





## **Faculty of Adult Education**

**1990  
Handbook**

## UNIVERSITY OF TECHNOLOGY, SYDNEY

The University of Technology, Sydney, was established as the New South Wales of Technology in 1965 and became a university in 1988. It amalgamated with Kuring-gai College of Advanced Education and the Institute of Technical, Adult and Teacher Education on 1 January 1990. Over 15,000 students study in over 70 courses at UTS. At postgraduate level the University offers Graduate Diplomas, Masters by coursework, Masters by thesis courses and Doctoral programmes.

All courses are vocationally oriented and the close relationship between a student's academic study and the realities of the work situation is stressed. Particular attention is paid to the needs of part-time students and the structure of their study programmes. In a number of courses, special programmes involving "sandwich" attendance enable the student to alternate between periods of full-time study and full-time professional experience.

The University occupies five campuses close to the business district of Sydney. The main campus is at Broadway, with others at North Shore, Haymarket, Balmain and Kuring-gai.

The Faculty of Architecture and Building is located at Broadway.

### Full-time, Part-time and Sandwich Courses

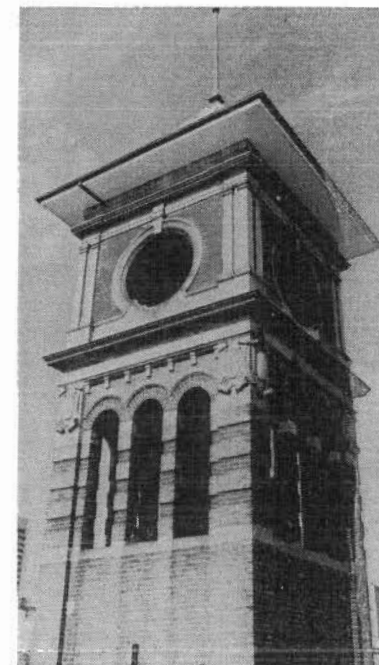
Most courses offered by UTS can be undertaken with part-time attendance. A number of courses are also offered with full-time and sandwich attendance (see table of courses). Students are usually allowed to transfer from one attendance pattern to another at the end of a stage. This is subject to the Head of School's approval and class space availability. The University does not offer external or correspondence courses.

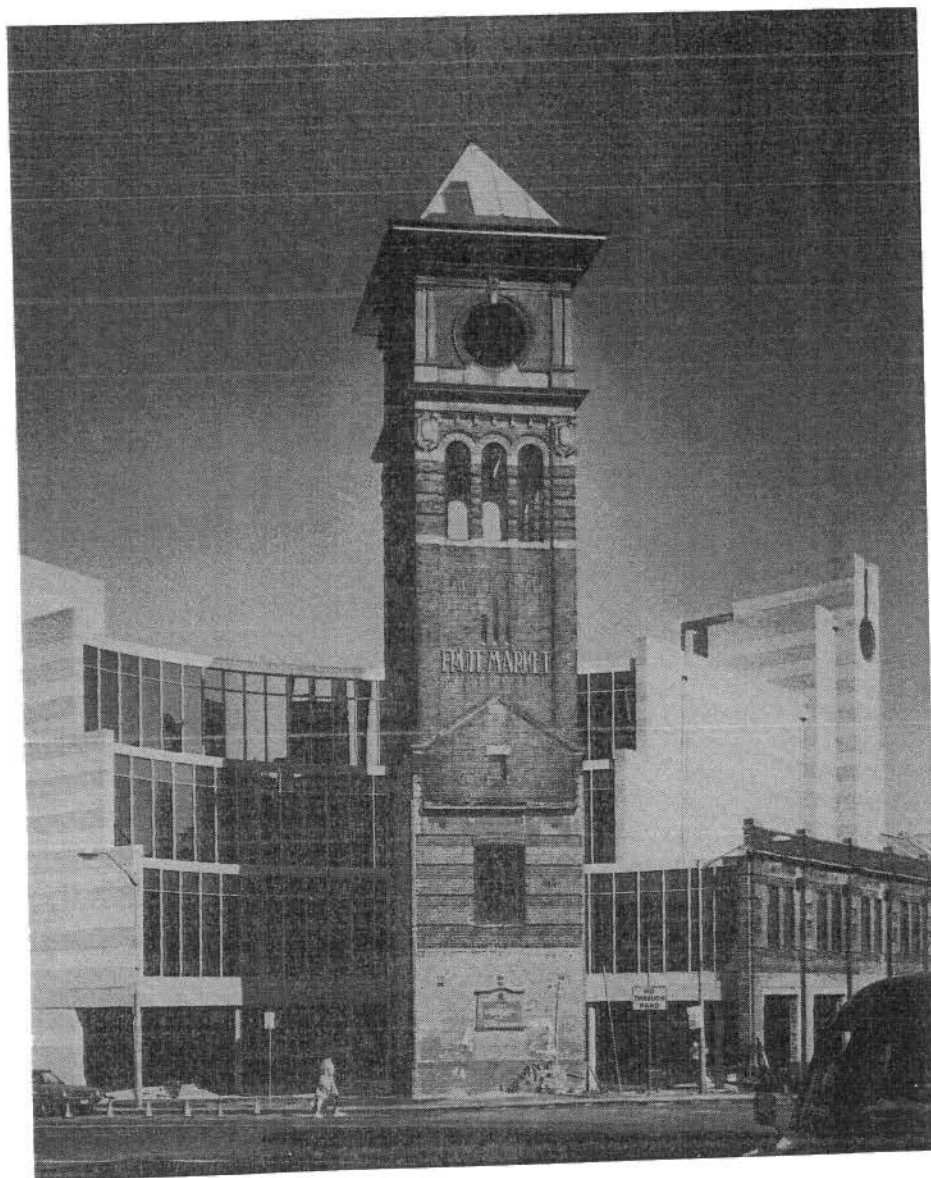
It should be noted that admission to courses on a sandwich attendance pattern basis does not require students to be employed at the time of enrolment.

### Further Information

The University publishes a Calendar which may be purchased from the Co-operative Bookshop, or consulted at the University Library or UTS Information Service.

The 1990 Calendar is published in two volumes and should be read in conjunction with this and other UTS Faculty Handbooks. Volume 1 contains other course information, lists of officers and staff, general information and regulations. Volume 2 covers the Kuring-gai campus only.





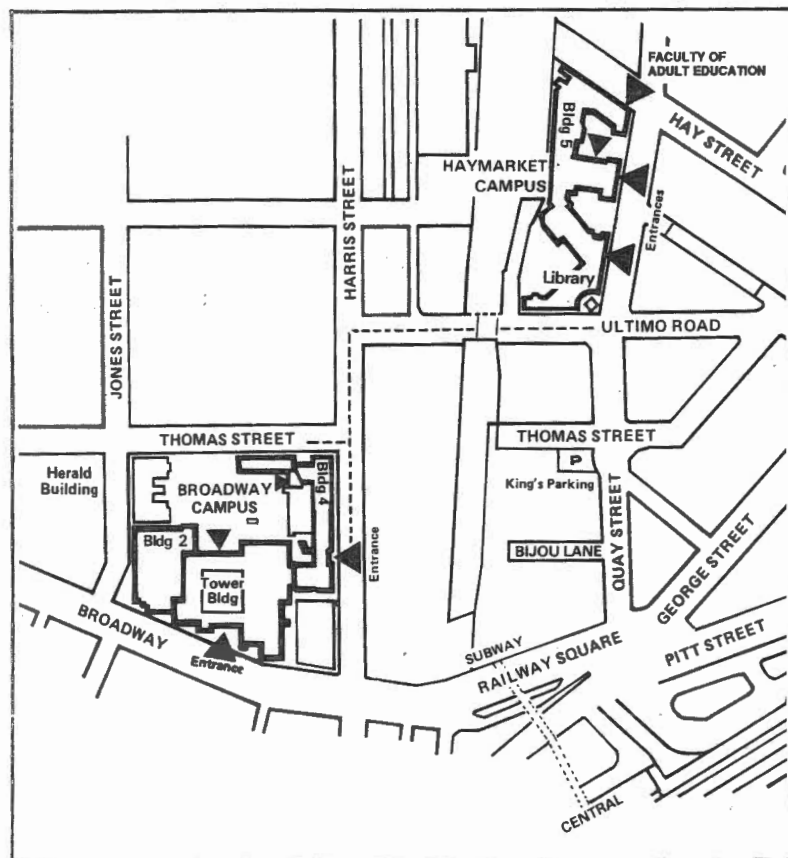
### MISSION

The special mission of the University of Technology, Sydney is to provide higher education to equip graduates for professional practice. The UTS approach has been to relate academic study to practical needs and to offer courses through a variety of attendance patterns to encourage the combination of work and study. This style of cooperative education is appealing to students and highly regarded by professional associations.

UTS offers not only a degree but a profession, the option to combine work and study, the opportunity for working men and women to improve their qualifications, and a university education with a difference.

### EQUAL OPPORTUNITY

It is the policy of the University of Technology, Sydney to provide equal opportunity for all persons regardless of race, sex, marital status, physical disability, racial vilification or homosexuality.



FACULTY OF ADULT EDUCATION  
Office: Room D 102  
Haymarket Campus  
Quay Street, Haymarket  
Telephone: 217 9999

BROADWAY CAMPUS  
15-73 Broadway  
Broadway  
Telephone: (02) 20930  
PO Box 123  
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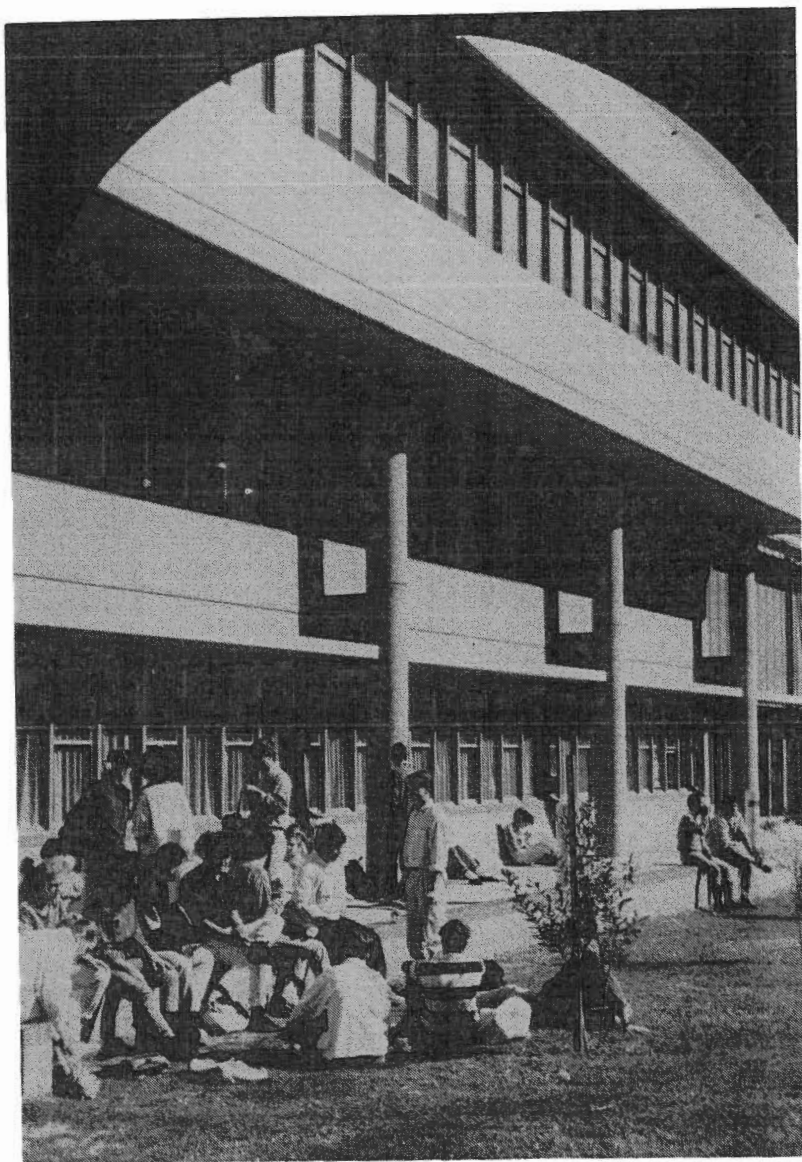


## Faculty of Adult Education

### 1990 Handbook

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## INFORMATION DAY

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Visit UTS on Monday 28 May, 1990  
from 2.00pm - 7.00pm at the  
Broadway Campus 15-73 Broadway.  
Phone (02) 20930.

Select from an exciting new range of degree courses in

- Adult Education
- Architecture
- Biological and Biomedical Sciences
- Building
- Business
- Communication
- Computing
- Design
- Education
- Engineering
- Law
- Leisure Studies
- Library and Information Science
- Mathematics
- Nursing
- Physical Sciences
- and Accredited Short Courses

## PRINCIPAL DATES FOR 1990

All courses at the University follow the semester pattern of attendance. The academic year is divided into two semesters, each containing twenty weeks.

### January

- 3 Teaching commences for College of Law co-operative course C190
- 15 Teaching commences for College of Law full-time course C901
- 29 Academic year commences
- 29-30 Enrolment of continuing students (not Kuring-gai)
- 31 Enrolment of new students (not Kuring-gai)

### February

- 1-2 Enrolment of new students (not Kuring-gai)
- 5-9 Enrolment of continuing students (not Kuring-gai)
- 10 Orientation Open Day
- 12 Classes commence for continuing students (not Kuring-gai), new Faculty of Business (Broadway) students and new School of Nursing (Gore Hill) students
- 12 Classes for all Faculty of Adult Education students commence
- 12-15 Enrolment of new and continuing students (Kuring-gai)
- 12-16 Orientation Week
- 13 Teaching ceases for College of Law co-operative course C190
- 13-15 Special Examinations (Kuring-gai)
- 19 Classes commence for other new students (all campuses) and for continuing Kuring-gai students
- 19 Teaching commences for College of Law co-operative course C289

### March

- 2 Last day to add subjects (Kuring-gai)
- 9 Last day to add subjects (except Kuring-gai)
- 9 Last day to apply for advanced standing (ie subject exemption)
- 9 Last day to apply for transfer of course
- 9 Last day to pay HECS Up front charges
- 16 Last day for continuing students to withdraw without penalty from a course or a semester-unit (Kuring-gai)
- 16 Teaching ceases for College of Law co-operative course C289
- 19 Tutorial week commences (except Kuring-gai)
- 19 Classes suspended week (Kuring-gai except I.TCS)
- 19 Field Experience week (School of Leisure, Tourism and Community Studies)
- 19 Project and Directed Activity week commences (Faculty of Adult Education)
- 30 Last day to change HECS Payments Option
- 31 Autumn HECS census date

### April

- 2 Teaching commences for College of Law co-operative course C189
- 6 Last day for withdraw without academic penalty from a course or subject (except Kuring-gai)
- 6 Last day to approve leave of absence
- 9 Recess week for College of Law full-time course C901
- 13 Good Friday
- 13-20 Easter break (Faculty of Adult Education)
- 16 Easter Monday
- 17 Practicum (School of Teacher Education)
- 23 Practicum (School of Teacher Education, School of Library and Information Studies)
- 23 Field Experience week (School of Leisure, Tourism and Community Studies)
- 23 Classes suspended week (Other Kuring-gai Schools)
- 25 Anzac Day
- 26 Graduation Ceremonies commence
- 27 Last day for first-year Kuring-gai students to withdraw without academic penalty from a course or semester-unit

- 30 Tutorial week commences (not Kuring-gai)
- 30 Practicum (School of Teacher Education, School of Library and Information Studies)
- 30 Field Experience week (School of Leisure, Tourism and Community Studies)
- 30 Classes suspended week (other Kuring-gai Schools)

### May

- 1 Teaching ceases for College of Law co-operative course C189
- 7 Practicum (School of Teacher Education)
- 7 Project and Directed Activity week commences (Faculty of Adult Education)
- 25 Closing date for applications for Spring semester
- 28 Information Evening

### June

- 4 Formal examinations commence for School of Nursing (Gore Hill)
- 4 Project and Directed Activity week commences (Faculty of Adult Education)
- 11 Queen's Birthday holiday
- 12 Formal examination period commences
- 18 Formal examinations commence for Architecture and Building, Engineering, and Kuring-gai
- 22 Teaching ceases for College of Law full-time course C901
- 22 Last day of teaching semester (Faculty of Adult Education)
- 25 Semester recess commences (Faculty of Adult Education)
- 29 End of formal examination period
- 29 End of Autumn Semester

### July

- 2 Semester recess commences
- 2 Teaching commences for College of Law co-operative course C290
- 9 Teaching commences for College of Law full-time course C902
- 17-18 Special Examinations (Kuring-gai)
- 18 Project and Directed Activity week (Faculty of Adult Education)
- 18-20 Mid-year enrolment of students
- 23 Spring Semester commences
- 23 Classes commence for all Kuring-gai students and for continuing students on other campuses
- 25 Classes for all Faculty of Adult Education students commence
- 30 Classes commence for new students (except Kuring-gai)

### August

- 3 Last day to add semester-units (Kuring-gai only)
- 9 Last day to apply for advanced standing (ie subject exemption)
- 9 Last day to apply for transfer of course
- 9 Last day to pay HECS Up front charges
- 9 Last day to add subjects (except Kuring-gai)
- 10 Teaching ceases for College of Law co-operative course C290
- 17 Last day to add subjects (except Kuring-gai)
- 17 Last day to withdraw from a course or semester-unit without penalty (Kuring-gai, except first-year students)
- 20 Teaching commences for College of Law co-operative course C190
- 27 Tutorial week commences (except Kuring-gai)
- 27 Practicum (School of Teacher Education, School of Library and Information Studies)
- 27 Field Experience week (School of Leisure, Tourism and Community Studies)
- 27 Project and Directed Activity week commences (Faculty of Adult Education)
- 27 Classes suspended week (other Kuring-gai Schools)
- 30 Last day to change HECS Payment Option
- 31 Spring HECS census date

**September**

- 3 Practicum (School of Teacher Education, School of Library and Information Studies)
- 3 Field Experience week (School of Leisure, Tourism and Community Studies)
- 3 Classes suspended week (other Kuring-gai Schools)
- 10 Practicum (School of Teacher Education)
- 14 Last day to approve leave of absence
- 14 Last day for withdrawal without academic penalty from a course or subject (except Kuring-gai)
- 14 Teaching ceases for College of Law co-operative course C190
- 17 Practicum (School of Teacher Education)
- 24 Non-teaching fortnight commences (Faculty of Adult Education)
- 26 Teaching commences for College of Law co-operative course C289
- 28 Applications close for admission in 1991

**October**

- 1 Labour Day holiday
- 1 Field Experience week (School of Leisure, Tourism and Community Studies)
- 1 Classes suspended week (other Kuring-gai Schools)
- 1 Recess week for College of Law full-time course C902
- 9 Tutorial week commences (except Kuring-gai)
- 24 Teaching ceases for College of Law co-operative course C289

**November**

- 12 Formal examinations commence for School of Nursing (Gore Hill)
- 12 Project and Directed Activity week commences (Faculty of Adult Education)
- 19 Formal examination period commences
- 26 Examinations commence for Architecture and Building, and Engineering
- 30 End of formal examination period (Kuring-gai only)
- 30 Last day of teaching semester (Faculty of Adult Education)

**December**

- 7 End of formal examination period (except Kuring-gai)
- 14 Teaching ceases for College of Law full-time course C902
- 24 End of academic year

Nursing Practical Experience for Kuring-gai students is ongoing throughout each semester. Details are in the *Clinical Experience Handbook* issued by the School of Nursing.

**Kuring-gai Campus Practical Legal Training Courses.****First Half-Year Full-Time 901**

January 15 - June 22

Recess: April 9 - April 16 (incl)

**Second Half-Year Full-Time 902**

July 9 - December 14

Recess: October 1 - October 5 (incl)

**Co-Operative First Half-Year: Course C190**

Session I: January 3 - February 13, 1990

Session II: August 20 - September 14, 1990

Session III: April 2 - April 30, 1991

Weekend Seminar - May 5 and 6, 1990

**Co-Operative Second Half-Year: Course C290**

Session I: July 2 - August 10, 1990

Session II: February 25 - March 22, 1991

Session III: October 8 - November 4, 1991

Weekend Seminar - November 10 and 11, 1990

**1990 Academic Year**

Autumn Semester

January 29 - June 29

Spring Semester

July 23 - December 24

**1990 Public Holidays**

Australia Day January 26

Easter April 13 - April 16

Anzac Day April 25

Queen's Birthday June 11

Labour Day October 1

**1990 TAFE and Public School Holidays**

April 13 - April 22

July 2 - July 15

September 24 - October 5

December 17 - January 28

## GENERAL INFORMATION

The Faculty Office is located in Room D 102, Haymarket Campus.

The **UTS Information Service** is located in the foyer of the Tower Building at Broadway. It provides information and assistance to the public with all aspects of application for UTS courses. As the student centre it is the principal point of contact between students and the central administration. Through this centre students can obtain assistance with the broadest range of enquiries.

The **Student Health and Counselling Services** are located on the Broadway and Kuring-gai campuses, telephone 218 9145 (Broadway) or 413 8342 (Kuring-gai), and provide the following specialised services.

**Student Counselling:** The aim of this service is to assist students to perform to the best of their ability. Problems of a personal nature, study difficulties, selection of courses or anything else that is likely to affect a student's progress, may be discussed in confidence with the student counsellors.

**Health Service:** A free health service is provided for students of the University. A medical practitioner and a nursing sister staff the service and all consultations are considered strictly confidential.

**Student Welfare Service:** A Welfare Officer co-ordinates several distinct areas of student welfare including Accommodation, Student loans, Austudy applications; advocacy role (if needed) with academic and administrative problems. All interviews are confidential and suggestions for services required by students are welcome.

**Students with Physical Disability:** The Special Needs Co-ordinator is able to assist students with an increasing range of services. These include parking arrangements; amanuensis (note taker); hearing enhancement equipment; tape recorders; examination concessions (time and print size of paper). A seminar is held early in semester informing students with special needs of UTS policy.

A **Learning Skills Counsellor** is available to assist students with their study methods, particularly those students returning to study after some years absence.

The **International Students Counsellor** assists those students coming to UTS from overseas, with any difficulty they may have in successfully pursuing their course.

**English classes:** The University offers a variety of English classes particularly for overseas students. Interested students should contact the Student Services Unit in the first instance for further details.

**Child Care:** The Magic Pudding Child Care Centre provides full-time and part-time care for children of both students and staff. Care is available for children aged up to five years, Monday to Friday (8.00am - 10.00pm). Fees are calculated on a sliding scale based on family income. For further information please call 218 9507 or drop into the Centre at Broadway campus.

**Financial Assistance** is available to Australian residents under the AUSTUDY Assistance Scheme. The Australian Government provides means-tested living and other allowances to full-time and sandwich students undertaking approved tertiary and postsecondary courses. Further information is available from: The Director, Department of Employment, Education and Training, Plaza Building, 59 Goulburn Street, Sydney, NSW 2000. Telephone: (02) 218 8800. Information booklets and application forms are also available from the Student Welfare Officer in the Student Services Unit at the University.

**Fees and the Higher Education Contribution Scheme (HECS):** Compulsory fees are payable to the University Union and Students' Association. The 1990 fees are \$155 for new students and \$137 for continuing students.

The Higher Education Contribution Scheme (HECS), introduced by the Commonwealth Government, collects a contribution from higher education students towards the cost of their education. Students (with the exception of some categories) are required to make a contribution of 20 per cent of their course costs. In 1990 this is about \$1882 for a full-time course load. The contributions will only be required if and when the person has the capacity to pay.

Under HECS, an annual course charge of \$1882 will apply for each year of equivalent full-time study undertaken. Relative charges will apply according to the actual proportion of equivalent full-time load being undertaken. If a student undertakes 75 per cent of a full-time load then she or he will be charged about \$1,412 (75 per cent of \$1,882). The charge increases annually in line with tertiary education costs.

Student compulsory fees and HECS "upfront" charges are due and payable by a date determined by the Registrar and Secretary.

The **Students' Association (SA)** represents all students at the University. The Students' Council is the governing body of the SA. Elected by students, it is accountable to the student body. Each Faculty and the School of Design is represented on the Council along with a number of general members elected by all students.

The full-time paid President of the SA is directly elected by students. An Executive Committee assists the President in carrying out the directions of the Students' Council and the day to day management of the Association. The Vice-President is employed full-time to represent student education interests.

In general the SA plays a representative and advocacy role on behalf of students. It liaises closely with the University Union and the Student Services Unit. Additionally, it negotiates with, and/or lobbies government and non-government organisations on education and welfare issues in the interests of the students.

The Students' Association maintains close links with student bodies in other tertiary institutions and has a political role to play in maintaining educational standards and conditions for students both within the University and the tertiary sector as a whole.

The main office of the SA is located at the Broadway Campus on Level 3A of the Tower Building (telephone 218 9064). Opening hours - 9am to 6pm.

### Equal Opportunity Co-ordinator

The Equal Opportunity Co-ordinator is available to assist any students who feel they have been discriminated against in their study. Whether the problem is sexual harassment or other unfair treatment because of race, sex, marital status, physical disability, racial vilification, homosexuality - you will be assured of a confidential hearing. You can contact her on 20930.

The **University Union** acts as the University's community centre and provides a focus for the social, cultural and recreational activities of the whole of the University community. All students are members of, and pay fees, to the Union: all University staff, whose fees are paid by way of an annual lump sum grant from the University to the Union, are also members; all graduates are eligible for life membership of the Union.

The Union fulfills its objectives by providing food services, licensed bars, lounge, meeting and function rooms, stationery shops, newsagency, sporting facilities (including squash courts, gymnasium, weights rooms and basketball/volleyball court), sports programmes and activities programmes which include dances, concerts, lunchtime speakers and entertainment, films and creative leisure courses. The Union also provides considerable financial and other assistance to affiliated clubs and societies. Miscellaneous services include free accident insurance, free legal advice, free diaries and other publications, lockers, telephones and TVs.

The Union also established the University's Careers and Appointments Service, which provides a graduate placement service, casual employment and careers counselling.

The Union is controlled by a board of 15 persons, including eight students. Elections are usually held in September of each year and all interested students are encouraged to stand for a position on the board.

For further information, contact the Union Office on Level 6 of the Tower Building, phone 218 9403.

The **University Library** offers information from libraries on the Haymarket Campus, North Shore and Kuring-gai Campuses. The Faculty of Design has an Information Resource Centre (Library) at the Balmain campus. A wide variety of materials is available. Tours are given by library staff at the beginning of each semester as well as comprehensive sessions on the literature of various subjects.

The **Computing Services Division** provides a variety of facilities and services for undergraduate students. The main installation is on Level 9 of the Tower Building at Broadway with additional locations at Broadway and at the other campuses.

**Scholarships:** From time to time a number of companies, institutions and government authorities offer scholarships, cadetships, or employment to students about to commence courses at the University. Details are usually advertised in

the press in the latter part of the year or early January. The UTS Information Service maintains a noticeboard devoted to such press clippings in the foyer of the Tower Building.

**Prizes** are awarded annually to students at UTS for excellence in study. These are made available through the generosity of private individuals and public organisations.

### FURTHER INFORMATION

The information given above is a summary only. Further and more detailed information on each of the aspects covered may be obtained from the UTS Information Service or Faculty and School offices at the University.

An Information Evening or Open Day is normally held mid-year and prospective students are encouraged to attend and discuss their proposed courses and careers with members of academic staff. Information concerning the day may be obtained from the UTS Information Service.

**STAFF**

*Professor of Adult Education and Dean, Faculty of Adult Education*

R.J. McDonald, BSc, PhD (ANU)

*Associate Professor and Head, School of Adult Education*  
J.K. Foster, BEd, MA (Br Col), ASTC (STC)

*Associate Professor and Head, School of Technical Teacher Education*

M. Kaye, BA MEd DipEd (Syd), MA PhD (Macq), MAPsS  
MACE MAITD

*Associate Professor and Head, Academic Planning and Services*

R. Morris, BA MLitt (NE), MEd (Syd), PhD (Minn),  
GradDipAdEd

*Head, Training and Development Services*

G.H. Bennett, BComm (NSW), MEd (Nott), MAPsS

*Personal Assistant to the Dean*

R. van Damme

*Manager, Faculty Administration*

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A.J. Watson, MA (Syd)

*Principal Lecturers*

G.J. Peak, BA (Syd), MEd MA PhD (Harv), MBPsS MAPsS  
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*Senior Lecturers*

J.C. Bright, BA (Syd), MPhil (Lond), DipEd (NE), MACE

H.G. Foley, BA MEd PhD (Syd), DipEd (Eaf)

A.P. Goncz, MA MEd (Syd)

P.H. Hager, BSc BA PhD (Syd), GradDipEd(Tech) (STC)

V. Levy, BA (Col), MA (Penn), PhD (Claremont)

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State), ASTC (Syd Technical Coll)

G. Scott, BA DipEd (Syd), MEd (Tor)

H. Schaafsma, BEd BA (Qld), MEd PhD (Syd)

M. Tennant, BA DipEd (Syd), PhD (Macq), MAPsS

*Lecturers*

S. Bradley, BEd (Garnett College), TEng (CEI), AMIMI,  
IRTE

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E.L. Dawes, BA (NSW), PhD (Macq), MAPsP

R.H. Dunstan, BA MEd (Syd)

L.S. Field, BSc (Syd), MEd DipContEd (NE)

R. Gowing, BA (NE), MEd (Syd), DipT (Syd Teachers Coll)

B. Green, MSc (Oregon), DipPE (Syd Teachers Coll)  
FACHPER

T.W. Hay, MA (Syd)

A.M. Holland, BSc (NSW), PhD BA (Woll) DipEd (Syd  
Teachers Coll), GradDip (SACAE), ARACI

N. Ingram, MEd (Harv), Dip Teach

M. Jackson, BSc (LSE), MEd (Syd), GradDipEd (Syd Teachers  
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S. Kelly, DipTeach GradDipRead (Adelaide), GradDip  
TESOL (SACAE)

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J.M. Maitland, BA DipEd (Syd)

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J. McIntyre, BEd MA (Syd)

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P.R. Oswald, BA (Macq)

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J. Roc, BSc (Rangoon), MEd MA DipEd (Syd), MACE  
MARA

P.R. Russell, BA (NE), DipTeach(Tech) (Syd. Teachers Coll)

J. Sampson, BA (ANU), DipCertEd (UNE)

S. Saunders, MA (NSW), GradDipAdEd (SACAE)

K.L. Skelsey, BA MEd (Syd), ASTC (STC)

L. Spindler, MA (Macq)

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Coll)

P. Whalan, MA (Syd), MLitt (NE)

R. Wickert, BSc (Aston), GradCertFE (Lond),  
GradDipAdEd(Basic)

R.K. Young, BSc(Technology), MScSoc (NSW), MEd (Syd)

**FACULTY BOARD****Ex-Officio Members**

Dean of the Faculty

R J McDonald (Chair)

Heads of School

J K Foster

M Kaye

**Professors, Associate Professors and Principal  
Lecturers**

R Morris

G J Peak

A J Watson

**Nominated Members**

Representative of the Registrar and Secretary  
Representative of the University Library  
Representative of the Centre for Learning and Teaching

**Faculty Staff Members**

Six elected Course Directors  
Six elected academic staff members

**Student Members**

Four student members

**COURSES AVAILABLE IN 1990**

Course, Award, Abbreviation

*Doctoral Degree by Thesis*

*Doctor of Philosophy, PhD*

*Masters Degree by Thesis*

*Master of Education, MEd*

*Graduate Diploma Courses*

Adult Education

Graduate Diploma in Adult Education, GradDipEd

Basic Education

Graduate Diploma in Adult Education, GradDipEd

Computer Education

Graduate Diploma in Educational Studies, GradDipEdStudies

Technical Education

Graduated Diploma in Education, GradDipEd

TESOL

Graduate Diploma in TESOL, GradDipTESOL

*Graduate Certificate Courses*

TESOL

Graduate Certificate in TESOL, GradCertTESOL

*Undergraduate Degree Courses*

Adult Education

Bachelor of Education, BEd

Technical Education

Bachelor of Education, BEd

*Undergraduate Diploma Courses*

Technical Education

Diploma of Teaching, DipTeach

*Undergraduate Associate Diploma Courses*

Aboriginal Education

Associate Diploma in Adult Education,

AssocDipAdultEd

Community

Associate Diploma in Adult Education,

AssocDipAdultEd

Training

Associate Diploma in Adult Education,

AssocDipAdultEd

**FACULTY OF ADULT EDUCATION**

The Faculty is the major provider of professional development for adult educators in NSW. The Faculty trains TAFE teachers, community adult educators, commercial, industrial and government trainers, Aboriginal adult educators, and educators in the fields of TESOL and Adult Basic Education.

The Faculty provides a full range of courses, as well as short programmes and consultancy services.

In Technical Teacher Education courses are provided for the initial professional preparation and the continuing educational development of TAFE and other teachers who work in related educational situations.

In Community and Workplace Education, courses are provided for the professional development of adult educators and trainers who manage or teach adults in industry, commerce, government, community education and welfare agencies. Specialist programmes are also offered in Adult Basic Education, TESOL and Aboriginal community adult education.

*Subject duration in the undergraduate and postgraduate courses offered by the Faculty is expressed in credit points. For the purpose of comparison with other University courses, one credit point is nominally equivalent to one semester hour.*

**DIPLOMA OF TEACHING (TECHNICAL)**

The Diploma of Teaching (Technical) course is an equivalent three-year, full-time programme that has been developed to meet the initial teacher education needs of non-graduate teachers in vocational and further education institutions. Students undertake two years of full time study whilst concurrently employed in an appropriate teaching environment. It is anticipated that candidates will be engaged as full-time or part-time teachers in TAFE or other vocational institutions and that they will have acquired formal vocational qualifications and substantial industrial experience prior to their entry to the course.

Applications for admission to the course with advanced standing are encouraged from individuals who have undertaken previous relevant studies.

The general aims of the course are:

1. To develop the planning, teaching and evaluation skills required in vocational and further education.
2. To establish the basis for the professional education of teachers with particular reference to major aspects of educational practice in vocational and further education.

3. To establish the foundations of the disciplines underlying the practice of teaching in the vocational and further education field and operating at the interface between TAFE, industry and society.
4. To broaden the general education of teachers so that professional and foundation studies can be pursued in the context of the wider society.
5. To strengthen the foundations of the special subject disciplines on which their teaching is based.
6. To establish the knowledge, skill and attitudinal foundations for continual professional and personal development in a teaching career in vocational or further education.
7. To establish standards of professional conduct and ethics appropriate to teachers in vocational and further education, and to encourage a commitment to implementing policies on affirmative action.

**Course Structure**

Candidates are required to study 14 subjects in order to achieve 96 credit points.

The course features four component strands in each year — Teaching Studies, TAFE Studies, Specialist Studies and Vocational Teaching. In the first year TAFE Studies is provided by the Staff Development Division of TAFE in the form of orientation to TAFE in New South Wales. As such it forms no part of the on-campus academic programme nor of the credit point structure.

Year 1	Credit Points
T0177 Theory & Practice of Teaching 1	14
T0178 Educational Psychology 1	6
T0179 Educational Media	6
T0180 Communication & Study Skills	6
T0196 Curriculum Studies	6
T0310 Vocational Teaching 1	10
Year 2	
T2200 Theory & Practice of Teaching 2	6
T2201 Educational Psychology 2	4
T0187 Computers in Teaching	4
T2202 Curriculum Development in TAFE	6
T2100 TAFE Studies 2	12
xxxxx Two Specialist Studies Electives	6
T0311 Vocational Teaching 2	10

**COURSE RULES**

These rules should be read in conjunction with the Rules and Resolutions of the University of Technology, Sydney.

**1 ADMISSION****1.1 Normal Admission**

- 1.1.1 An applicant for admission to the Diploma of Teaching (Technical) shall provide evidence of access to relevant instructional experience through which the practice teaching requirements of the course can be met, and

either

- (1) have qualified for the Higher School Certificate or its equivalent

or

have been judged by an appropriate selection committee to possess those personal characteristics regarded as necessary for employment as full-time or part-time vocational teachers.

and

- (2) have relevant vocational qualifications at the trade level and five (5) years commercial and industrial experience.

- 1.1.2 Applicants with less than five (5) years of relevant industrial/commercial experience who are employed by the NSW Department of Technical and Further Education or other vocational education authorities as full-time or part-time teachers will be granted admission to the course; however, they will not be able to graduate until:

- (1) they gain relevant industrial/commercial experience equivalent to their shortfall;

or

- (2) they undertake an investigative study in industry/commerce which is deemed by the Faculty Board, in consultation with the NSW Department of Technical and Further Education or the appropriate employer, to be equivalent to their shortfall in industrial/commercial experience.

## 1.2.1 Admission with Advanced Standing

- (a) Applicants who have completed part of the Diploma of Teaching (Technical) programme at Sydney Teachers College, Sydney CAE or Newcastle CAE between 1976 and 1984 will be granted advanced standing as follows:

- (1) where applicants have completed less than 6 of the Technical Studies Units of the 12 prescribed for the award of the Diploma of Teaching (Technical), as it was before the introduction of the new course in 1985, they must complete 18 credit points as follows:

T2200 Theory and Practice of Teaching 2, 6 credit points

T2117 TAFE Studies (Adv. Standing), 6 credit points

T2106 Language and Literacy in TAFE Teaching 1, 3 credit points

T2107 Language and Literacy in TAFE Teaching 2, 3 credit points

- (2) where applicants have completed more than 5 but less than 12 of the Technical Studies Units prescribed for the Diploma of Teaching (Technical), as it was before the introduction of the new course in 1985, they must complete 9 credit points of the new course as follows:

T2200 Theory and Practice of Teaching 2, 6 credit points

T2106 Language and Literacy in TAFE Teaching 1, 3 credit points

- (b) Students who have completed one year of the Diploma of Teaching (Technical) programme at Newcastle CAE/Hunter Institute of Higher Education since 1985 will be granted advanced standing:

up to one year of advanced standing for the completion of the first year of the programme conducted at Newcastle CAE/Hunter Institute of Higher Education. This provision is in addition to the approved one year credit for the technical training previously undertaken.

- (c) Students who completed the teacher education requirements for TAFE teachers at Syd-

ney Teachers College prior to 1976 shall be eligible for consideration for advanced standing as determined by the Faculty Board.

## 2 ASSESSMENT

## 2.1 Time Limit

A student shall complete the prescribed course for the award of the Diploma of Teaching (Technical) in a maximum of four (4) years from the date of initial enrolment.

## 2.2 Assessment of Field Experience

Performance in field experience subjects will be graded as:

Year 1: P – Pass, Z – Fail  
Year 2: HD – High Distinction, D – Distinction, C – Credit, P – Pass, F – Fail

## 2.3 Student Progress

Student progress will be reported at the end of each year.

## BACHELOR OF EDUCATION (TECHNICAL)

The Bachelor of Education (Technical) is a two-year part-time course for teachers in TAFE, the RAAF, the Navy and for other vocational teachers working in similar settings.

The course is offered in four major areas of professional learning:

Advanced Teaching Studies that flow from and extend the Teaching Studies strand of the Diploma of Teaching (Technical);

Administration Studies that prepare students for a supervisory role with TAFE;

Advanced TAFE Studies that extend and deepen the TAFE Studies strand of the Diploma of Teaching (Technical);

Research and Development Studies that prepare students for the roles of producer and consumer of research in TAFE.

## COURSE STRUCTURE

Candidates are required to study 6 subjects in order to achieve a total of 48 credit points.

Students must take the two courses from the area Research and Development Studies. Students will be expected to specialise

in at least one of the three remaining areas: Advanced Teaching Studies; Administration Studies; or Advanced TAFE Studies.

In year one students must take three (3) courses including Educational Research I while in year two students must take three (3) courses including Educational Research II.

Suggested options might include the following, however students may vary their options in consultation with academic staff.

## • Administration Studies Option

Year 1	Credit Points
T0209 Educational Research 1	8
T0200 Teaching and Learning in Vocational and Adult Education	8
xxxxx Elective	8

## Year 2

T0210 Educational Research 2	8
T0201 Curriculum and Evaluation	8
or	
T0202 Issues in Computer Innovations	8
xxxxx Elective	8

## • Administration Studies Option

Year 1 Credit Points	
T0209 Educational Research 1	8
T0203 Organisational Behaviour	8
xxxxx Elective	8

## Year 2

T0210 Educational Research 2	8
T0204 Human Resource Development	8
or	
T0205 Managing Change in Vocational and Adult Education	8
xxxxx Elective	8

## • Advanced TAFE Studies Option

Year 1	Credit Points
T0209 Educational Research 1	8
T0206 TAFE College and the Community	8
xxxxx Elective	8

## Year 2

T0210 Educational Research 2	8
T0207 Comparative Vocational Education or	8
T0231 History of Technical & Vocational Education in NSW	8
xxxxx Elective	8

## COURSE RULES

These rules should be read in conjunction with the Rules and Regulations of the University of Technology, Sydney.

## 1 ADMISSION

## 1.1 Normal Admission

An applicant for admission to the Bachelor or Education (Technical) shall either:

- (1) have qualified for the Diploma of Teaching (Technical) and have been engaged in teaching in the TAFE system or an equivalent situation for at least two years;

or,

- (2) have qualified for an equivalent award at an approved tertiary institution and have been engaged in teaching in the TAFE system or an equivalent situation for at least two years.

## 1.2 Admission with Advanced Standing

An applicant will not be granted exemption from the subject Education Research 2.

## 2 ASSESSMENT

## 2.1 Time Limit

A student shall complete the prescribed course for the award of the Bachelor of Education (Technical) in a maximum of four (4) years from the date of initial enrolment.

## 2.2 Degrees and Diplomas with Distinction

The award of the Bachelor of Education (Technical) may be granted with distinction.

## 2.3 Student Progress

Student progress will be reported at the end of each year.

## 2.4 Submission of Research Report

Two copies of the research report which conform to requirements for presentation shall be provided on plain white paper (size A4) and each copy shall be bound. Neither copy shall be returned to the candidate after examination and acceptance. One copy shall be forwarded to the library and the other shall be retained by the candidate's supervisor.

## GRADUATE DIPLOMA IN EDUCATION (TECHNICAL)

The Graduate Diploma in Education (Technical) course is an in-service, one year full-time course developed to meet the initial teacher education needs of graduate teachers in vocational and further education institutions. It is anticipated that candidates will be employed as full-time or part-time teachers in TAFE or other vocational institutions and that they will have gained formal vocational qualifications and substantial commercial or industrial experience prior to their entry to the course.

The aims of the course are to enable new teachers:

- to design, deliver and evaluate teaching/learning experiences that are meaningful to their studies within the particular contexts in which they are teaching;
- to understand and adapt to important educational social, economic, political and management change which may occur in the TAFE context;
- to update and extend their understanding of various concepts and processes in the curriculum and to apply appropriate principles and procedures of teaching to the particular requirements of that curriculum and the teaching situation;
- to communicate effectively in different settings and to be aware of the principles of multiculturalism, participation and equity in all teaching situations;
- to broaden and deepen their professional and general education not only in a vocational setting but also with reference to the wider spectrum of society;
- to establish a basis for their own professional development with particular reference to major aspects of educational practice and research in vocational and further education.

## COURSE STRUCTURE

Candidates are required to study 8 subjects and complete a journal in order to achieve a total of 48 credit points.

The course is presented in four segments:

1. Teaching Studies;
2. Technical and Further Education Studies (TAFE Studies);
3. An Elective Study;
4. Journal.

### 1. Teaching Studies

Theory and Practice of Teaching 1 aims to introduce students to introduce students to teaching in TAFE settings through an integrated programme of teaching method which incorporates a development of teaching skills, learning theory and some psychological, philosophical and sociological aspects of teaching. This subject takes place in the Autumn semester and creates the focus for other subjects which will support the development of basic teaching skills. These subjects are:

- i) Educational Media, which gives an insight into basic teaching aids;
- ii) Communication Skills, which provides students with an understanding of communication and multicultural education and which will assist beginning TAFE teachings to understand themselves as teachers;
- iii) Curriculum Studies, which is undertaken by subject specialists from within TAFE and which aims to assist new teachers in applying general teaching principles, curriculum design and measurement theory to their particular disciplines.

These studies will be linked and applied through the Vocational Teaching which all new teachers undertake weekly.

In the Spring semester Theory and Practice of Teaching 2 focuses on curriculum development and measurement and evaluation. Once again these studies will be integrated with the theory that underpins them.

Curriculum Studies continues in this semester and concentrates on measurement and evaluation policy within TAFE and within particular TAFE facilities as well as examining School Curricula. Vocational Teaching also continues in this semester.

### 2. Technical and Further Education Studies

These studies are designed to equip TAFE teachers to cope with the demands of teaching in a period of rapid change by enlarging understanding of key educational social and political issues currently affecting both TAFE and the role of TAFE teachers.

### 3. Elective Studies

The bulk of the course consists of compulsory subjects in both Teaching Studies and TAFE Studies. There is some provision within these subjects for variation to meet individual

needs and interests and the scope for this will be extended by offering students in Spring semester a choice of one two hour elective. The electives are designed to grow out of the core subjects and provide new teachers with the opportunity for deeper study in a particular area of interest or importance to them. The electives have been chosen so as to deal with major areas of educational knowledge that underlie the core subjects in Teaching Studies and TAFE Studies.

### 4. Journal

To aid the process of synthesis in the new teacher's mind between vocational teaching and theoretical and practical work undertaken in the Faculty all new teachers will be required to complete a WEEKLY JOURNAL. This journal will also link the TAFE Studies course to the needs of new teachers to clarify their new identity and their role within the bureaucracy.

#### Autumn Semester\*

	Credit Points
T4000 Theory and Practice of Teaching 1	10
T4100 Educational Media	2
T4101 Communication Skills	2
T4204 Curriculum Studies	2
T4203 Vocational Teaching	4
T4201 TAFE Studies	5
T4205 Beginning Teachers' Journal	3

#### Spring Semester\*\*

	Credit Points
T4001 Theory and Practice of Teaching 2	4
T4204 Curriculum Studies	2
T4203 Vocational Teaching	4
T4201 TAFE Studies	5
xxxxx Elective	2
T4205 Beginning Teachers' Journal	3

\*15 hrs face to face, 5 hrs directed study plus 60 hrs directed study in Directed Activity Weeks

\*\*8 hrs face to face, 2 hrs directed study plus 30 hrs directed study in Directed Activity Weeks

## COURSE RULES

These rules should be read in conjunction with the Rules and Resolutions the University of Technology, Sydney.

### 1 ADMISSION

#### 1.1 Normal Admission

An applicant for admission to the Graduate Diploma in Education (Technical) shall provide evidence of access to relevant instructional experience through

which the vocational teaching requirements of the course can be met.

## 2 ASSESSMENT

### 2.1 Time Limit

A student shall complete the prescribed course for the award of the Graduate Diploma in Education (Technical) within any twelve (12) month period from the date of initial enrolment.

### 2.2 Satisfactory attendance in all subjects is a requirement of the course.

## GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (COMPUTER EDUCATION)

The course is available to teachers, adult educators and trainers and aims to provide them with the skills, knowledge and attitudes necessary to teaching effectively with computers and about computers and computing. Attendance is required over two years of part time study. In 1990, new students will follow the newly formatted course structure whereas continuing students will complete the course as specified in 1989.

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 and 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 and training, in all appropriate aspects of their work;
- develop understanding and competencies in the principles of structured computer programming;
- develop computer awareness in their student and trainees;
- develop those skills and attitudes which will enable them to provide leadership in the development of computing policy in their educational and training setting.

## COURSE STRUCTURE

Candidates are required to study 12 subjects in order to achieve a total of 48 credit points.

### Year 1 – Autumn Semester Credit Points

T1134 Computers & Teaching 1	4
T1159 Designing Educational Packages	4
T1136 Information Processing 1	4

### Year 1 – Spring Semester

T1137 Computers & Teaching 2	4
T1144 Computers in Business and Industry	4
T1139 Information Processing 2	4

### Year 2 – Autumn Semester

T1135 Information Technology and Society	4
T1158 Computer Managed Learning	4
T1142 Information Processing 3	4

### Year 2 – Spring Semester

xxxxx Elective	4
xxxxx Elective	4
xxxxx Elective	4

For continuing students the format of the 1989 course structure to be completed is as follows.

### Year 1 – Autumn Semester Credit Points

T1134 Computers & Teaching 1	4
T1135 Information Technology & Society	4
T1136 Information Processing 1	4

### Year 1 – Spring Semester

T1137 Computers & Teaching 2	4
T1155 Programming and Problem Solving	4
T1139 Information Processing 2	4

### Year 2 – Autumn Semester

T1140 Computers & Teaching 3	4
T1157 Programming Techniques	4
or	
T1144 Computers in Business & Industry	4
T1142 Information Processing 3	4

### Year 2 – Spring Semester

xxxxx Elective	4
xxxxx Elective	4
xxxxx Elective	4

### COURSE RULES

These rules should be read in conjunction with the Rules and Resolutions of the University of Technology, Sydney.

### 1 ADMISSION

#### 1.1 Admission

An applicant for admission to candidature in the course must have completed either:

- (1) an approved 3 or 4 year teacher education programme for early childhood, primary, secondary or technical teachers or adult educators and at least two years full-time teaching or its equivalent,

or

- (2) an approved degree and Graduate Diploma in Education programme and at least two years full-time teaching or its equivalent.

### 2 ASSESSMENT

#### 2.1 Time Limit

In order to be eligible for the award, a part-time student must complete the course within 8 semesters from the date of initial enrolment.

#### 2.2 Student Progress

Student progress will be reported at the end of each academic semester.

#### 2.3 Attendance

- (1) Except where leave is granted, students must attend all sessions of subjects in which they are registered.
- (2) Where absences are in excess of three sessions of a subject, students may be given the grade Z (Failure).

#### 2.4 Diplomas and Degrees with Distinction

The award of the Graduate Diploma in Educational Studies (Computer Education) may be granted with distinction.

### ASSOCIATE DIPLOMA IN ADULT EDUCATION

This two year, full time course of study is available in three distinct strands. A student must earn 96 credit points in order to fulfil the requirements for the award. In 1990, all new students will follow the new patterns of study in each strand.

Students who enrolled in 1988 will complete the requirements of the course described in the SCAE Handbook of 1989.

Those who first enrolled in 1989 will transfer to the 1990 patterns.

**Training Strand** – this course is designed to promote the career development of people in the field of human resource development. The programme focuses on developing the skills of those adult educators who work in training and development roles in industrial, commercial or service organisations.

**Community Strand** – this course is designed to promote the career development of people in the field of adult education. The programme focuses on developing the skills of those adult educators who work in community settings.

**Aboriginal Education Strand** – this course is designed to promote the career development of people in, or wishing to enter, the field of Aboriginal adult education. The programme focuses on developing skills of Aboriginal adult educators who work in Aboriginal community settings.

### COURSE RULES

These rules should be read in conjunction with the Rules and Regulations of the University of Technology, Sydney.

### ADMISSION

- 1.1 An applicant for admission to the Associate Diploma in Adult Education shall provide evidence of access to relevant field experience through which the fieldwork requirements of the course can be met.

### ASSESSMENT

#### 2.1 Time Limit

A student shall complete the prescribed course for the award of the Associate Diploma in Adult Education within four (4) years from the date of initial enrolment.

#### 2.2 Grading

Student progress will be reported at the end of each semester.

### TRAINING STRAND

#### Aims of the Course

- to promote the career development of people in the training and development field in industrial, commercial, and government organisations
- to develop instructional and communication skills relevant to training
- to develop skill in the design and use of training resources

- to develop skill in the design and administration of training programmes

#### Special Features of the Course

- learning based on identified training competencies
- individually negotiated learning contracts
- regular individual consultation with a staff adviser
- self-directed learning
- job related and relevant learning activities
- interaction with a wide range of training professionals

### COURSE STRUCTURE

#### Year 1 Semester 1 Credit Points

T5171 Training Theory and Practice	8
T5172 Communication in Training	8
T5173 Study Group 1	2
T5174 Training Practice 1	6

#### Year 2 Semester 2

T5175 Instructional Design	8
T5176 Adult Learning	8
T5177 Study Group 2	2
T5178 Training Practice 2	6

#### Year 2 Semester 3

T5179 Organisational Behaviour	8
T5180 Programme Development and Evaluation	8
T5181 Research and Development Project 1	2
T5182 Training Practice 3	6

#### Year 2 Semester 4

T5183 Managing Training	8
T5184 Computers and Training	8
T5185 Research and Development Project 2	2
T5186 Training Practice 4	6

#### Attendance

The course requires four semesters of study made up of:

- attendance at lectures and seminars for six hours per week during each academic year (30 weeks)
- seven one-day workshops spread over the two academic years

- individual consultations with a staff adviser

- supervised field experience

#### COMMUNITY STRAND

##### Aims of the Course

- to provide for the career development of people in the field of community-based or less formal adult education

- to develop teaching, evaluation and communication skills relevant to this field

- to develop skill in the design and administration of adult education resources, equipment and programmes

##### Special Features of the Course

- learning based on identified and necessary adult educator competencies

- individually negotiated learning contracts

- regular individual consultation with a staff adviser

- self directed learning

- job related and relevant learning activities

- interaction with a wide range of adult educators working in community settings

The course can lead to the Bachelor of Education (Adult) which involves a further four years of part-time or two years of full-time study if desired.

#### COURSE STRUCTURE

##### Year 1 Semester 1 Credit Points

T5187 Adult Teaching and Learning	8
T5188 Communications and Interpersonal Skills 1	8
T5189 Study Group 1	2
T5190 Supervised Field Experience 1	6

##### Year 1 Semester 2

T5191 Programme Development	8
T5192 Communications and Interpersonal Skills 2	8
T5193 Study Group 2	2
T5194 Supervised Field Experience 2	6

##### Year 2 Semester 3

T5195 Psychology and Adult Education	8
T5196 Practitioner Skills 1	8
T5197 Study Group 3	2
T5198 Supervised Field Experience 3	6

##### Year 2 Semester 4

T5199 The Reflective Practitioner	8
T5200 Practitioner Skills 2	8
T5201 Study Group 4	2
T5202 Supervised Field Experience 4	6

##### Attendance

The course requires four semesters of study made up of:

- attendance at lectures and seminars for five hours per week during each academic year (30 weeks)

- attendance at seminars for five hours per week during the second academic year (30 weeks)

- attendance at one two-day workshops during the first year and four one-day workshops during the second year

- participation in regular meetings with a staff adviser

- supervision of field work and group presentations

#### ABORIGINAL STRAND

##### Aims of the Course

- to promote the development of Aboriginal people who work in, or wish to enter, the field of community-based adult education

- to develop instructional, communication and programme development and administration skills relevant to this field

- to develop knowledge and skills in the field of Aboriginal Studies particularly as this knowledge relates to the work of community adult educators

##### Special features of the Course

- you study with other Aboriginal people

- you are away from your home for only one week at a time

- you do some class work in Sydney and some class work in Aboriginal communities

- you do assignments at home that you work out with your course adviser

- you have a local tutor, who you meet with each week, to help you with your assignments

- all the study you do is practical – it gives you skills that will help you in your job

- all the subjects in the course have been worked out in consultation with Aboriginal people

- all subjects concentrate on Aboriginal issues

##### Attendance

The course comprises four semesters of study made up of:

- attendance at five-day block release sessions for five weeks during academic year one

- attendance at five-day block release sessions for five weeks during academic year two

#### COURSE STRUCTURE

##### Year 1 Semester 1 Credit Points

T5203 Adult Teaching and Learning 1	5
T5204 Programme Development 1	5
T5205 Communication 1	5
T5206 Aboriginal Studies 1	5
T5207 Community Field Work 1	4

##### Year 1 Semester 2

T5208 Adult Teaching and Learning 2	5
T5209 Programme Development 2	5
T5210 Communication 2	5
T5211 Aboriginal Studies 2	5
T5212 Community Field Work 2	4

##### Year 2 Semester 3

T5213 Adult Teaching and Learning 3	5
T5214 Programme Development 3	5
T5215 Aboriginal Community Studies 1	5
T5216 Aboriginals and Contemporary Australia 1	5
T5217 Community Field Work 3	4

##### Year 2 Semester 4

T5218 Adult Teaching and Learning 4	5
T5219 Programme Development 4	5
T5220 Aboriginal Community Studies 2	5

T5221 Aboriginals and Contemporary Australia 2

5

T5222 Community Field Work 4

4

#### BACHELOR OF EDUCATION (ADULT EDUCATION)

The Bachelor of Education (Adult Education) provides a degree level professional qualification for people who work in training and community adult education. The Faculty currently offers only Part B of the course to applicants who qualify for admission with advanced standing. In 1990 all new and continuing students will study the newly formatted course structure.

Attendance may be part-time over four years or full-time for two years.

##### General Aims of the Course

- to develop competent adult teaching techniques;

- to acquire skills in designing, implementing and evaluating educational programmes for adults;

- to be able to organise, manage and provide advice in the delivery of adult education provision;

- to develop the capacity to be self-directed in learning;

- to critically evaluate trends, research findings, and theoretical concepts in adult education;

- to understand the social, political and economic context of adult education;

- to gain a broad understanding of the development of adult education in Australia and internationally; and

- to develop a personal stance on the nature and purposes of adult education

##### Special Features of the Course

- a learning programme based on identified adult educator competencies;

- individually negotiated learning contracts;

- skills workshops;

- self-directed learning;

- job-related and relevant learning activities; and

- interaction with a wide range of adult educators working in a variety of settings;

There are three strands underlying the course content:

Professional Competencies – focus here is on those competencies which define the professionally competent practitioner.

Foundational Competencies – adult educators and trainers are under enormous pressure to do that which is most expedient. The role of Foundational Competencies is to explore areas of knowledge which have been used to inform adult education practice.

Contextual Competencies – adult education or training does not operate in a vacuum. It is essential that the practitioner understands the wider social, political and economic context of adult education.

## COURSE STRUCTURE

Candidates must achieve a total of 96 credit points.

Only part B (Stages 5–8) is available.

Stage 5 Credit Points

T5119 Needs Assessment and Research Design	3
T5120 Adult Education in Australia	3
T5121 Managing Change in Educational Organisations	3
T5122 Theory and Adult Education	3
T5123 Skills Workshops 1	3
T5124 Individualised Projects 1	6
T5125 Practicum 1	3

Stage 6

T5126 Life Span Developmental Psychology	3
T5127 Aboriginal Studies	3
T5128 Managing Adult Education	3
T5129 Australia in the 20th Century	3
T5130 Skills Workshops 2	3
T5131 Individualised Projects 2	6
T5132 Practicum 2	3

Stage 7

T5133 Advanced Skills for Teaching Adults	3
T5134 Current Issues in Adult Education	3
T5135 Innovations in Adult Education	3
T5136 Programme Evaluation	3
T5137 Skills Workshops 3	3
T5138 Individualised Projects 3	6
T5139 Practicum 3	3

Stage 8

T5140 Staff Development	3
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T5141 Current Australian Social Issues	3
T5142 International Adult Education	3
T5143 Australia and the World	3
T5144 Skills Workshops 4	3
T5145 Individualised Projects 4	6
T5146 Practicum 4	3

## COURSE RULES

These rules should be read in conjunction with the Rules and Regulations of the University of Technology, Sydney.

### 1 ADMISSION

#### 1.1 Normal Admission

Applicants for admission to the Bachelor of Education (Adult Education) shall:

- (1) provide evidence of access to relevant field experience through which the field focused requirements of the course can be met; and
- (2) have been judged by an appropriate selection committee to possess those personal characteristics regarded as necessary for success in this course.

#### 1.2 Applicants who hold

- (1) the Associate Diploma in Adult Education awarded by the Sydney College of Advanced Education;
  - or
  - (2) an Associate Diploma in Adult Education awarded by another Australian College of Advanced Education;
  - or
  - (3) another equivalent educational qualification
- may be granted a maximum amount of advanced standing such as would permit entry at the beginning of Part B of the course.
- provided that in all the cases above – they can provide evidence of extended successful practice in the field of adult education and of having completed other vocationally relevant post secondary qualifications or of having suffered previous substantial educational disadvantage;
  - additionally in the case of (2) above – applicants will also be required to complete a short re-orientation workshop which explains the

mode of operation of the Faculty's adult education courses;

- additionally in the case of (3) above – applicants will be required to demonstrate a knowledge of adult education theory and practice by completing prescribed assessment tasks prior to admission.

In each of the cases set out above the applicant must also meet the requirement for concurrent field experience and have been judged by an appropriate selection committee to possess those personal characteristics regarded as necessary for success in the course.

### 2 ASSESSMENT

#### 2.1 Grading

The performance of students in all components of the course shall be graded as PASS or FAIL.

#### 2.2 Student Progress

Student progress will be reported at the end of each year.

## GRADUATE DIPLOMA IN ADULT EDUCATION

The Graduate Diploma in Adult Education is a two year part-time course allowing candidates to select one of two distinct strands.

Adult Education Strand — this course is intended for people involved in any of these four areas of adult education:

- training and human resource development in private and public sector organisations;
- community adult education: direct provision of adult education to people in communities;
- teaching English as a second language to adults in educational institutions, communities and the workforce;
- trade union education.

Basic Education Strand — this course is designed to provide professional training for people working in or wishing to work in Adult Basic Education within TAFE, the Evening Colleges, the Department of Corrective Services and other government and community organisations. The Adult Basic Education strand aims to develop participant competence in the wider skills and understandings required by an adult educator as well as addressing in detail those specific skills and understandings

required to both teach in and administer adult literacy and adult numeracy programmes.

## COURSE RULES

These rules should be read in conjunction with the Rules and Resolutions of the University of Technology, Sydney.

### 1 ADMISSION

- 1.1 An applicant for admission to the Graduate Diploma in Adult Education shall provide evidence of access to relevant instructional experience through which the field experience requirements of the course can be met.

### 2 ASSESSMENT

#### 2.1 Time Limit

A student shall complete the prescribed course for the award of the Graduate Diploma in Adult Education in a maximum of four (4) years from the date of initial enrolment.

#### 2.2 Grading

The performance of students in all components of the course shall be graded as PASS or FAIL.

#### 2.3 Student Progress

Student progress will be reported at the end of each year.

## ADULT EDUCATION STRAND

### Aims of the Course

- to contribute to the professional development of people who work in training, community adult education, TESOL and trade union training;
- to develop teaching and communication skills relevant to these fields;
- to develop skills in the design and administration of adult education programmes;
- to develop a general understanding of the aims/scope of the field of adult education with special reference to innovations and change in education.

With reference to this last point, in 1990 a focus of study in the course will be the implication of economic and workplace restructuring for adult educators.

## Special Features of the Course

• the course is practical; it is concerned with the development of skills and knowledge directly related to the work of adult educators;

• attention is paid to major issues, developments and innovations in adult education;

• teaching and learning takes place in a variety of ways: lectures, seminars, tutorials, one-to-one advising, peer learning, student designed workshops;

• most assignments are negotiated by students and their advisers;

• particular emphasis is given to job-related, relevant learning activities, including consultation with experienced adult educators;

• students come to exercise greater control over their learning as the programme progresses.

The course provides opportunities for participants to develop skill and knowledge in the following areas of adult education:

- adult teaching and learning;
- programme development, implementation and evaluation;
- the social context of adult education;
- administration and staff development;
- research in adult education;
- consultancy and counselling in adult education.

## COURSE STRUCTURE

The course is competency based and students will complete a series of learning activities over two years which are designed to meet their specific personal, professional and academic needs within the broad aims of the core and specialist competency areas.

Credit points are attached to each subject and students must earn 24 credit points each year for normal progression to the award of the Graduate Diploma in Adult Education.

In 1990 all new and continuing students will study the newly formatted course structure with the exception of second year students who will have the opportunity to complete T0176 Teaching English to Speakers of Other Languages 2.

Year 1	Credit Points
T0123 Adult Teaching and Learning	6

T0122 Programme Development, Implementation and Evaluation	6
T5147 Skills Workshop 1	4
T5148 Tutorial 1	4
T5149 Practicum 1	4

Year 2	Credit Points
T0153 Foundations of Adult Education	6
T5150 Specialist Elective or	6
T0186 Teaching English to Speakers of Other Languages 1	6
T5151 Skills Workshop 2	4
T5152 Tutorial 2	4
T5153 Practicum 2	4

## Attendance

Students are required to attend:

- a two-day orientation workshop;
- two two-day workshops each semester;
- over the 30 weeks of the academic year, on a specified week-day evening:
  - (a) a two hour seminar in the core or specialist competency areas,
  - (b) a one hour tutorial;
- advisement sessions and planning group sessions, and field experience supervision as negotiated in the programme.

## BASIC EDUCATION STRAND

## Aims of the Course

- to acquire a sound understanding of the teaching of literacy and numeracy to adults
- to develop competent adult teaching techniques
- to acquire skills in designing/implementing and evaluating a variety of learning activities
- to be able to organise, manage and provide advice in the delivery of adult basic education
- to critically evaluate research findings and theoretical concepts in adult teaching and learning as they relate to adult basic education
- to identify and evaluate the social, political and economic contexts of adult education
- to gain a broad understanding of the development of adult basic education in Australia and overseas

- to develop the capacity to be self-directed in learning

## Special Features of the Course

- a course based on identified educational competencies needed to be an effective adult educator
- individual negotiated learning contracts
- regular individual consultation with a staff adviser
- self-directed learning
- work related programme
- interaction with a wide range of educators and concerned people

Credit points are attached to five competency areas and 24 credit points must be earned in each year of the course for normal progression.

In the first year credit points may be earned in three different patterns as indicated in the following schedule.

## COURSE STRUCTURE

## Year 1

Pattern A	Credit Points
T0192 Teaching & Learning in Adult Literacy	12
T0194 Teaching & Learning in Adult Numeracy	4
T0118 Programme Development, Implementation and Evaluation in Adult Basic Education	8
or	
Pattern B	
T0193 Teaching & Learning in Adult Literacy	4
T0195 Teaching & Learning in Adult Numeracy	12
T0118 Programme Development, Implementation and Evaluation in Adult Basic Education	8
or	
Pattern C	
T0117 Teaching & Learning in Adult Literacy	8
T0157 Teaching & Learning in Adult Numeracy	8

T0118 Programme Development, Implementation and Evaluation in Adult Basic Education	8
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## Year 2

T0119 Communications, Administration and Consultancy in Adult Basic Education	12
T0120 Foundations of Adult Education	12

## Notes

1. In Year 1, students must demonstrate a satisfactory level of competence in approved learning contracts in each of the three competency areas according to Pattern A, Pattern B or Pattern C.
2. In Year 2, students must demonstrate a satisfactory level of competence in approved learning contracts in each of the two competency areas.
3. In the Basic Education strand, because of its specialisation, there is no elective in a Specialist Competency area. However, there is flexibility in Year 1 to elect to focus a greater part of studies on either literacy or numeracy.

## ATTENDANCE

Within each academic year students are required to attend:

- 30 weeks of seminars/lectures;
- 30 weeks of tutorials;
- advising sessions as negotiated between student and staff adviser;
- programme planning meetings as negotiated between student and staff adviser.

Over the two years students are required to attend 3 two-day workshops: 2 in year one and 1 in year two.

A block release pattern of attendance may be available for country-based students depending upon demand.

## GRADUATE DIPLOMA IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The Graduate Diploma in TESOL is a comprehensive post-graduate specialist qualification in teaching English as a second language. In order to receive the qualification, the student must complete successfully four semesters of part-time study or five modules of full-time study. It is offered to students commencing in 1990 in three strands: Adults, General and Overseas Teachers.

Continuing students will fulfil the requirements of the course as described in the Sydney College of Advanced Education Handbook of 1989.

The Adults strand seeks to promote improved standards in the teaching of English to adult speakers of other languages. It is offered in four semesters of part-time study.

The General strand seeks to promote improved standards in the teaching of English to both school-aged and adult speakers of other languages. It is open to both ESOL teachers and mainstream teachers in multicultural schools and is offered in four semesters of part-time study.

The Overseas Teachers strand seeks to promote improved standards in the teaching of English in countries outside Australia. It is open to both teachers of English as a subject and teachers in English medium schools in countries outside Australia. It is offered in five modules of full time study.

It is also possible to mix strands, e.g. to undertake courses in both the Adults and General strands.

#### Aims of the Course

The Adults strand focuses on meeting the needs of adult learners.

The General strand focuses on meeting the needs of both school-aged and adult learners.

The Overseas Teachers strand focuses on meeting the needs of school-aged and adult learners in other countries.

All strands aim to provide candidates with opportunities to:

- acquire a framework of linguistic theory which supports current approaches to teaching English as a second or other language;
- foster successful learning strategies and implement successful teaching techniques for oratory and literacy development in English;
- work in supporting and co-ordinating roles with their colleagues in designing, monitoring and evaluating programmes;
- pursue an area of specialisation related to the needs of students whose first language is other than English.

In addition, the Adults and General strands aim to provide opportunities to work in supporting and co-ordinating roles with their colleagues and with the community in furthering the aims of multicultural education in the Australian context. The Overseas Teachers strand also aims to provide students with opportunities to improve their own English for academic and teaching purposes.

#### COURSE STRUCTURE OF THE ADULTS STRAND

A student must earn 48 credit points for the award.

Year 1 Autumn Semester	Credit Points
T5154 Foundations of TESOL 1	5
T5155 Theory and Practice of TESOL 1 (Adults)	5
Year 1 Spring Semester	
T5156 Foundations of TESOL 2	5
T5157 Theory and Practice of TESOL 2 (Adults)	5
T5158 Teaching Practice 1 (Adults)	4
Year 2 Autumn Semester	
T5159 Foundations of TESOL 3	5
T5160 Theory and Practice of TESOL 3 (Adults)	5
Year 2 Spring Semester	
T5161 Foundations of TESOL 4	5
T5162 Theory and Practice of TESOL 4 (Adults)	5
T5163 Teaching Practice 2 (Adults)	4

#### COURSE STRUCTURE OF THE GENERAL STRAND

A student must earn 48 credit points for the award.

Year 1 Autumn Semester	Credit Points
T5154 Foundations of TESOL 1	5
T5164 Theory and Practice of TESOL 1 (General)	5
Year 1 Spring Semester	
T5156 Foundations of TESOL 2	5
T5165 Theory and Practice of TESOL 2 (General)	5
T5166 Teaching Practice 1 (General)	4
Year 2 Autumn Semester	
T5159 Foundations of TESOL 3	5
T5167 Theory and Practice of TESOL 3 (General)	5
Year 2 Spring Semester	
T5161 Foundations of TESOL 4	5

T5168 Theory and Practice of TESOL 4 (General)	5
T5169 Teaching Practice 2 (General)	4

#### COURSE RULES: ADULTS AND GENERAL STRANDS

##### 1 ADMISSION

###### 1.1 Normal Admission: Adults and General Strands

1.1.1 An applicant for admission to the Graduate Diploma in TESOL must have completed either:

(a) an approved 3 or 4 year teacher education programme

or

(b) an approved degree and a Graduate Diploma in Education programme.

1.1.2 Applicants are required to have at least one year of successful vocational experience relevant to teaching students whose first language is other than English;

1.1.3 Applicants are required to show that they can obtain, concurrently with their formal studies, work experience with students whose first language is other than English;

1.1.4 Where quota restrictions operate, applicants shall be requested to give proof of professional interest and activity and of perseverance and success in previous tertiary study.

1.1.5 Applicants must demonstrate a level of English language proficiency not lower than 4 on the Australian Second Language Proficiency Rating Scale or its equivalent.

##### 1.2 Special Admission

Applications may be considered from applicants who do not meet the requirements for normal admission but who, because of exceptional circumstances, merit inclusion in the course.

##### 2 ASSESSMENT

###### 2.1 Time Limit

A student shall complete the prescribed part-time course for the award of the Graduate Diploma in TESOL within four (4) years of the date of initial enrolment.

##### 2.2 Grading

The performance of students in all components of the course shall be graded as PASS or FAIL.

##### 2.3 Student Progress

Student progress will be reported at the end of each year for the part-time course.

#### COURSE STRUCTURE OF THE OVERSEAS TEACHERS STRAND

A student must earn 48 credit points for the award. The course is presented in the form of five modules each of six weeks duration.

	Credit Points
Module One	
T5170 English for Academic & Teaching Purposes	5
Module Two	
T5154 Foundations of TESOL 1 (General)	5
T5164 Theory & Practice of TESOL 1 (General)	5
Module Three	
T5156 Foundations of TESOL 2	5
T5165 Theory & Practice of TESOL 2 (General)	5
T5166 Teaching Practice 1 (General)	4
Module Four	
T5159 Foundations of TESOL 3	5
T5167 Theory & Practice of TESOL 3 (General)	5
Module Five	
T5168 Theory & Practice of TESOL 4 (General)	5
T5169 Teaching Practice 2 (General)	4

#### COURSE RULES: OVERSEAS TEACHERS STRAND

These rules should be read in conjunction with the Rules and Regulations of the University of Technology, Sydney.

##### 1 ADMISSION

###### 1.1 Normal Admission: Overseas Teachers Strand

1.1.1 An applicant for admission to the Overseas Teachers strand of the Graduate Diploma in TESOL must have completed either:

(a) a recognised post-secondary 3 or 4 year teacher education programme

or

- (b) a recognised degree and a Graduate Diploma in Education or its equivalent.

1.1.2 Applicants are required to have at least one year of successful experience either teaching English or teaching in English.

1.1.3 The suitability of candidates' level of English language proficiency will be determined by the countries of origin. A level below 3 on the Australian Second Language Proficiency Rating Scale or its equivalent is inadvisable. It is unlikely that candidates whose proficiency is below this level could successfully complete the programme.

## 1.2 Special Admission

Applications may be considered from applicants who do not meet the requirements for normal admission but who, because of exceptional circumstances, merit inclusion in the course.

## 2 ASSESSMENT

### 2.1 Time Limit

A student shall complete the prescribed full-time course for the award of the Graduate Diploma in TESOL within two (2) years of the date of initial enrolment.

### 2.2 Grading

The performance of students in all components of the course shall be graded as PASS or FAIL.

### 2.3 Student Progress

Student progress will be reported at the end of each semester for the full-time course.

## GRADUATE CERTIFICATE IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

The Graduate Certificate in TESOL, introduced in 1990, is a basic post-graduate specialist qualification in teaching English as a second language. In order to receive the qualification, the student must complete successfully two semesters of part-time study or three modules of full-time study. The programme of study represents the first year of the Graduate Diploma in TESOL and as such students opt to focus on the first half of a strand — Adults, General or Overseas Teachers.

The Adults option seeks to promote improved standards in the teaching of English to adult speakers of other languages. It is offered in two semesters of part-time study.

The General option seeks to promote improved standards in the teaching of English to both school-aged and adult speakers of other languages. It is open to both ESOL teachers and mainstream teachers in multicultural schools and is offered in two semesters of part-time study.

The Overseas Teachers option seeks to promote improved standards in the teaching of English in countries outside Australia. It is open to both teachers of English as a subject and teachers in English medium schools in countries outside Australia. It is offered in three modules of full-time study which can be completed in one academic semester.

The aims of the course are as follows.

The Adults option focuses on meeting the needs of adult learners.

The General option focuses on meeting the needs of both school-aged and adult learners in other countries.

The Overseas Teachers option focuses on meeting the needs of school-aged and adult learners in other countries.

All options aim to provide candidates with opportunities to

- acquire a framework of linguistic theory which supports approaches to teaching English as a second or other language;
- foster successful learning strategies and implement successful teaching techniques for oratory and literacy development in English.

## COURSE STRUCTURE OF THE ADULTS AND GENERAL OPTIONS

Students must earn 24 credit points for the award.

### Adults Option

Autumn Semester	Credit Points
T5154 Foundations of TESOL 1	5
T5155 Theory and Practice of TESOL 1 (Adults)	5
Spring Semester	
T5156 Foundations of TESOL 2	5
T5157 Theory and Practice of TESOL 2 (Adults)	5
T5158 Teaching Practice 1 (Adults)	4

### General Option

Autumn Semester	Credit Points
T5154 Foundations of TESOL 1	5
T5164 Theory and Practice of TESOL 1 (General)	5
Spring Semester	
T5156 Foundations of TESOL 2	5
T5165 Theory and Practice of TESOL 2 (General)	5
T5166 Teaching Practice 1 (General)	4

## COURSE RULES: ADULTS AND GENERAL OPTIONS

The rules are the same as for the Graduate Diploma in TESOL, with two exceptions:

### 2.1 Time Limit

A student shall complete the prescribed part-time course for the award of the Graduate Certificate in TESOL within two (2) years of the date of initial enrolment.

### 2.4 Advanced Standing

A student who has successfully completed the Graduate Certificate in TESOL shall be eligible for 50% advanced standing for the Graduate Diploma in TESOL.

## COURSE STRUCTURE OF THE OVERSEAS TEACHERS OPTION

Students must earn 24 credit points for the award.

	Credit Points
Module One	
T5170 English for Academic & Teaching Purposes	5
Module Two	
T5154 Foundations of TESOL 1	5
T5164 Theory & Practice of TESOL 1 (General)	5
Module Three	
T5165 Theory & Practice of TESOL 2 (General)	5
T5166 Teaching Practice 1 (General)	4

## COURSE RULES: OVERSEAS TEACHERS OPTION

The rules are the same as for the Overseas Teachers strand of the Graduate Diploma in TESOL with two exceptions:

### 2.1 Time Limit

A student shall complete the prescribed full-time course for the award of the Graduate Certificate in TESOL within one (1) year of the date of initial enrolment.

### 2.4 Advanced Standing

A student who has successfully completed the Overseas Teachers strand of the Graduate Certificate in TESOL shall be eligible for 50% advanced standing for the Overseas Teachers strand of the Graduate Diploma in TESOL.

## MASTER OF EDUCATION (By Thesis)

The Master of Education (by Thesis) was introduced in 1987 to facilitate the professional development of a broad range of people who work in education settings. Specifically, the course endeavours to help students

- understand the nature of educational research and the various approaches to it;
- formulate research problems in education;
- demonstrate a knowledge of research techniques and skills in using them;
- design educational investigations and carry them out;
- analyse and interpret data;
- present research findings in an appropriate form.

Having successfully completed the course graduates should be well equipped to:

- advise on the development of innovations on the basis of research outcomes;
- act as a resource for colleagues in the conduct of research;
- contribute as members or leaders of research teams;
- carry out further research independently;
- proceed to further graduate work based on research.

## STRUCTURE OF THE COURSE

For applicants admitted as qualifying students the course consists of two parts: two qualifying courses and a thesis. The two qualifying courses are completed concurrently and require one year of part-time study. The thesis normally requires 2-3 years of part-time study.

The qualifying course entitled Conducting Education Research, which meets for three hours each week in the evening, is designed to enable the students to:

- understand the nature of research as applied to education;
- describe the research process;
- explore and define research problems;
- understand the different approaches and methods used in educational research;
- select sample or subjects appropriate for different research methods;
- describe mechanisms for data collection characteristics of each method;
- understand qualitative and quantitative ways of data analysis;
- interpret and present research findings;
- evaluate existing research reports on education;
- state appropriate formats for a research report;
- develop skills in the preparation of research proposals.

The qualifying course entitled Directed Research is designed to assist students to:

- review the literature in their area of research interest;
- identify a significant problem in the area;
- design a study to solve the problem;
- master appropriate techniques for the collection, collation and analysis of relevant data;
- formulate their research proposals;
- justify their proposals under conditions of critical scrutiny; and
- deepen their understanding of an area of research interest.

Due to the individualised nature of the Directed Research course, monthly rather than weekly meetings are held. The

typical pattern for these meetings would be seminar sessions conducted by a Thesis Supervisor and would involve a small number of students who are developing thesis proposals within the same broad area of research interest.

By the end of the qualifying courses, the students will have:

- developed an approved thesis proposal;
- completed the majority of the literature survey for their thesis;
- developed and trialled any instruments (tests, questionnaires, interview schedules, etc.) which they will use in their research study.

This gives the students clear direction for the completion of the major portion of the course, the writing of the Thesis.

The Thesis will be completed with the guidance of a Supervisor and one or two Associate Supervisors. The Supervisors will be staff who have particular expertise in the candidates field of study and/or expertise in the methods used in the research study. Candidates are expected to meet periodically with their Supervisor or Associate Supervisor (or both) and to supply draft copies of chapters of the Thesis as they are developed.

The Faculty has staff qualified to provide supervision across the broad areas of vocational and adult education including:

Aboriginal Adult Education  
Adult Basic Education  
Adult Communication Management  
Adult Development & Learning  
Adult TESOL  
Classroom Interaction  
Community Adult Education  
Computers in Education  
Continuing Professional Education  
Critical Thinking  
Historical, Political and Social Contexts of Adult Education  
Human Resource Development  
Industry Restructuring  
International Education  
Interpersonal and Group Communication  
Managing Change  
Managing the Education of Adults  
Media in Education  
Organisational Behaviour  
Organisational and Managerial Communication  
Politics of Adult Education  
Programme Design, Implementation and Evaluation  
Public Policy Development  
Public Relations in Education  
Trade Union Education  
Training and Development

Vocational Teaching  
Workplace Learning and Training

## COURSE STRUCTURE

Year 1 Qualifying Courses Credit Points

T6102 Conducting Education Research	12
T6103 Directed Research	12

Year 2 Masters Degree

T6104 Thesis (Education – P/T))

Year 3

T6104 Thesis (Education – P/T))

## ADMISSION REQUIREMENTS

The following requirements should be read in conjunction with the general rules for Master Degrees by Thesis.

To be eligible for admission applicants must:

- i) hold the degree of Bachelor of Education  
or  
hold the degree of Bachelor and a Graduate Diploma in Education  
or  
hold qualifications and have had experience deemed by the Academic Board to be equivalent to the above  
and
- ii) have completed a minimum of two years full-time experience in teaching or equivalent professional experience in education.

Admission shall normally be restricted to students who have demonstrated exceptional ability in their first degree and/or subsequent graduate studies. Applicants should submit evidence of general and professional qualifications and experience along with their application for admission.

Candidates are advised to contact the Faculty prior to application to ascertain that their proposed thesis topic is manageable.

## DOCTOR OF PHILOSOPHY

The University of Technology, Sydney offers a Doctor of Philosophy (Ph. D.) programme. Supervision of candidates is undertaken by appropriate academic staff from the Faculty.

Interested professional educators are requested to contact the Dean of the Faculty, in the first instance, before making an application.

## SYNOPSIS

**T0118 PROGRAMME DEVELOPMENT, IMPLEMENTATION AND EVALUATION IN ADULT BASIC EDUCATION**

Eight credit points

Study within this competency area focuses on the theory and practice of the development, implementation and evaluation of programmes in adult basic education. A particular focus is on the ability to design programmes for individual adult students learning with a small group situation. Attention is given as well to the variety of contexts (educational organisations, homes, community centres, prisons, sheltered workshops, etc.) in which adult literacy and adult basic mathematics programs are offered and the ways in which such contexts effect programme design. Attention is also given to the ways in which the programme development process is responsive to the culture and society within which the programme is offered.

**T0119 COMMUNICATIONS, ADMINISTRATION AND CONSULTANCY IN ADULT BASIC EDUCATION**

Twelve credit points

Participants in this competency area are helped to develop both spoken and written communication skills necessary to effectively teach, counsel, consult and administer in adult basic education. While the emphasis is on skills development, communications theory is also examined where appropriate.

Participants are also provided with an understanding of organisational behaviour as it may occur in that range of organisational settings in which adult basic education is offered. Building out from these understandings, participants are helped to develop skills in administrative areas such as staff selection and supervision, analysis and interpretation of legislation affecting adult basic education, and budget administration.

**T0120 FOUNDATIONS OF ADULT EDUCATION**

Twelve credit points

Study in this competency area draws together the understandings about adults as learners which are central to all competency work in the course. Adult learning theory is critically considered in terms of these understandings. Different approaches to adult education are studied. Participants are encouraged to recognise the values and assumptions which guide these different approaches and from this to recognise their own guiding values and assumptions.

A second area of focus is on increasing participants' awareness of the scope and future direction of adult basic education provision within Australia and overseas.

An introduction to research methods is also provided.

**T0122 PROGRAMME DEVELOPMENT, IMPLEMENTATION AND EVALUATION**

Six credit points

This subject develops students' competence in the planning, implementation, administration and evaluation of educational programmes for adults.

**T0123 ADULT TEACHING AND LEARNING**

Six credit points

This subject develops students' competence as facilitators of adult learning.

**T0153 FOUNDATIONS OF ADULT EDUCATION**

Six credit points

This subject develops students' understanding of the social context of adult education.

**T0176 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 2**

Six credit points

This elective subject provides students with the opportunity to further develop their skills and knowledge in the theory and practice of TESOL and linguistics for language teaching.

**T0177 THEORY & PRACTICE OF TEACHING 1**

Fourteen credit points

*Corequisite: T0311 Vocational Teaching 1*

This subject is designed to develop the student's knowledge and understanding of, and competence in, the basic skills of teaching required for effective teaching in vocational and further education.

Students will learn basic principles of teaching and selected techniques such as how to write precise lesson objectives; develop lesson plans for oral instruction and practical lessons; introduce, summarise and close a lesson; teach concepts, principles and factual information.

**T0178 EDUCATIONAL PSYCHOLOGY 1**

Six credit points

This subject is designed to provide an understanding of psychological principles which influence the learning process of adolescent and adult learners in TAFE.

Students will learn about the nature of learning, the learning of verbal information, motivating and managing learners, the learning of psychomotor skills, problem solving and discovery learning, retention and transfer of learning.

**T0179 EDUCATIONAL MEDIA**

Six credit points

This subject is designed to increase the efficiency of the teaching and learning process by ensuring that teachers feel competent to use the range of media, both hardware and software, available in contemporary educational institutions.

**T0180 COMMUNICATION AND STUDY SKILLS**

Six credit points

This subject is designed to develop the communication skills, the interpersonal skills and the study skills necessary for effective teaching and learning.

In Semester 1, the basic communication module will focus on those communication skills essential to new teachers: oral and written presentation of material; the study skills necessary for teaching and learning; and an introduction to essential interpersonal skills. In Semester 2, students will be able to choose two modules from a variety of elective modules.

**T0186 TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES 1**

Six credit points

In this elective subject students will develop their skills and knowledge in the theory and practice of TESOL and linguistics for language teaching.

**T0187 COMPUTERS IN TEACHING**

Four credit points

This subject is designed to develop in students basic knowledge and skills in the uses of computers to teachers and in teaching. Students will learn about computer hardware and software and selected applications of the computer used as a tool, tutor and tutee.

**T0193/T0117/T0192 TEACHING AND LEARNING IN ADULT LITERACY**

Four, eight and twelve credit points

Study within this competency area focuses on providing participants with increased competence as teachers of adult literacy students. This involves them in being able to recognise the nature and needs of the adult literacy students and in being able to design, implement and evaluate appropriate assessment and learning activities for students within a wide variety of formal and informal education contexts.

In addition, study in this competency area requires participants to examine the theoretical bases on which teaching practices in adult literacy rest.

**T0194/T0157/T0195 TEACHING AND LEARNING IN ADULT NUMERACY**

Four, eight and twelve credit points

Study within this competency area focuses on providing participants with increased competence as teachers of adult basic mathematics students. This involves them in being able to recognise the nature and needs of the adult basic mathematics students and in being able to design, implement and evaluate appropriate assessment and learning activities for students within a wide variety of basic education contexts. These contexts include courses in which mathematics is a component or an assumed area of skill such as apprentice education.

**T0196 CURRICULUM STUDIES**

Six credit points

This subject is designed to refresh and extend the new teacher's understanding of the various concepts and processes in the curriculum to be taught and at the same time assist in the application of the general principles and procedures of teaching, taught in Theory and Practice of Teaching 1, to the particular requirements of that curriculum and the teaching situation.

For this course, the normal class groups are divided into small tutorial groups, one for each teaching discipline represented. Students learn how to interpret, explain, prepare and present lessons on selected topics drawn from the teaching syllabus.

**T0200 TEACHING AND LEARNING IN VOCATIONAL AND ADULT EDUCATION**

Eight credit points

This subject is designed to examine a range of issues in teaching and learning in vocational and adult education from philosophical, psychological and sociological perspectives.

**T0201 CURRICULUM AND EVALUATION**

Eight credit points

This subject is designed to enable participants to understand and contribute to the development, adoption, implementation and evaluation of vocational education curricula.

**T0202 ISSUES IN COMPUTER INNOVATIONS**

Eight credit points

This subject is designed to introduce students to innovations in the use of computers, to the ways in which computers are used in vocational and adult education to the current problems associated with their use, and to a range of responses to these problems.

**T0203 ORGANISATIONAL BEHAVIOUR**

Eight credit points

This subject is designed to develop within students insights concerning the individual and the group and their interaction with organisational structures and functions; and an under-

standing of the application of these insights to current relevant educational administration problems.

#### **T0204 HUMAN RESOURCE DEVELOPMENT**

Eight credit points

This subject is designed to provide a framework for the analysis of present and future approaches to human resource development and management. This framework will draw from the disciplines of economics, sociology and psychology, and will focus on human relations and industrial relations.

#### **T0205 MANAGING CHANGE IN VOCATIONAL AND ADULT EDUCATION**

Eight credit points

This subject is designed to develop an understanding of the process of educational change in vocational and adult education. In doing this, it aims to develop those skills of reflective management necessary to support the innovation process.

#### **T0206 TAFE COLLEGE AND THE COMMUNITY**

Eight credit points

This subject is designed to develop within students an understanding of the concept of community and the role of the TAFE college in meeting the educational needs of local communities, and to give them the skills to engage in basic needs assessment.

#### **T0207 COMPARATIVE VOCATIONAL EDUCATION**

Eight credit points

This subject is designed to introduce students to comparative educational studies and to develop in students an understanding of the roles of national and international educational agencies in vocational education, and of the issues relevant to the comparison of different systems of vocational education.

#### **T0208 CONTEMPORARY TECHNOLOGY AND SOCIETY**

Eight credit points

This subject is designed to investigate the relationships between technology and technological change, organisation of work, industrial relations and skill formation in the operation of an enterprise, and to consider their impact on productivity, quality and work satisfaction of an organisation.

#### **T0209 EDUCATIONAL RESEARCH 1**

Eight credit points

This subject is designed to provide the main research skills necessary to define and investigate problems in education, and

to report on the findings, conclusions and implications of the investigation.

#### **T0210 EDUCATIONAL RESEARCH 2**

Eight credit points

*Prerequisite: T0209 Educational Research 1*

This subject is designed to provide students with the opportunity to undertake a research project and to report on its findings, conclusions and implications.

#### **T0231 HISTORY OF TECHNICAL & FURTHER EDUCATION IN NSW**

Eight credit points

This subject is designed to introduce students to the nature of historical study by means of exploring the origins and historical development of the current system of TAFE.

#### **T0310 VOCATIONAL TEACHING 1**

Ten credit points

*Corequisite: T0177 Theory and Practice of Teaching 1*

This subject is designed to enable students to apply and practise those principles of teaching and learning taught in the other strands of the program in Year 1. Principally, it provides opportunities for students to practice and develop those basic competencies and teaching strategies taught in Theory and Practice of Teaching 1 and Curriculum Studies.

There is no formal content as each programme is college based and depends on school and college requirements. Objectives are achieved through learning experiences and directed activities which flow from those educational, administrative and communicative occupational functions which are expected of teachers working in actual college settings.

#### **T0311 VOCATIONAL TEACHING 2**

Ten credit points

*Prerequisite: T0310 Vocational Teaching 1*

The aim of this subject is to provide additional opportunities for students to practise and further develop those competencies initiated in Vocational Teaching 1 and, at the same time, apply the new concepts and techniques taught in the second year of the Course to the practice of teaching in a vocational setting. Principally the unit is designed to provide opportunities for teachers to practise and apply those teaching techniques, procedures and strategies taught in Theory and Practice of Teaching 2 and the Specialist Studies Courses.

There is no formal content, as each student's programme is college based and depends on school and college requirements. Objectives are achieved through learning experiences and directed activities which are college based and include all of those already listed for Vocational Teaching 1. It is anticipated though that teachers in their second year of vocational teaching will be called on to contribute more to the

broader educational processes which are on-going in most college and vocational settings.

#### **T1134 COMPUTERS AND TEACHING 1**

Four credit points

This subject is designed to provide students with a broad view of how computers can be used across the curriculum, and to develop their understanding of how computers can be applied in their own teaching specialty.

#### **T1135 INFORMATION TECHNOLOGY AND SOCIETY**

Four credit points

This subject is designed to provide students with an understanding of the impact of information technology on society.

Students will examine the impact of Information Technology in a broad variety of fields in modern society. They will develop a critical awareness of the social and philosophical implications of the use of computers in society, industry and education.

#### **T1136 INFORMATION PROCESSING 1**

Four credit points

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 will be 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.

#### **T1137 COMPUTERS AND TEACHING 2**

Four credit points

*Prerequisite: T1134 Computers and Teaching 1*

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.

#### **T1139 INFORMATION PROCESSING 2**

Four credit points

*Pre-requisite: T1136 Information Processing 1*

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 will be undertaken in this course unit, and integrated packages will be examined.

#### **T1140 COMPUTERS AND TEACHING 3**

Four credit points

This course unit is designed to focus in detail on the applications of the computer in teaching in specific subject areas.

Students will examine the rationale for employing computers in specific teaching fields, and will critically examine applications of computers in the chosen field.

#### **T1142 INFORMATION PROCESSING 3**

Four credit points

*Pre-requisite: T1139 Information Processing 2*

This subject is designed to extend the study of microcomputer equipment introduced in Information Processing 2.

Students will 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 will learn simple routine maintenance procedures and basic fault finding procedures for educational microcomputer equipment.

#### **T1144 COMPUTERS IN BUSINESS AND INDUSTRY**

Four credit points

This elective subject is designed to help students develop skills and knowledge in a selected area of computer application in business and industry relevant to their own teaching field.

The content of this elective will vary from student to student depending on the areas selected for study.

#### **T1145 COMPUTERS IN EDUCATIONAL ADMINISTRATION**

Four credit points

*Pre-requisites: T1139 Information Processing 2, T1155 Programming and Problem Solving.*

This elective subject explores the use of microcomputers in educational administration.

The basic concepts of data processing and systems analysis will be applied to educational administration tasks. Students will develop their skills using a particular package which meets their administrative needs.

**T1146 EXPERT SYSTEMS AND EDUCATION**

Four credit points

*Pre-requisites: T1134 Computers and Teaching 1, T1139 Information Processing 2, T1155 Programming and Problem Solving.*

This elective subject seeks to develop students' understanding of expert systems and their social and educational implications.

Students will learn how expert systems work and will study samples of expert systems in use. Students will use expert system shells to gain practice in building expert systems in their area of specialisation.

**T1147 INDEPENDENT STUDY**

Four credit points

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.

**T1148 INFORMATION TECHNOLOGY AND DISTANCE EDUCATION**

Four credit points

*Pre-requisites: T1142 Information Processing 3, T1135 Information Technology and Society, T1140 Computers and Teaching 2.*

This elective subject examines the implications of the new information technology for distance education.

A critical examination is undertaken of distance education, distance teaching, distance learning and information technology.

**T1150 MACHINE LANGUAGE APPLICATIONS**

Four credit points

*Pre-requisites: T1142 Information Processing 3, T1155 Programming and Problem Solving.*

This elective subject is designed to build on Programming and Problem Solving and the Information Processing course units to develop applications requiring machine language programming to increase processing speed and to facilitate interfacing microcomputers to monitoring, control and other devices.

Programme modules are developed to perform a variety of tasks which have relevance to educational computing.

**T1151 PROGRAMMING APPLICATIONS IN BASIC**

Four credit points

*Pre-requisite: T1155 Programming and Problem Solving*

This elective is designed to build on the structured programming principles developed in Programming and Problem Solving, with an emphasis on educational programming applications.

Students will learn a structured form of Basic and will apply this to the development of programme modules using a variety of computing techniques.

**T1152 TEACHING CURRICULUM COURSES IN COMPUTING**

Four credit points

*Pre-requisites: All Semester 1, 2, 3 course units including Programming Techniques as the semester 3 choice.*

This elective 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 will be 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.

**T1155 PROGRAMMING AND PROBLEM SOLVING**

Four credit points

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 will lead to the introduction of programming techniques and software engineering principles. Students will design, write and test simple structured computer programmes. Examples may be given from a variety of computer languages, one of which will be selected as the main vehicle of instruction.

**T1157 PROGRAMMING TECHNIQUES**

Four credit points

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 will learn searching and sorting techniques. They will develop an understanding of the handling of lists and arrays, records and field, and sequential and random access files. The Pascal programming language will be used to develop these concepts.

**T1158 COMPUTER MANAGED LEARNING**

Four credit points

This elective subject is designed to introduce students to Computer Managed Learning (CML) and its applications in education.

Students will learn the features, functions, and purposes of CML systems and will examine the curricula models which underly them. Hands-on experience in the use of a microcomputer-based CML system will be given.

**T1159 DESIGNING EDUCATIONAL PACKAGES**

Four credit points

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 will specify an educational design for such material, will formulate a logical procedure flow for this design, will outline the hardware and programming implications of the design, will specify an appropriate validation procedure for the package, and will produce complete user documentation.

**T2100 TAFE STUDIES 2**

Twelve credit points

This subject is designed to provide an understanding of the broad social, economic, political, technological and workplace developments and trends in Australia that have an impact on TAFE as an educative agent and, at the same time, develop an appreciation of the special programs and initiatives mounted by TAFE in response to those developments and trends. These will be seen as crucial to TAFE continuing to fulfil role as a major educative agent.

**T2102 TEACHING MATHEMATICS IN TAFE 1**

Three credit points

This subject is designed to provide knowledge and understanding of certain specialised concepts and processes in mathematics which occur in many teaching disciplines and to assist new teachers to prepare and present lessons which involve these concepts and processes.

**T2103 TEACHING MATHEMATICS IN TAFE 2**

Three credit points

*Prerequisite: T2102 Teaching Mathematics in TAFE 1 or equivalent*

This subject is designed to provide a broadening and extension of students' understanding of mathematical concepts and processes and further consideration of the ways mathematics should be taught.

**T2104 TEACHING APPLIED SCIENCE IN TAFE 1**

Three credit points

This subject is intended to provide a further study of applied science in the area of materials technology, acquainting students with the structure, properties, synthesis and applications of a wide variety of engineering and structural materials.

**T2105 TEACHING APPLIED SCIENCE IN TAFE 2: MATERIALS TECHNOLOGY**

Three credit points

This subject is intended to provide a further study of applied science in the area of materials technology, acquainting students with the structure, properties, synthesis and applications of a wide variety of engineering and structural materials.

**T2106 LANGUAGE AND LITERACY IN TAFE TEACHING 1**

Three credit points

This subject is designed to provide insights into language across the curriculum building on students' basic communication skills.

**T2107 LANGUAGE AND LITERACY IN TAFE TEACHING 2**

Three credit points

*Prerequisite: T2106 Language and Literacy in TAFE Teaching 1 or equivalent*

This subject is designed to ensure maximum opportunities for language learning in classes established primarily for specific curriculum areas such as trade courses.

**T2108 DESIGN IN TAFE TEACHING 1**

Three credit points

The aim of this subject is to develop students' creative problem-solving abilities and aesthetic sensitivities. It is oriented towards involvement in practical work so as to enable each student to experience the design process.

**T2109 DESIGN IN TAFE TEACHING**

Three credit points

*Prerequisite: T2108 Design in TAFE Teaching 1 or equivalent*

This subject is designed to provide students with practice of problem solving in design and to develop aesthetic sensitivities so that they are able to plan, execute and evaluate projects in specific curriculum areas where creative and/or constructional processes with materials are taught.

**T2110 TEACHING APPLIED SCIENCE IN TAFE 2: CHEMICAL AND FOOD TECHNOLOGIES**

Three credit points

This subject is designed to provide a further study of applied science phenomena in the areas of chemical and food technology, acquainting students with the basic principles underlying these areas so that they may apply them to their own particular teaching disciplines.

**T2117 TAFE STUDIES (ADVANCED STANDING)**  
Six credit points

This subject is designed to provide an understanding of the broad social, economic, political, technological and workplace developments and trends in Australia that have an impact on TAFE as an educative agent and, at the same time, develop an appreciation of the special programmes and initiatives mounted by TAFE in response to those developments and trends. These will be seen as crucial to TAFE continuing to fulfil role as a major educative agent.

**T2200 THEORY AND PRACTICE OF TEACHING 2**  
Six credit points

The aim of this subject is to have students develop competence in the selection and implementation of certain alternative strategies of teaching and in the design and implementation of competency-based individualised learning programmes – to achieve the objectives associated with the new client groups in TAFE and with the education of students with special/exceptional needs.

Course content is divided into three components: 1. Models of Teaching and Alternative Teaching Strategies; 2. Competency Based Education and Self Paced Learning; 3. Serving students with Special/Exceptional Needs.

**T2201 EDUCATIONAL PSYCHOLOGY 2**  
Four credit points

This subject is designed to provide an understanding of the learner in TAFE through an examination of psychological principles related to the characteristics of adolescent and adult learners, the needs of disadvantaged learners, the influence of groups upon the learner and individual differences among learners.

Course content is organised into six modules. The modules are: Individual Differences and Learning; Adolescent Learners in TAFE; Adult Learners in TAFE; Learners with Special/Exceptional Needs; Learning in Groups. Module 1 is a core module while the balance of the course is selected from modules 2 to 5 according to the needs and preferences of each class group.

**T2202 CURRICULUM DEVELOPMENT IN TAFE**  
Six credit points

This subject is designed to develop competence of students in

major aspects of educational practice in TAFE: curriculum design, development and organisation and the preparation and use of appropriate assessment programs and techniques.

The course is organised into two parts. Part A concerns curriculum and curriculum development. Part B deals with the measurement of the achievement of curriculum objectives.

**T4000 THEORY AND PRACTICE OF TEACHING 1**  
Two credit points

The subject is designed to provide the basic skills, knowledge and attitudes that are essential for effective classroom teaching and learning in TAFE colleges.

Students will examine sociological, philosophical and psychological principles underlying the process of teaching and learning with reference to specific practical skills of teaching experience for adult learners.

**T4001 THEORY AND PRACTICE OF TEACHING 2**  
Four credit points

The subject is designed to enable participants to understand the rationale, development, implementation and evaluation of curricula drawn from vocational education. Further, the course unit is designed to enable students to apply the concepts and precepts underpinning educational testing and curriculum evaluation to their immediate teaching situation and to the business of curriculum design and evaluation.

**T4100 EDUCATIONAL MEDIA**  
Two credit points

The subject is designed to develop each teacher's understanding of the role of media in assisting the process of teaching in TAFE classrooms; and the necessary knowledge, skills and attitudes that will lead to effective selection, production and use of various media in teaching and learning in TAFE, i.e. overhead projection, slide and film projector and video recording.

**T4101 COMMUNICATION SKILLS**  
Two credit points

The subject is designed to complement Theory and Practice of Teaching I Course by enabling all students to demonstrate and improve the communication skills essential to effective teaching regardless of subject specialty.

Students learn the basic processes of human communication, how to communicate effectively in the classroom, and to analyse and evaluate communicative material.

**T4104 INDIVIDUALISING INSTRUCTION**  
Two credit points

The subject is designed to develop skills in designing and using materials and procedures to individualise the student's classroom practices. Through the use of a contract system and a negotiated course unit structure students will experience some aspects of individualisation whilst they explore this process and the problems associated with it in their own teaching context.

**T4106 COMPUTER APPLICATIONS IN TAFE**  
Two credit points

The subject is designed to enable students to distinguish between various applications of the computer in TAFE.

Students will gain a feel for these applications, through guest speakers, lectures, demonstrations and computer laboratory sessions and will learn to use applications packages (word processors, file management systems, spreadsheets, graphics programmes) and authoring software.

**T4111 COMPARATIVE AND INTERNATIONAL VOCATIONAL EDUCATION**  
Two credit points

The subject is designed to give students an understanding of comparative methodologies, and an understanding of the issue relevant to the comparison of different systems of vocational education. As well, students should develop an understanding of the role of international and national agencies in vocational education in developed and developing countries.

**T4112 WORK AND PEOPLE**  
Two credit points

The subject is designed to examine the attempts of the disciplines of economics, sociology and psychology, to explain the nature and role of people at work, and the effects of work on people.

**T4113 AUSTRALIAN SOCIETY: CONTEMPORARY SOCIAL ISSUES AND TAFE**  
Two credit points

The subject is designed to develop critical awareness of contemporary Australian society with the purpose of enhancing understanding of the social and political context of TAFE.

Students will identify, research, and critically analyse contemporary social issues and trends which are relevant to understanding the diverse needs of TAFE students in a rapidly changing society.

**T4118 ADVANCED AUDIO VISUAL TECHNIQUES**  
Two credit points

This subject is designed to increase participants understanding of the equipment, processes and techniques of magnetic recordings, both audio and video.

**T4119 SCIENCE, TECHNOLOGY AND SOCIETY**  
Two credit points

The subject is designed to give students a basic understanding of the nature and role of science and technology in contemporary society, and a critical and constructive appreciation of their changing impact on their own disciplines and on TAFE more generally.

**T4120 INTRODUCTION TO TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES**  
Two credit points

The subject is designed to introduce teachers to the field of ESOL and to help them to become more effective teachers of non-English speaking background students by becoming aware of the principles and issues underlying second language teaching and learning.

**T4121 MARKETING ADULT AND VOCATIONAL EDUCATIONAL PROGRAMS**  
Two credit points

The subject is designed to develop competencies in marketing, designing and conducting adult and vocational educational programs. It is concerned with selecting appropriate methods for the presentation and evaluation of educational programs. Emphasis will also be placed on understanding the legal implications of marketing educational programs.

**T4201 TAFE STUDIES**  
Ten credit points

The subject is designed to prepare TAFE teachers to cope with the demands of teaching in a period of rapid change by extending their understanding of key educational, social, economic and political issues currently altering both TAFE and the role of the TAFE teacher.

**T4203 VOCATIONAL TEACHING**  
Eight credit points

The subject is designed to have teachers apply those principles and procedures taught in the various segments of the programme to the practice of teaching in a vocational setting.

Given that the Graduate Diploma in Education (Technical) is offered by the in-service mode, students are practising teachers with full responsibilities for classes within colleges or training institutions. They may be full-time or part-time teachers in TAFE or other areas of vocational and further education, but they must be engaged in concurrent teaching practice to gain admission to the programme.

#### **T4204 CURRICULUM STUDIES** Four credit points

The subject is designed to assist the new teacher in the interpretation of and methods of teaching and assessing specific theoretical concepts and their practical application within their own teaching discipline as indicated in the institution's various curricula or syllabi. As well, understanding the basic organisation, requirements and procedures of the school/division or institution will be stressed, together with the development of an awareness of the special programmes and services in TAFE relevant to the new teacher's school and syllabus.

#### **T4205 BEGINNING TEACHERS' JOURNAL** Six credit points

Each student will complete a weekly journal entry as a means of synthesizing the various sessions of the programme. The journal is also designed to enable students to relate their professional-academic studies to the context of practical teaching experience at TAFE colleges.

#### **T5119 NEEDS ASSESSMENT AND RESEARCH DESIGN** Three credit points

This subject is designed to provide students with the ability to understand and apply a wide range of concepts, models and methods of needs assessment in a variety of settings. There is an emphasis on the basic research skills underlying needs assessment.

#### **T5120 ADULT EDUCATION IN AUSTRALIA** Three credit points

This subject is designed to provide an overview of the practices, issues and trends of adult education in Australia.

#### **T5121 MANAGING CHANGE IN EDUCATIONAL ORGANISATIONS** Three credit points

This subject is designed to give an overview of current approaches to the effective management of educational change and to encourage students to critically reflect on how they can better manage the implementation of innovations in adult education.

#### **T5122 THEORY AND ADULT EDUCATION** Three credit points

This subject is designed to introduce students to a range of theoretical issues relevant to the practice of adult education.

#### **T5123 SKILLS WORKSHOPS 1** Three credit points

The focus is on developing practitioner competence in the area of group facilitation.

#### **T5124/T5131/T5138/T5145 INDIVIDUALISED PROJECTS 1/2/3/4** Six credit points

Students develop individual projects in consultation with staff advisers which address the competencies on which the course is based.

#### **T5125/T5132/T5139/T5146 PRACTICUM 1/2/3/4** Three credit points

Workplace competence is monitored and evaluated.

#### **T5126 LIFESPAN DEVELOPMENTAL PSYCHOLOGY** Three credit points

This subject provides an overview of the principal theories of lifespan psychological development and evaluates their contribution to an understanding of adult learning.

#### **T5127 ABORIGINAL STUDIES** Three credit points

This subject is designed to introduce the adult educator to Aboriginal views of education, culture, politics and economics, and the significance of these views for adult education.

#### **T5128 MANAGING ADULT EDUCATION** Three credit points

This subject is designed to provide students with an understanding of the issues, skills and strategies necessary to manage and administer an adult education agency or program. There is an emphasis on the theory of organisations.

#### **T5129 AUSTRALIA IN THE 20TH CENTURY** Three credit points

This introductory course is designed to provide a general overview of the historical development of Australia in the twentieth century.

#### **T5130 SKILLS WORKSHOPS 2** Three credit points

The focus is on practitioner competence in designing simulations, games and role plays.

#### **T5133 ADVANCED SKILLS FOR TEACHING ADULTS** Three credit points

This subject is designed to provide opportunities for students

to critically examine and evaluate certain alternative teaching strategies and to adapt strategies to meet the needs of a wide range of learners.

#### **T5134 CURRENT ISSUES IN ADULT EDUCATION** Three credit points

This subject is designed to provide an overview and analysis of contemporary issues in adult education and how they relate to the adult education movement and thinking about the purposes, aims and philosophy of adult education.

#### **T5135 INNOVATIONS IN ADULT EDUCATION** Three credit points

This subject explores the capacity of adult education to adapt to social, economic, political and demographic change. There is an emphasis on developing skills for particular target groups in adult education.

#### **T5136 PROGRAMME EVALUATION** Three credit points

This subject is designed to provide students with opportunities to understand and apply a wide range of concepts, models and methods of programme evaluation in a variety of settings.

#### **T5137 SKILLS WORKSHOPS 3** Three credit points

The focus is on developing practitioner competence in counselling.

#### **T5140 STAFF DEVELOPMENT** Three credit points

This subject is designed to provide an introduction to the basic concepts and processes of staff development in the adult education context.

#### **T5141 CURRENT AUSTRALIAN SOCIAL ISSUES** Three credit points

This subject is designed to provide an overview of current social issues in the Australian context.

#### **T5142 INTERNATIONAL ADULT EDUCATION** Three credit points

This subject is designed to provide an overview of the provision of, and issues and trends in, Adult Education worldwide.

#### **T5143 AUSTRALIA AND THE WORLD** Three credit points

This course is designed to provide opportunities to place current Australian issues in their wider world context.

#### **T5144 SKILLS WORKSHOPS 4** Three credit points

The focus is on developing practitioner competence in promoting and marketing an adult education programme or course.

#### **T5147 SKILLS WORKSHOP 1** Four credit points

This learning experience gives students opportunities to develop skills in the planning, implementation and evaluation of adult education programmes.

#### **T5148 TUTORIAL 1** Four credit points

This learning experience enables students to, in a small group setting, to extend and apply their knowledge in the areas of adult teaching and learning and programme development.

#### **T5149 PRACTICUM 1** Four credit points

This learning experience enables students, with the support of adult education practitioners, to develop their expertise as facilitators of adult learning.

#### **T5150 SPECIALIST ELECTIVE** Six credit points

In this elective seminar course students will develop their competence in one or more of the following areas of practice and study in adult education: research, administration and staff development, counselling and consultancy.

#### **T5151 SKILLS WORKSHOP 2** Four credit points

This learning experience provides opportunities for students to develop and apply knowledge in any of the areas of adult education theory AND practice studied in the course.

#### **T5152 TUTORIAL 2** Four credit points

This learning experience enables students to, in a small group setting, to extend and apply their knowledge in the core and specialist competency areas dealt with in the second year of the course.

#### **T5153 PRACTICUM 2** Four credit points

This learning experience enables students, with the support of experienced adult educators, to further develop their professional skills and knowledge.

#### **T5154 FOUNDATIONS OF TESOL 1** Five credit points

The subject aims to give students the opportunity to evaluate sociolinguistic approaches to language and culture against other approaches and to make a detailed study of one aspect of the sociolinguistics of learning and using a non-native language. The subject also addresses aspects of the ESOL teacher's role.

#### **T5155 THEORY AND PRACTICE OF TESOL 1 (ADULTS)**

Five credit points

This subject, focusing on the needs of adult learners, aims to strengthen students' understanding of the importance of fostering speaking and listening, particularly through communicative interaction and collaborative learning; and to increase students' competence in planning, implementing and evaluating lessons and units of work designed to foster speaking and listening at varying levels of language proficiency.

#### **T5156 FOUNDATIONS OF TESOL 2**

Five credit points

This subject aims to give students the opportunity to examine issues involved in second language learning within the context of learning in general, including adult learning. The subject addresses second language development for learners of different ages, backgrounds and personalities in classroom and naturalistic settings.

#### **T5157 THEORY AND PRACTICE OF TESOL 2 (ADULTS)**

Five credit points

The subject, focusing on the needs of adult learners, aims to develop an understanding of the theory and practice of supporting literacy development for second language learners and to increase students' competence in planning, implementing and evaluating lessons and units of work involving all four macroskills: listening, speaking, reading and writing.

#### **T5158 TEACHING PRACTICE 1 (ADULTS)**

Four credit points

This subject, focusing on the needs of adult learners, aims to develop students' practical skills as ESOL teachers in the classroom with a special emphasis on integrating speaking, listening, reading and writing development.

#### **T5159 FOUNDATIONS OF TESOL 3**

Five credit points

This subject aims to extend students' existing knowledge of lexico-grammar and discourse, and to develop teaching applications.

#### **T5160 THEORY AND PRACTICE OF TESOL 3 (ADULTS)**

Five credit points

This subject, focusing on the needs of adult learners, builds on previous subjects. It aims to provide students with the opportunity to concentrate on developing models for programming and resource development; and to increase their competence in designing, implementing and evaluating policies, resources and curricula.

#### **T5161 FOUNDATIONS OF TESOL 4**

Five credit points

This subject aims to develop students' understanding of the multicultural, multilingual society in which all Australians live, and to examine the implications for ESOL teachers which arise from Australia's policies and social values. It also examines ESOL teachers' roles as liaison, resource and counselling personnel, addressing aspects which go beyond language teaching.

#### **T5162 THEORY AND PRACTICE OF TESOL 4 (ADULTS)**

Five credit points

This subject, focusing on the needs of adult learners, aims to give each student the opportunity to work on strengthening an area of his/her own specific knowledge and/or skills in need of consolidation. It also gives students the opportunity to experience self-directed learning.

#### **T5163 TEACHING PRACTICE 2 (ADULTS)**

Four credit points

This subject, focusing on the needs of adult learners, aims to develop students' practical skills as ESOL teachers with a special emphasis on teaching language through content areas.

#### **T5164 THEORY AND PRACTICE OF TESOL 1 (GENERAL)**

Five credit points

This subject, focusing on the needs of both school-aged and adult learners, aims to strengthen students' understanding of the importance of fostering speaking and listening, particularly through communicative interaction and collaborative learning; and to increase students' competence in planning, implementing and evaluating lessons and units of work designed to foster speaking and listening at varying levels of language proficiency.

#### **T5165 THEORY AND PRACTICE OF TESOL 2 (GENERAL)**

Five credit points

The subject, focusing on the needs of school-aged and adult learners, aims to develop an understanding of the theory and practice of supporting literacy development for second language learners and to increase students' competence in planning, implementing and evaluating lessons and units of work involving all four macroskills: listening, speaking, reading and writing.

#### **T5166 TEACHING PRACTICE 1 (GENERAL)**

Four credit points

This subject, focusing on the needs of school-aged and adult learners, aims to develop students' practical skills as ESOL teachers in the classroom with a special emphasis on integrating speaking, listening, reading and writing development.

#### **T5167 THEORY AND PRACTICE OF TESOL 3 (GENERAL)**

Five credit points

This subject, focusing on the needs of school-aged and adult learners, builds on previous subjects. It aims to provide students with the opportunity to concentrate on developing models for programming and resource development; and to increase their competence in designing, implementing and evaluating policies, resources and curricula.

#### **T5168 FOUNDATIONS OF TESOL 4 (GENERAL)**

Five credit points

This subject, focusing on the needs of school-aged and adult learners, aims to develop students' understanding of the multicultural, multilingual society in which all Australians live, and to examine the implications for ESOL teachers which arise from Australia's policies and social values. It also examines ESOL teachers' roles as liaison, resource and counselling personnel, addressing aspects which go beyond language teaching.

#### **T5169 TEACHING PRACTICE 2 (GENERAL)**

Four credit points

This subject, focusing on the needs of school-aged and/or adult learners, aims to develop students' practical skills as ESOL teachers with a special emphasis on teaching language through content areas.

#### **T5170 ENGLISH FOR ACADEMIC AND TEACHING PURPOSES**

Five credit points

This subject aims to help students to apply themselves confidently to both theoretical and practical components of the course.

#### **T5171 TRAINING THEORY AND PRACTICE**

Eight credit points

This subject will concentrate on the facilitation skills of the trainer. It will enable students to consider the use of different teaching strategies and their relevance to the workplace, and will include work on presentation skills, the development and use of teaching aids, and skills in training small groups and understanding the process of learning in groups. There will be opportunities for the practice of facilitation skills and the

refinement of teaching techniques, with the aid of video feedback.

The subject format also provides for students to raise issues related to facilitation and the problems they encounter in working with groups.

#### **T5172 COMMUNICATION IN TRAINING**

Eight credit points

Key interpersonal skills needed in training are identified and practised including listening and assertiveness. The influences on effective communication of perception, values and attitudes, self esteem and other psychological, language and physical barriers are discussed. The process of writing so that we are read and understood is explained and practised with reference to letters, memoranda, reports and submissions. The subject also deals with how to choose appropriate media for communication.

#### **T5173/T5177 STUDY GROUP 1/2**

Two credit points

These subjects incorporate group activities and exercises dealing with self-directed learning, networking, the planning of contract work, workshop planning, competency analysis, and study skills.

#### **T5174/T5178/T5182/T5186 TRAINING PRACTICE 1/2/3/4**

Six credit points

These subjects deal with a number of tasks related to human resource development, such as workshop planning and evaluation, session planning and presentation, and small group work. They also provide an opportunity for students to undertake contract work under the supervision of course advisers.

#### **T5175 INSTRUCTIONAL DESIGN**

Eight credit points

This subject introduces the principles and practice of programme design. It deals with how to write aims and objectives, approaches to documenting training, how to sequence content and how to structure a programme. It also covers the planning and production of training materials, such as workbooks and manuals.

#### **T5176 ADULT LEARNING**

Eight credit points

This section of the course will examine how adults learn, what factors may help or hinder adults' learning, and how adults may or may not differ from children in the ways they learn. A number of writers on adult learning theory will be compared, and the relevance of their ideas to differing Australian contexts assessed. Students will be encouraged to examine their

own and others learning styles, and to discuss the influences on learning of such factors as ageing, gender, states of mind, experience, membership of groups, status and identity, needs, expectations and motivation.

#### **T5179 ORGANISATIONAL BEHAVIOUR**

Eight credit points

This subject examines the interaction and relationship of technological change, the organisation of work, industrial relations and training and development. It mainly deals with people in organisations, but also investigates the concept of organisational development and management principles. The subject also examines organisational behaviour in other countries with a view to determining appropriate transfer practices. Examples are drawn from industry, commerce and the service industries in both the public and private sector.

#### **T5180 PROGRAMME DEVELOPMENT AND EVALUATION**

Eight credit points

This subject covers both needs assessment and program evaluation. The segment on Training Needs Assessment covers areas such as the identification of problems and needs, planning needs assessment, the industry or enterprise context of investigations into training needs, competency profiling, selection of assessment procedures, and data analysis. The segment on Training Evaluation deals with the major design components in evaluation, shows how to focus a training evaluation study, and introduces a range of evaluation methods. It also covers the analysis and reporting of data, and considers problems associated with evaluating transfer of what is learnt to the workplace.

#### **T5181 RESEARCH AND DEVELOPMENT PROJECT 1**

Two credit points

This subject deals with a particular area of training practice, such as computer-based learning, award restructuring and its training implications, or games and simulations. Students are helped to plan, carry out and report on a detailed investigation in these or other areas related to human resource development.

#### **T5183 MANAGEMENT TRAINING**

Eight credit points

This subject deals with the coordination and administration of training. It covers training policy formulation, budgeting, scheduling of programs, workshop administration and data base management. The issue of change management is also covered, and a number of general human resource issues that constitute the context of training (such as wages and salaries, EEO regulations, appraisal, occupational health) are introduced.

#### **T5184 COMPUTERS IN TRAINING**

Eight credit points

This subject examines the computer as a training tool. The first half of the course will involve using personal productivity and graphics software to assist the trainer in developing training packages. A variety of software will be utilised. The approach will be "hands-on", and students will be expected to develop their own high quality training materials. The second half of the subject will examine computer based training (CBT) and computer managed learning (CML). Students will be encouraged to develop training programmes based on these two technologies that are relevant to their workplaces.

#### **T5185 RESEARCH AND DEVELOPMENT PROJECT 2**

Two credit points

This subject deals with a particular area of training practice, such as 'computer-based learning', 'award restructuring and its training implications', or 'games and simulations'. Students are helped to plan, carry out and report on a detailed investigation in these or other areas related to human resource development.

#### **T5187 ADULT TEACHING AND LEARNING**

Eight credit points

This subject includes both an introduction to adult learning theories and consideration of their implications for classroom teaching. It will enable students to design appropriate learning plans, select and implement relevant teaching strategies and refine their own teaching techniques through the use of video feedback.

#### **T5188 COMMUNICATIONS AND INTERPERSONAL SKILLS 1**

Eight credit points

This subject is intended to help students develop the communication and interpersonal skills needed in teaching and working with adults in community settings. Topics covered will include barriers to effective communication, conflict resolution, group dynamics, listening and questioning skills and public speaking.

#### **T5189/T5193/T5197/5201 STUDY GROUP 1/2/3/4**

Two credit points

The Study Group component of the course provides students with the opportunity to develop skills in working collaboratively to design learning experiences appropriate to their particular professional interests. In the first semester groups will be provided with guidelines to assist them in structuring the group meetings.

Activities which Study Groups might undertake include visits to each others workplaces, sharing of the outcomes of student learning contracts, discussion of current issues in adult education.

tion and trialling of materials or activities designed for use in a student's workplace. In the first year students will work with others from a variety of community education settings but in the second year they may negotiate to work with a group of others from the same type of setting.

#### **T5190/T5194/T5198/T5202 SUPERVISED FIELD EXPERIENCE 1/2/3/4**

Six credit points

These components of the course assesses practical activities carried out by participants during their work in the professional field. It is expected that participants will demonstrate increased competence in their work roles, and this will be guided, monitored and evaluated through advisory visits by course lecturers. Assessment of the subject requires students to submit portfolios of practical work or other evidence of professional activity.

#### **T5191 PROGRAMME DEVELOPMENT**

Eight credit points

Program development in adult education covers a wide range of skills used by adult educators in planning and developing programs, courses and other learning activities for adults. The course will include approaches to needs assessment, program design, alternative modes of delivery, publicity and recruitment and programme evaluation.

#### **T5192 COMMUNICATIONS AND INTERPERSONAL SKILLS 2**

Eight credit points

This subject represents the continuation of T5188 Communications and Interpersonal Skills 1.

#### **T5195 PSYCHOLOGY AND ADULT EDUCATION**

Eight credit points

This subject will offer students an introduction to areas of psychological theory relevant to their work in adult education. Thus it will include both psychological approaches to learning and to adult development and ageing.

#### **T5196 PRACTITIONER SKILLS 1**

Eight credit points

This subject is delivered in two components.

##### **(a) Management Skills for Adult Educators**

This component will examine the management skills needed by community based adult educators. These include negotiation, problem solving, financial skills, staff selection and development and team building.

##### **(b) Teaching across Cultures**

In contemporary Australia it is essential that adult educators are sensitive to the implications of teaching groups containing students from a variety of cultural backgrounds. This component will consider some of the necessary skills for teaching across cultures and attempt to raise students awareness of some of the issues involved.

#### **T5199 THE REFLECTIVE PRACTITIONER**

Eight credit points

In this subject students will be introduced to a variety of methods of reflecting on their own practice as adult educators and assisting colleagues in doing the same. They will use a range of self and peer assessment techniques to critically explore the assumptions underlying their work and examine issues such as the meaning of professionalism and ethics in adult education.

#### **T5200 PRACTITIONER SKILL 2**

Eight credit points

This subject is delivered in two components.

##### **(a) Practical Teaching Skills**

In this component, students will have the opportunity to refine various teaching skills such as using questioning techniques, demonstrating practical skills, facilitating discussion, lecturing and one-to-one instruction.

##### **(b) Media Skills**

This component provides students with the opportunity to practise the development and use of appropriate teaching aids such as overhead projector transparencies, whiteboards, blackboards, handouts, video materials and slides.

#### **T5203 ADULT TEACHING AND LEARNING 1**

Five credit points

We begin this subject by discussing our own experiences of education in school, family and community. We relate this to the forms and purposes of education in Koori society and in the Western education system. We also look at the history of Aboriginal Education in NSW since the invasion. We then go on to plan and deliver a brief lesson in Aboriginal Studies to the group using teaching materials and resources.

#### **T5204 PROGRAMME DEVELOPMENT 1**

Five credit points

In this subject, we look at what Koori adult educators do in their work for their communities. This includes planning

educational and community development programmes, getting the resources for these programmes and teaching others, in the classroom and in the community. We look at the kinds of adult education needed by Koori communities in NSW and how to identify and analyse these needs. We then look at how Koori community organisations work and the role of adult education in their work.

#### **T5205 COMMUNICATIONS 1**

Five credit points

The kinds of language demanded by bureaucracy and tertiary education are unfamiliar for many Koori adults. In this subject we work on developing these kinds of skills in the context of the core studies. Students' confidence and abilities grow as they gain new kinds of language skills to communicate and exercise power in Australian society.

In the first semester, we begin with the kinds of reading and writing that students are familiar with, then go on to reading academic texts, notetaking and summary writing. Practising these skills leads into writing academic essays.

#### **T5206 ABORIGINAL STUDIES 1**

Five credit points

In this subject, we look at aspects of traditional Aboriginal culture and at how our ancestors responded to the white invasion up to the 1880's. In discussing Koori culture and history, we relate it to our own experiences in family and community. We discuss the ways that we have been affected by colonialism and how our grandparents survived and maintained our culture and history. We examine the ways that Aboriginal people, history and culture are written.

#### **T5207/T5212/T5217/T5222 COMMUNITY FIELD WORK 1/2/3/4**

Four credit points

This part of the course assesses how students are using skills and knowledge learned in block releases in their work and involvement in Koori community organizations. Advisers visit students in their communities to advise and assist on their community educators work related course contracts.

#### **T5208 ADULT TEACHING AND LEARNING 2**

Five credit points

Based on our previous discussions and experiences of teaching in the classroom, we work on developing the kind of teaching which is appropriate for Koori adults in the classroom and in the community. We then look at some of the education programs available to Koori adults in NSW. We discuss how we can evaluate these programs; whether they meet the people's needs; are the teaching methods appropriate; how much say do the people have in planning and delivery?

#### **T5209 PROGRAMME DEVELOPMENT 2**

Five credit points

In the second semester, we discuss the differences between the programme planning approaches of bureaucracy and Koori communities. How do programmes planned from the top down fail in Koori communities and maintain colonialism? How can we develop a planning approach which gives a voice and power to the community and enables the people to do it for themselves? We work on the kinds of community research and programme design techniques which can meet these goals.

#### **T5210 COMMUNICATIONS 2**

Five credit points

In the second semester, we work on the literacy skills needed for Aboriginal community development such as report and submission writing, liaison and negotiation. Each of these communication skills relate to tasks set in the other subjects in the course and enable students to complete their learning contracts in those subjects.

#### **T5211 ABORIGINAL STUDIES 2**

Five credit points

In the second semester, we discuss the twentieth century version of colonialism. We look at the activities of the Aboriginal Protection and Welfare Boards, the education system, missionaries and anthropologists. The aim is to find Koori ways to describe our own society and history which are not racist, romantic or anthropological. We have a field trip to Kuring-gai Chase to see traditional camp sites, rock art and bush foods available in the area. We learn how our ancestors used and looked after our country to survive and prosper.

#### **T5213 ADULT TEACHING AND LEARNING 3**

Five credit points

In this subject, we work on planning whole lessons, defining the aims and objectives, deciding on content, process and method and what materials and teaching resources we need, and writing up the lesson plan. We then deliver a class session and evaluate our efforts with our peers and lecturers. This subject builds on experience and discussion from previous subjects, towards classroom teaching competence.

#### **T5214 PROGRAMME DEVELOPMENT 3**

Five credit points

At the start of year two, we work on programme planning based on the field trip to central Australia. We plan the trip around our learning needs, desired outcomes and the resources we need, and see how the same process can be applied to any programme we want to develop. We then write up a submission for the field trip. This experience leads into planning a whole adult education programme for a higher education course or community development.

#### **T5215 ABORIGINAL COMMUNITY STUDIES 1**

Five credit points

We begin this subject by talking about Koori communities on different levels—local, regional and national. What is a community? How do Koori's organise themselves in different ways for different purposes—social and political, to meet common needs? We compare different kinds of communities that we are members of with those in other parts of Australia. What kind of needs and struggles do we have in common? We then look at the relationship between Land Rights and community development.

#### **T5216 ABORIGINALS AND CONTEMPORARY AUSTRALIA 1**

Five credit points

In this subject we talk about the development of Aboriginal political awareness and the rise of Aboriginal nationalism from the 1920's to 1980's. We look at the Aborigines Progressive Association and other bodies and the major events leading up to the 1967 referendum, the Tent Embassy and the Land Rights struggle. We look at the legacy of colonialism in different parts of Australia and how our people are attempting to meet their needs in health, housing, education, employment and the law.

#### **T5218 ADULT TEACHING AND LEARNING 4**

Five credit points

On the field trip we look at how teaching is practised in central Australian Aboriginal schools and colleges. We also learn from traditional elders about their approach to teaching and learning and relate it back to our own experience in family and community and how we can apply it to teaching Koori adults in NSW. We present our reports of what we learnt from the field trip at another Koori education centre in Sydney. We then discuss and refine how we are going to approach Koori adult teaching in our work as community adult educators.

#### **T5219 PROGRAMME DEVELOPMENT 4**

Five credit points

In the field trip, we look at the programme development approach and outcomes in central Australian communities, organisations and education centres and relate it back to our own needs in NSW. On our return, we look at the issues of accountability and responsibility in community development—to the people and to the bureaucracy which provides funding. Who is accountable to whom, what for and how much? How do we balance the demands of government and community? What does self-determination and community control mean? We then work on a submission for Koori community controlled adult education programmes.

#### **T5220 ABORIGINAL COMMUNITY STUDIES 2**

Five credit points

On the field trip, we visit different Aboriginal communities and their organisations—urban "town camps", remote settlements and traditional homeland centres. This experience helps us to work out models of Koori community development which we can use in working with our own people. How do groups from different areas and backgrounds settle their differences and work together to meet their needs? This leads us to look at the relations between Koori communities and white Australian government and society and how our work can bring about change.

#### **T5221 ABORIGINAL AND CONTEMPORARY AUSTRALIA 2**

Five credit points

On our field trip to central Australia, we visit urban and remote communities and organisations. Traditional elders teach us about their land and culture and how they are responding to the impact of white colonialism on their society. We use this experience to look again at our own society in NSW and the relations between Koori's and mainstream Australian society. We discuss the future for our people and examine in depth the issues of Land Rights and Aboriginal sovereignty.

#### **T5223 POLICY ANALYSIS IN VOCATIONAL EDUCATION**

Eight credit points

This subject aims to increase participants' ability to analyse policy and respond to policy changes in vocational education by having students broaden their awareness of the gamut of policy, development frameworks for the critical analysis of underlying assumptions, and carry out case studies of the implementation of selected policies.

#### **T6102 CONDUCTING EDUCATIONAL RESEARCH**

Twelve credit points

This subject is designed to provide knowledge and skills in educational research. Students are first introduced to the nature and purposes of educational research: the characteristics of the research process; selection of a research problem; ethics in planning, conducting, and reporting.

Various methods of research are examined: experimental; historical; survey; ethnographic; case study; illuminative evaluation; etc. A variety of techniques for data collection are studied: questionnaires; interviews; tests and scales; and observation. Data analysis and preparation and evaluation of research reports form the final segments of the course. This subject is presented in a two hour session each week over the academic year.

**T6103 DIRECTED RESEARCH**

Twelve credit points

This subject is a companion to the course Conducting Educational Research. It is designed to assist the student to:

- identify a significant educational area for study;
- complete a literature survey in the student's planned area for the thesis;
- develop and have approved a thesis proposal for study in this area; and
- complete at least preliminary trials on any questionnaires, interview schedules etc, which will be used in data collection for the thesis.

Due to the individualised nature of this course, monthly rather than weekly meetings are held. The typical pattern for these meetings will be seminar sessions conducted by a Thesis Supervisor and will involve a small number of students who are developing thesis proposals within the same broad area of research interest.

**T6104 THESIS (EDUCATION - P/T)**

*Pre-requisites: T6102 Conducting Educational Research and T6103 Directed Research*

The thesis is a substantial piece of work which satisfies the requirement for the award.