respect to gender, sexuality and parentchild issues will be explored, with a view to linking the wider social context with patterns of interpersonal family relationships.

SOCW7783
Clinical Practice I
Staff Contact: Mr Jac Brown, Dr Kerrie James
S2 HPW4
Corequisite: SOCW7780
Focus on an application of the theory of couple and family work, with special emphasis on the recent relationship focussed developments of the Milan approach. It will rely on role play practice, live clinical demonstrations and video tape presentations of clinical work. Students will work in small groups of four with a clinical supervisor who will direct their clinical work.

SOCW7784
Clinical Practice II
Staff Contact: Dr Kerrie James, Mr Jac Brown
S1 HPW6
Prerequisites: SOCW7780, SOCW7783
Extends students' clinical training to supervised work with clients. Though further role play practice may be required, the subject will essentially involve the actual therapy and observation of other students conducting therapy with the client population of Marriage Guidance New South Wales. Students will work in groups of four and will function as a team to facilitate their theoretical and clinical understanding and actual therapeutic skills.

SOCW7785
Special Issues in Couple and Family Therapy
Staff Contact: Ms Carmel Flaskas
S2 HPW3
Prerequisites: SOCW7780, SOCW7783, SOCW7784
Presents current thought in complex areas of couple and family work. Emphasises current controversies in the knowledge and practice of systemic therapy, in ethics and values, and in the application of systemic therapy to specific problems and client populations. Special attention will be given to therapy relating to issues of domestic violence and child abuse.

SOCW7786
Individual Learning Contract
Staff Contact: Ms Carmel Flaskas
S2 HPW 3
Prerequisites: SOCW7780, SOCW7781
Students will be required to develop and undertake an individual learning contract. Individual supervision and class seminars will provide the formative learning context for the contracts. The content of the contract is negotiable according to the student's interests, and formal approval rests with the Coordinator of the subject. Students will be encouraged to undertake contracts in one of three broad areas developing a research plan in the field of therapy using quantitative or qualitative methodology; undertaking a theory research contract relevant to contemporary therapy knowledge; exploring a particular practice area or issue.

SOCW7787
Theory of Couple and Family Therapy (Abridged)
Staff Contact: Ms Carmel Flaskas
S1 HPW 2
This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and therefore have a solid understanding of some of the major theory concepts in systemic therapy. Students will review and consolidate their previous learning, undertake a critical study of the theory and practice concepts of the Milan approach, and explore selected contemporary developments in systemic theory and practice.

SOCW7788
Issues In International Social Development
Staff Contact: Dr Barbara Ferguson
S1 HPW 2
This subject introduces students to conceptual, structural and pragmatic issues in social development as process and goal. It offers a knowledge base and analytical framework for work in the field of international aid. Controversies in development theory are examined as well as the complexities of the geopolitical and economic contexts in which international aid is delivered. Specific problems of international aid addressed in relation to a range of social theories include: the colonial legacy, poverty, population growth and movement, multinational corporations, international loans and Third World debt, environmental degradation, war and human rights.

SOCW7789
Social Development Policy and Planning
Staff Contact: Dr Eileen Baldry
S1 HPW 2
This subject provides a framework for understanding social development looking at the aims of social development in international, regional, national and local settings. Social development affords a different perspective from orthodox economic models. This subject also introduces policy development and analysis skills needed to plan and implement social development programs. It links these skills with the skills of community organization, advocacy, program planning, administration and evaluation required to maintain them.
SOCW7790
Community Development
Staff Contact: Professor Tony Vinson
S1 HPW2
This subject begins with a review of the history, background and applications of community development programs in the Third World situations. Students then examine a range and applications of community development programs. This subject begins with a review of the history, background and applications of community development programs in the Third World situations. Students then examine a range and applications of community development programs. Particular emphasis is accorded to participative and decision making processes, and to skills in assessment, consultation and planning.

SOCW7791
Preparation For International Practice
Staff Contact: Dr Barbara Ferguson, Dr Diane Barnes
S2 HPW2
This subject prepares students to function within their own professions in international contexts. It promotes examination of values and motives for engaging in international work in the light of theories of social justice. Students are introduced to the ethnographic method as well as a range of other skills for effective interpersonal communication, community participation and research in crosscultural situations.

SOCW7792
Individual Project A Part 1
Staff Contact: Dr Barbara Ferguson
S2 HPW2
In this subject students develop an individual learning contract to complete a project. The project requires library and empirical research designed to integrate and apply elements of the coursework to students' particular field of work. Students identify the problem or issue to be addressed, discuss the cultural, geo-political and economic context and the relevant policies and programs.

SOCW7793
Individual Project A - Part 2
Staff Contact: Dr Barbara Ferguson
S2 HPW6
Students extend the work undertaken in SOCW7792, in relation to the problem or issue that forms the basis of their individual learning contract. A research proposal or a submission for an implementation plan to address the problem or issue is developed.

SOCW7794
Social Infrastructure for International Aid
Staff Contact: Dr Barbara Ferguson
S1 HPW2
This subject introduces students to the international aid agencies, their respective structures, roles and relationships with one another. It examines the workings of government and non-government aid agencies at national and international levels. This information is then related to case examples which demonstrate skills to negotiate within the international aid systems, secure funding, lobby and advocate to redefine development assistance.

SOCW7795
Management of Human and Financial Resources
Staff Contact: Dr Barbara Ferguson
S1 HPW2
This course covers two broad areas. First, the management of human resources, provides an overview of the problems and opportunities which arise in managing people, with special reference to working within international aid organizations. Topics include staff recruitment, selection, development and evaluation. The second area, the management of financial resources seeks to introduce students to some of the conceptual and technical skills required to deal with financial and resource control problems. Topics include preparation and interpretation of budgets and financial reports.

SOCW7796
Community Education Strategies
Staff Contact: Dr Sandy Regan
S1 HPW2
This subject covers a range of community education strategies drawing on case studies of innovative models in Third World communities. Students consider appropriate objectives, methods, communication skills and assessment for adult learners taking into account adaptations required in different sociocultural contexts. In addition to examining the rationale, nature and scope of distance education, students are introduced to skills for developing curricula and written packages, and to the appropriate use of available technologies.

SOCW7797
Research Methods
Staff Contact: Dr Michael Wearing
S2 HPW 3
This subject is designed to enhance basic and intermediate skills in research work at a postgraduate level with a specific focus on thesis writing, research methodology and analysis and presentation of data. The subject develops critical and analytical skills in the reading and summation of literature for a piece of research. Both qualitative and quantitative analysis are covered in the subject as they relate to writing up a thesis. The subject also covers various styles of research methods used in research projects. It is envisaged that micro and mainframe computers will be used to assist the analysis and presentation of data and the writing up of the minor thesis.

SOCW7798
Equality And Diversity In Practice
Staff Contact: Ms Helen Meekosha
S1 HPW 2
Practitioners operate in environments of unequal power. These apply in respect of gender, class, race, ethnicity and age relations, as well as disability and sexuality. Concepts useful for understanding and intervening in unequal situations are critical to intervention. These apply in respect of gender, class, race, ethnicity and age relations, as well as disability and sexuality. Concepts useful for understanding and intervening in unequal situations such as equality, diversity, difference, equity and citizenship will be examined. Applications of these concepts to contemporary social movements will be pursued. Examples will be selected from change strategies led by and involving indigenous peoples, people with disabilities, gays and lesbians, aged people, women and youth. Practices relevant to these movements will be examined in some detail.
These contemporary debates; theoretical approaches to social administration and equity. Particular attention will be given to qualitative and quantitative analysis. Some of the special difficulties of research in equity and social administration will be explored, and examples of contemporary research in the area will be examined and critically reviewed. The course will focus on how to evaluate other research and how to plan research.

**SOCW7800**  
Research Issues in Equity  
*Staff Contact: Dr Michael Wearing*  
S1 HPW 2

This subject examines specific issues of research relevant to social administration and equity. Particular attention will be given to qualitative and quantitative analysis. Some of the special difficulties of research in equity and social administration will be explored, and examples of contemporary research in the area will be examined and critically reviewed. The course will focus on how to evaluate other research and how to plan research.

**SOCW7803**  
Equity Program Design and Evaluation  
*Staff Contact: Prof Allan Borowski*  
S1 HPW 2

This subject examines equity issues which arise in relation to program and policy design and evaluation, as understood in terms of their effectiveness. The elements are: identifying equity considerations in the policy planning process, ensuring equity goals are built into program design, and assessing to what extent equity has been achieved in evaluation of social programs. These concerns provide a context for developing and implementing programs which are effective both in terms of the substantive goals and in the pursuit of specific equity goals. A number of research methods, both quantitative and qualitative, are used to undertake and understand evaluation of programs and policies.

**SOCW7804**  
Issues in Ethics and Equity  
*Staff Contact: Dr Damian Grace*  
S2 HPW 2

An exploration of equity issues in a range of social, institutional and workplace settings. This exploration will be conducted against a background of theories of morality and moral reasoning. Topics will include: Free speech and racial vilification, affirmative action, loyalty and whistleblowing.

**SOCW7806**  
Individual Project A  
*Staff Contact: Dr Barbara Ferguson*  
HPW 3

Students intending to progress from a Graduate Diploma to a Masters program build on the project work begun in SOCW7792 by developing a research proposal which then becomes the basis for their subsequent minor thesis research.

**SOCW7807**  
Minor Thesis in Social Work  
*Staff Contact: Individual Supervision*  
F HPW 12

Each student enrolled in a Master of Social Work course is required to submit a minor thesis which has explicit relevance to social work practice. Each candidate has a social work supervisor. The thesis is an original piece of work which takes account of literature in the topic area, and which makes some contribution to theory development. It can be based on empirical investigation or be primarily analytic in nature. The thesis should be 15,000 to 20,000 words in length. The examination of theses will be administered by the School's Postgraduate Studies Committee. Theses will be examined by two examiners — one internal to the School of Social Work and one external.

**SOCW7808**  
Minor Thesis (General)  
*Staff Contact: Individual Supervision*  
F HPW 12

Each student enrolled in the Master of Couple and Family Therapy, Master of Equity and Social Administration or Master of International Social Development is required to submit a minor thesis related to this area. Each candidate has individual supervision and is expected to attend a series of seminars in which students' research-in-progress
is presented and discussed. The thesis is an original piece of work which takes account of literature in the topic area, and which makes some contribution to theory development. It can be based on empirical investigation or be primarily analytic in nature. The thesis should be 15,000 to 20,000 words in length. The examination of theses will be administered by the School’s Postgraduate Studies Committee. Theses will be examined by two examiners—one internal to the School of Social Work, and one external.

SOCW 7809
Clinical Practice (Abridged)
Staff Contact: Ms Carmel Flaskas
SS HPW 3
This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and/or who have had substantial clinical training in Milan therapy through formal supervision of their work with couples and families. The course will consolidate and extend students' clinical training through a structured experience of direct supervision, develop practice skills, and ensure exposure to a variety of therapy situations. The emphasis of supervision will be on the relationship-focused developments in Milan therapy.

Faculty Electives

PROF 0001
Professional Ethics
Staff Contact: Dr Martin Bibby
S1 HPW 2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for prescriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF 0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
HPW 2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF 0003
Qualitative Research Procedures
Staff Contact: Prof Allan Borowski
L2
Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.
Head of School
Associate Professor James Sockler

Administrative Officer
Mr William H Baker

The School of Sport & Leisure Studies offers degree courses in Sports Science and Leisure Studies at the undergraduate level and a Master of Sports Science, and a PhD program at the graduate level.

Undergraduate Study

Course Outlines

4140
Bachelor of Leisure Studies Course

Bachelor of Leisure Studies
BLeSt

The School offers a course leading to the award of the degree of Bachelor of Leisure Studies. Students enrolled in Leisure Studies undertake specialist subjects in areas such as outdoor recreation, leisure theory, leisure for specific populations and leisure management. The course supports these specialized areas with a broad experience in human and community studies appropriate for people to enter the Leisure industry.

Schedule of Subjects

<table>
<thead>
<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td><strong>Session 1</strong></td>
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<tr>
<td>SLST1141</td>
<td>Communication Skills</td>
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<td>SLST4111</td>
<td>Sociology of Community</td>
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<td>SLST4217</td>
<td>Leisure in Society</td>
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<td>SLST6411</td>
<td>Outdoor Recreation 1</td>
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<td>SLST6532</td>
<td>Music for Recreation</td>
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<td>SLST7721</td>
<td>Practicum 1</td>
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<tr>
<td><strong>Session 2</strong></td>
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<td>SLST4122</td>
<td>Human Development</td>
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<td>SLST4228</td>
<td>Leisure in Australia</td>
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<tr>
<td>SLST6322</td>
<td>Studies in Specific Populations</td>
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<tr>
<td>SLST6422</td>
<td>Outdoor Recreation 2</td>
<td>15</td>
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<td>SLST6544</td>
<td>Art in Society</td>
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<td>SLST7721</td>
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### Schedule of Subjects

#### Year 1

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<td>or</td>
<td>SLST0808</td>
<td>Practicum 1 (Sports Coaching)</td>
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<td>or</td>
<td>SLST1145</td>
<td>Functional Anatomy</td>
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<td>or</td>
<td>SLST1147</td>
<td>Exercise Physiology 1</td>
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<td>or</td>
<td>SLST1151</td>
<td>Skill Acquisition</td>
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<td>or</td>
<td>SLST3245</td>
<td>Psychology of Sport and Exercise</td>
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<td>or</td>
<td>SLST3305</td>
<td>Understanding Personal Health</td>
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* 80 hours of field experience

#### Year 2

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<td>SLST1148</td>
<td>Exercise Physiology 2</td>
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<td>SLST1150</td>
<td>Exercise Programs &amp; Prescription 1</td>
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<tr>
<td>or</td>
<td>SLST2132</td>
<td>Introduction to Coaching</td>
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<td>or</td>
<td>SLST3256</td>
<td>Nutrition for Health</td>
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<td>or</td>
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Category A General Education Elective 2 | 2 |

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<td>SLST2129</td>
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<td>or</td>
<td>SLST3278</td>
<td>Laboratory Fitness Assessment Procedures</td>
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<td>SLST3289</td>
<td>Biomechanics &amp; Theory</td>
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<td>or</td>
<td>SLST3312</td>
<td>Advanced Exercise Physiology</td>
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<td>or</td>
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<td>Coaching Methodology</td>
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Category A General Education Elective 2 | 2 |

* 80 hours of field experience

#### Year 3

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<tr>
<td>SLST3184</td>
<td>Sports Management</td>
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or

| SLST3324  | Advanced Laboratory Assessment Procedures | 5 | 3 |
| SLST3336  | Exercise Programs & Prescription for Specific Populations | 4 | 3 |
| SLST3348  | Stress and Performance | 4 | 3 |

Elective 4 | 3 |

Category B General Education Elective 2 | 2 |

* 80 hours of field experience

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### Bachelor of Sports Science Course

**Bachelor of Sports Science (BSpSc)**

The School offers a course leading to the award of Bachelor of Sports Science with major studies in Exercise Science and Sports Coaching. Students study a common core of subjects in the first year of the course. In the second and third years of the course students progressively undertake subjects relevant to their major area of specialisation.
Subject Descriptions

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

Bachelor of Leisure Studies

SLST1141 Communication Skills
Staff Contact: Dr Robert Neumayer
C10 S1 HPW3

The subject is designed to provide an overview of several contemporary modes of effective communication including both interpersonal and intrapersonal aspects. It has a strong practical emphasis. Students are introduced to aspects of communication theory and be given wide practical experience in a range of communication modes.

SLST1142 Administration Studies 1
Staff Contact: Ms Liz Lowe
C10 S2 HPW2

This subject is designed to develop an understanding of administration, its theory and practice. The content explores selected theories useful in explaining administrative functioning and variables associated with administrator behaviour. Decision making and communication networking are also considered.

SLST4111 Sociology of Community
Staff Contact: Dr Robert Neumayer
C10 S1 HPW3

This subject involves the student in the study of social life, symbolic interactions and the concept of culture. Social organization and social systems is analysed with an emphasis on the impact of conflict, instability and change. The view that all which is distinctively human about humans derives from society is studied.
SLST4122
Human Development
Staff Contact: Dr Robert Neumayer
C10 S2 HPW3
This subject is designed to provide an understanding of the psychological and physiological aspects of development during the years from conception to old age. The psychological context is emphasised when examining the relationship between the development of the individual and the individual’s involvement in fitness, sport and leisure activities.

SLST4133
Social Psychology of Leisure
Staff Contact: Dr Robert Neumayer
C15 S1 HPW3
This subject is designed to give an understanding of the actions of human individuals in relation to the social environments in which they develop and act. The study of the importance and impact of leisure, recreation and sport on the social life of the individual throughout the life span is stressed.

SLST4155
Administration and Management Studies
Staff Contact: Dr Robert Neumayer
C15 S1 HPW3
Prerequisite: SLST1142
This subject extends the student’s knowledge of administration in government and non-government settings. Administrative reform, accountability and efficiency is analysed with emphasis on facilities management, corporate cost containment, budgeting and financial management. Administration and the law receives special attention.

SLST4166
Applied Business Studies in Recreation
Staff Contact: Dr Robert Neumayer
C15 S2 HPW4
Prerequisite: SLST4155
This subject introduces the student to standard business practices and provides knowledge of the details associated with some of these practices. Students learn features of business organizations, goods and services, financial and banking procedures, office systems and documentation in applicable recreation settings. The computerization of selected business systems is studied.

SLST4217
Leisure in Society
Staff Contact: Dr Robert Neumayer
C15 S1 HPW4
Provides a focused perspective on the history of recreation in society, the changing patterns of work and leisure, and the way in which social meanings of leisure and recreation influence lifestyle patterns. Analyses the impact of technologies on time use patterns. An introduction to the background issues and methods of analysis basic to developing a personal philosophy of leisure.
populations distinguished by gender, race, ethnicity, locality (urban/rural), disability, age, and socioeconomic status. Examines current issues and predicted future trends related to associations, institutions, and community services that represent or cater for specific populations.

**SLST6333 Servicing Specific Populations 1 (Disability)**
*Staff Contact: Dr Robert Neumayer*
*C15 S1 HPW4*
*Prerequisite: SLST6322*

Explores the psychological dimensions of illness and disability. Students examine the application of psychological principles to people with disability in the general community, and to those people requiring a specialised environment to meet their needs.

**SLST6344 Servicing Specific Populations 2 (Ageing)**
*Staff Contact: Dr Robert Neumayer*
*C17 S2 HPW4*
*Prerequisite: SLST6322*

Provides an overview of the lifestyle changes and associated events and issues which may affect the leisure patterns of older people. Students are led to understand the significance of recreation to older people, and to appreciate the individual nature of leisure choice. Theories of ageing are studied to place in context the characteristics and patterns of leisure participation for older age groups.

**SLST6355 Servicing Specific Populations 3 (Integration)**
*Staff Contact: Dr Robert Neumayer*
*C15 S1 HPW4*
*Prerequisite: SLST6333*

Aims to build students’ appreciation of individual difference so as to equip them to understand the unique abilities and life potentials possessed by people who are seen to be atypical. The value of integrated group leisure experience in terms of personal development, cohesion of community, and human rights, is explored through direct engagement of students in planning and organising an integrated recreation program.

**SLST6366 Servicing Specific Populations 4 (Adapted Environments)**
*Staff Contact: Dr Robert Neumayer*
*C15 S2 HPW4*
*Prerequisite: SLST6344*

Examination of practices and procedures for the direction and conduct of social research in leisure. Methods and techniques for investigating leisure related questions are reviewed including: literature search, research design, interpretation, and analysis. Focuses on the leisure experience of older people in institutional care, day care, and in retirement.

**SLST6411 Outdoor Recreation 1**
*Staff Contact: Mr John Nolan*
*C15 S1 HPW4*

This subject is designed to introduce the student to basic concepts and contemporary movements in outdoor recreation and the application of these to popular outdoor recreational pursuits. Students explore and participate in basic outdoor recreational and leisure activities. Outdoor recreational concepts, the organization and planning of activities, and future directions in outdoor recreation are examined.

**SLST6422 Outdoor Recreation 2**
*Staff Contact: Mr John Nolan*
*C15 S2 HPW4*

This subject is designed to provide students with an understanding and appreciation of the outdoor recreation activities most common in recreational camps for children and young adult groups. Students learn camp craft, bushwalking, abseiling, canoeing and sailing. Apart from skills formation, the subject focuses on client safety procedures and teaching techniques. Where appropriate to the particular activities, navigation principles and knowledge of survival techniques are also taught.

**SLST6453 Outdoor Recreation 3**
*Staff Contact: Mr John Nolan*
*C15 S1 HPW4*
*Prerequisite: SLST6411, SLST6422*

This subject focuses on the more advanced knowledge and skills associated with outdoor recreation. As future instructors in outdoor recreation, students study and develop high levels of competency in techniques associated with activities such as caving, rock climbing, canyoning, scuba diving and white water canoeing. A key component of this subject is the learning of appropriate methods of teaching these activities to future clients. Such teaching methods will emphasise the relevant safety procedures associated with each of these activities. Due to the nature of this subject, student numbers will be restricted. Entry will be based on academic performance in the prerequisite subjects.

**SLST6464 Outdoor Recreation 4 (Expedition Planning and Leadership)**
*Staff Contact: Mr John Nolan*
*C15 S2 HPW4*
*Prerequisite: SLST6453, approval of the Head of School of Sport and Leisure Studies*

This subject is designed to enable the student to understand and acquire the leadership skills and knowledge required to mount an outdoor recreation expedition. Students are required to demonstrate skill in planning outdoor recreation programs for diverse populations in a variety of settings. Planning, budgeting, promoting, conducting and evaluating outdoor recreation expeditions is emphasised.

**SLST6531 Sport for Recreation**
*Staff Contact: Mr John Nolan*
*C15 S1 HPW4*

This leisure experience is designed to provide participants with knowledge of and experience in a selected number of individual and team type sports. It develops personal abilities and skills to enable participants to coach the sport at an elementary, recreational level. Sports will be selected from the range of individual and team games currently played in the community.
SLST6532
Music for Recreation
Staff Contact: Dr Robert Neumayer
C15 S1 HPW4

This subject provides a practical introduction to music as social activity, an avenue of creative expression, and an enjoyable study of particular music styles. The subject examines elements of music, functions of music in recreational settings, traditional cultures and the multicultural society of contemporary Australia. Practical music making activities using simple musical instruments and learning basic teaching strategies will be undertaken.

SLST6543
Dance for Recreation
Staff Contact: Dr Robert Neumayer
C16 S2 HPW4

This subject provides a practical introduction to dance as a social activity, an avenue of creative expression, and an enjoyable study of particular movement styles. Students study the theory and participate in technique classes in social dance, folk dance and square dance. They explore movement experiences especially via the work of Laban and learn basic teaching strategies.

SLST6544
Art in Society
Staff Contact: Dr Robert Neumayer
C15 S2 HPW4

The basic principles and practices of art in society will be introduced by this subject. Students will develop technical skills in the creation of graphic design images, develop knowledge of and skills in painting or sculpture, and introduce ways of critically responding to historical and contemporary works of art. Students have the opportunity to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

SLST7651
Professional Ethics and Social Responsibility in Leisure
Staff Contact: Dr Robert Neumayer
C15 S1 HPW3

An examination of leisure focused on professional ethics and social responsibility, with specific reference to Australian society. Social and political dimensions of leisure policy are discussed in terms of alternative values perspectives. Professional accountability; quality of life impacts of modern technologies; values, ethics and social responsibilities confronting the leisure industry will form the basis of discussion topics.

SLST7662
Professional Issues in Leisure Seminar
Staff Contact: Dr Robert Neumayer
C15 S2 HPW3

Extension of SLST7651. Professional Ethics and Social Responsibility in Leisure and quality of life issues are analysed, with increasing theoretical and methodological rigour. Students provide research as the basis for discussion in seminars throughout the subject. The provision of leisure services to various socioeconomic, ethnic and gender groups is examined.

Practicum

SLST7721
Practicum 1
Staff Contact: Dr Robert Neumayer
S2
Note/s: No credit points 80 hours per year

This practicum of 80 hours requires student participation in a wide range of activities associated with community recreation servicing. Practicum 1 requirements are divided into two parts. The first session of 20 hours is to allow the student to become familiar with agency operations. The second session may involve working as a staff member or, in some cases being responsible for a particular program or series of work related activities, under the general supervision of a centre staff member.

SLST7742
Practicum 2
Staff Contact: Dr Robert Neumayer
F
Note/s: No credit points 80 hours per year

Second year practicum requires the student to undertake an 80 hour commitment to one agency in order to engage in a continuous experience of work in the field of leisure services. The practicum requirements may be met through regular involvement with an agency over an extended period of time or by a concentrated period of activity. For example, in a camp setting, vacation play centre or a shortrun agency program.

SLST7763
Practicum 3
Staff Contact: Dr Robert Neumayer
F
Note/s: No credit points 80 hours per year

This final practicum of 80 hours requires students to participate in programs associated with the delivery of leisure services to a special population or special project. This placement provides students with the opportunity to practice and develop research skills in the field, and to gain organisational and administrative experience through involvement in a specific project. Students are required to demonstrate positive professional leadership and make a significant contribution to the specific project.

Bachelor of Sports Science

SLST1145
Functional Anatomy
Staff Contact: Mr Paul Batman
C5 S2 HPW4
Prerequisite: SLST3200

This subject is designed to provide the students with an in depth knowledge of the structure and function of the major systems of the human body and their role in exercise. Students are introduced to the cells, tissues and systems of the human body, examining structure and function with respect to effective and efficient movement.
SLST1146
Kinesiology
Staff Contact: Mr Paul Batman
C4 S1 HPW3
Prerequisite: SLST1145

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

SLST1147
Exercise Physiology 1
Staff Contact: Mr John Schell
C5 S2 HPW4
Prerequisite: SLST3200

This subject introduces students to basic physiological functions involved in the performance of work and exercise. Students study the role of the neuromuscular system and cardiorespiratory system in the performance of work and exercise. Emphasis is placed on the importance of the body's energy systems in optimal human performance.

SLST1148
Exercise Physiology 2
Staff Contact: Mr John Schell
C5 S1 HPW4
Prerequisite: SLST1147

This subject is designed to extend knowledge gained in the prerequisite course and to examine the effects of important physiological responses, environmental elements and induced substances on physical performance. Students study the effects of environmental conditions, prescribed drugs and common ergogenic substances on exercise performance.

SLST1149
Motor Skill Learning
Staff Contact: Mr Connell Byrne
C5 S1 HPW4

This subject is designed to give students an adequate foundation in the ways in which motor skills are developed, improved and effectively taught. It focuses on the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

SLST1150
Exercise Programs and Prescription 1
Staff Contact: Mr Paul Batman
C4 S1 HPW3

This subject is designed to introduce the student to the underlying concepts of exercise programming and prescription. Principles of aerobic fitness and flexibility development are applied to appropriate exercise programming. Students study the general principles of exercise prescription and programming, as they relate to aerobic fitness performance and flexibility. Students are involved in the performance of a wide variety of activities and exercise programs designed to enhance aerobic fitness.

SLST1151
Skill Acquisition
Staff Contact: Mr Connell Byrne
C5 S2 HPW4
Prerequisite: SLST1149

This subject is designed to enable students to understand the ways in which people learn to perform sporting skills efficiently and strategies for teaching such skills. Students develop the ability to demonstrate skills, analyse performance and provide remediation. Competence in planning coaching sessions and use of coaching aids is developed.

SLST2128
Exercise and Sports Injuries
Staff Contact: Ms Liz Lowe
C4 S1 HPW3
Prerequisite: SLST1146

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

SLST2129
Exercise Programs and Prescription 2
Staff Contact: Dr Tim Olds
C4 S2 HPW3

This subject aims to extend the student's knowledge of exercise programming and prescriptions. Specifically the subject focuses on resistance training regimes designed to enhance good health, activities of daily living and sports performance. Students will study the physiological basis for the expression of strength and physiological responses to resistance training programs.

SLST2132
Introduction to Coaching
Staff Contact: Mr Connell Byrne
C4 S1 HPW3
Prerequisite: SLST1151

This subject is designed to allow students to integrate the theories, concepts, and principles of coaching in a number of modes and situations. Practical experiences develop an understanding of the coach's role. Tactical drill patterns and team play strategies are major activities undertaken.

SLST2133
Coaching Methodology
Staff Contact: Dr Bruce Wilson
C5 S2 HPW4
Prerequisite: SLST2132

The subject is designed to allow students to develop specialised coaching techniques and strategies in their particular sport. The material complements the National Coaching Accreditation Scheme Program. Development of individual and group practices; analysis and remediation techniques are treated in some detail.
SLST3184
Sports Management
Staff Contact: Dr Bruce Wilson
C5 S1 HPW3
Prerequisite: SLST3300

This unit is designed to provide knowledge and understanding of the principles and practical skills required by the successful sports coaching administrator. Constitutions, bylaws and club administration are reviewed. Tournament and competition scheduling skills are developed.

SLST3200
Human Anatomy & Physiology
Staff Contact: Dr Kevin Norton
C5 S1 HPW4

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

SLST3211
Computers in Sports Science
Staff Contact: Ms Barbara Eden
C4 S1 HPW3

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement. Students study the effects of various factors on human movement, such as understanding the use of statistics in scholarly journals and in reporting the results of tests of physical ability.

SLST3222
Concepts in Bioscience
Staff Contact: Ms Liz Lowe
C5 S1 HPW4

This subject aims to develop an understanding of the basic concepts in chemistry, physics and mathematics as they relate to sports science. It is an integrated subject designed to provide a foundation in science in preparation for specific studies in exercise science. Topics covered include biological chemistry, metabolic processes, biophysics, introductory biochemistry, physical laws of motion, mathematical calculations and interpretation of data.

SLST3234
Social Issues in Sport & Exercise
Staff Contact: Dr Bruce Wilson
C5 S1 HPW3

This subject is designed to provide students with an appreciation of the role of Sport and Recreation in Society and an understanding of the social norms and forces that influence behaviour related to sport and recreation. The subject examines sport as a social institution and a social process. These concepts are addressed in the context of current issues of education, communication, professionalism and politics.

SLST3245
Psychology of Sport and Exercise
Staff Contact: Dr Bruce Wilson
C5 S2 HPW3

This subject analyses the competitive exercise and sports process. Students study how personality and situational variables affect motivation, anxiety and aggression in sport and exercise. It focuses on the psychological skills needed by leaders, coaches and athletes for successful and enjoyable sport and exercise participation. Subject content is considered in terms of the sporting and exercise environment, coaching techniques and performance.

SLST3255
Nutrition for Health
Staff Contact: Ms Barbara Eden
C4 S1 HPW3

This subject is designed as an introduction into the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.

SLST3267
Statistics for Sports Science
Staff Contact: Dr Tim Olds
C4 S1 HPW3

This subject is an introduction to applied descriptive and inferential statistics. Areas covered include the logico-mathematical rationale for statistical procedures, measures of central tendency and variability, characteristics of the normal distribution, transformed scores, effect sizes and confidence limits, Student's t-tests, one-way ANOVA (factorial and repeated measures), the Pearson product-moment correlation coefficient and linear regression, and basic nonparametric statistics. The emphasis will be on exercise science-specific applications, such as understanding the use of statistics in scholarly journals and in reporting the results of tests of physical ability.

SLST3278
Laboratory Fitness Assessment Procedures
Staff Contact: Dr Kevin Norton
C4 S2 HPW3

In this subject students explore the concept of physical fitness and are introduced to the component of physical fitness. Students attain the knowledge and skills associated with conducting a broad range of assessment procedures designed to measure individual status in health and performance related fitness components. Testing procedures appropriate for the assessment of groups of individuals will be emphasised.

SLST3289
Biomechanics Theory and Practice
Staff Contact: Ms Liz Lowe
C4 S2 HPW3
Prerequisite: SLST3222

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement. Students study the effects of various
forms of motion and types of forces on human movement, with respect to exercise and sports performance. Topics covered include linear and angular kinematics and kinetics, fluid dynamics and mechanical efficiency.

**SLST3300 Administration Studies**
*Staff Contact: Ms Liz Lowe*
*C4 S2 HPW3*

The subject will develop a general understanding of the theory and practice of Administration. It will explore various theories useful in explaining administrative functioning; relationships between task achievement, structure, workforce and leaders; decision making and communications. Legal implications for sports and fitness agencies, promotion and sponsorships will be discussed. Appropriate financial and accounting procedures necessary for sound business practice will be investigated.

**SLST3305 Understanding Personal Health**
*Staff Contact: Dr Robert Neumayer*
*C4 S2 HPW3*

This subject is designed to assist the student to gain an improved understanding of personal health. The topic examines the social, emotional, intellectual, physical and spiritual aspects of the individual, and how these different dimensions interact with one another in healthrelated issues. Health is discussed in holistic terms by studying the many factors involved in the regulation of a healthy lifestyle. Particular issues include the healthrelated topics of fitness, nutrition, leisure, stress management and the causes and prevention of disease and illness.

**SLST3312 Advanced Exercise Physiology**
*Staff Contact: Mr John Schell*
*C5 S2 HPW4*

*Prerequisite: SLST31148*

The subject is designed to examine in depth, selected topics in exercise physiology which are pertinent to the area of exercise science. Students study topics related to electrocardiography, anaerobic threshold, prolonged exercise involvement and other selected topics in Exercise Physiology. Also, students are required to study a specific topic of interest in Exercise Physiology and present their findings in class.

**SLST3324 Advanced Laboratory Assessment Procedures**
*Staff Contact: Dr Tim Olds*
*C5 S1 HPW3*

*Prerequisite: SLST3278*

In this subject students gain knowledge and skills associated with more complex procedures for the assessment of physical fitness and human performance. Students learn to calibrate and operate sophisticated scientific equipment associated with the detailed assessment of elite athletic performance. Assessment procedures include graded exercise testing for the determination of maximal oxygen consumption and anaerobic threshold, and tests of anaerobic power and capacity.

**SLST3336 Exercise Programs & Prescription for Specific Populations**
*Staff Contact: Ms Liz Lowe*
*C4 S1 HPW3*

*Prerequisites: SLST1150 and SLST2129*

This subject is designed to extend the student’s knowledge of exercise programming and prescription. Specifically the subject focuses on designing training programs for specific populations. The subject covers physiology specific to each population group and the implications this has on exercise performance and programming. Areas covered include ageing, pregnancy, asthma, cardiovascular disease, obesity and diabetes.

**SLST3348 Stress and Performance**
*Staff Contact: Dr Bruce Wilson*
*C4 S1 HPW3*

This subject is designed to help sports performers meet the cognitive and affective demands of situational stressors during competition. The concept of anxiety, stress responses, temporal patterning, the role of individual differences, selfregulation, and theoretical models of stress will be investigated. Students will develop techniques which focus on coping strategies specific to performance needs.

**SLST3351 Training the Elite Athlete**
*Staff Contact: Mr Paul Batman*
*C6 S2 HPW4*

*Prerequisite: SLST3245*

This subject is designed to introduce the student to performance enhancement techniques for the elite athlete. It combines both the physiological and psychological in program design. Specifically, the focus will be on the physiological basis of overload, overtraining, recovery, reversibility, detraining and periodization. The psychological will review coaching strategies, such as coachathlete relationships, goal setting strategies and advanced diagnostic techniques.

**SLST3363 Current Issues in Sports Science**
*Staff Contact: Dr Bruce Wilson*
*C5 S2 HPW3*

The aim of this subject is to address and discuss current issues of interest to Exercise Technicians and Sports Coaches. In particular it will provide opportunities to discuss subjects that are in a state of change and/or development. Examples of current issues are; accreditation certification and registration of professional providers; sport and the law; legal liability and the Fitness Industry; sponsorship; commercialisation of sport; the media; lifestyle management; women in sport.

**SLST3375 Assessment Program Design & Implementation**
*Staff Contact: A/Prof James Sockler*
*C6 S2 HPW4*

*Prerequisite: SLST3324*

This subject is designed to give students experience in the planning, organization and administration of a variety of fitness assessment programs. Students will gain experience in working as a team in the planning and administering of fitness assessment programs for specific
community and sporting groups. They are responsible for the analysis of data and the writing of the assessment reports.

**SLST3387**  
**Sport Skills Assessment**  
*Staff Contact: Dr Bruce Wilson*  
C6 S2 HPW3  
*Prerequisite: SLST2132*  

The subject will investigate appropriate methods of assessing specific sports skills. It will review fitness, motor performance and psychological parameters and assess their relevance to effective performance. The appropriateness of assessment as a talent identification tool will be addressed.

**SLST3410**  
**Application in Biomechanics**  
*Staff Contact: Ms Barbara Eden*  
C4 S1 HPW3  
*Prerequisite: SLST3289*  

This subject aims to extend the students' knowledge of both qualitative and quantitative biomechanics. Emphasis will be placed on identifying and describing the instrumentation commonly used in Biomechanics, as well as identifying strategies that can be employed to interpret the data collected. It is expected that students will complete a number of laboratory exercises/projects over the duration of the subject. Course will focus on sports specific and ergonomic applications of Biomechanics.

**SLST3421**  
**Electromyographic Analysis of Movement**  
*Staff Contact: Mr Paul Batman*  
C4 S1 HPW3  
*Prerequisite: SLST1146*  

This subject aims to extend the students' knowledge of applied anatomy and movement analysis. Specifically, students focus on EMG apparatus, detection and recording techniques, as well as the decomposition of the EMG signal as applied to muscle movements in exercise and sports. Emphasis is placed on EMG detection and interpretation to movements of the upper limb, lower limb and trunk in exercise and sport.

**SLST3443**  
**Nutrition in Sport & Exercise**  
*Staff Contact: Ms Liz Lowe*  
C4 S1 HPW3  
*Prerequisite: SLST3256*  

This subject is designed to present the latest in knowledge on all aspects of diet, to improve understanding of sound nutrition with specific reference to health and fitness activities. Students are introduced to a range of issues related to optimising the nutritional value of a variety of foods. Also, students study in detail, various dietary regimens related to weight control, athlete training and sports competition.

**SLST3465**  
**Sport Psychophysiology**  
*Staff Contact: Dr Bruce Wilson*  
C4 S2 HPW3  
*Prerequisites: SLST3245 and SLST1148*  

This subject is designed to integrate knowledge from related psychological and physiological research associated with sport and exercise. A multilevel approach to cognitive and affective responses and their relationship to somatic parameters will be explored.

**SLST3476**  
**Corporate Health Management**  
*Staff Contact: Mr John Schell*  
C4 S2 HPW3  
*Prerequisites: SLST3305 and SLST3324*  

In this subject students become aware of the nature of corporate health management programs conducted in Australia. Students study in depth, the content of corporate health management programs, together with the organisation and implementation of such programs.

**SLST9897**  
**Independent Study**  
*Staff Contact: Dr Bruce Wilson*  
C4 S2 HPW3  

This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in practical studies. Students study in depth a particular aspect of sports science or leisure and present their work in the form of a major essay or practical project.

**Practicum**

**SLST0805**  
**Practicum 1 (Exercise Science)**  
*Staff Contact: Mr Paul Batman*  

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organizations. The 80 hour requirement consists of two 40 hour work experience modules.

**SLST0806**  
**Practicum 2 (Exercise Science)**  
*Staff Contact: Mr Paul Batman*  
*Prerequisite: SLST0805*  

Practicum 2 consists of 80 hours duration requiring students to participate in a wide range of activities associated with fitness evaluation, exercise prescription and exercise leadership at an approved agency.

**SLST0807**  
**Practicum 3 (Exercise Science)**  
*Staff Contact: Mr Paul Batman*  
*Prerequisite: SLST0806*  

Practicum 3 consists of 80 hours of satisfactory work in an approved agency, of which 60 hours must be of a practical nature. It involves a wide range of practical work associated with organising and leading Sports Science activities in an agency setting.

**SLST0808**  
**Practicum 1 (Sports Coaching)**  
*Staff Contact: Dr Bruce Wilson*  

This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level One NCAS (National Coaching Accreditation Scheme) accreditation for their particular sport.
SLST0809  
**Practicum 2 (Sports Coaching)**  
*Staff Contact: Dr Bruce Wilson*  
**Prerequisite:** SLST0808 including a current NCAS Level 1 Coaching Accreditation in the chosen sport.  
This 80 hour subject aims to extend the students practical knowledge and experience in the sport they have chosen to study. Activities are campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours are conducted on campus with the remaining 60 hours being in the field with a supervising coach.

SLST0810  
**Practicum 3 (Sports Coaching)**  
*Staff Contact: Dr Bruce Wilson*  
**Prerequisite:** SLST0809  
This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they have chosen to study. The subject specifically focuses on the students undertaking independent coaching in an approved sports coaching setting. Alternative practical activities may be approved for some students. Students must complete a NCAS Level 2 Accrediation or its equivalent in their chosen sport to satisfy requirements for Practicum 3.

(Honours)  
SLST3487  
**Research Procedures & Design in Sports Science**  
*Staff Contact: A/Prof Jim Sockler*  
C6 S1 HPW3  
This subject is designed to give students an insight into research through an examination of the qualitative and quantitative techniques used in the research process and to philosophical considerations underlying research. Students will apply principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of the enrolled students, enabling them to apply empirical and inferential research techniques appropriate to their research interests and needs. Students become familiar with computer based statistical packages and their use.

SLST3498  
**Thesis**  
*Staff Contact: Dr Kevin Norton*  
The honours student will be required to submit a thesis involving an original investigation of a topic relevant to the area of Sports Science and approved by the Head of School. A Supervisor, appointed from the full-time academic members of the School of Sport and Leisure Studies, will advise and monitor student progress.
Graduate Study

Course Outlines

The School of Sport & Leisure Studies offers courses leading to the award of Doctor of Philosophy (PhD), Master of Sports Science, and Master of Sports Science (with Honours).

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

1930
Doctor of Philosophy

Doctor of Philosophy
PhD

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

9340
Master of Sports Science

Master of Sports Science
MSpSc

The course is structured in three strands:

(1) A sequence of two subjects in research methodology.
(2) Elective specialization: student selects four (4) subjects from the Human Performance area, with particular emphasis on Exercise Physiology, Motor Control/Sports Psychology and Sports Administration.
(3) A major project which provides the student with an opportunity to pursue an area of interest within the discipline.

Each subject has a value of one unit, while the major project has a value of two units. To qualify for the degree, candidates are required to complete a minimum of eight (8) units.

Candidates must complete the required research subject core, the major project and a selection of four (4) subjects from the Human Performance strand.

Subject to the discretion of the Head of School, a candidate may choose up to two (2) electives from subjects offered by other schools in the Faculty or other faculties within The University of New South Wales, or another recognized institution.

A candidate for the Masters Degree must have been awarded an appropriate degree of Bachelor from The University of New South Wales or a qualification, or qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

The course is offered on a full and part time basis. Full-time students complete the degree in a minimum of two sessions, part-time students in a minimum of four sessions.

Core Strand Research Methods

Students are required to complete both subjects.

SLST9000 Research Methods and Design 1 Unit
SLST9010 Application of Research to Sport and Exercise Science 1 Unit

Human Performance Strand

Students will select four (4) subjects each of one unit value in this strand or undertake other subjects conditional on the approval of the Head of School.

SLST9100 Sports Administration Theory and Practice
SLST9110 Current Issues in Sports Administration
SLST9200 Advanced Topics in Exercise Physiology
SLST9210 Scientific Principles of Human Performance
SLST9220 Exercise Testing and Fitness Evaluation
SLST9250 Nutrition for Peak Performance
SLST9300 Motor Learning and Performance
SLST9310 Motor Control and Behaviour
SLST9350 Psychological Enhancement for Sport
SLST9360 Applied Sport Psychology

Major Project 2 Units

SLST9400 Major Project

Students must complete a major project. The project must be in a specific area of the discipline. Prior to commencing, students are required to have their topic approved by a committee consisting of the Head of School, the Graduate Course Coordinator and the Project Supervisor.

Alternative Subjects Master of Sports Science

Subject to the approval of the Head School of Sport and Leisure Studies and the Head of the appropriate School, students in the Master of Sports Science may enrol in subjects offered outside the School of Sport & Leisure Studies. It is expected that these subjects will complement the specific discipline area the student wishes to follow. Students will be allowed to select no more than two subjects
outside the School of Sport & Leisure Studies. A list of such courses, which is not exhaustive or exclusive, includes:

**Centre for Safety Science**
SAFE9224 Principles of Ergonomics

**School of Psychology**
PSYC7300 Psychology 1: Experimental Psychology in Cognitive Science

**School of Information Systems**
INFS5988 Information Systems A
INFS5992 Data Management

**School of Industrial Relations and Organizational Behaviour**
IROB5701 Industrial Relations A
IROB5702 Industrial Relations B
IROB5901 Organizational Behaviour A
IROB5902 Organizational Behaviour B
IROB5906 Human Resource Management A
IROB5907 Human Resource Management B

**School of Economics**
ECON5114 Economics A
ECOH5352 The Modern Business Corporation
ECOH5357 International Economic Relations since the Nineteenth Century
ECOH5355 Aspects of Australian Economic Development

**Centre for Biomedical Engineering**
BIOM9510 Introductory Biomechanics
BIOM9541 Mechanics of the Human Body

**School of Medical Education**
MEED9010 Understanding and Working in Communities
MEED9013 Influencing Health Beliefs and Health Behaviours
MEED9104 Organisation and Management for Health Personnel Education
MEED9105 Educational Planning
MEED9108 Program Evaluation and Planned Change
MEED9112 Managing Human Resources in Health

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### Subject Descriptions

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

**SLST9000**
Research Methods and Design
Staff Contact: A/Prof Jim Sockler
S1 HPW2
Introduction to a range of quantitative and qualitative techniques used in research and to philosophical considerations underlying research. Presuppositions of research: Principles, assumptions and problems with specific research techniques, such as statistics, participant observation, interviewing etc. Purpose of this subject is to enable students to read academic literature in an informed manner.

**SLST9010**
Application of Research to Sport and Exercise Science
Staff Contact: A/Prof Jim Sockler
S2 HPW2
The application of principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of students enrolled in the subject and will include research designs which enable students to apply empirical and
inferential research techniques appropriate to their research interests and needs.

SLST9100  Sports Administration - Theory and Practice  Staff Contact: A/Prof Jim Sockler  S1 HPW2
This subject examines selected theories of administration and management and their application in a sporting context. Organizations, bureaucracies, contingency and open system theories: motivation, leadership, supervision and staff development; negotiation procedures, conflict resolutions, organizational change, communication, decision making and evaluation are considered.

SLST9110  Current Issues in Sport Administration  Staff Contact: A/Prof Jim Sockler  S2 HPW2
This subject addresses current issues in sport and their relevance to sports administrators. Particular attention will be given to sport and the law; sponsorship, promotion and marketing; professionalism; international sport; women in sport; children in sport; violence in sport and sport safety. Other topics relevant at the time are included.

SLST9200  Advanced Topics in Exercise Physiology  Staff Contact: Dr Kevin Norton  S2 HPW2
The subject is designed to examine advanced and current topics of exercise physiology related to acute and chronic exercise. Topics include: Cardiac and peripheral (including morphological and enzymological) adaptations to various modes of training; skeletal muscle fibre recruitment; metabolic pathways and substrate utilization during various work situations; and haematology.

SLST9210  Scientific Principles of Human Performance  Staff Contact: Mr Paul Batman  S2 HPW2
Designed to extend the students knowledge in assessment and programming for exercise prescriptions and sports performance. Focuses on time and motion analysis of exercise programs and sports activities, advanced movement analysis techniques, theories and methods of aerobic and anaerobic conditioning, designing resistance training programs for exercise prescription and sports conditioning and exercise prescription for special populations.

SLST9220  Exercise Testing and Fitness Evaluation  Staff Contact: A/Prof Jim Sockler  S1 HPW2
Students are involved in critically evaluating specific popular exercise testing procedures, developing specific purpose graded exercise testing protocols and examining recent developments in exercise testing, including sport specific assessment programs. Students are also introduced to electrocardiogram use at rest and during exercise. Students are required to present a seminar paper on an approved subject related topic.

SLST9250  Nutrition for Peak Performance  Staff Contact: Ms Barbara Eden  S2 HPW2
This subject provides an examination of the theoretical and practical aspects of nutrition as a basis for peak performance. The use of epidemiological studies and the analysis of nutrition research exemplifies these aspects. This subject also provides the student with skills to assist in the provision of nutrition information and the guidance and successful changes in nutrition behaviour. Each student is required to research topics dealing with current issues and trends in nutrition for peak performance.

SLST9300  Motor Learning and Performance  Staff Contact: Mr Connell Byrne  S1 HPW2
A theoretical and practical subject which aims to introduce and increase the students understanding of the variables of learning and performance that influence motor skill acquisition and performance. Teaches students to improve their research and reporting skills and understand the intricacies of experimental research.

SLST9310  Motor Control and Behaviour  Staff Contact: Mr Connell Byrne  S2 HPW2
Students conduct an exploration of current research and theories in the motor control of skill domain. The level of analysis involves a depth of understanding of present theories/research; use of technical equipment; and the application of these to the field setting.

SLST9350  Psychological Enhancement for Sport  Staff Contact: Dr Bruce Wilson  S1 HPW2
This subject involves the study of psychological theories and concepts and their relationship to human behaviour in sport. Sport viewed in the context of participant and the coach. Particular emphasis is placed on motivational variables, emotional states, personality, psychology and competition, coach/athlete interaction and enhancement strategies.

SLST9360  Applied Sport Psychology  Staff Contact: Dr Bruce Wilson  S2 HPW2
This subject involves the development of specific enhancement techniques in the manipulation of performance. Topics covered include application of methods for the mental preparation of elite and sub-elite athletes. This is achieved through seminar and practical sessions.

SLST9400  Major Project  Staff Contact: Dr Kevin Norton  S2 HPW2
The subject offers students an opportunity to study in depth a particular aspect of sport or exercise science. They are required to plan and design a study which leads to a major essay or practical project on a significant topic. Students would be expected to demonstrate responsibility and
confidence in a basically self-directed approach to scholarship.

SLST9450
Thesis
Staff Contact: Dr Kevin Norton
The student will be required to submit a thesis embodying the results of an original investigation on a topic relevant to the area of Sports Science and approved by the Head of School. Such work to be carried out under the direction of a supervisor appointed from the full-time academic members of the School of Sport and Leisure Studies.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Martin Bibby
S1 HPW2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for prescriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The AngloAmerican concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
HPW2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003
Qualitative Research Procedures
Staff Contact: Prof Allen Borowski
L2
Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Servicing Subjects

Biomedical Engineering

BIOM9510
Introductory Biomechanics
Staff Contact: A/Prof C.D. Bertram
C3 S1 L2 T1
Note/s: Mechanics Bridging Course recommended for students with NO mechanics background.
The principles of the mechanics of solid bodies; force systems; kinematics and kinetics of rigid bodies; stress-strain relationships; stress analysis of simple elements
application to musculoskeletal system.

BIOM9541
Mechanics of the Human Body
Staff Contact: Prof N.L. Svensson
C3 SS L2 T1
Prerequisites: BIOM9510 and ANAT2111
Statics and dynamics of the musculoskeletal system; mathematical modelling and computer simulation, analysis of pathological situations.

Economics

ECON5114
Economics A
Staff Contact: Dr C. Freedman
S1 HPW3
Microeconomic theory and applications including consumer behaviour and the theory of demand; costs, production and the theory of the firm price determination under competition, monopolistic and oligopolistic markets; investment and technology; wages, and the distribution of income; welfare, economic efficiency and public policy.

Department of Economic History

ECOH5352
The Modern Business Corporation
Staff Contact: A/Prof S. Nicholas
S2 HPW3
The origin, history and attributes of the modern business corporation in industrial economies including Australia; growth of the large firm in its external economic, political, social and institutional environment; impact of the modern corporation on the structure of the economy; the changing internal organization of the corporation and the growth of modern management; the history of the multinational enterprise and an evaluation of home and hostcountry impacts; business policy in the context of government regulation and trade unions; the economic and social implications of the modern corporation.

ECOH5355
Aspects of Australian Economic Development
Staff Contact: Dr D.Clark
S2 HPW3
The choice of Botany Bay, the search for a staple, the pastoral economy effects of the gold rushes, the long boom. Economic collapse of the 1890s and readjustment. Changing structure of the Australian economy in the 20th
century; population change and labour supply; capital accumulation; growth of manufacturing; rural problems; external economic relationships; institutional developments; tariffs, banking, State enterprises, wage determination, Federal State finances; the Great Depression and its aftermath; war economy; postwar developments.

ECOH5357
Comparative Economic History
Staff Contact: A/Prof S. Nicholas
S2 HPW3
Major issues in comparative Economic History. Case studies will be drawn from the economic history of some or all of the following areas: Australia, New Zealand, Southern Africa, South America, Asia and Europe. These will be analysed in a historical and theoretical framework with regard to the different roles played by industrialisation, political structures, capital flows, ideology and external forces in the evolution of these economies.

Industrial Relations and Organizational Behaviour

IROB5701
Industrial Relations A
Staff Contact: A/Prof B. Dabscheck
S1 L3
Concepts and issues in Australian industrial relations at the macro or systems level, with overseas comparisons where appropriate. Labour movements and the evolution of employee-employer relations in the context of industrialization and change; origins and operations of industrial tribunals at the national and state levels; their instrumentalities: nature of industrial conflict and procedures for conflict resolution such as arbitration and bargaining; national wage policy.

IROB5702
Industrial Relations B
Staff Contact: Mr I. Hampson
S2 L3
Prerequisite: IROB5701
The development of industrial relations in several advanced industrial and/or newly industrialising countries; theories of convergence, divergence, late development and changes in the world division of labour; characteristics of employer organizations, unions and the state in these societies; determinants of industrial relations arrangements and processes; the efficacy of these structures and processes; the strategies and industrial relations practices of multi-national corporations; supranational attempts at industrial regulation with special reference to the ILO.

IROB5901
Organizational Behaviour A
Staff Contact: Mr J. Holt
SS L3
Note/s: Excluded IROB5906, PSYC7100.
This subject seeks to explain human behaviour within organizations. It draws upon a range of disciplines, but with particular reliance on behavioural sciences of psychology and social psychology and their derived disciplines. Its foci are the individual, the group, and the behavioural processes of organization integration, change and development. Topics covered include personality, perception, attitudes and values, motivation, learning, interpersonal behaviour (and skills), group dynamics, leadership and teamwork, decision - making, power and control, and the behavioural implications of change and development. Wherever appropriate, case examples from Australia will be used. Organization, administrative and management theories and constructs serve as integrating and explanatory frameworks for the subject.

IROB5902
Organizational Behaviour B
Staff Contact: Dr J. Mathews
S2 L3
Prerequisite: IROB5901
This subject aims to complement Organizational Behaviour A with a macrolevel analysis of organizations and the behaviour of individuals and groups within them. Although Organizational Behaviour B draws upon several disciplines, its orientation is primarily, but not exclusively, towards sociological perspectives. As such it focuses on structures, processes and functions. Topics covered include the following: the rationalization of work in organizations; organization design, goals and effectiveness; organizational learning; technology and technological change; structure and communications; the dynamics of organizational growth, change and decline; and the role played by organizations in specific sectors and in society as a whole.

IROB5906
Human Resource Management A
Staff Contact: Ms. L. Taksa
SS L3
Note/s: Excluded IROB5901.
Theories of organizational behaviour and management will be examined in order to locate Human Resource Management in historical, conceptual and practical contexts. Changing factors that shape the organization of work, worker and managerial responses and action will be considered with specific focus on their relationship to power, conflict, control, motivation, group interaction and culture. The role of Human Resource Management in the implementation of organizational change will be included.

IROB5907
Human Resource Management B
Staff Contact: Dr R. Kramar
SS L3
Prerequisites: IROB5906 or IROB5701 or IROB5901 or equivalent
Theoretical foundations of Human Resource Management; power and authority of HRM function. Examination of policies and strategies developed by employers to organize and reward their employees. Values underlying such policies; controversies surrounding their development and implementation; the way in which organizational dynamics influence their operation. The interface between HRM policies and the regulatory, social and organizational contexts; the operation of HRM policies in different business sectors and countries.
Medical Education

MEED9010
Understanding and Working in Communities
Staff Contact: Ms Jan Ritchie
C2 S1 HPW2

Note/s: An Academic Elective
Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation.

MEED9013
Influencing Health Beliefs and Health Behaviours
Staff Contact: Ms Jan Ritchie
C2 S2 HPW2
Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

MEED9104
Organisation and Management for Health Personnel Education
Staff Contact: Mr Graham Roberts
C2 S1 HPW2
Students critically examine existing organizational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organizations and the effect of organizations on their individual performance. Description and analysis of participants' own organizations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

MEED9105
Educational Planning
Staff Contact: A/Prof Raja Bandaranayake
C2 S2 HPW2
Builds on the competency based model of instructional development introduced in MEED9103 but looks at alternative approaches to curriculum planning; considers the factors leading to developments in curricula for the health professions, and the methods by which changes have been introduced. Emphasis on a number of institutional case studies from different health professions; the processes used in making decisions between curriculum options for new courses and in introducing changes into existing courses.

MEED9108
Program Evaluation and Planned Change
Staff Contact: A/Prof Arie Rotem
C2 S2 HPW2
Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

MEED9112
Managing Human Resources In Health
Staff Contact: Mr Graham Roberts
C2 S2 HPW2
Recommended Prerequisite: MEED9104 or equivalent
Recommended Corequisite: MEED9108
The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.
The School of Teacher Education offers undergraduate and graduate courses in Primary and Secondary Education and in Computing for educational and business purposes. It also offers a Doctor of Philosophy degree, a Master of Education in Teaching (by Research) and a Master of Education in Teaching (by Formal Coursework).

### Undergraduate Study

#### Course Outlines

**7210**

**Associate Diploma of Applied Science (Business Computing)**

**AssocDipAppSc**

**The Program**

The course provides students with computer skills appropriate for such positions as account clerks, stock controllers, software sales or support, computer operators, drafting assistants, and other positions at similar levels which benefit from the application of Business Computing.

The course is intermediate in level between introductory computing subjects and a full degree course in computing. In addition to learning about computing, and learning to program microcomputers, students study commercial and industrial information systems and learn to implement them using microcomputers. Course graduates are able to operate, maintain, develop, and modify commercial, industrial, and administrative microcomputer-based information processing systems.

### Structure of the Program

The information below summarises the course requirements for the Associate Diploma of Applied Science (Business Computing) and indicates the titles of individual subjects. Attendance is on a full-time basis. All subjects require 4 hours per week class contact and have a value of 6 credit points. This program requires a total of 96 credit points.

### Schedule of Subjects - Full-time

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Session 1</th>
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<tr>
<td></td>
<td>TEED1133</td>
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<td>TEED1136</td>
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the "fourth year qualification". Applications for entry into the
3. Years 4-5. Course 4102 - Bachelor of Education
2. 120 days professional teaching experience

The sequence of learning comprises three stages:
1. Years 1-3. Course 4101 - Bachelor of Teaching (Primary)
2. 120 days professional teaching experience
3. Years 4-5. Course 4102 - Bachelor of Education (Primary).

Primary Teacher Education Courses

The School offers the following two courses for intending and then practising primary school teachers. They prepare students to teach grades Kindergarten to Year 6 (K-6). Qualified teachers can also undertake the Graduate Diploma of Educational Studies (Computer Education) which is detailed elsewhere in this handbook.

Course 4101 - Bachelor of Teaching (Primary) provides pre-service teacher training and the base qualification for working in the teaching profession. The course is offered as a full-time course which is undertaken over 3 years.

Having attained a Bachelor of Teaching (Primary), or its equivalent, students and practicing teachers may then apply to undertake Course 4102 Bachelor of Education (Primary). This course requires a minimum of a further two years part-time study and relevant professional experience. The course may be awarded at Pass or Honours level. In order to be eligible for the award students must achieve satisfactory results in the subjects studied, and have accumulated 120 days of professional teaching experience. Having attaining this award practicing teachers should apply to their employer for recognition as being 4 year trained. The course is often referred to as "year 4" or the "fourth year qualification". Applications for entry into the Bachelor of Education (Primary) are made directly to the University.

Sequence of learning

The sequence of learning comprises three stages:
1. Years 1-3. Course 4101 - Bachelor of Teaching (Primary)
2. 120 days professional teaching experience
3. Years 4-5. Course 4102 - Bachelor of Education (Primary).

Field Experience

Field experience is integrated with relevant subjects studied during the academic session. It includes field visits, practical activities on campus eg microteaching and a block practicum.

The practicum provides students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginner teachers.

Specific periods of practice teaching provide opportunities for the students to:
- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
- demonstrate effective teaching and management skills;
- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and

The BTeach Program

Since teaching is a practical activity, the course begins with, and builds upon, practical experience with children as the basis for learning the principles and theory of the profession.

The course seeks to provide students with opportunities to acquire the knowledge, skills and attitudes required for effective performance as teachers in Primary Education. This implies that students will develop:
- an understanding of children and of forces within society which influence education and in particular Primary Education;
- specific content knowledge as may be needed to form the basis of the subject matter of school instruction;
- the capacity to make informed decisions in planning for teaching;
- the capacity to implement these plans with sensitivity and to evaluate their performance and that of their pupils;
- the ability to initiate, sustain and evaluate their own professional growth; and
- a general and strategic understanding of the major fields and traditions of learning beyond their professional discipline as provided by the General Education program of the University.

The Bachelor of Teaching (Primary) degree course is planned to emphasise vocational and professional issues. It is considered that a broad introduction to the range of experiences encountered in schools is appropriate early in the course to provide an overview of the requirements of the teaching role. The provision of core and elective studies is also a feature of the course.

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- demonstrate effective teaching and management skills;
- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and
• develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

In the practicum, the students are systematically exposed to a carefully graded set of tasks that require increasingly demanding levels of performance. In all tasks, theory and practice are closely linked.

Special Course Requirements
The following are requirements associated with admission into and graduation from, this course:

Students must satisfy the following course prerequisites for admission:

English 2UG 50-100
2U Contemporary 50-100
2U 50-100
3U 1-50

In addition all students undertaking the course should note that, in order to obtain employment with the NSW Department of School Education, they must either enter the course having satisfactorily completed two units of English and two units of Mathematics at the NSW Higher School Certificate or must at least obtain these (or equivalent) before graduating.

Credit Point Requirements
The credit points allocated for successful completion of each subject over the three years of this course are shown in the schedule of subjects.

Successful completion of the Bachelor of Teaching requires a total of 116 points.

Each subject = 3 points
Practice Teaching = 4 points
General Education = 2 points

Total for 1st year = 12 (subjects) x 3 (points) + 4 (Practicum) = 40 points
Total for 2nd year = 10 (subjects) x 3 (points) + 4 (Practicum) + 4 (2 x General Education) = 38 points
Total for 3rd year = 10 (subjects) x 3 (points) + 4 (Practicum) + 4 (2 x General Education) = 38 points

Schedule of Subjects
The course requires full-time attendance over three years. Each of the three years of study is broken into two sessions. Each subject is presented as a one session unit of study.
<table>
<thead>
<tr>
<th>General Education</th>
<th>C HPW</th>
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<tbody>
<tr>
<td>Category A session 1</td>
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<tr>
<td>Category A session 2</td>
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</table>

In year 2 students must choose one General Education Category A subject each session. Each subject involves 28 hrs study over the session. A list of General Education subjects offered is made available at the beginning of each session. Students can also contact the Centre for Liberal and General Studies.

### Year 3

#### Session 1

Teaching and Curriculum Studies:
- TEED7330 Teaching 3: Programming and Evaluation 3 2

Key Learning Areas:
- TEED7350 English 3 3
- TEED7351 Mathematics 3 3
- TEED7352 Science and Technology 3 3

Field Experience:
- TEED7360 Practicum 3 (20 days min) 4

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#### Session 2

Education Studies
- TEED7310 Philosophy of Education 3 2

Key Learning Areas
- TEED7353 Human Society and Environment 3 3
- TEED7354 Health and Physical Education 3 3
- TEED7355 Creative and Practical Arts 3 3

Teaching and Curriculum Studies Electives:
Students in their third year must elect one subject each session from Groups A and B below. One must come from A and students may also choose from those Group A electives offered to second year students in that session. Not all subjects may be available in any given session.

**Group A Electives**

- TEED7231 Child with Disabilities 3 2
- TEED7232 Gifted and Talented Child
- TEED7233 Aboriginal Child
- TEED7234 Child in the Western Metropolitan Region
- TEED7235 Child with English as a Second Language
- TEED7236 Child in a Rural Area

**Group B Electives**

- TEED7331 English 3 2
- TEED7332 Mathematics
- TEED7333 Science and Technology
- TEED7334 Human Society and Environment
- TEED7335 Personal Development, Health and Physical Education
- TEED7336 Creative and Practical Arts

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### General Education

Category B session 1 2 2
Category B session 2 2 2

In year 3 students must choose one General Education Category B subject each session. Each subject involves 28 hrs study over the session. A list of General Education subjects offered is made available at the beginning of each session. Students can also contact the Centre for Liberal and General Studies. Students can also contact the Centre for Liberal and General Studies.

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### Bachelor of Education (Primary) Course

- **Bachelor of Education (Primary)**
- **BEd**

### The BEd Program

The course builds directly onto the BTeach and the professional experience gained before or during the BEd. A range of choice is offered across and within all strands except General Education. This choice permits students to pursue special interests begun in the first three years, to strengthen subject-content knowledge and study emerging issues in research and practice.

### Honours

Eligible students may undertake studies in this course which leads to the award of Bachelor of Education with Honours. The degree with honours is a research award which includes instruction in research methodology and statistical analysis and requires students to conduct an original piece of research. Its main objective is to prepare students for research in higher degrees.

Entry is normally by invitation based on the achievement level in the Bachelor of Teaching or equivalent study.

The degree may be awarded with Honours at Class I level or Class II Division 1, or Class II Division 2 levels. Students seeking the award of the degree at Honours level must have completed the degree of Bachelor of Teaching with Merit, or its equivalent, and have attained a grade level of at least Credit in the following Bachelor of Education (Primary) subjects:
- TEED8117, TEED8118, TEED8119, TEED8120, TEED8122 and TEED8123.

They must also have satisfied attendance requirements in TEED8121.

### Field Experience Requirements

Field experience of 120 days is a prerequisite for completion. As the course is conducted part-time this may be undertaken during the program, however generally students gaining a place have already met this requirement.

### Structure of the Program

The course is conducted part-time over two years during which students are required to undertake eight subjects. Two subjects are studied in each of the four sessions. The two subjects of General Education identified in the following schedule are compulsory. The remaining six are chosen from the three strands of: Education Studies; Teaching and Curriculum Studies and Key Learning Areas. Subject availability is dependant on a sufficient number of students electing the subject and lecturer availability.

### Credit Point Requirements

Eligibility for the award of the Bachelor of Education at Pass level requires prior attainment of the Bachelor of Teaching, or equivalent, 120 days teaching experience, and 40 credit...
paints through successful completion of 8 subjects within
the Bachelor of Education course. At honours level, 50
credit points are required together with TEED8121.

**BEd**
Each subject = 5 points
Total for Pass level = 8 (subjects) x 5 (points) = 40 points
Total for Honours level = 7 (subjects) x 5 (points) = 35 points
plus TEED8120 (15 points) = 50 points, plus attendance in
TEED8121

**Schedule of Subjects**

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<thead>
<tr>
<th>Year 1</th>
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<tr>
<td><strong>Session 1</strong></td>
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<tr>
<td>Education Studies:</td>
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<tr>
<td>TEED8110 Recent Research in Primary Education</td>
<td>5 2</td>
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<tr>
<td>TEED8111 Educational Psychology</td>
<td>5 2</td>
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<tr>
<td>TEED8112 Developmental Psychology 4</td>
<td>5 2</td>
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<tr>
<td>TEED8117 Education Research Methods A**</td>
<td>5 2</td>
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<tr>
<td>TEED8119 Thesis Design and Preparation</td>
<td>5 2</td>
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<tr>
<td>TEED8122 Trends in Research on Children **</td>
<td>5 2</td>
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<tr>
<td>Teaching and Curriculum Studies:</td>
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<tr>
<td>TEED8113 Contemporary Developments in Primary Education</td>
<td>5 2</td>
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<tr>
<td>TEED8114 Sociology of Education</td>
<td>5 2</td>
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<tr>
<td>TEED8118 Education Research Methods B**</td>
<td>5 2</td>
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<tr>
<td>TEED8120 Honours Thesis</td>
<td>15 n/a</td>
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<tr>
<td>TEED8121 Thesis Seminar</td>
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<tr>
<td>TEED8122 Trends in Research on Children</td>
<td>5 2</td>
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<tr>
<td>TEED8123 Trends in Research in Classrooms **</td>
<td>5 2</td>
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<tr>
<td>Key Learning Areas:</td>
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<tr>
<td>TEED8150 English 4A</td>
<td>5 2</td>
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<tr>
<td>TEED8151 English 4B</td>
<td>5 2</td>
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<tr>
<td>TEED8152 Mathematics 4A</td>
<td>5 2</td>
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<tr>
<td>TEED8153 Mathematics 4B</td>
<td>5 2</td>
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<tr>
<td>TEED8154 Science and Technology 4A</td>
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<tr>
<td>TEED8155 Science and Technology 4B</td>
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<tr>
<td>TEED8156 Human Society and Environment 4A</td>
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<td>TEED8157 Human Society and Environment 4B</td>
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**General Education**

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<tr>
<th>Category C</th>
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<tr>
<td>TEED8171 Contemporary Issues in Education and Social Responsibilities *</td>
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</table>

**Session 2**
Education Studies:
| TEED8113 Contemporary Developments in Primary Education | 5 2 |
| TEED8114 Sociology of Education | 5 2 |
| TEED8118 Education Research Methods B** | 5 2 |
| TEED8120 Honours Thesis | 15 n/a |
| TEED8121 Thesis Seminar | |
| TEED8122 Trends in Research on Children | 5 2 |
| TEED8123 Trends in Research in Classrooms ** | 5 2 |
| Teaching and Curriculum Studies: | |
| TEED8131 Field-based Project | 5 2 |
| TEED8134 Current Approaches in Education of Children with Disabilities | 5 2 |
| TEED8135 Current Approaches in Aboriginal Education | 5 2 |
| Key Learning Areas: | |
| TEED8158 Personal Development - Health and Physical Education 4A | 5 2 |
| TEED8159 Personal Development - Health and Physical Education 4B | 5 2 |
| TEED8160 Creative and Practical Arts 4 - Music | 5 2 |
| TEED8161 Creative and Practical Arts 4 - Art | 5 2 |
| TEED8162 Creative and Practical Arts 4 - Design | 5 2 |
| TEED8163 Creative and Practical Arts 4 - Drama | 5 2 |

**General Education**

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<tr>
<td>TEED8172 Professional Ethics for Teachers *</td>
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*This is a compulsory subject.
Recommended Computing Equipment and Software

School Statement

It is recommended that all students in the School of Teacher Education purchase a computer and appropriate software. All assignments in all subjects must be word-processed, where appropriate, and this is much more easily done when students have a computer at home. Access to the computer labs on campus is available to all students of the School, but machines may not be available at peak times because of the high demand. Students who do not have their own printer are welcome to use the printers in the computer labs, provided that their hardware and software are compatible with that available in the labs.

Minimum recommendations for Teacher Education students:

Hardware:
- Apple Macintosh LC-class computer (or Apple PowerBook laptop).

Software:
- System 7.1 or later (supplied with computer)
- ClarisWorks or Microsoft Works
- Anti-viral program such as Symantec
- Anti-Virus for Macintosh, or Disinfectant.

Minimum recommendations for Business Computing students:

Hardware:
- Apple Macintosh LC-class computer, or IBM- compatible with i486 CPU, or laptop equivalent of either.

Software:
- System (usually supplied with computer)
- Word processor (Microsoft Word)
- Spreadsheet (Microsoft Excel)
- Database (such as Filemaker Pro or Access)
- Anti-Viral program (SAM, Disinfectant, or MacAfee)
- HyperCard (Macintosh only)

Programming languages: BASIC and Pascal (seek advice from School staff for current brand recommendations).

Subject Descriptions

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

Associate Diploma of Applied Science
(Business Computing)

TEED1133
Principles Of Programming 1
Staff Contact: Mr Robert Baker
C6 S1 HPW4

This subject is designed to develop the fundamental knowledge and skills needed to program microcomputers at an introductory level. Pascal will be used as the example of a programming language.

Students apply structured programming skills to the development of simple computer programs in Pascal.

TEED1134
Fundamentals Of Computing
Staff Contact: Mr Robert Baker
C6 S1 HPW4

This subject introduces the structure, use and operation of computers in the small business and office environment. Students are required to demonstrate a knowledge of the nature of the computer and its peripherals, including the internal structure and internal functioning of computers. They are also introduced to small data processing systems.

TEED1135
Small Systems Software: Word Processing
Staff Contact: Mr Robert Baker
C6 S1 HPW4

This subject introduces the student to selected word processing packages. Students are required to develop keyboard skills using a computer-based typing tutor.

TEED1136
Business Mathematics and Communication
Staff Contact: Mr Robert Baker
C6 S1 HPW4

This subject extends the student’s previous knowledge and skills in mathematics and communication applicable to business and commercial situations. Students explore the different modes of commercial communication and correspondence, and learn to apply mathematics, statistics and graphics to business settings.
TEED1137  
Principles Of Programming 2  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
Prerequisites: TEED1133  
This subject extends students' skills needed for programming small business computer systems. Students refine their knowledge of data structures in Pascal; develop and integrate program modules into menu driven software; apply common computer algorithms to the solving of simple business applications; and use computer graphics to communicate business information.

TEED1138  
Operating Systems and Communications  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
Prerequisite: TEED1134  
This subject familiarises students with the operating systems and interfaces of small computers. Students learn essential features of some standard computer operating systems such as MAC DOS and MS/DOS. They are also introduced to computer codes and protocol associated with computer communication.

TEED1139  
Software Applications 1: Spreadsheets  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
This subject introduces the use of spreadsheets and graphics programs with emphasis on applications in the small business and office environment. Students learn the nature of spreadsheets and graphics programs, selected spreadsheet applications and the use of graphics programs in communicating and summarising information in the commercial environment.

TEED1140  
Business Studies 1  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
This subject introduces the student to standard business practices and provides knowledge of the details associated with some of these practices. Students learn features of business organisations, goods and services, banking procedures, office systems and business documentation.

TEED2113  
Systems Analysis  
Staff Contact: Mr Robert Baker  
C6 S1 HPW4  
Prerequisite: TEED1138  
This subject introduces the student to systems analysis as applied to the development of information systems on micro computers. Students learn the fundamentals of systems and apply systems analysis to the development of business-oriented information systems for microcomputers.

TEED2114  
Software Applications 2: Databases  
Staff Contact: Mr Robert Baker  
C6 S1 HPW4  
This subject introduces the use of data bases with emphasis on applications in the small business and office environment. Students learn the nature of hierarchical and relational data bases and their application in selected commercial and professional settings.

TEED2115  
Business Studies 2  
Staff Contact: Mr Robert Baker  
C6 S1 HPW4  
Prerequisite: TEED1140  
This subject extends the students' knowledge of office procedures and practices. Students study the structure, procedures and operation associated with more complex business systems, including the computerisation of selected business systems.

TEED2117  
Systems Design Project  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
Prerequisite: TEED2113, TEED2114  
This subject enables students to design, produce and implement a small computer-based business project. Students gain experience in applying software and systems design principles in the development and evaluation of a small applications project in business.

TEED2118  
Work Experience  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
This subject is designed to provide monitored work experience for all students in selected business settings. It requires synthesis and application of some of the practical learning's and related experiences acquired during the program. Students undertake supervised and delegated clerical and business administration tasks, including tasks requiring competent use of microcomputers.

TEED2119  
Computers and People  
Staff Contact: Mr Robert Baker  
C6 S2 HPW4  
This subject considers the impact of computer and communication technology on people especially in their roles as individuals or as members of a team in the workforce. Students study the impact of computer technology on business, government and society in general, and the implications for individuals in the workplace and in other social contexts.

TEED2121  
BASIC Programming  
Staff Contact: Mr Robert Baker  
C6 S1 HPW4  
Prerequisites: TEED1137  
This subject introduces the fundamental concepts of the programming language called BASIC with an emphasis on structured programming. Students learn the fundamental constructs of the BASIC programming language, apply structured programming principles in designing solutions to business-oriented problems, and code these solutions.
TEED2122
Database Languages
Staff Contact: Mr Robert Baker
C6 S2 HPW4
Prerequisite: TEED2114

This subject develops in students the knowledge and skills needed to create database applications using commercially available database language packages. Students learn to implement database designs in a variety of specific commercial microcomputer database systems and on a variety of microcomputers.

Bachelor of Teaching (Primary)

TEED7110
Developmental Psychology 1: The Life Span
Staff Contact: Ms Debbie Scott
C3 S1 HPW2

An introduction to the principles and methodology of developmental psychology will be provided by the study of human development across the life span. Particular focus on early childhood language and cognition and on the techniques of child study will prepare for a detailed examination of the primary school child in Developmental Psychology 2.

TEED7111
Psychology of Teaching and Learning
Staff Contact: Ms Debbie Scott
C3 S1 HPW2

This subject introduces students to the ways in which school aged children learn and to the ways in which the teachers' behaviour can contribute to this process. Students will have opportunities to work with individuals and small groups of children to observe their learning patterns and to plan teaching and learning activities for them. Students will gain insights into the ways children at different ages think and feel about different subjects and the influences which peers, teachers, educational resources and the school and community context have upon the child's subsequent learning.

TEED7112
Developmental Psychology 2 Children 5 to 12 years
Staff Contact: Ms Debbie Scott
C3 S2 HPW2

The development of children aged five to twelve years will be studied. Attention will be given to physical, cognitive, social, moral and spiritual development. An historical perspective on child development and developmental problems associated with family breakdown and child abuse will be considered. Emphasis will be given to the further use of child study techniques and to the relationship of development to primary school education.

TEED7130
Teaching 1: Basic Skill
Staff Contact: Ms Debbie Scott
C3 S1 HPW2

This subject introduces students to the basic principles of teaching in primary classrooms. Students will have an opportunity to plan, to teach and to evaluate their teaching in a carefully controlled classroom setting. This subject also serves as a preparation for the students' first block practice teaching experience. Students will focus on teacher behaviours which have been shown through extensive research on teaching to contribute positively to student learning.

TEED7131
Teaching 2: Advanced Skills
Staff Contact: Ms Debbie Scott
C3 S2 HPW2
Prerequisite: TEED7130

This subject aims to provide opportunities for students to further develop the teaching skills introduced in Teaching 1: Basic Skills, but with a specific focus on classroom relations and management strategies. Positive discipline practices will be explored as a function of teacher leadership that fosters maximum self control in students. Disruptive behaviour will be studied as a phenomenon occurring in the group as well as by the individual. Some essential protocols of effective conflict resolution will be included.

TEED7150
English 1
Staff Contact: Ms Debbie Scott
C3 S1 HPW3

This subject is designed to enable students to read and evaluate a wide range of children's books suitable for use within a K-6 context. It aims to provide a basis in theory and practice, from which to consider the role of literature in the primary curriculum. Students will learn how to encourage children to read both extensively and intensively. A number of theoretical perspectives from which selected books can be studied will be presented, with a focus on strategies for classroom practice. The development of students' own analytical and teaching skills will be emphasised, in order to enrich children's learning through literature.

TEED7151
Mathematics 1
Staff Contact: Ms Debbie Scott
C3 S1 HPW3

This subject introduces the student to the K-6 Mathematics curriculum. An overview of the syllabus is provided. The role of the teacher as an active classroom researcher and reflective practitioner focussing on how children learn Mathematics is emphasised. In particular, this subject concentrates on how the child develops an understanding of Mathematical concepts. Appropriate early experiences in problem solving are explored. The skills and understanding required to teach the curriculum strand, Space, are given specific attention. Students must pass a basic mathematics skills test for a pass to be awarded in this subject.
TEED7152
Science and Technology 1
Staff Contact: Ms Debbie Scott
C3 S1 HPW3
The subject aims to introduce students to K-6 Science/Technology teaching and basic Computer skills. Emphasis will be placed on the processes of Investigating, Designing and Making, the Cognitive Development of K-6 children and appropriate lesson types for Primary Science and Technology classes. Subject content will include lesson planning, Science processes skills, Science and Technology lesson types, pupil-centred teaching and the needs of special groups using Living Things, Information and Service as topics. Students will engage in Science Microteaching in schools. Computer skills will be Word Processing and Database with emphasis on their use in writing Science and Technology assignments.

TEED7153
Human Society and Environment 1
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
This subject aims to familiarise students with expectations associated with the teaching of 'Human Society and Environment' at the primary level. Students will explore: the rationale underlying the Human Society and Environment Syllabus and related curriculum documents; recent initiatives and developments in the field of primary Social Studies including key content areas and perspectives; and teaching / learning strategies for effective teaching of Human Society and Environment. Expanding students’ knowledge and understanding of Australia’s parliamentary system to assist students to critically examine the benefits of democratic society will be given particular attention.

Subject to approval content may vary.

TEED7154
Personal Development Health and Physical Education 1
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
This subject aims to introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Sports and Games, Fitness and Lifestyle, and Safety. The emphasis will be placed upon developing the appropriate skills, knowledge and teaching strategies necessary to teach these selected content strands within the primary school. Motor development of the primary school child and developing the skills of observing and analysing movement will be given particular attention.

TEED7155
Creative and Practical Arts 1
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
There are two strands in this subject. The first strand is common to all students, the second is elected.

Strand 1. The Arts and Human Development
The subject will introduce students to the value of the arts to human development and help to clarify the nature of artistic skills. The development of artistic capacities will be studied in relation to specific media, to actions and to symbol system-utilised in various art forms. Educational aims and objectives in the creative and practical arts will also be examined as part of the investigation of the nature of artistic skills.

Strand 2. Choose one of the following:
(i) Art and Design
The subject will introduce students to visual arts education through the development of knowledge and skills in art making, criticism and art history. Practical studio activities will focus upon two dimensional studies in drawing and design and students will develop their language in the study of visual art forms. Practical activities in art making, criticism and history study will be linked to the K-6 Creative and Practical Arts Syllabus.

or
(ii) Music
This subject introduces students to teaching music in the primary school (K-6). The subject will be practically-based in making music, using a range of simple music making instruments and it is intended to build skills and assist students to become more confident in teaching music to primary aged children. The music component of the Creative and Practical Arts syllabus will be introduced and students will explore the nature and aims of music education and ways to achieve the aims in practice.

or
(iii) Drama and Play
This subject will introduce students to the fundamental processes of Drama Education through group work and practical applications. Concepts of child development and experiential learning process will be explored within a K-6 developmental perspective. There will be an introduction to, and investigation of, the drama component of the Primary, Creative and Practical Arts syllabus.

TEED7160
Practicum 1
Staff Contact: Ms Debbie Scott
C4 S1
The aim of the Practicum shall be to integrate relevant subjects studied during the academic year with their application during the Practicum in schools or other educational settings. The field experience shall be graduated in regard to its difficulty so that students can begin with exercises they can manage and progress to more difficult teaching procedures in a systematic way. One day a week is to be designated for field experiences throughout the three years. This day can be used for a range of field experiences relevant to subject knowledge. It can also be used to strengthen skill competences as required. In third year the students will be attached one day a week to the classes in which they are to do the practicum.

TEED7210
Developmental Psychology 3 - Children with Special Needs
Staff Contact: Dr Loretta Giorcelli
C3 S1 HPW2
The course extends students' knowledge to the psychology and pedagogy of children with special teaching and learning needs in the regular classroom. An exploration of the nature of the problems which inhibit learning and academic progress will provide a theoretical and practical framework for the selection of teaching strategies and techniques for these children. Issues covered will include understanding of individual differences, the scope of
exceptionality, integration/inclusion practices, specialist resources of the New South Wales Department of School Education, the major groupings of children with special needs and educational approaches. The impact of the child with disability on the family, the role of the interdisciplinary team and Special Education technology will be covered.

**TEED7211**  
**Schools and Society**  
*Staff Contact: Ms Debbie Scott*  
*C3 S2 HPW2*

The subject introduces the student to the field of sociology with an emphasis upon the major concepts and theories relevant to education and schooling in contemporary society. The subject is designed so that students will develop skill in critically analysing the place of education in society and the part they play as active social participants whether as students, teachers, administrators or concerned citizens in the process of education. Students are expected to demonstrate their competence in the subject in both written and oral form.

**TEED7230**  
**English as a Second Language**  
*Staff Contact: Ms Debbie Scott*  
*C3 S1 HPW2*

This subject will introduce students to current theory, research and practice in second language learning and teaching. Participants will examine current thinking in communicative and functional approaches to second language learning to understand their application to classroom practice. In particular, students will develop skills in preparing student profiles by observing children in the classroom and identifying the range of strategies second language learners use to learn oral and spoken English across the curriculum.

**TEED7231**  
**Curriculum and Teaching for the Student with Disabilities, Learning Difficulties and Behaviour Problems**  
*Staff Contact: Dr Loretta Giorcelli*  
*C3 SS HPW2*  
*Prerequisite: TEED7210*

Students will acquire appropriate and specific teaching and curriculum skills which can be applied regardless of a pupil's or a group of pupils' learning deficits and strengths. Instruction on the use of appropriate assessment procedures and developing individualised educational and or management programs, will give emphasis to the complex and interrelated nature of children's learning problems. Students will develop an ecological perspective of professional roles and responsibilities which teachers must assume in order to best serve children with special needs in the regular classroom.

Topics focus on the modification of instructional modalities and conditions; effective strategies for instruction, teaching basic thinking skills, developments in Computer Technology and their implications for the student with special needs. Students will have opportunity to work with a child(ren) with special needs in a school setting and are expected to assess the learning problem, develop an appropriate individual program and provide ongoing evaluations as part of the monitoring process.

**TEED7232**  
**Teaching and Curriculum for the Gifted and Talented Child**  
*Staff Contact: Ms Debbie Scott*  
*C3 SS HPW2*

The aim is to assist young teachers to identify gifted and talented children and differentiate the curriculum to respond more appropriately to their academic and social needs. The subject will introduce students to the concepts of giftedness and talent, and the subjective and objective procedures by which children of high intellectual potential can be recognised in the primary classroom. We will examine and practise ways of enriching and differentiating the curriculum to cater for gifted students in the regular classroom and in special programs. The effects of special groupings on the social and emotional development of gifted students will be carefully examined.

**TEED7233**  
**Teaching and Curriculum for the Aboriginal Child**  
*Staff Contact: Ms Debbie Scott*  
*C3 SS HPW2*

This subject is designed to develop student skills and knowledge in planning, teaching and evaluating a relevant curriculum, for Aboriginal children. Students are introduced to the Aboriginal Education Policy and develop strategies for effective implementation of this policy. The subject traces the major approaches to educational provision for Aborigines and Torres Strait Islanders through study of the period of initial contact, missionary activity in education, protective segregation, Assimilation and Multiculturalism. Examination of Contemporary approaches to education of Aboriginal people will include study of Aboriginal and Islander initiatives and innovations.

**TEED7234**  
**Teaching and Curriculum for the Child in the Western Metropolitan Region**  
*Staff Contact: Ms Debbie Scott*  
*C3 S1 HPW2*

Students examine significant characteristics of communities in the western and southwestern regions of Sydney and strategies for identifying and meeting the educational needs of the children and the community in school settings. A particular focus is on positive responses made by schools, for example, by building onto community strengths and by working through shared goals. The subject prepares students for a practicum in these “difficult to staff” regions through examining the impact on schools of cultural diversity and major social changes and through exploring some effective teaching strategies.

**TEED7235**  
**Teaching and Curriculum for the Child with English as a Second Language**  
*Staff Contact: Ms Debbie Scott*  
*C3 SS HPW2*

The subject introduces students to a variety of forms for structuring ESL programs in schools and to examine ways of programming to accommodate the range of organisational options using second language teaching and learning principles. Students will gather information from schools, research data from case studies, and examine school policy documents to identify the range of options for organising ESL in schools. Students will learn to apply principles of second language learning to selected
topics from the Key Learning Areas as a basis for planning, implementing and evaluating units of work to meet the varying levels of English language development of second language learners.

TEED7236
Teaching and Curriculum for the Child in a Rural Area
Staff Contact: Ms Debbie Scott
C3 S1 HPW2
The aim of this subject is to prepare students for some of the common and distinguishing features of teaching in rural schools. The characteristics of rural schools and their communities will be considered along with strategies for identifying and meeting the needs of children in such settings. Special attention will be paid to case studies of schools and the government policies associated with the betterment of education in both contexts. The subject prepares students for a practicum in these “difficult to staff” regions.

TEED7250
English 2
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
Prerequisites: TEED7150, TEED7160
This course seeks to provide a theoretical basis and practical experiences through which opportunities for developing young children’s early literacy may be implemented within a K-2 classroom context. Particular emphasis will be placed on students becoming familiar with a range of observational strategies for literacy to determine what children can do and are attempting to do. These observations will form the basis of planning and implementing programs of literacy instruction that are literature-based and supportive of individual literacy needs, including remediation.

TEED7251
Mathematics 2
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
Prerequisites: TEED7151, TEED7160
This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, the subject concentrates on how children develop the concepts associated with numeration and the skills and understanding necessary for computational manipulation. The calculator as a useful aid to learning is explored. The subjects focuses upon a thematic approach that includes art making, individual skills in art and design education and assist in the development of practical and critical skills are covered through class activities and field trips to schools.

TEED7252
Science and Technology 2
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
Prerequisites: TEED7132, TEED7152, TEED7160
This subject introduces students to the advanced process skills, guided discovery lessons and the transition to Formal Operations. Program sequences and integrated units are treated. Students teach guided discovery micro-lessons in schools. Content emphasis is on the Physical Sciences and Technological aspects with special attention to Natural phenomena, Products and Services. Students will develop their own program sequences and integrated units of work. Computer emphasis will be on Database, Spreadsheets (applied to Unit flowsheets), Simulation Adventure Games and Control Systems (with “Control LegoLogo”).

TEED7253
Human Society and Environment 2
Staff Contact: Ms Debbie Scott
C3 S2 HPW3
Prerequisites: TEED7153, TEED7160
This subject aims to provide students with expectations associated with the teaching of Human Society and Environment at the primary level in relation to Aboriginal Studies and perspective’s. It will focus on empowering students to understand and teach Aboriginal Studies effectively. Students will be assisted to: recognise the importance of teaching Aboriginal Studies; gain knowledge on the history and initiatives of Aboriginal people; learn some appropriate teaching skills and strategies for teaching Aboriginal Studies; Aboriginal perspective’s and Aboriginal Children in full consultation with local Aboriginal communities; and evaluate, devise and utilise appropriate Aboriginal Studies teaching resources.

Subject to approval content may vary.

TEED7254
Personal Development - Health and Physical Education 2
Staff Contact: Ms Debbie Scott
C3 S1 HPW3
Prerequisite: TEED7160
This subject aims to expand the concepts developed in Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Movement Exploration, Fitness and Lifestyle, and Health Decisions. The emphasis will be upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

TEED7255
Creative and Practical Arts 2
Staff Contact: Ms Debbie Scott
C3 S1 HPW3
Prerequisite: TEED7160
Choose one:

(i) Art and Design Education
The subject aims to assist students to further develop their individual skills in art and design education and assist in their understanding of suitable art and design education activities for children at the primary school level. Studio activities focus on colour and design. Curriculum planning focuses upon a thematic approach that includes art making, art criticism and art history. Teaching methods suitable to the development of practical and critical skills are covered through class activities and field trips to schools.

or

(ii) Music in the Classroom
This subject aims to give students further opportunities to refine their own personal music skills and develop successful music programs for K-6 pupils. The subject is designed to explore the nature and aims of music education and to develop an understanding of musical concepts through a variety of practical skills and musical instruments.
(iii) Foundation Principles of Drama Education

The practice of drama is related to current theories of learning. Conceptual frameworks, language development and dramatic forms will be explored. Practical activities focus on small group dynamics, and the media of drama. Students will develop skills in the development of narrative form, improvisational techniques; with social studies and literature being examined and interpreted through a variety of dramatic/performance modes of representation.

TEED7260
Practicum 2
Staff Contact: Ms Debbie Scott
C3 S1 HPW3
Prerequisite: TEED7160

See Practicum 1

TEED7310
TEED7310
Philosophy of Education
C3 S2 HPW2

Philosophy of Education involves critical examination of the processes of education. This subject allows students to focus on philosophical issues arising, in seminal instances, from in-school experiences (as a pupil and/or during practicum in previous sessions). At times schooling, as a social practice, gives rise to dilemmas for the practitioner which require consultation, discussion and reflection. This subject focuses on fundamental questions related to pedagogy, the curriculum and the social context of schooling. It is grounded in the pursuit of wisdom and enlightened practice based upon philosophical reflection, debate, and the reading of some of the relevant literature on the topic. Besides the use of writing, a signifying practice, in and out of class, students will collaborate in the preparation of seminars. Some of the areas and themes include: ethics, epistemology, politics, aesthetics, religion, social harmony, and security.

TEED7330
Teaching 3 - Programming and Evaluation
Staff Contact: Mr Bill Buckley
C3 S1 HPW2

This subject assists students to gain a practical knowledge of factors involved in curriculum programming and evaluation. They are required to apply various evaluation theories and measurement techniques relevant to the educational context. The subject is linked to the third year practicum. It requires students to plan, implement and evaluate units of work spanning a sequence of lessons for children in their practicum class within particular Key Learning Areas.

TEED7331
Teaching and Curriculum in English
Staff Contact: Mr Bill Buckley
C3 SS HPW2
Prerequisite: TEED7250

This course provides an introduction to the theoretical basis and practical experiences for observational assessment of individual children's reading and writing development within a K-6 context. Particular emphasis will be placed on literacy assessment procedures that include the identification of problems in reading, writing and spelling and strategies to help children overcome these difficulties.

TEED7332
Curriculum and Teaching in Mathematics
Staff Contact: Mr Bill Buckley
C3 SS HPW2
Prerequisite: TEED7251

This subject is designed for the student who has a special interest in the teaching and learning of Mathematics in the primary school. In particular, current research into exemplary classroom practice is investigated. Various strategies for the enhancement of the teaching of Mathematics in primary schools are considered in terms of the student, teacher and general school community.

TEED7333
Teaching and Curriculum in Science and Technology
Staff Contact: Mr Bill Buckley
C3 SS HPW2
Prerequisite: TEED7252

This subject is designed for the student who has a special interest in the use of the computer as a teaching/learning resource. In particular, the role of the computer in developing problem-solving skills is investigated. Recent developments in educational software and their application to the teaching/learning process are studied.

TEED7334
Teaching and Curriculum in Human Society and Environment
Staff Contact: Mr Bill Buckley
C3 SS HPW2

This optional subject aims to familiarise students with school-based approaches for curriculum and teaching in Human Society and Environment at the primary level. It focuses on expanding student's knowledge and understanding of the implementation of school-based curriculum. Students will identify recent initiatives in schools that meet the demands of new directions in this key learning areas. Students will accept responsibility for teaching all or part of a unit within the school-based curriculum, undertake a self-evaluation of their teaching and analyse the components of school-devised curriculum.

TEED7335
Teaching and Curriculum in Personal Development, Health and Physical Education
Staff Contact: Mr Bill Buckley
C3 SS HPW2

This subject aims to provide students with the opportunity to work with children who have poor coordination. The emphasis will be placed upon a movement analysis of the children's' movement patterns and the development of an individualised program aimed at providing the child with efficient basic skills. Skills include body awareness, transfer of weight and landing which are incorporated into walking, running, skipping, throwing, catching and striking.

TEED7336
Teaching and Curriculum in Creative and Practical Arts
Staff Contact: Mr Bill Buckley
C3 SS HPW2

Choose one:

(1) Art and Design Education

This subject is intended to provide students with curriculum planning activities and practical studio experiences that will
be of assistance to them in planning art and design education curriculum for specific age groups (K-6). Students are introduced to the scope and sequence of a variety of art and design programs that are especially designed to encourage creative responding and they will be expected to plan a unit of work in art or design education for a specific student population.

or

(ii) Music
The subject provides students with an introduction to music teaching for the age K-6. It is a very practical subject designed to improve and build skills in music making as well as preparing students to teach music effectively in the classroom. The subject is designed to explore the nature and aims of music education and to develop understanding through a variety of practical activities.

or

(iii) Drama and Play
This subject introduces students to the fundamental processes of Drama Education through the acquisition of knowledge and skills in the development of drama, based upon applied methods, with group work a feature of the course approach.

TEED7350
English 3
Staff Contact: Mr Bill Buckley
C3 S1 HPW3
The subject is designed to enable students to plan and evaluate for literacy within a 36 Primary classroom. It aims to provide a theoretical base and practice from which to consider children's developing literacy needs. Particular emphasis is placed on the various genres and purpose of text that children in the primary school are likely to encounter during reading and writing experiences. Emphasis is made on how teachers are able to provide demonstration of reading and writing processes so that information, organization and associated conventions of particular genres are taught. Evaluation and monitoring of children's progress is stressed as the source of teacher planning for programs of literacy instruction.

TEED7351
Mathematics 3
Staff Contact: Mr Bill Buckley
C3 S1 HPW3
Prerequisites: TEED7251, TEED7260
This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics, is emphasised. In particular, this subject explores the curriculum strand: Measurement, incorporating extensive use of the environment. The various techniques for evaluation, assessment and programming are examined. The central nature of problem solving in Mathematics is reinforced. Current issues in Mathematics education are considered.

TEED7352
Science and Technology 3
Staff Contact: Mr Bill Buckley
C3 S1 HPW3
Prerequisites: TEED7132, TEED7260
The subject aims to introduce students to scientific and technological aspects of natural and built environments which can be learned by K-6 pupils. Content centres about ecological considerations of the earth and its surroundings in space, the natural and the built environment. Natural resources, products and services and the means of production are considered from a standpoint of ecologically sustainable utilisation of resources. Pollution, waste disposal and controversial issues such as 'greenhouse effect' and ozone depletion will be considered from a Media Resources of some aspect of the natural/built environment and examine the use of electronic control systems, information processing and electronic communication. The Interactive teaching approach is explored. Excursions are a source for some of the information. Computer simulations and computer mail are utilised.

TEED7353
Human Society and Environment
Staff Contact: Mr Bill Buckley
C3 S2 HPW3
Prerequisites: TEED7253, TEED7260
This subject aims to familiarise students with expectations associated with teaching about our rapidly changing Australian and global society at the primary level. It will focus on developing students' skills in program planning, unit writing and evaluation in the area of Human Society and Environment. Students will be taught the skills of curriculum planning and integration unit development incorporating Australian history, global education and environmental education.

Subject to approval content may vary.

TEED7354
Personal Development, Health and Physical Education 3
Staff Contact: Mr Bill Buckley
C3 S2 HPW3
Prerequisite: TEED7260
This subject aims to review and consolidate the concepts developed by Personal Development, Health and Physical Education and through the study of the selected content strands of Dance, Interpersonal Relationships and Growth and Development. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

TEED7355
Creative and Practical Arts 3
Staff Contact: Mr Bill Buckley
C3 S2 HPW3
Prerequisites: TEED7255, TEED7260
Choose one:

(i) Art and Design Education
This subject continues to extend students' abilities in art and design education. Whole school planning in art and design education (K-6) are studied and practical experience are provided in three-dimensional studies. Teaching methods appropriate to the development of practical and critical skills in art and design education teaching are covered through classroom activities and field trips to schools.

or

(ii) Music Across the School
This subject aims to continue the curriculum development and practical music making activities from the previous two subjects in Music. The subject reviews suitable music
activities for K-6 children and plan a basic music program for K-6 that could be implemented in a school. Musical skills and teaching methods continue to be identified and practised so that students are more able to initiate an effective music program.

(iii) The Dramatic Curriculum

Students will develop an understanding of how the aesthetic art experience can be integrated into classroom learning. Teaching skills of students will be developed through a range of dramatic methodologies; to include the application of specific forms such as Readers Theatre, Documentary narrative structures, Playbuilding and other forms. Programming, course development and evaluation procedures are basic elements in the Dramatic Curriculum.

TEED7360
Practicum 3
Staff Contact: Mr Bill Buckley
C4 S1
Prerequisite: TEED7260
See Practicum 1.

Bachelor of Education (Primary)

TEED8110
Recent Research In Primary Education
Staff Contact: Dr Alan Watson
C5 SS HPW2
This 'shelf' subject aims to familiarise students with recent research in a particular aspect of primary education and to subject the literature in an area to critical scrutiny, students trace the theoretical roots of the research and indicate ways in which the research has effected practice. They are expected to demonstrate their subject competence through a class presentation.

TEED8111
Educational Psychology
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject will focus on recent developments in educational psychology as they inform decision making in education. Themes studied include learning, memory, classroom management, motivation and instruction within a framework of providing for individual differences in the setting of a primary school class.

TEED8112
Developmental Psychology 4
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject will extend students' knowledge of human development, particularly middle childhood, in relation to school education. In building on the earlier study of this subject, attention is given to cognitive and affective development and the relationship of the two, to process change as it effects school learning in subjects such as English, Mathematics and Social Studies, and to influences on the individual which are mediated by societal and family change. Practical exercises extend research skills of observation and interpretation.

TEED8113 Contemporary Developments in Primary Education
Staff Contact: Dr Alan Watson
C5 SS HPW2
This 'shelf' subject aims to familiarise students with contemporary developments in a particular aspect of primary education, to trace the evolution of the development, to indicate some of the positive and negative aspects of the developments and examine problems and issues which have arisen, or might arise, as a result of the developments. Irrespective of the particular area of contemporary developments dealt with through this subject there is consideration of the political, economic, social or educational basis for the developments. The nature and scope of the developments are studied as are the implications for the education system and the teachers and children within it.

TEED8114
Sociology of Education
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject extends the student's understanding of the sociology of education with a focus on educational concerns of particular relevance to Australian society. It provides an in depth examination of such topics as sexism in the classroom, the effects of societal racism upon schools, students and teachers and the relationship between policies of the state and regimentation in the school. Students are expected to identify critical education issues, develop relevant research skills and write a professionally complete report. In addition, students are expected to demonstrate their subject competence through a class presentation.

TEED8117
Education Research Methods A
Staff Contact: Prof Michael Dunkin
C5 SS HPW2R
Survey techniques in education research, including paper-and-pencil instruments, structured interviews, and system-based observation; major types of research design in quantitative research in education. Statistical methods treated include parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of differences, and elementary analysis of variance. The use of at least one major statistical package, such as SPSSx.

TEED8118
Education Research Methods B
Staff Contact: Prof Michael Dunkin
C5 SS HPW2
Action research, ethnographic research and case study methods. Topics treated in depth include: conceptual analysis; participant observation; interviewing; the use of
written and non-written sources; grounded theory; triangulation; and strategies for collaborative research. The use of computers with qualitative data.

**TEED8119**  
**Thesis Design and Preparation**  
*Staff Contact: Prof Michael Dunkin*  
*C5*

This subject is intended to assist students to develop their thesis proposals and make significant progress in locating, reading and synthesising literature on their thesis topics. It is mainly an individualised subject in which students are guided by their supervisors.

**TEED8120**  
**Honours Thesis**  
*Staff Contact: Prof Michael Dunkin*  
*C15*

The student is required to submit a thesis embodying the results of an investigation on a topic relevant to Education and approved by the Head of School. Such work will be carried out under the direction of a supervisor appointed from full-time members of academic staff of the School of Teacher Education.

**TEED8121**  
**Thesis Seminar**  
*Staff Contact: Prof Michael Dunkin*

This is an informal, non-assessable subject intended to promote collegiality among honours students engaged in their thesis research. The subject is also intended to assist students in maintaining breadth of knowledge of, and interest in, educational research. Students meet with supervisors and the Coordinator of the Honours program once a month.

**TEED8122**  
**Trends In Research on Children**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*

Examines recent research on the development of children in relation to school education. Topics to be covered may include the following: the development of children's knowledge; family and societal change and their effects on schooling; self regulation and learning; affective processes and school motivation and social cognition and schooling. Critical review of recent research and integration of knowledge within theoretical frameworks are required.

**TEED8123**  
**Trends In Research in Classrooms**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*

The study of recent important trends in research on teaching. Topics considered include observational research in classrooms; student characteristics and classroom behaviour; classroom behaviour and student achievement; and teacher and student cognitions. Emphasis in teaching with methods is placed on workshop activity with protocol materials such as lesson transcripts and the examination of research literature.

**TEED8130**  
**Models of Curriculum Development**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*

This subject examines curriculum design processes at the level of the classroom, the whole school and the cluster of schools. Models and theories of curriculum development, planning and evaluation strategies and factors which facilitate and inhibit the curriculum's effectiveness will be studied. Practical work requiring implementation and evaluation in educational settings is required.

**TEED8131**  
**Field Based Project**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*

This subject offers students the opportunity to extend knowledge and skills gained in earlier courses. Students undertake action research in planning, monitoring and evaluating a school or field-based project. The project may be curriculum based or involve aspects of school organization and administration, welfare and management topics, staff development and in-service or action research in the field of teaching/learning. Students are select a topic in a field of education related to their interests and professional involvement. The subject provides an opportunity for students to integrate their project with their overall professional development. It also provides students with opportunities to use advanced skills in project planning, construction and analysis.

**TEED8132**  
**Current Approaches in English as a Second Language**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*

This subject deals with the teaching and learning of English as a second language across the six Key Learning Areas. The emphasis of the subject is to review and critique research on second language acquisition and learning, explore the potential of a functional approach to language to ESL teaching and learning, consider the range of differences in the spoken and written English language proficiency of the learner, and bring this knowledge together to make informed decisions about teaching English as a second language. Participants investigate the social, psychological and cultural context of learning English as a second language in primary schools, examine assumptions about first and second language learning and literacy and apply principles of second language learning to classroom practice.

**TEED8133**  
**Current Approaches in Education for Gifted and Talented Children**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*

The aim is to assist teachers to identify contexts which facilitate or impede the full development of high intellectual potential in children. The subject critically examines the theories of giftedness and talent which currently influence Australian schools and education systems. Current research on the cognitive and affective development of gifted and talented children will be examined for its applicability to the development of programs and curricula for gifted students both in the regular classroom and in
special settings such as withdrawal programs, opportunity classes, interest clubs and mentor programs.

TEED8134
Current Approaches in Education for Students with Disabilities, Learning Difficulty or Behaviour Disorder.
Staff Contact: Dr Loretta Giorcelli
C5 SS HPW2
This subject promotes understanding and develop critical appreciation of the main educational, paramedical, medical, administrative and social problems and issues of concern to children, parents, practicing teachers, therapists and other professionals comprising the multidisciplinary team. It develops insights into the nature and diversity of Special Education and the psychological, physical and sociological factors which affect teaching and learning in an ever changing technological environment.

Generic components include knowing the child and the range of factors which influence development, learning characteristics and performance, identifying and assessing special educational needs and meeting individual needs. Specialised components may include the education of children with severe, profound and multiple disabilities, the education of pupils with emotional and behavioural difficulties, curriculum development for pupils with moderate learning difficulties, pupils with special needs in the regular school. All components are treated in context of the prevailing educational policies, the available specialized personnel, resources and service units within the NSW Department of School Education. State, National and International procedures, policies and practices will provide a comparative perspective.

TEED8150
English 4A
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject provides students with opportunities to review current research findings and publications on children's television decoding skills and viewing habits. As well, it deals with the processes of how the medium of television constructs realities. Included in this treatment are cultural practices and values, how audiences develop meanings and the agents and techniques which are employed.

TEED8151
English 4B
Staff Contact: Dr Alan Watson
C5 SS HPW2
This course seeks to provide a theoretical basis and practical experiences for developing observational assessments of individual children's reading and writing development within a K-6 Primary context. Particular emphasis is placed on literacy assessment procedures that include the functions of writing and spelling which have been shown to affect and be affected by children's ability to read. Assessment procedures will include those that monitor handwriting, writing, spelling, silent and oral reading. From these observations, planned programs of literacy instruction can be designed to suit learners needs in the next step of their development.

TEED8152
Mathematics 4A
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject is designed to take students beyond the detail of the K-6 Mathematics syllabus. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, methods, strategies and resources which enhance the teaching and learning of Mathematics and support the principles and philosophy of the K-6 syllabus are carefully considered. Diagnostic remediation and extension work in the classroom are also covered.

TEED8153
Mathematics 4B
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject focuses on research in Mathematics education and its application in the classroom. Particular attention is paid to relating, theoretical considerations of the literature to classroom practice.

TEED8154
Science and Technology 4A
Staff Contact: Dr Alan Watson
C5 SS HPW2
The subject aims to introduce students to new developments in Science and Technology K-6 Syllabus. Students construct a substantial teaching unit and appropriate resources for Science and Technology K-6 teaching, formulate and communicate their teaching philosophy and teaching strategies and carry out a review of some aspect of their School's Science and Technology K-6 Policy or Program.

TEED8155
Science and Technology 4B
Staff Contact: Dr Alan Watson
C5 SS HPW2
This subject focuses on recent developments in computer education and their application in the classroom. In this subject, students critically investigate areas of the literature in computer education. Students are required to pursue areas of computer implementation at depth. Such areas might include Logo, Special education, courseware development and computers in educational administration.

TEED8156
Human Society and Environment 4A
Staff Contact: Dr Alan Watson
C5 SS HPW2
This optional subject aims to familiarise students with new directions in the key learning area of Human Society and Environment. It will focus on expanding students' knowledge of current research findings in Social Education so that they will be better able to implement current research findings in Social Education so that they will be better able to implement current innovations in the classroom context. Students critically analyse the Social Education research literature, departmental documents, school-devised policy documents and newly developed curriculum resources. Students gain a greater knowledge and understanding of new teaching strategies and subject matter in the key learning area of Human Society and
Environment. Current innovations are examined in the classroom context.

**TEED8157**  
**Human Society and Environment 4B**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
This subject aims to familiarise students with expectations associated with teaching about contemporary issues. It focuses on expanding students' knowledge and understanding of current issues of interest in Australian and global society. Students study the causes and consequences of current concerns and critically evaluate proposed solutions to social problems.  
Significant issues are explored utilising historical, current and futures perspective's. Teaching principles and skills are applied to develop teaching resources.

**TEED8158**  
**Personal Development, Health and Physical Education 4A**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
This subject aims to provide the student with an opportunity to examine the implementation process of planning, programming, teaching and evaluating in selected content strands of Personal Development, Health and Physical Education in the primary school. The focus of the subject involves specialization in two or three content strands; Fitness and Lifestyle (Fitness Programming and Evaluation), Games and Sport ('Aussie Sports') Growth and Development.

**TEED8159**  
**Personal Development Health and Physical Education 4B**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
This subject aims to involve students in the examination, evaluation and development of health promotion in the primary school. In this subject, students critically examine current policies and programs in NSW for the promotion of health in schools within the context of the Personal Development, Health and Physical Education Syllabus. Students will identify specific health needs of children in a particular school, determine priority areas for action and design a program based on these needs and the availability of local resources.

**TEED8160**  
**Creative and Practical Arts 4: Music**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
This subject has been designed for the practising classroom teacher. It promotes strategies and ideas for teaching music in their classroom. It is based on practical activities, and provide the opportunity to learn, or have further study of, classroom instruments. It assists with programming and designing successful music programs from K-6 and in integrating music with other curriculum areas. It examines the different approaches to Music Education with particular attention to the Orff and Kodaly approaches.

**TEED8161**  
**Creative and Practical Arts 4: Art**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
The subject introduces contemporary issues affecting visual arts education from both a national and international perspective. Issues such as discipline-based art education, art programs for the gifted and talented and art and technology are assessed within the context of developing school policies, the syllabus and educational initiatives in various school systems. A program of practical studies in art is designed to assist students to better understand the importance of sequenced art activities that specify activities in art making, art criticism and art history study.

**TEED8162**  
**Creative and Practical Arts 4: Design**  
*Staff Contact: Dr Alan Watson*  
*SS HPW2*  
The subject is intended to review the development of design education nationally and internationally and to clarify the scope and opportunities for the development of design education in the primary school. Design technologies ranging from simple technical processes to the more sophisticated high technology processes, including computer technology are studied and practical workshops in a selected range of technologies will assist students to better understand the process of design. Students are required to study the significance of design to culture and there will be opportunities to investigate case studies of design technology in different cultural groups that may be introduced into the syllabus.

**TEED8163**  
**Creative and Practical Arts 4: Drama**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
Students will be involved in the creative development of a theatre performance project for schools, with levels appropriate to the K-6 child. The work is an original, group devised performance text relating to aspects of the Primary Curriculum. The K-6 Performance Unit is part of a developmental program which requires a high degree of commitment, with students required to demonstrate the skills of writer director, performer, designer, production manager, with some technical expertise in sound an advantage. The course involves attendance at the work of current Theatre in Education companies in the K-6 field. Students are expected to participate in all aspects of the Performance Unit.

**TEED8171**  
**Contemporary Issues in Education and Social Responsibility**  
*Staff Contact: Dr Alan Watson*  
*C5 SS HPW2*  
This subject examines the prevailing winds of change in educational policy and practice, and attempts to assess the responsibility of the teaching profession in responding to contemporary national and global challenges.  
Particular attention will be paid to aspects of the intellectual, legal, economic cultural and vocational contexts of contemporary schooling, and the role of teachers in shaping policies to meet the future needs of the nation and its children.
**Professional Ethics for Teachers**

*Staff Contact: Dr Alan Watson*  
C5 SS HPW2

The responsibilities of teachers in relation to the expectations of pupils, parents, government and employers is examined against a background of ethical theory.

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**Graduate Study**

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**Course Outlines**

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**1940**

**Doctor of Philosophy**

*PhD*

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

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**5560**

**Graduate Diploma in Education (Secondary)**

*DipEd*

The Program

A course leading to the award of the Diploma in Education is available to graduates of The University of New South Wales or other approved universities. The course is designed to give professional training in education to graduate students. It is a full-time course taken over one year.

Teaching Methods

The course requires students to study in each of two single method subjects or in one double Method subject. Students must meet entry prerequisites to be eligible to apply for admission and to undertake their preferred teaching methods. Prospective students should contact the School of Teacher Education to ascertain entry prerequisites and the availability of specific teaching methods.

Only certain single method subject combinations are permissible and not all method subjects may be available in any given year. The availability of language Methods other than English will be subject to student numbers.

Programs of Study

Students are required to enrol under a specific program of study determined by the method subjects being undertaken within the course:

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<table>
<thead>
<tr>
<th>Program Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>1000</td>
<td>Students undertaking one double method or two single methods</td>
</tr>
<tr>
<td>2000</td>
<td>Students undertaking two single methods, one of which is a LOTE method (Language Other Than English) requiring the undertaking of the subject Language Maintenance A</td>
</tr>
<tr>
<td>3000</td>
<td>Students undertaking two single methods, both of which are LOTE methods requiring the undertaking of subjects Language Maintenance A and Language Maintenance B</td>
</tr>
</tbody>
</table>

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**Single Method Subjects**

<table>
<thead>
<tr>
<th>Method</th>
<th>Year Offered</th>
<th>Number of Hours</th>
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</thead>
<tbody>
<tr>
<td>TEDG6122</td>
<td>1996</td>
<td>68</td>
</tr>
<tr>
<td>TEDG6123</td>
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<td>TEDG6126</td>
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<td>1995</td>
<td>68</td>
</tr>
<tr>
<td>TEDG6133</td>
<td>1996</td>
<td>68</td>
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</tbody>
</table>

The following combination of single methods would normally be permissible:

- Drama Method and English Method
- Drama Method and History Method
- English Method and History Method
- A language Method and another language Method
- English Method and English as a Second Language Method
- Computer Studies Method and Mathematics Method.
Students undertaking one LOTE (Language Other Than English) method are required to undertake the subject Language Maintenance A. Students undertaking two LOTE methods are required to undertake the subjects Language Maintenance A and Language Maintenance B.

**Language Maintenance Subjects**

<table>
<thead>
<tr>
<th>Method Subject(s)</th>
<th>Number of Hours</th>
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<tbody>
<tr>
<td>TEDG6134 Language Maintenance A</td>
<td>36</td>
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<tr>
<td>TEDG6135 Language Maintenance B</td>
<td>36</td>
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</table>

**Double Method Subjects**

<table>
<thead>
<tr>
<th>Method Subject(s)</th>
<th>Year Offered</th>
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</thead>
<tbody>
<tr>
<td>TEDG6136 Mathematics</td>
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<td>136</td>
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<tr>
<td>TEDG6136 Mathematics</td>
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<td>TEDG6137 Physical Education</td>
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<tr>
<td>TEDG6138 Science</td>
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**Other Subjects**

<table>
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<th>Method Subject(s)</th>
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<tr>
<td>TEDG6139 Special Education</td>
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<tr>
<td>TEDG6140 Adolescent Learning and Development</td>
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<td>TEDG6141 Educational Elective A</td>
<td>16</td>
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<tr>
<td>TEDG6142 Educational Elective B</td>
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<tr>
<td>TEDG6143 Professional Issues and Responsibilities</td>
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<tr>
<td>TEDG6145 Teaching Experience</td>
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<td>Preparing for Teaching</td>
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<tr>
<td>Microteaching</td>
<td>18</td>
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<tr>
<td>Teaching Practice</td>
<td>220</td>
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</table>

**Field Experience**

There are three strands to the subject Teaching Experience in which field experience is undertaken: Preparing for Teaching, Microteaching, and Teaching Practice. Students are required to satisfy requirements in both Preparing for Teaching and Microteaching before being allowed to participate in the 7 week block teaching component of Teaching Practice.

**Special Rules Regarding Re-enrolment**

Candidates who fail in either two single method subjects, one double method subject or in the subject Teaching Experience will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.

**Schedule of Subjects**

<table>
<thead>
<tr>
<th>Session</th>
<th>Method Subject(s)*</th>
<th>Weeks</th>
<th>HPW</th>
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<tr>
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<td>Language Maintenance A</td>
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<td>14</td>
</tr>
<tr>
<td>TEDG6135</td>
<td>Language Maintenance B</td>
<td>0.5</td>
<td>14</td>
</tr>
<tr>
<td>TEDG6139</td>
<td>Special Education</td>
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<td>14</td>
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<tr>
<td>TEDG6140</td>
<td>Adolescent Learning and Development</td>
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<tr>
<td>TEDG6144</td>
<td>Professional Issues and Responsibilities</td>
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<td>14</td>
</tr>
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</table>

5610 Graduate Diploma of Educational Studies (Computer Education)

**GradDipEdStuds**

The School offers a course leading to the award of Graduate Diploma of Educational Studies (Computer Education).

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of the computer in teaching/learning situations;
- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;
- evaluate the educational worth of available software;
- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;
- develop understandings and competencies in the principles of structured computer programming;
- develop computer awareness in their students;
- develop those skills and attitudes which enable them to provide leadership in the development of computing policy in their educational setting.

**Credit Point Requirements**

The credit points allocated for successful completion of each subject are shown in the schedule of subjects. Successful completion of the Graduate Diploma of Educational Studies requires a total of 48 credit points.
Schedule of Subjects

The course is offered as part-time study over two years (4 four sessions). All subjects shown as three hours per week include one hour per week independent computer laboratory work.

Year 1

Session 1
Education Studies:
TEDG2022 Computers and Teaching 1: Courseware 4 3
TEDG2011 Information Technology and Society 4 2

Applied Computer Studies:
TEDG5646 Information Processing 1: Word Processing 4 3

Session 2
Education Studies:
TEDG0011 Computers and Teaching 2: Curriculum 4 2

Computer Studies:
TEDG5613 Programming and Problem Solving 4 3

Applied Computer Studies:
TEDG5657 Information Processing 2: Spreadsheets and Databases 4 3

Year 2

Session 1
Education Studies:
TEDG0022 Computers and Teaching 3: Applications 4 2
TEDG5635 Curriculum Project 4 3

Computer Studies:
TEDG5624 Programming Techniques 4 3

Applied Computer Studies:
TEDG5668 Information Processing 3: Hardware 4 3

Session 2
Elective Studies:
First Elective Study 6 3
Second Elective Study 6 3

Total Credit Points 48

2995

Master of Education in Teaching (by Research)

MEdTeach

The MEdTeach (by Research) Program

This is a research degree requiring an original contribution to knowledge in an approved subject. The degree is awarded with the grade of Honours Class 1 or Class 2. In addition to a thesis, each candidate is required to complete two one-session subjects, usually TEDG1204 Research Methods in Education A and TEDG1205 Research Methods in Education B, normally in the first year or registration.
Session 2

<table>
<thead>
<tr>
<th>Studies in Teaching:</th>
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<tbody>
<tr>
<td>TEDG1102 Computers and Teaching</td>
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<tr>
<td>TEDG1103 Computers and the Learning Process</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TEDG1107 Managing with Computers in Schools</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TEDG1108 Teaching Curriculum Courses in Computing</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TEDG1122 Scientific Concept Development Children</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>TEDG1131 Educating the Student with Disability, Learning Difficulty or Behaviour Disorder</td>
<td>1</td>
<td>2</td>
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<table>
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<tr>
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<tr>
<td>TEDG1202 Teacher Education and Professional Development</td>
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<tr>
<td>TEDG1205 Research Methods in Education B</td>
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Projects**

<table>
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<tr>
<th>Projects</th>
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<tbody>
<tr>
<td>TEDG1301 One-unit Project</td>
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<tr>
<td>TEDG1302 Two-unit Project</td>
<td>2</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Availability is subject to approval.

** Projects may be approved in any of the Studies in Teaching and Studies in Education listed above and may be taken in either session 1 or session 2.

Subject Descriptions

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

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Graduate Diploma of Educational Studies (Computer Education)

Education Studies

TEDG2011
Information Technology and Society
Staff Contact: Mrs Kaye Placing
C4 S1 HPW2

This subject is designed to provide students with an understanding of the impact of information technology on society. Students examine the impact of Information Technology in a broad variety of fields in modern society. They develop a critical awareness of the social and philosophical implications of the use of computers in society, industry and education.

TEDG2022
Computers and Teaching 1: Courseware
Staff Contact: Mrs Kaye Placing
C4 S1 HPW3

This subject is designed to enable students to examine a range of educational courseware in the context of an analysis of the teaching learning process. Models of teaching and learning and their classroom implications will be discussed. A representative range of educational courseware will be examined, and a discussion of the use of courseware in teaching will be undertaken.

TEDG2032
Computers and Teaching 2: Curriculum
Staff Contact: Mrs Kaye Placing
C4 S2 HPW2

This subject builds on Computers and Teaching 1. It is designed to provide students with a broad view of how computers can be used across the curriculum, and to continue to develop their understanding of how computers can be applied in their own teaching specialty (i.e. infants, primary, secondary geography, TAFE accountancy etc.). The curriculum process is reviewed and theories of curriculum development are examined. Students undertake a critical appraisal of teaching with computers in a variety of curriculum applications, and will discuss practical issues involved in using computers in teaching.

TEDG2042
Computers and Teaching 3: Applications
Staff Contact: Mrs Kaye Placing
C4 S2 HPW2

Prerequisite: TEDG2022

This subject is designed to focus in detail on the applications of the computer in teaching specific subject areas. Students examine the rationale for employing computers in specific teaching fields, and will critically examine applications of computers in the chosen field.

Applied Computer Studies

TEDG5646
Information Processing 1: Word Processing
Staff Contact: Mrs Kaye Placing
C4 S1 HPW3

This subject is designed to give an overview of the use of the computer as an information processing tool in educational settings. In Information Processing 1 particular emphasis is placed on word processors and graphics packages, with an introduction to communications and
database software. This course unit, and Information Processing 2, are directed toward the end-user rather than the specialist and as such take a broad perspective concerning the applications discussed.

TEDG5657
Information Processing 2: SS and DB
Staff Contact: Mrs Kaye Placing
C4 S2 HPW3
Prerequisite: TEDG5646

This subject is designed to extend the studies in Information Processing begun in Information Processing 1. As with Information Processing 1, it is directed toward the end-user rather than the specialist and as such takes a broad perspective concerning the applications discussed. A detailed examination of the educational applications of spreadsheets and databases is undertaken in this subject, and integrated packages are examined.

TEDG5668
Information Processing 3: Hardware
Staff Contact: Mrs Kaye Placing
C4 S1 HPW3
Prerequisite: TEDG5657

This subject is designed to extend the study of microcomputer equipment introduced in Information Processing 1. Students study the function and operation of the principal hardware components of a microcomputer and common peripherals, and the different protocols used in interfacing peripherals to a microcomputer. Students learn simple routine maintenance procedures and basic fault finding procedures for educational microcomputer equipment.

Computer Studies

TEDG5613
Program and Problem Solving
Staff Contact: Mrs Kaye Placing
C4 S2 HPW3

This subject is designed to introduce the student to the fundamentals of the principles of computer programming in the educational context. A discussion of problem solving by computers leads to the introduction of programming techniques and software engineering principles. Students design, write and test simple structured computer programs. Examples may be given from a variety of computer languages, one of which is selected as the main vehicle of instruction.

Elective Studies

Year 2

TEDG5624
Programming Techniques
Staff Contact: Mrs Kaye Placing
C4 S1 HPW3
Prerequisite: TEDG5613

This elective subject is designed to extend the fundamentals of the principles of computer programming in the educational context. In the educational programming context, students learn searching and sorting techniques. They develop an understanding of the handling of lists and arrays, records and fields, and sequential and random access files.

TEDG5635
Curriculum Project
Staff Contact: Mrs Kaye Placing
C4 S1 HPW3

This elective subject is designed to introduce students to action research in computer education. Students will learn the concepts and methods of action research, and will undertake an action research project involving the implementation of a curriculum unit using a computer software package.

TEDG2031
Computers in Educational Administration
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisites: TEDG5657, TEDG5613

This elective subject explores the use of microcomputers in educational administration. The basic concepts of data processing and systems analysis applied to educational administration tasks. Students develop their skills using a particular package which meets their administrative needs.

TEDG5671
Designing Educational Packages
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisite: TEDG0011

This elective subject considers in detail the procedures involved in designing, producing and validating educational material which involves the computer as a central element. Students specify an educational design for such material, formulate a logical procedure flow for this design, outline the hardware and programming implications of the design, specify an appropriate validation procedure for the package, and produce complete user documentation.

TEDG5682
Expert Systems and Education
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisites: TEDG2022, TEDG5657, TEDG5613

This elective subject seeks to develop students' understanding of expert systems and their social and educational implications. Students learn how expert systems work and study samples of expert systems in use. Students use expert system shells to gain practice in building expert systems in their area of specialization.

TEDG5693
Independent Study
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisites: Those course units as determined by the supervising lecturer

This elective subject is designed to allow a student to demonstrate his/her ability to articulate the theory and practice of education with that of computers by undertaking an approved and supervised project in an area of computer education of particular interest to the student. The project may take one of a number of forms, for example a scholarly literature review, an empirical research study, a curriculum project, or a software coding project.
TEDG5021
Logo
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
This elective subject is designed to introduce students to Logo as a concept, a problem solving tool, a learning aid and a structured programming language. In addition to studying turtle geometry, students examine Logo as a list processing language, problem solving in Logo, and the philosophy of Logo.

TEDG5715
Machine Language Applications
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisites: TEDG5668, TEDG5613
This elective subject is designed to build on Programming and Problem Solving and Information Processing to develop applications requiring machine language programming to increase processing speed and to facilitate interfacing microcomputers to monitoring, control and other devices. Program modules are developed to perform a variety of tasks which have relevance to educational computing.

TEDG5704
Programming Applications
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisite: TEDG5613
This subject is designed to build on the structured programming principles developed in Programming and Problem Solving, with an emphasis on educational programming applications. Students learn a structured form of Basic and apply this to the development of program modules using a variety of computing techniques.

TEDG5602
Teaching Curriculum Courses in Computing
Staff Contact: Mrs Kaye Placing
C6 S2 HPW3
Prerequisites: All Session 1, 2 & 3 course units including Programming Techniques as the session 3 choice
This subject is designed to assist students preparing to teach secondary school courses in Computer Awareness and junior and senior level Computing Studies. It considers each course in detail and focuses on the methodology of teaching computing courses in school.

An examination undertaken of the content area of these courses, approaches to sequencing teaching units in these courses, the management of practical activities, assessment techniques, and resource selection.

Graduate Diploma in Education
TEDG6123
Drama Method
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4 S2 HPW3)
Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7-12 includes consideration of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures. The subject also encourages students to develop workshop techniques for teaching theatre arts and to identify an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: e.g. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, diirection.

TEDG6124
English Method
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4 S2 HPW3)
This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The junior syllabus emphasises the value of student-centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. In this subject students will participate in the same kind of learning activities they will be using with secondary pupils, activities such as working in small groups to prepare resources they can use in teaching.

TEDG6125
English as a Second Language Method
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4 S2 HPW3)
In this subject, the student is acquainted with various aspects of language and language theory. The strand introduces the student to various teaching skills and strategies, different lesson types and the fundamentals of planning units or work. Attention is given to principles for the evaluation of teaching materials and possible strategies for their use. Students are made familiar with principles and procedures associated with student assessment and classroom management.

TEDG6126 Chinese Method
TEDG6127 French Method
TEDG6129 Spanish Method
TEDG6130 German Method
TEDG6131 Indonesian Method
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4, S2 HPW3)
These language method subjects involve the study of a variety of methodological approaches to the teaching of these subjects in secondary schools. Some attention is also given to the historical development of these methods and to linguistics as a discipline. Current syllabuses and means for implementing them are discussed. Issues such as motivational problems, assessment procedures and management issues are also considered. Practical sessions involving different audio-visual approaches are provided.
TEDG6133
History Method
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4 S2 HPW3)
A workshop approach using group work is adopted in History Method classes. Students thus play an active part in interpreting the junior and senior History syllabuses, in understanding the scope and content of those syllabuses, and in methods of evaluation.

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

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes. Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

TEDG6134 Language Maintenance A
TEDG6145 Language Maintenance B
S3 (HPW2 for each LOTE method taken)
Language maintenance classes are run on the Kensington campus. As part of their teacher preparation students will undertake study and practice in the language they are learning to teach. Some work in language maintenance may involve computer assisted instruction.

All LOTE Method students will enrol in Language Maintenance A; students undertaking two LOTE Methods well enrol in Language Maintenance B as well. LOTE Method students will do at least two hours of language maintenance for each of their LOTE methods for the weeks during which Method classes are held.

TEDG6136
Mathematics Method (Double)
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW8 S2 HPW6)
This subject introduces students to current instructional methods for secondary mathematics classrooms. Practical strategies for motivating students are investigated and students are encouraged to reflect on the learning of mathematics from the learner's perspective. New South Wales syllabuses and how they are implemented in the classroom are studied. Various lesson types and teaching resources are considered. Important issues such as assessment, problem solving, gender and mathematics, and the use of technology in the learning of mathematics are explored.

Subject content may vary pending University approval.

TEDG6137
Physical Education Method (Double)
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW8 S2 HPW6)
This method utilises a practical workshop approach to the programming of Physical Education lessons and units of study. Such an approach takes into consideration the differing ability levels and stages of secondary school pupil development. Planning elective units for years 11-12 takes into consideration such factors as pupil needs, interests and experiences, together with school and community resources.

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

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

TEDG6138
Science Method (Double)
Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW12 S2 HPW9)
Students are encouraged to examine the learning of scientific ideas from a student's point of view and to re-examine their own understanding of science within its sociological, philosophical and technological framework.

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

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

TEDG6139
Special Education
Staff Contact: Dr Loretta Girocelli
S1 HPW2
Corequisite: Two single Method subjects or one double Method subject

Consideration is given to the education of students with disabilities, learning difficulties and learning disorders. Strategies and criteria for identifying students' needs are examined. Various curricular adaptations and support strategies will be explored. Appropriate teaching strategies including those that incorporate Special Education technology are also discussed.
TEDG6140
Adolescent Learning and Development
Staff Contact: Ms Rosemary Kearney
S1 HPW4
Corequisite: Two single Method subjects or one double Method subject
This subject aims to develop students' appreciation of the nature of adolescence and the sociological and psychological factors which influence their growth and development through adolescence and learning within it. Attention will be paid to moral, social and intellectual development and the roles of culture and language in fashioning behaviour in our multicultural society. Topics such as learning, memory, personality, motivation and metacognition will be considered, as will matters such as attitudes towards work and leisure, peer groups and family influences. The implications of what the adolescent brings to the classroom for planning, teaching and evaluation will be emphasised as will the effects of different sorts of school and class climate upon adolescents.

Subject content may vary pending University approval.

TEDG6141
Educational Elective A
Staff Contact: Ms Rosemary Kearney
S2 HPW4 for 4 weeks
Prerequisite: TEDG6140, TEDG6144
Corequisite: TEDG6143 Two single or one double Method Subject(s)
For this subject one elective is chosen from a group which may involve: examining recent research in learning and teaching in particular subject areas; understanding the relevance of education for appreciating social trends and problems; examining historical and philosophical issues related to particular subject areas; examining the problems of and strategies for teaching students from a non-English speaking background in the different subject areas.

The electives offered depend upon staff availability and student demand.

TEDG6143
Educational Elective C
Staff Contact: Ms Rosemary Kearney
S2 HPW4 for 4 weeks
Prerequisite: TEDG6140, TEDG6144
Corequisite: TEDG6141, Two single or one double Method Subject(s)
For this subject one elective is chosen from a group which may involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; preparation of excursions suitable for school students; acquisition of computer literacy.

The electives offered depend upon staff availability and student demand.

TEDG6144
Professional Issues and Responsibilities
Staff Contact: Ms Rosemary Kearney
S1 HPW4
Corequisites: Two single or one double method subject(s)
Consideration is given to the many contexts in which secondary education takes place in Australia and especially New South Wales. An examination is made of some of the political, economic, historical, social, legal, and ethical factors that may influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variable that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction are examined.

The nature of current education policies and policy documents and their rationale, history, likely development and likely future effects upon society within New South Wales will be examined. Areas to be looked at include student welfare, personal development, anti-discrimination and human rights, sexual assault upon children, AIDS education, foreign language education, the role of key learning areas, English language across the curriculum, environmental education, girls' education, multicultural education, Aboriginal education, gifted and talented children and their development, children with intellectual, physical, emotional, or sensory disabilities and their development, school councils and school management directives such as school attendance policy.

TEDG6145
Teaching Experience
Staff Contact: Ms Rosemary Kearney
S2
Prerequisite: TEDG6140, TEDG6144
Corequisite: Two single or one double Method subject(s)

Three strands: Preparing for Teaching, Microteaching and School Experience

Preparing for Teaching
S2 HPW4 for 4 weeks
Practical problems concerned with childrens' motivation, the professional and pastoral role of the teacher and discipline in the classroom provide the initial focus. The way teachers deal with such problems reflects attitudes towards such issues as child-centred vs subject centred teaching, freedom vs authority, creativity vs intelligence and co-operation vs competition. Thinking about such issues may modify some of the attitudes derived from students' previous experience of schools and teachers. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice.

Microteaching:
S2 HPW9 for 2 weeks
Microteaching involves instruction in a number of teaching techniques and strategies by observation of teaching models and participation in the teaching of small groups of students for short periods of time, using video-recording, playback and analysis to assist in evaluation and remediation. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice (see below).

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

Master of Education in Teaching

Studies in Teaching

TEDG1001
Models and Strategies of Teaching
Staff Contact: Prof Michael Dunkin
U1 S1 HPW2
Four sets of models of teaching are considered with the theoretical frameworks that support them: social, information-processing, personal and behaviourist. The research associated with the use of each model will be explored. The concepts of teaching repertoires, teaching strategies and teaching/learning styles will also be examined. Students will be expected to plan and use certain models and strategies, observe demonstrations and participate in peer practice.

TEDG1101
Computers in Education
Staff Contact: Dr Arthur Anderson
U1 S1 HPW2
The basic skills in, and knowledge of, the use of computers in schools. Basic concepts of hardware and software as well as applications of word processors, databases, spreadsheets and graphics for improving teachers’ personal productivity. Introductory details of computer hardware, software and system design and development.

TEDG1102
Computers and Teaching
Staff Contact: Dr Arthur Anderson
U1 S1 HPW2
The classroom application of word processors, data bases, spread sheets, graphics, telecommunications and LOGO. Various educational theories and perspectives are presented to provide models for the use of computers in the classroom.

TEDG1103
Computers and the Learning Process
Staff Contact: Dr Arthur Anderson
U1 S2 HPW2
Various learning environments are covered, eg., individualised learning, inquiry learning, group projects, cooperative learning, problem solving. Specific applications include adventure games, simulations, tutorials. Software evaluation.

TEDG1104
Issues in Computer Education
Staff Contact: Dr Arthur Anderson
U1 S1 HPW2
Social implications, technology and computers, current trends in technology education, managing computers in schools, school computer policy, computer systems and their fundamentals, curriculum directions, computers across the curriculum, role of programming in computer education, computers and problem solving, equity and gender issues, copyright, ergonomics.

TEDG1105
Teaching Programming and Problem Solving
Staff Contact: Dr Arthur Anderson
U1 S1 HPW2
Addresses issues related to teaching computer programming and problem solving. Assumes some limited knowledge of computer programming (see TEED1102) and concentrates on developing programming skills for problem solving.

TEDG1106
Computer-based Resource Design and Production
Staff Contact: Dr Arthur Anderson
U1 S1 HPW2
For students wanting to develop their computer based learning materials using such vehicles as animated videos, multimedia, HyperCard, Authoring Tools, etc. It is expected that students undertaking this subject will formally evaluate any materials produced.

TEDG1107
Managing with Computers in Schools
Staff Contact: Dr Arthur Anderson
U1 S2 HPW2
Computers in educational administration; administrative use of computers by the individual teacher, the department and the school central administration. General purpose software, such as wordprocessors, spreadsheets, and databases are used, as well as specific purpose school administration packages.

TEDG1108
Teaching Curriculum Courses in Computing
Staff Contact: Dr Arthur Anderson
U1 S2 HPW2
The content and teaching methods for the junior and senior high school syllabuses.

TEDG1121
Issues in Science Education
U1 S1 HPW2
General introduction to some of the issues of importance in contemporary primary and secondary school science education. Aims of science education, instructional theories and factors influencing curriculum development in science education, for example, science, technology and society, the nature of choice, environmental education, scientific literacy, instructional strategies in science, problem solving, "children's science" and attitudes in science.

TEDG1122
Scientific Concept Development in Students
Staff Contact: Dr Arthur Anderson
U1 S2 HPW2
The nature of concepts in science education; the notion of "children's science"; use of interviews to explore students' thinking about scientific phenomena; a survey of research into "children's science" and the development of scientific ideas in primary and secondary school students; implications for classroom thinking.
TEDG1131
Educating the Student with Disability, Learning Difficulty or Behaviour Disorder
Staff Contact: Dr Loretta Giorelli
U1 S2 HPW2
This subject provides students with an ecological study of Special Education, focussing on the human rights, cultural and curricular needs of students with disability, learning difficulty or behaviour disorder. All components of the course will be treated in the context of the prevailing state, national and international disability rights and self-advocacy movements and in the light of the Disability Discrimination Act (1992) and the NSW Special Education Policy (1993). The particular needs of Special Education students in integrated or mainstream school settings will be addressed.

Studies In Education

TEDG1202
Teacher Education and Professional Development
Staff Contact: Prof Michael Dunkin
U1 S2 HPW2
Pre-service teacher education; the curriculum; the practicum; supervision; microteaching; organisation patterns of pre-service teacher education. Inservice teacher education; concepts of professional development, teacher development and teacher evaluation; the reflective teacher; distance education in teacher development; teacher thinking and knowledge and teacher development; government policy and teacher development.

TEDG1204
Research Methods In Education A
Staff Contact: Dr John Scheding
U1 S1 HPW2
Theory and application of the following in school and classroom contexts: survey techniques, including questionnaires, rating scales, psychological inventories and tests, structured interviews and system based observation; major types of research design in quantitative research, including correlational and quasi-experimental research. Parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of difference and elementary analysis of variance. Data entry and the use of at least one major statistical package, such as SPSSx.

TEDG1205
Research Methods In Education B
Staff Contact: Prof Michael Dunkin
U1 S2 HPW2
Theory and application of the following in school and classroom contexts: the historical method; philosophical inquiry; ethnographic research; action research; case study methods; conceptual analysis; participant observation; grounded theory; interviewing; use of written and non-written sources; and triangulation. A "hands on" approach features in this subject, which provides students with a critical appreciation of the methods as well as some experience in using them. The use of computers with qualitative data.

TEDG1207
Educational Implications of Women's Studies
U1 S1 HPW2
Leading feminist theorists and implications of their writing for career teachers. Whilst feminist educators are the focus, the importance of feminist literature, including novels, is highlighted as an influence in the construction of social identity. The development of an alternative, yet practical, method of interpersonal communication through exploration of ways in which school students construct gendered identities. The use of feminist theory as a basis for constructing an egalitarian school and empowered teachers. Issues in higher education and history are also evaluated as they affect educators and educational administrators.

TEDG1301
One Unit Project
U1 SS
Projects may be approved in any of the Studies in Teaching and Studies in Education within this course.

TEDG1302
Two Unit Project
U2 SS
Projects may be approved in any of the Studies in Teaching and Studies in Education within this course.

Faculty Electives

PROF0001
Professional Ethics
Staff Contact: Dr Martin Bibby
S1 HPW2
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, metaethics. The need for prescriptive ethics. Levels of moral reasoning, particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The AngloAmerican concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002
Understanding Research
Staff Contact: A/Prof Jim Sockler
HPW2
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.
PROF0003
Qualitative Research Procedures
Staff Contact: Prof Allan Borowski
L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.
The Professional Development Centre was established in 1989 to contribute to the University's staff development and institutional research initiatives. Whilst serving the development needs of all university staff on a multitude of fronts and through a range of methods, it also exists within the Faculty of Professional Studies in order to function as a centre for scholarship and research in professional development and higher education. Through the Faculty it offers programs of graduate study in teaching and learning in higher education explicitly designed to contribute to the professional development of teaching staff by virtue of being based within the rigorous study of their actual practice as teachers. Enrolment in these programs is restricted to teachers currently employed in institutions of higher education; however students in other programs may be entitled to study particular subjects offered by the Centre. The Centre currently offers an articulated project-based coursework program leading to either a Graduate Certificate (CertHEd), Graduate Diploma (GradDipHEd) or a Masters Degree (MHEd) in Higher Education. Subject to Faculty and Council approval, a program for the degree of Doctor of Philosophy will eventually be offered.

Graduate Study

Course Outlines

8911
Master of Higher Education Course

Master of Higher Education
MHEd

The conditions for the award of the Master of Higher Education degree are set out under the Conditions for the Award of Degrees later in this handbook. The degree course is designed for university teachers who wish to increase their understanding of student learning in higher education and to improve their own teaching through development of their professional expertise.

The degree is studied by taking subjects to the value of eight units. Each unit has a workload of 210 postgraduate assessable hours to be completed in one session. Within each unit candidates undertake projects within the context of teaching their own discipline. The first unit, PDCS1001 Introduction to the Study of University Teaching, is a prerequisite for all subsequent subjects. The second unit is to be chosen from either PDCS1002 or PDCS1003.
Students may then complete the Masters degree course by studying four more subjects and completing a 2 unit project, or studying two more subjects and completing a 4 unit project.

Applicants must be in full or part-time academic employment in Higher Education in a teaching capacity; thus, their qualifications, skills and/or experience must be appropriate for teaching in an Australian university.

Subject to the discretion of the Director of the Centre, students may choose up to two of their electives from the following UNSW programs: Master of Education, Master of Health Personnel Education, Master of Educational Administration. Appropriate subjects at Masters level offered by other schools, faculties or universities may also be approved.

Students may enter the program with advanced standing or may receive credit for subjects of a comparable standard successfully completed within the Faculty of Professional Studies, other faculties of the University of New South Wales, or another recognised institution.

7300
Certificate in Higher Education Course

Certificate in Higher Education
CertHEd

5561
Graduate Diploma in Higher Education Course

Graduate Diploma in Higher Education
GradDipHEd

A special feature of the Master in Higher Education program is that students may choose to enrol in a Certificate of Higher Education (Program 7300) which is completed by studying the first two units in the Masters degree program, or in a Graduate Diploma in Higher Education (Program 5561) which is completed by studying the two Certificate units plus two more units. The three programs are fully articulated and students who are successful at one level may upgrade to the next.

Certificate Subjects
PDCS1001  Introduction to the Study of University Teaching
PDCS1002  Communication and Knowledge
PDCS1003  Facilitating Student Learning

Graduate Diploma/Masters Degree Subjects
PDCS2001  Designing and Developing Curricula
PDCS2002  Assessment and Feedback
PDCS2003  The Context of Teaching and Learning
PDCS2004  Varieties of Teaching and Learning Process
PDCS2005  Information Technology for Teaching and Learning
PDCS2006  Researching Educational Practice
PDCS2007  Professional Expertise
PDCS3001  Project 2 unit
PDCS3002  Project 4 unit

Notes: 1. All subjects listed above have a unit value of one except for the two and four-unit projects.
2. Students should consult the Professional Development Centre for information regarding subject availability in any particular year. Schedule of subjects offered may vary from indications below.

Subject Descriptions

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

Master of Higher Education Degree Course
Graduate Diploma in Higher Education
Certificate in Higher Education

PDCS1001
Introduction to the Study of University Teaching
Staff Contact: Mr Greg Ryan
SS

The principles and practice of regular classroom teaching in higher education, through the study of current views of how students learn; assessing student learning and setting examinations and tests; lecturing; small group teaching; preparation and use of teaching materials; monitoring
progress in the development of teaching competency. Available in class mode and by independent study.

**PDCS1002**

Communication and Knowledge  
**Staff Contact:** A/Prof Peggy Nightingale  
**Prerequisite:** PDCS1001 or equivalent

An introduction to some of the relationships between learning and the communication between teachers and students. How the teachers' choice of language, media and structuring and presentation of information may help or hinder student learning. How encouraging students to produce spoken and written language can help them learn content. Consideration of the different ways disciplines are produce spoken and written language can help them learn content. To be studied through a practicum project supported by independent reading and participation in workshops. Available in class mode and by independent study.

**PDCS1003**

Facilitating Student Learning  
**Staff Contact:** Mr Greg Ryan  
**Prerequisite:** PDCS1001 or equivalent

Research on student learning, concept learning, deep, surface and instrumental approaches, adult learning principles, the influence of teaching and assessment on learning strategies, motivations for learning, the needs of students from overseas and non-traditional backgrounds, what students learn, students' understanding of subject matter and subject-related skills, application to different subject matter. Role of the emotions in learning; forms of ethical development. To be studied through a practicum project supported by independent reading and participation in workshops. Available in class mode and by independent study.

**PDCS2001**

Designing and Developing Curricula  
**Staff Contact:** Mr Greg Ryan  
**Prerequisite:** two units at 1000 level

An introduction to some of the philosophical and theoretical bases for formal education. This may include: views of the nature of knowledge; the role of learning theory; some influential curriculum models and conceptual frameworks. Examination of practical aspects of curriculum planning and implementation including: institutional aspects, staffing and strategies; ways of defining course and subject goals in different disciplinary and trans-disciplinary areas; methods for achieving structure and sequencing within and among subjects; relationships between curriculum and teaching methods, technology and media, student assessment; systems for accreditation of courses within and across institutions. Introduction to theory and methodology for the evaluation of programs and of the subjects they comprise. Available in class mode and by independent study.

**PDCS2002**

Assessment and Feedback  
**Staff Contact:** Ms Susan Toohey  
**Prerequisite:** Two units at 1000 level

Includes the effect of assessment on learning, formative and summative assessment, methods of assessment, constructing appropriate tools for assessment, issues in continuous assessment, self and peer assessment, ways of giving feedback, assessment in the departmental context and ethical issues in assessment. Available in class mode and by independent study.

**PDCS2003**

The Context of Teaching and Learning  
**Staff Contact:** A/Prof Peggy Nightingale  
**Prerequisite:** Two units at 1000 level

Includes such topics as background to the Australian system of higher education, purpose and nature of universities, social change and higher education, the management and organisation of universities, student expectations and characteristics, current issues of public policy including access and equity, characteristics of staff, nature of academic work, relation between education and government, the use of performance indicators and the implications for teaching and learning.

**PDCS2004**

Varieties of Teaching and Learning Process  
**Staff Contact:** Mr Greg Ryan  
**Prerequisite:** Two units at 1000 level

A study of both the traditional and some alternative ways of organising the teaching learning process, within typical university settings. This may include: organisational and institutional factors influencing teaching and learning effectiveness; the nature, history, and role of lectures, tutorials, seminars, laboratory/studio/field experiences, approaches such as open learning, independent study, projects, problem-based learning, case methods, peer learning, group and collaborative learning, mastery learning, cooperative learning with business/industry; research into relative strengths and weaknesses of these methods, and disciplinary differences in applicability of different approaches; implications of choice of teaching/learning approach for student selection and development, for student selection, orientation and accreditation, and for institutional management and administration. Available in class mode and by independent study.

**PDCS2005**

Information Technology for Teaching and Learning  
**Staff Contact:** Mr Chris Hughes  
**Prerequisite:** Two units at 1000 level

Introduction to the use of computers to support teaching and learning in the various settings of higher education, with particular emphasis on: computer-assisted learning, the computer as a productivity tool for teachers and learners, and computer mediated communications. Students will be able to focus their study on the applications of computer use for, inter alia, curriculum design, teaching methods, and the quality of student learning. Students taking this course will be expected to be already familiar with the use of a
computer for word processing and basic file management, and to have access to the email system. Available in class mode only.

**PDCS2006**
**Researching Educational Practice**
*Staff Contact: Mr Doug Magin*
*S1*
*Prerequisite: Two units at 1000 level*

Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish to research their own educational practices either alone or with colleagues. There is a balance between theory and practice and the content includes: conceptualising small scale research, the self-critical educational community, co-operative inquiry, action research and evaluation, research and professional development, the interpretive and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes and self-appraisal. Available by independent study only.

**PDCS2007**
**Professional Expertise**
*Staff Contact: A/Prof Peggy Nightingale*
*S1*
*Prerequisite: Two units at 1000 level*

Surveys current perspective’s on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasising the experiential roots and the place of experience in professional training programs. Close study of the formation of expertise among those who teach others (including trainers, facilitators, coaches and developers) applying principles to other professional areas of interest. Critique of design/implementation of approaches to continuing, in-service and on-the-job training as well as preparatory training for the professions. Available in class mode and by independent study.

**PDCS3001**
**Masters Project two unit**
*Staff Contact: Mr Greg Ryan*
*SS*
*Pre or Corequisite: At least two units at 1000 level and two at 2000 level*

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Involves students in an investigation of teaching and student learning within their own discipline or professional area. Work load: 420 postgraduate assessable hours.

**PDCS3002**
**Masters Project four unit**
*Staff Contact: Mr Greg Ryan*
*SS or F*
*Pre or Corequisite: At least two units at 1000 level and two units at 2000 level*

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Will involve students in an investigation of teaching and student learning within their own discipline or professional area. Work load: 840 postgraduate assessable hours.
Conditions for the Award of Degrees

First Degrees

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

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

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

Higher Degrees

For details of graduate degrees by research and course work, arranged in faculty order, see UNSW Courses (by faculty) in the Calendar.

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**Graduate Diplomas**

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**Graduate Certificates**

| GradCertHealthAdmin                               | Professional Studies |
| GradCertHEd                                       | Professional Studies |
| GradCertPhilT                                     | Arts and Social Sciences |

*Faculty of Science.
†Faculty of Biological and Behavioural Sciences.
Doctor of Philosophy (PhD)

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty or board (hereinafter referred to as the Committee) to a candidate who has made an original and significant contribution to knowledge.

Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee.

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

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

Enrolment

3. (1) An application to enrol as a candidate for the degree shall be lodged with the Registrar at least one month prior to the date at which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for promoting postgraduate study within the University.

(3) The candidate shall be enrolled either as a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than three years and no later than five years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than four years and no later than six years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student i.e. at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and period of time away from the University are necessary to the research program.

(7) The research shall be supervised by a supervisor and where possible a cosupervisor who are members of the academic staff of the School or under other appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a cosupervisor at that institution.

Progression

4. The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(i) The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

*School is used here and elsewhere in these conditions to mean any teaching unit authorised to enrol research students and includes a department where that department is not within a school, a centre given approval by the Academic Board to enrol students, and an interdisciplinary unit within a faculty and under the control of the Dean of the Faculty. Enrolment is permitted in more than one such teaching unit.*
(ii) Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis

5. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall comply with the following requirements:

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

(b) the greater proportion of the work described must have been completed subsequent to enrolment for the degree;

(c) it must be written in English except that a candidate in the Faculty of Arts and Social Sciences may be required by the Committee to write a thesis in an appropriate foreign language;

(d) it must reach a satisfactory standard of expression and presentation;

(e) it must consist of an account of the candidate's own research but in special cases work done conjointly with other persons may be accepted provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may not submit as the main content of the thesis any work or material which has previously been submitted for a university degree or other similar award but may submit any work previously published whether or not such work is related to the thesis.

(5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

6. (1) There shall be not fewer than three examiners of the thesis, appointed by the Committee, at least two of whom shall be external to the University.

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

(a) The thesis merits the award of the degree.

(b) The thesis merits the award of the degree subject to minor corrections as listed being made to the satisfaction of the head of school.

(c) The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the higher degree Committee, the thesis would merit the award of the degree.

(d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to reexamination.

(e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

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

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

Fees

7. A candidate shall pay such fees as may be determined from time to time by the Council.
Doctor of Education (EdD)

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

Qualifications

2. (1) (a) A candidate for the degree shall have been awarded an appropriate degree of Bachelor or the degree of Master of Education, or Master of Educational Administration or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(b) have completed at least three years' professional experience in a branch of education, or in some other area that is judged by the Committee to be appropriate; and

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

Enrolment and Progression

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

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Education Studies and the applicant on the topic area, provision of adequate facilities and any course work to be prescribed, and that these are in accordance with the guidelines for promoting postgraduate study within the University.

4. (1) A candidate for the degree shall be required:

(a) to undertake a course of study in which the candidate shall be required

(i) to pass, at a standard acceptable to the Committee, such subjects as may be required; and

(ii) to complete a project and report on it at a standard acceptable to the Committee;

(b) to undertake a substantial original investigation on an approved topic;

The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee

(3) The investigation shall be carried out under the direction of a supervisor and where possible a cosupervisor appointed from among the members of the academic staff of the school or under other appropriate supervision arrangement approved by the Committee.

(4) (a) An approved candidate shall be enrolled as a full-time or part-time student.

(b) With the exception of a candidate already possessing a Bachelor degree with Honours in Education or the degree of Master of Education or the degree of Master of Educational Administration (or equivalent) no candidate shall be awarded the degree until the elapse of seven academic sessions from the date of enrolment in the case of a full-time candidate, or twelve academic sessions in the case of a part-time candidate.

(c) The minimum period may be reduced by two academic sessions for a full-time candidate, or by four academic sessions for a part-time candidate, already possessing a Bachelor degree with Honours in Education or the degree of Master of Education or the degree of Master of Educational Administration (or equivalent) at a standard accepted by the Committee.

(d) The Committee may in special circumstances approve other variations to the period of study.

(5) The Committee may exempt candidates already possessing a Bachelor degree with Honours in Education from the requirement of either the project or up to four of the Year 1 subjects.

(6) The Committee may exempt candidates already possessing either the Master of Education degree or the Master of Educational Administration degree (or equivalent) from the Year 1 subject requirements.

5. The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.
(i) Prescribed course work and the project must be completed at a level satisfactory to the Committee before commencement of the thesis. A candidate who completes requirements for either the Master of Education degree or the Master of Educational Administration degree may apply for admission to that degree if the standard required for commencement of the thesis has not been met.

(ii) The research proposal for the thesis will be reviewed as soon as feasible after the completion of the course work. This review will focus on the viability of the research proposed.

(iii) Progress in the course will be reviewed within twelve months after the first review. As a result of either review, the Committee may cancel enrolment or take such other action as is considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis

6. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months' notice of intention to submit the thesis.

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

(5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

7. (1) There shall be no fewer than three examiners of the thesis, at least two of whom shall be external to the University, who shall be appointed by the Committee.

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

(a) the thesis be noted as satisfactory; or

(b) the thesis be noted as satisfactory subject to specified minor corrections being made to the satisfaction of the head of school; or

(c) the thesis requires further work on questions posed in the report. Should performance in this further work be to the satisfaction of the Committee, the thesis would be noted as satisfactory; or

(d) the thesis be noted as unsatisfactory, but the candidate be permitted to resubmit the thesis in a revised form after a further period of study and/or research. The revised thesis should be subject to reexamination; or

(e) the thesis be noted as unsatisfactory. The thesis does not demonstrate that resubmission would be likely to achieve a satisfactory result.

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

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

Fees

8. A candidate shall pay fees as may be determined from time to time by the Council.
Master of Archives Administration (MArchivAdmin)

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

Qualifications

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
   (b) have been awarded a Diploma in Information Management Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
   (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

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

   (3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

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

   (2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

   (3) An approved candidate shall be enrolled in one of the following categories:
      (a) full-time attendance at the University;
      (b) part-time attendance at the University;
      (c) external _ not in regular attendance at the University and using research facilities external to the University.

   (4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such examination and perform such other work as is prescribed by the Committee.

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

   (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

   (7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

   (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.
Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.
(2) The candidate shall give in writing two months notice of intention to submit the thesis.
(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.
(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
   (a) the candidate be awarded the degree without further examination; or
   (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
   (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
   (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
   (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

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

Master of Couple and Family Therapy (MCFT)

1. A Masters degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.
2. (1) A candidate for the Degree shall:

Qualifications

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

(b) submit evidence of professional attainment relevant to education in advanced therapeutic skills.

(c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy at an acceptable standard.

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

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

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

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

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

Master of Education (MEd) at Honours Level

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

Qualifications

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

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including a two unit project at a standard acceptable to the Committee; and

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

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

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

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

Enrolment and Progression

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

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:
(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

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

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

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

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at Pass level. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

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

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

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

Fees

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

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Master of Education (MEd) At Pass Level

1. The degree of Master of Education at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

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

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

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

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

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

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

Enrolment and Progression

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

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

Fees

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

Master of Educational Administration (MEdAdmin) at Honours Level

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

Qualifications

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

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including two core subjects and a two unit project at a standard acceptable to the Committee, and

(b) have had at least one year of practical experience in an area of education of a kind acceptable to the Committee.

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

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

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

Enrolment and Progression

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

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

*Those candidates for the degree of Master of Education at St George Campus should note that the minimum period of part-time candidature shall be six sessions.
(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

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

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

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

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at pass level. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

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

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

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

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

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

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

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

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

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

Fees

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

Master of Educational Administration (MEdAdmin) at Pass Level

1. The degree of Master of Educational Administration at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
   (b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.
   (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
   (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

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

Fees

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

Master of Education in Creative Arts (MEdCA)

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

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

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

(b) have been awarded undergraduate and postgraduate qualifications from the University of New South Wales from another university or tertiary institution at a level acceptable to the Committee, and

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

(2) Applicants may be required to attend an interview/audition to determine their suitability to meet performance requirements in selected elective sequences.

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

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

Enrolment and Progression

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

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

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

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

Fees

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

Master of Education in Teaching (MEdTeach) by Research

1. The degree of Master of Education in Teaching by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation. The degree shall be awarded either with the grade of Honours Class 1 or with the grade of Honours Class 2.

Qualifications

2. (1) A candidate for the degree shall have been awarded an appropriate Honours Bachelor's degree with thesis from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee and shall have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.
(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

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

(4) Students with creditable academic records in the Master of Education in Teaching by coursework degree may be invited to transfer to the Master of Education in Teaching by research degree. Permission to transfer may be granted by the Head of the School of Teacher Education with the approval of the Higher Degree Committee of the Faculty of Professional Studies.

Enrolment

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar no later than the 15th November of the year before the commencement of the session in which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that initial agreement has been reached between the School of Teacher Education and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the guidelines for postgraduate study within the University.

(3) The candidate shall be enrolled as either a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than one year and no later than three years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than two years and no later than five years from the date of enrolment, except with the approval of the Committee.

(5) The candidate may undertake the research as an internal student at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6) An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and the period of time away from the University are necessary for the research program.

(7) The research shall be supervised by a supervisor or supervisors who are members of the academic staff of the School of Teacher Education or under appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a co-supervisor at that institution.

Progression

4. (1) The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(2) The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

(3) Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis**

5. (1) On completing the program of study a candidate shall submit a thesis embodying the results of an investigation.

** or equivalent work as determined by the Higher Degree Committee.
(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

6. (1) There shall be no fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

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

(a) The thesis merits the award of the degree either with Honours Class 1 or with Honours Class 2.

(b) The thesis merits the award of the degree either with Honours Class 1 or Honours Class 2 subject to minor corrections as listed being made to the satisfaction of the Head of School.

(c) The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the Higher Degree Committee, the thesis would merit the award of the degree either with Honours Class 1 or Honours Class 2.

(d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.

(e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

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

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

Fees

7. (1) A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education in Teaching (MEdTeach) by Formal Course Work

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

Qualifications

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

(a) Have been awarded a Bachelor of Education from The University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee);
(b)(i) Have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
(ii) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
(iii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

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

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar no later than 15th November of the year before the commencement of the session in which enrolment is to begin.

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

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

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

Fees

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

Master of Equity and Social Administration (MEqSocAdmin)

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

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

Qualifications

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

(b) have completed the coursework for the Graduate Diploma in Equity and Social Administration at a credit level or above.

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months before the commencement of session in which enrolment is to begin.
(2) A candidate for the Masters shall be required to undertake such formal subjects and pass such assessment as prescribed.

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

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

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

Master of Health Administration (MHA) by Research

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

Qualifications

2. (1) A candidate for the degree shall:
(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
(b) (i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
(ii) have had at least three years experience in the health services of a kind acceptable to the Committee.
(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
(2) In every case, before permitting a candidate to enrol, the Head of the School of Health Administration (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
(3) An approved candidate shall be enrolled in one of the following categories:
(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external - not in regular attendance at the University and using research facilities external to the University.
(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

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

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation or design.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

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

Examination

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

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

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

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

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

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

Master of Health Administration (MHA) by Formal Course Work

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

Qualifications

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

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

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

(4) There is normally an experience requirement of three years experience in the health field. Those students who are inexperienced (ie less than three years) in the health service field are required to undertake a planned program of field experience in addition to the twelve subjects.

Enrolment and Progression

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

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

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

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

Fees

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

Master of Health Planning (MHP)

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

Qualifications

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

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at
a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
(ii) have had at least three years experience in the health services of a kind acceptable to the Committee; or
(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
(ii) either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.
(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.
(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

Fees

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

Master of Higher Education (MHEd)

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

Qualifications

2. (1) A candidate for the degree shall:
(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
(b) be concurrently employed in teaching in higher education, in a position acceptable to the Committee.
(2) An applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
Enrolment and Progression

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

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

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

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

Fees

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

Master of Information Management (MIM)

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

Qualifications

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

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

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

Enrolment and Progression

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

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

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

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

Fees

4. A candidate will pay such fees as may be determined from time to time by the Council.
Master of International Social Development (MIntSocDev)

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

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

Qualifications

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

(b) have completed the coursework for the Graduate Diploma in International Social Development at a credit level or above.

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for Masters shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

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

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

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

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

Master of Librarianship (MLib) by Research

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

Qualifications

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

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(b) have been awarded a Diploma in Information Management Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

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

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:
   (a) full-time attendance at the University;
   (b) part-time attendance at the University;
   (c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

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

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

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

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

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

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

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

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

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

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

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

Fees

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

Master of Librarianship (MLib) by Formal Course Work

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

Qualifications

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

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

(b) have been awarded a Diploma in Information Management Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee or, if intending to specialise in Information Science, the degree of Bachelor awarded shall have had a major in computer science at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

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

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

Enrolment and Progression

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

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

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

Fees

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

Master of Public Health by Research (MPH)

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

Qualifications

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or
   (b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualifications considered equivalent from another university or tertiary institution at a level acceptable to the Committee and
   (ii) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

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

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

Enrolment and Progression

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

(2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:
   (a) full-time attendance at the University;
   (b) part-time attendance at the University;
   (c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
(5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

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

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

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

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

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

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

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

Master of Public Health (MPH) by Formal Course Work

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

Qualifications

2. (1) A candidate for the degree shall:
   (a) have been awarded the degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee), or
   (b) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

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

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar on or before a date to be fixed by the Committee, that date being at least two calendar months before the commencement of the session in which enrolment is to begin.

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

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

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

Fees

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

Master of Social Work (MSW) by Research

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

Qualifications

2. (1) A candidate for the degree shall:
(a) have been awarded the degree of Bachelor of Social Work from the University of New
South Wales or a qualification considered equivalent from another university or tertiary
institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional
Studies (hereinafter referred to as the Committee); and
(b) have had at least two years' professional experience of a kind acceptable to the Committee;
or
(a) have been awarded an appropriate degree at a level acceptable to the Committee;
(b) have had at least two years' work experience in the human services of a kind acceptable
to the Committee
(2) In exceptional cases an applicant who submits evidence of such other academic and
professional qualifications as may be approved by the Committee may be permitted to enrol
for the degree.
(3) If the Committee is not satisfied with the qualifications submitted by an applicant the
Committee may require the applicant to undergo such assessment or carry out such work as
the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed
form which shall be lodged with the Registrar at least one calendar month before the
commencement of the session in which enrolment is to begin.
(2) In every case, before permitting a candidate to enrol, the Head of the School of Social
Work (hereinafter referred to as the head of the school) shall be satisfied that adequate
supervision and facilities are available.
(3) An approved candidate shall be enrolled in one of the following categories:
(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external - not in regular attendance at the University and using research facilities external
to the University.
(4) A candidate shall be required to undertake an original investigation on an approved topic
and undertake such formal subjects and pass such assessment as prescribed. The candidate
is also required to undergo such assessment and perform such other work as is prescribed
by the Committee.
(5) The work shall be carried out under the direction of a supervisor appointed from the full-time
academic members of the University staff.
(6) The progress of a candidate shall be reviewed annually by the Committee following a report
by the candidate, the supervisor and the head of the school and as a result of such review the
Committee may cancel enrolment or take such other action as it considers appropriate.
(7) No candidate shall be awarded the degree until the lapse of three academic sessions from
the date of enrolment in the case of a full-time candidate or four academic sessions in the
case of a part-time or external candidate.
(8) A full-time candidate for the degree shall present for examination not later than four
academic sessions from the date of enrolment. A part-time or external candidate for the degree
shall present for examination not later than six academic sessions from the date of enrolment.
In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the
results of the investigation.
(2) The candidate shall give in writing to the Registrar two months notice of intention to submit
the thesis.
(3) The thesis shall present an account of the candidate's own research. In special cases work
done conjointly with other persons may be accepted, provided the Committee is satisfied about
the extent of the candidate's part in the joint research.
(4) The candidate may also submit any work previously published whether or not such work
is related to the thesis.
(5) Three copies of the thesis shall be presented in a form which complies with the
requirements of the University for the preparation and submission of theses for higher degrees.
It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

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

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

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

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

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

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

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

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

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

Fees

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

Master of Social Work (MSW) by Formal Course Work Qualifications

1. The degree of Master of Social Work by Formal Course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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

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

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

(c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy, International Social Development, or Equity and Social Administration, at an acceptable standard. (Exceptions may be made for overseas candidates).

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

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

(4) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

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

Master of Sports Science (MSpSc) at Honours Level

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

Qualifications

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

(a) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(b) students with a creditable academic record in the pass degree may be invited to transfer to a MSpSc(Hons). Permission to transfer will need the approval of the Head of School and Higher Degree Committee of the Faculty of Professional Studies. Students selected to transfer to honours before completing requirements for the pass degree shall have completed at credit level or better in the two core research subjects and the two subjects in the Human Performance strand.

Students transferring to the honours degree shall be required to complete two additional subjects at credit level or better in the Human Performance strands and a thesis.

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

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

Enrolment and Progression

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

(2) In every case, before permitting a candidate to enrol, the head of the School of Sport and Leisure Studies (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) Full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.
A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of two units provided for the degree at Pass level except that in special circumstances, the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

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

**Fees**

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

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**Master of Sports Science (MSPsc) at Pass Level**

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

**Qualifications**

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wales or another university or tertiary institution at a level acceptable to the Higher Degree Committee for the Faculty of Professional Studies (hereinafter referred to as the Committee).
   (2) In exceptional cases, an applicant who submits evidence of such other academic and professional qualifications as may be approved by the committee may be permitted to enrol for the degree.
   (3) If the Committee is not satisfied with the qualifications submitted by an applicant, the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

**Enrolment and Progression**

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

**Fees**

4. A candidate shall pay such fees as may be determined from time to time by the Council.
Graduate Diploma (DipEd, Grad Dip, GradDiplM-Archiv/Rec or GradDiplM-Lib)

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

Qualifications

2. (1) A candidate for the diploma shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee).

(2) In the case of a candidate for the Graduate Diploma of Educational Studies (Computer Education), an equivalent qualification shall be either:
(a) an approved three or four year teacher education course for early childhood, primary, secondary or technical teachers or adult educators and at least one year full-time teaching or its equivalent, or
(b) an approved degree and graduate diploma in education course and at least one year full-time teaching or its equivalent.

(3) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

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

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

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

Fees

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

Graduate Diploma in Couple and Family Therapy (GradDip C/F Therapy)

1. The Graduate Diploma in Couple and Family Therapy may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Qualifications

2. (1) A candidate for the diploma shall:
(a) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee)
(b) submit evidence of professional attainment relevant to education in advanced therapeutic skills
(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

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

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

(4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

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

Graduate Diploma in Equity and Social Administration (GDipEqSocAdmin)

1. The Graduate Diploma in Equity and Social Administration may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

Qualifications

(1) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution or have other qualifications and/or work experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months before the commencement of session in which enrolment is to begin.

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

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

(4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate may pay such fees as may be determined from time to time by the Council.
Graduate Diploma (GradDipHEd)

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

Qualifications

2. (1) A candidate for the diploma shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
   (b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.
   (2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.
   (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

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

Fees

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

Graduate Diploma in International Social Development (GradDipIntSocDev)

1. The Graduate Diploma in International Social Development may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

Qualifications

(1) have been awarded a degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
(2) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of session in which enrolment is to begin.

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

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

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

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

Graduate Certificate (GradCertHealthAdmin or GradCertHEd)

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

Qualifications

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

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

   (b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the certificate shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

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

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

(4) No candidate shall be awarded the certificate until the lapse of one academic sessions from the date of enrolment. The maximum period of candidature shall be three academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.
The scholarships and prizes listed below are available to students whose courses are listed in this book. Each faculty handbook contains in its Scholarships and Prizes section the scholarships and prizes available with that faculty. The General Information section of the Calendar contains a comprehensive list of scholarships and prizes offered throughout the University. Applicants should note that the awards and conditions are subject to review.

Key: **V** Value **T** Year/s of Tenure **C** Condition

### Scholarships

#### Undergraduate Scholarships

Listed below is an outline in summary form of undergraduate scholarships available to students. Full information may be obtained from the Student Centre located on the Lower Ground Floor of the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be submitted to the Scholarships Unit (c/- Student Centre) by 31 January each year. Please note that not all of these awards are available every year.

#### Australian Development Co-operation Scholarship (ADCOS)

- **V** Tuition fees. Some students may be eligible for airfares and a stipend.
- **T** Determined by normal course duration
- **C** This award is for international students from selected countries only. Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country. The closing date is normally early in the year before the year of study.

#### ANSETT Travel Awards

- **V** A limited number of return tickets for travel within Australia on ANSETT Australia or to an international destination serviced by ANSETT International (currently Hong Kong, Indonesia and Japan) will be provided by the award.
- **C** Applicants must be permanent residents or Citizens of Australia. The scholarship may be awarded to a student(s) undertaking full-time study in a 4th year honours program. The scholarship will be awarded on the basis of a number of factors including academic performance and the relevance and merit of the proposed travel. Applications close 31 October with the Scholarships Unit.

#### Sam Cracknell Memorial

- **V** Up to $1500 pa payable in fortnightly instalments
- **T** 1 year
- **C** Prior completion of at least 2 years of a degree or diploma course and enrolment in a full-time course during the year of application; academic merit; participation in sport both directly and administratively; and financial need. Applications close 7 March.
**Girls Realm Guild**

V Up to $1500 pa
T 1 year with the prospect of renewal subject to satisfactory progress and continued demonstration of need
C Available only to female students under 35 years of age who are permanent residents of Australia enrolling in any year of a full-time undergraduate course on the basis of academic merit and financial need.

**University Honours Year Scholarships**

V $1000
T 1 year
C 25 scholarships will be awarded on the basis of academic merit for students entering an 'add-on' honours year, that is the honours year in a degree course which is normally a pass degree but which has the option of a further year of study at Honours level. Applications close with the Scholarships Unit on 28 October.

**W.S. and L.B. Robinson**

V Up to $6500 pa
T 1 year renewable for the duration of the course subject to satisfactory progress
C Available only to students who have completed their schooling in Broken Hill or whose parents reside in Broken Hill; for a course related to the mining industry. Includes courses in mining engineering, geology, electrical and mechanical engineering, metallurgical process engineering, chemical engineering and science. Applications close 30 September each year. Apply directly to PO Box 460, Broken Hill, NSW 2880.

**Alumni Association**

V Up to $1500 pa
T 1 year with the possibility of renewal
C Available to students enrolled in any year of a full-time course. Candidates must be the children or grandchildren of Alumni of the University of New South Wales and may be either permanent residents of Australia or international students. Applications close 13 January.

**Sporting Scholarships**

V $2000 pa
T 1 year with possibility of renewal
C Available to students who are accepted into a course of at least two years duration. Prospective applicants should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to Sport and Recreation Section, UNSW, Sydney 2052 (tel: (02) 385 4878).

**General Accident Australian Bicentennial St Andrews Scholarship**

V £Stg4840
T Approximately 12 months
C Applicants should be Australian citizens who are proceeding to Honours in Economics, History, Philosophy, Economic and Social History or Social Anthropology. The awards are for study at St Andrews, United Kingdom. Applications close 12 November.

**The UNSW Co-op Program**

The University of New South Wales has industry-linked education scholarships to the value of $9800 per annum in the following areas: Accounting (and Economics or Finance; Business Information Technology; Aerospace, Bioprocess, Ceramic, Chemical, Civil, Electrical, Environmental, Materials, Mechanical, Metallurgical, Mineral, Mining and Petroleum Engineering; Food Science and Technology, Industrial Chemistry, Manufacturing Management, Textile Management, Textile Technology, and Wool and Pastoral Science.

**Graduate Scholarships**

Listed below is an outline in summary form of Graduate Scholarships available to students. Application forms and further information are available from the Scholarships Unit and Student Centre, located on the Ground Floor of the Chancellery, unless an alternative contact address is provided. Normally applications become available four to six weeks before the closing date.

The following publications may also be of assistance: 1. Awards for Postgraduate Study in Australia, 2. Awards for Postgraduate Study Overseas, 3. Directory of Postgraduate Study, published by the Graduate Careers Council of Australia, PO Box 28, Parkville, Victoria 3052;* 4. Study Abroad, published by UNESCO.*

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from: Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty. Applicants should note that the awards and conditions are subject to review.

*Available for reference in the University Library.
General

ANSETT International Travel Awards

V A limited number of tickets for travel with ANSETT International (currently services Hong Kong, Indonesia and Japan)

C The scholarship is only available to international students. Students living in Hong Kong, Indonesia or Japan and proposing to commence study at the University may apply for a single ticket at the start of their course. Students currently in Australia may apply for a return ticket. The scholarship will be awarded on the basis of a number of factors including academic performance and the relevance and merit of the proposed travel. Applications close with the Scholarships Unit on 31 October.

ANSETT Travel Awards

V A limited number of return tickets for travel within Australia on ANSETT Australia or to an international destination serviced by ANSETT International (currently Hong Kong, Indonesia and Japan) will be provided by the award.

C Applicants must be permanent residents or Citizens of Australia. The scholarship may be awarded to a student(s) undertaking full-time study in a postgraduate course (Postgraduate Diploma, Masters by Coursework or Research or PhD). The scholarship will be awarded on the basis of a number of factors including academic performance and the relevance and merit of the proposed travel. Applications close with the Scholarships Unit on 31 October.

Australian Awards for Research in Asia (AARA)

T 3-12 months

C The awards are for postgraduate study or fieldwork in Cambodia, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Philippines, Singapore, Sri Lanka, Taiwan, Thailand and Vietnam. Applicants must be Australian citizens, or have Permanent Resident status, and have lived in Australia for the 12 months prior to the close of applications on 17 June.

Caltex National Scholarship for Women

V $50,000 over two years

T Up to 2 years

C Applicants must be Australian citizens or have resided continuously in Australia for 5 years and have completed, or will complete, in 1994 an award from an Australian institution. Applicants may be proposing to undertake study in any discipline overseas. Application to the Honorary Secretary, Caltex National Scholarship, University by 16 September.

Kobe Steel Scholarship for Postgraduate Study at St Catherine's College, Oxford University

V £14,520

T Up to 2 years

C Applicants must be Australian nationals. Students should have a past or future interest in Japan. Applications close on 31 October with Kobe Steel Australia P/L, Level 32 Gateway, 1 Macquarie Place, Sydney, 2000.

Australian Postgraduate Awards

V $11,687 to $18,679 (1993 rates). Other allowances may also be paid. Tax free.

T 1-2 years for a Masters and 3-4 years for a PhD degree

C Applicants must be honours graduates or equivalent or scholars who will graduate in current academic year, and who are domiciled in Australia. Applications to Registrar by 31 October.

Australian Development Co-operation Scholarship (ADCOS)

V Tuition fees. Some students may be eligible for air fares and a stipend.

T Determined by normal course duration

C This award is for international students from selected countries only. Information should be obtained from Australian Diplomatic Posts in the home country. Conditions and entitlements vary depending on the home country.

Overseas Postgraduate Research Scholarships

V Tuition fees only

T 2 years for a Masters and 3 years for a PhD degree

C Eligibility is confined to postgraduate research students who are citizens of countries other than Australia or New Zealand. Applications to the Registrar by 30 September.

Australian American Educational Foundation Fulbright Award

V $11,500 pa and travel expenses

T 1 year, renewable

C Applicants must be graduates who are domiciled in Australia and wish to undertake research or study for a higher degree in America. Applications close 30 September with The Secretary, DEET, AAEF Travel Grants, PO Box 826, Woden, ACT 2608. Application forms are available from the Associate Registrar, University of Sydney, NSW 2006 (tel: (02) 692 2222).

Australian Federation of University Women

V Amount varies, depending on award

T Up to 1 year

C Applicants must be female graduates who are members of the Australian Federation of University Women.
Further enquiries may be directed to the Secretary of the Federation, tel: (02) 232 5629.

Commonwealth Scholarship and Fellowship Plan
V Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable.
T Usually 2 years, sometimes 3
C Applicants must be graduates who are Australian citizens and who are not older than 35 years of age. Tenable in Commonwealth countries other than Australia. Applications close with the Registrar in early October.

The English-Speaking Union (NSW Branch)
V $8000
T 1 year
C Applicants must be residents of NSW or ACT. Awarded to young graduates to further their studies outside Australia. Applications close mid-April with The Secretary, Ground Floor, School of Arts, 275c Pitt Street, Sydney, NSW 2000.

Frank Knox Memorial Stipend of Fellowships
V $US11,500 pa plus tuition fees
T Up to 2 years tenable at Harvard University
C Applicants must be British subjects and Australian citizens, who are graduates or near graduates of an Australian university. Applications close with the Academic Registrar mid-October.

Robert Gordon Menzies Scholarship to Harvard
V Up to $US 25,000
T 1 year
C Tenable at Harvard University. Applicants must be Australian citizens and graduates of an Australian tertiary institution. Applications close 31 December with the Registrar, A.N.U., GPO Box 4, Canberra, ACT 2601.

Gowrie Scholarship Trust Fund
V $6000 pa. Under special circumstances this may be increased.
T 2 years
C Applicants must be members of the Forces or children of members of the Forces who were on active service during the 1939-45 War. Applications close with the Academic Registrar by 31 October.

Harkness Fellowships of the Commonwealth Fund of New York
V Living and travel allowances, tuition and research expenses, health insurance, book and equipment and other allowances for travel and study in the USA
T 12-21 months
C Candidates must be Australian citizens and 1. Either members of the Commonwealth or a State Public Service or semi-government Authority. 2. Either staff or graduate students at an Australian university. 3. Individuals recommended for nomination by the Local Correspondents. The candidate will usually have an honours degree or equivalent, or an outstanding record of achievement, and be not more than 35 years of age. Applications close 30 September with the Academic Registrar. Forms available from Mr J. Larkin, Bureau of Agriculture and Resource Economics, GPO Box 1563, Canberra, ACT 2601.

The Packer, Shell and Barclays Scholarships to Cambridge University
V Living and travel allowances, tuition expenses
T 1-3 years
C Applicants must be Australian citizens who are honours graduates or equivalent and under 26 years of age. Applications are available from The Secretary, Cambridge Commonwealth Trust, PO Box 252, Cambridge CB2 1TZ, England. The scholarship closes on 15 October.

The Rhodes Scholarship to Oxford University
V Approximately $15,000 pa and fees
T 2 years, may be extended for a third year
C Unmarried Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close in September each year with The Secretary, University of Sydney, NSW 2006.

Professional Studies

John Metcalfe Scholarship
V Up to $4000 pa
T 1 year
C Applicants must be enrolled in one of the full-time graduate programs of the School of Librarianship. Applications close with the Registrar 28 February.
Prizes

Undergraduate University Prizes

The following information summarizes undergraduate prizes awarded by the University. Prizes which are not specific to any School are listed under General. All other prizes are listed under the Faculty or Schools in which they are awarded. Law prizes are awarded only for students enrolled in the LLB or Jurisprudence courses.

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

School of Health Services Management

The Australian College of Health Service Executive Prize

V $150.00
C The best overall performance in the Bachelor of Health Administration degree course

The Leanne Miller Memorial I Prize

V $100.00
C The best performance in stages 1 and 2 of the part-time Bachelor of Health Administration degree course in not fewer than 6 subjects

The Leanne Miller Memorial II Prize

V $100.00
C The best performance in years 3 and 4 of the part-time Bachelor of Health Administration degree course in not fewer than 6 subjects

General

The Sydney Technical College Union Award

V $400.00 and Bronze Medal
C Leadership in student affairs combined with marked academic proficiency by a graduand

The University of New South Wales Alumni Association Prize

V Statuette
C Achievement for community benefit by a student in the final or graduating year

Graduate University Prizes

The following information summarizes graduate prizes awarded by the University.

School of Education Studies

The Australasian Institute of Tertiary Education Administrators Prize

V $250.00
C The best performance in EDST4102 Administrative and Organizational Behaviour in Education by a student in the Master of Educational Administration degree course

The Sydney Association for Educational Administration Prize

V $100.00
C The best performance in EDST4103 Organization Theory in Education by a student proceeding to the award of the degree of Master of Educational Administration
School of Health Services
Management

The 2/5 Australian General Hospital Association Prize
V $200.00
C The best overall performance in the Master of Health Administration or Master of Health Planning degree courses

The 2/5 Australian General Hospital Association Prize in Health Services Management (Nursing)
V $200.00
C General proficiency throughout the Master of Health Administration, Master of Health Planning, Master of Public Health or Master of Nursing Administration degree courses by a trained nurse registered in Australia

The Hunt and Hunt Health Law 1 Prize
V $200.00
C The best performance in the subject HEAL9331 Health Services Law 1, by a student proceeding to the degree of either Master of Health Planning, Master of Health Administration, or Master of Public Health. Both internal and external candidates are eligible, provided that they are studying within Australia

School of Information, Library and Archive Studies

The Law Foundation of New South Wales Prize for Law: Literature, Information needs and Services
V $500.00
C The best performance in LIBS0514 Law: Literature, Information Needs and Services

The Melvin Weinstock Prize in Librarianship and Archives Administration
V $500.00
C High academic achievement, contribution to the life of the school, and potential to make an outstanding contribution as an information professional, shown by a graduand during a Doctoral, Masters or Graduate Diploma degree programme
The St George Campus is located a few minutes walk from Oatley Railway Station. It is also within easy walking distance of Mortdale Railway Station. There is fast rail access on the Eastern Suburbs-lllawarra line with the Campus being 30 minutes from the city.

For students using private transport, parking facilities are available on the campus.
The University of New South Wales • Kensington Campus

Theatres
Biomedical Theatres E27
Central Lecture Block E19
Chemistry Theatres
(Dwyer, Melloc Murphy, Nyholm, Smith) E12
Classroom Block (Western Grounds) H3
Fig Tree Theatre B14
Io Myers Studio D9
Keith Burrows Theatre J14
MacAuley Theatre E15
Mathews Theatres D23
Parade Theatre E3
Physics Theatre K14
Quadradngle Theatre E15
Rex Vowels Theatre F17
Science Theatre F13
Sir John Clancy Auditorium C24
Webster Theatre G15

Buildings
Applied Science F10
Arcade D24
Architecture H14
Barker Street Gatehouse N11
Basser College (Kensington) C18
Central Store B13
Chancellery C22
Dalton (Chemistry) F12
Goldstein College (Kensington) D16
Golf House A27
Gymnasium B5
Heffron, Robert (Chemistry) E12
International House C6
John Goodsell (Commerce and Economics) F20
Kensington Colleges (Office) C17
Library (University) E21
Link B6
Min, Old K15
Maintenance Workshop B13
Mathews F23
Menzies Library E21
Morven Brown (Arts) C20
New College L6
Newton J12
NIDA D2
Parking Station H25
Parking Station N18

Pavilions E24
Philip Baxter College (Kensington) D14
Quadradngle E15
Sam Cracknell Pavilion H8
Samuel's Building F26
Shalom College N9
Webster, Sir Robert G14
Uniserve House L5
University Regent E2
University Union (Roundhouse) E8
University Union (Blockhouse) G6
Urquhart Union (Squarehouse) E4
Wallace Wurt School of Medicine C27
Warrane College M7

General
Aboriginal Resource & Research Centre E20
Aboriginal Student Centre A29
Accommodation (Housing Office) E15
Accounting E15
Admissions C22
Adviser for Prospective Students C22
Alumni Relations: Pindari, 76 Wentworth St, Randwick
Anatomy C27
Applied Bioscience D25
Applied Economic Research Centre F20
Applied Geology F10
Applied Science (Faculty Office) F10
Archives, University E21
Arts and Social Sciences (Faculty Office) C20
Audio Visual Unit F20
Australian Graduate School of Management G27
Banking and Finance E15
Biochemistry and Molecular Genetics D26
Biological and Behavioural Sciences (Faculty Office) D26
Biomedical Engineering F25
Biomedical Library F23
Biotechnology F25
Built Environment (Faculty Office) H14
Campus Services C22
Cashier's Office C22
Centre for Membrane Science & Technology F10, K14
Chaplains E4
Chemical Engineering and Industrial Chemistry F10
Chemistry E12
Civil Engineering H20
Co-op Bookshop E15

Commerce and Economics (Faculty Office) F20
Communications Law Centre D15
Community Medicine D26
Computer Science and Engineering G17
Corrines and Contact Lens Research Unit 22-32 King St, Randwick
Economics F20
Education Studies G2
Educational Testing Centre E4
Electrical Engineering G17
Energy Research, Development & Information Centre F10
Engineering (Faculty Office) K17
English C20
Equal Employment Opportunity: 30 Botany Street
Examinations C22
Facilities Department C22, B14A
Feas Office C22
Fibre Science and Technology G14
Food Science and Technology B8
French C20
Geography K17
Geomatic Engineering K17
German and Russian Studies C20
Graduate School of the Built Environment H14
Groundwater Management and Hydrogeology F10
Health Service, University E15
Health Services Management C22
History C20
Human Resources C22
Industrial Design G14
Industrial Relations and Organizational Behaviour F20
Information, Library & Archives Studies F23
Information Systems E15
Information Technology Unit F25
International Student Centre E9
IPACE Institute F23
Japanese Economic and Management Studies E15
Landscape Architecture K15
Law (Faculty Office) F21
Law Library F21
Legal Studies & Taxation F20
Liberal and General Studies C20
Library Lawn D21
Lost Property C22
Marine Science D26
Marketing F20
Materials Science and Engineering E8
Mathematics F23
Mechanical and Manufacturing Engineering J17
Media Liaison C22
Medical Education C27
Medicine (Faculty Office) B27
Microbiology and Immunology D26
Michael Birt Gardens C24
Mines K15
Music and Music Education B11
New Service C22
Optometry J12
Pathology C27
Performing Arts B10
Petroleum Engineering D12
Philosophy C20
Physics K15
Physiology and Pharmacology C27
Political Science C20
Printing Section C22
Professional Development Centre E15
Professional Studies (Faculty Office) G2
Psychology F23
Publications Section C22
Remote Sensing K17
Research Office: 34-36 Botany Street Randwick
Safety Science B11a
Science (Faculty Office) E12
Science and Technology Studies C20
Social Science and Policy C20
Social Policy Research Centre F25
Social Work G2
Sociology C20
Spanish and Latin American Studies C20
Sport and Recreation Centre B6
Swimming Pool B4
Textile Technology G14
Theatre and Film Studies B10
Town Planning K15
WHO Regional Training Centre C27
Wool and Animal Sciences G14
Works and Maintenance B14A