

FACULTY OF EDUCATION
AND SOCIAL WORK
– POSTGRADUATE
HANDBOOK 2015

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Welcome

Message from the Dean



The Faculty of Education and Social Work is a dynamic, diverse and internationally renowned community of scholars and students. In partnership with our communities, we are committed to social transformation and improving teaching and learning through innovation and enquiry-driven research, reflection and critique.

The faculty is proud of its record and repute as a site of outstanding research and quality teaching. Our faculty boasts an internationally recognised community of scholars and researchers who make significant contributions to their field of expertise, the wider academic community, to our student body and the broader community locally, nationally and internationally. Our expertise crosses social and educational policy, social and cultural inclusion, Indigenous education and learning sciences.

The faculty offers a portfolio of postgraduate programs by research and coursework. Our course range includes: Teaching English to Speakers of Other Languages, Special and Inclusive Education, Sports Coaching, Educational Psychology, Educational Management and Leadership, Policy Studies, Social Work and Learning Sciences and Technology. As a faculty and as professionals we believe passionately in career-long learning, whether it is a certificate or professional learning program, a research or coursework master's program or other forms of education.

You are a welcome and important member of our community. We look forward to your participation in the discourse and learning possibilities our programs support.

Professor Diane Mayer
Dean

General information on Master of Education, Graduate Diploma and Graduate Certificate in Educational Studies

This program is for leaders and future leaders in education in a dynamic climate of educational change and innovation. It is intended for trained teachers or those who wish to better understand educational theory and research.

The faculty offers two forms of this program, with or without a designation/specialisation.

1) Designated degrees

Students can choose to complete the Master of Education, Graduate Diploma in Educational Studies or Graduate Certificate in Educational Studies with a designation/specialisation.

This means that candidates concentrate their studies in one of the designated areas within the program and graduate with the specialisation (in brackets) as part of their award name area, eg Master of Education (TESOL).

To qualify for a Master of Education, Graduate Diploma in Educational Studies or Graduate Certificate in Educational Studies, candidates need to complete the required number of core, elective and capstone units of study required for that designation.

Designations/specialisations

- Educational Management and Leadership
- Educational Psychology
- International Education
- Special and Inclusive Education
- Sports Coaching
- TESOL

2) General degrees

This approach is best suited to those students who have a broad range of interests and wish to select units of study from across the entire Master of Education program.

Master of Education without a designation

To qualify for the award of Master of Education, candidates are required to complete a total of 8 units of study (48 credit points), including

- a minimum of 3 units (18 credit points) from one specialisation; comprising:
 - a minimum of 2 units (12 credit points) of core units of study; and
 - a minimum of 1 unit (6 credit points) of elective unit from that specialisation; plus
- a minimum of 1 unit (6 credit points) of capstone units of study; and
- a maximum of 4 units (24 credit points) of elective units from any designation within the Master of Education program.

3) Capstone Experience

A capstone unit is completed in the last semester of the award course. It provides an opportunity to integrate ideas and understandings drawn from units of study taken in the course. The capstone is a compulsory requirement and is undertaken by completing a special project or a dissertation with an upper limit of 12,000 words.

Students who intend on undertaking a higher degree by research (MPhil, PhD, Doctor of Education or Doctor of Social Work) in future should enrol in the Dissertation option (please note that entry requirements apply for this unit of study - consult your Course Coordinator for further details).

Graduate Diploma in Educational Studies without a designation

To qualify for the award of Graduate Diploma in Educational Studies, candidates are required to complete a total of 6 units of study (36 credit points), including

- a minimum of 2 units of study (12 credit points) of core units from one specialisation; and
- a maximum of 4 units of study (24 credit points) may be chosen from any specialisation within the Master of Education program.

Graduate Certificate in Educational Studies without a designation

To qualify for the award of Graduate Certificate in Educational Studies, candidates are required to complete a total of 4 units of study (24 credit points) from any specialisation within the Master of Education program.

Graduate Certificate in Educational Studies Graduate Diploma in Educational Studies Master of Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course title
GCEDUSTD-02	Graduate Certificate in Educational Studies
GNEDUSTD-01	Graduate Diploma in Educational Studies
MAEDUCAT-03	Master of Education

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
- (a) the Graduate Certificate in Educational Studies
- (b) the Graduate Diploma in Educational Studies



- (c) the Master of Education
 (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to candidature for the Graduate Certificate in Educational Studies, the Graduate Diploma in Educational Studies and the Master of Education (excluding the Sports Coaching and Teaching English to Speakers of other Languages specialisations) requires:
- (a) a Bachelor of Education from the University of Sydney or equivalent qualification and either the completion of postgraduate studies, or professional experience equivalent to one year full-time, in a field considered by the Faculty to be appropriate to the program of studies; or
- (b) a bachelor's degree and either the Diploma in Education, or the Bachelor of Teaching or the Master of Teaching from the University of Sydney, or equivalent qualification; or
- (c) a bachelor's degree from the University of Sydney, or equivalent qualification, and either the completion of postgraduate studies, or professional experience equivalent to two years full-time, in a field considered by the Faculty to be appropriate to the program of studies; or
- (d) in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Educational Studies from the University of Sydney, in the same specialisation as that in which the applicant wishes to proceed; or equivalent qualification; or
- (e) in the case of the Master of Education, completion of the embedded Graduate Diploma in Educational Studies from the University of Sydney, in the same specialisation as that in which the applicant wishes to proceed; or equivalent qualification.
- (3) Admission to candidature for the Graduate Certificate in Educational Studies (Sports Coaching), the Graduate Diploma in Educational Studies (Sports Coaching) and the Master of Education (Sports Coaching) requires:
- (a) a bachelor's degree from the University of Sydney or equivalent qualification and either the completion of relevant postgraduate studies or a minimum of two years' coaching/sporting experience at an elite level; or
- (b) Level 2 National Coaching Accreditation Scheme (NCAS) accreditation or the equivalent and either the completion of relevant postgraduate studies or a minimum of four years' coaching/sporting experience at an elite level; or
- (c) in the case of the Graduate Diploma in Educational Studies (Sports Coaching), completion of the embedded Graduate Certificate in Educational Studies (Sports Coaching) from the University of Sydney, or equivalent qualification.
- (d) in the case of the Master of Education (Sports Coaching), completion of the embedded Graduate Diploma in Educational Studies (Sports Coaching) from the University of Sydney, or equivalent qualification.
- (4) Admission to candidature for the Graduate Certificate in Educational Studies (Teaching English to Speakers of other Languages), the Graduate Diploma in Educational Studies (Teaching English to Speakers of other Languages) and the Master of Education (Teaching English to Speakers of other Languages) requires:
- (a) a bachelor's degree from the University of Sydney or equivalent qualification and either a postgraduate English language teaching qualification or at least two years' full-time English language teaching experience; or
- (b) a bachelor's degree in English language teaching or equivalent qualification and at least one year's full-time English language teaching experience.
- (c) in the case of the Graduate Diploma in Educational Studies (TESOL), completion of the embedded Graduate Certificate in Educational Studies (TESOL) from the University of Sydney, or equivalent qualification.

- (d) in the case of the Master of Education (TESOL), completion of the embedded Graduate Diploma in Educational Studies (TESOL) from the University of Sydney, or equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for these courses are set out in the Faculty of Education and Social Work Graduate Certificate/Graduate Diploma in Educational Studies and Master of Education Table of units of study.
- (2) Candidates may complete the Graduate Certificate, Graduate Diploma or Master's degree with or without a specialisation. Candidates who intend to undertake these courses with a specialisation must complete the requirements specified in the Specialisations section below.
- (3) To qualify for the award of the Graduate Certificate in Educational Studies without a specialisation a candidate must complete 24 credit points of units of study, chosen from any units listed in the Table.
- (4) To qualify for the award of the Graduate Diploma in Educational Studies without a specialisation a candidate must complete 36 credit points of units of study, comprising:
- (a) a minimum of 12 credit points of core units of study from one specialisation; and
- (b) a maximum of 24 credit points of units of study, chosen from any units listed in the Table.
- (5) To qualify for the award of the Master of Education without a specialisation a candidate must complete 48 credit points of units of study, comprising:
- (a) 18 credit points of units of study from one specialisation, including a minimum of 12 credit points of core units and remaining of elective units; plus
- (b) a maximum of 12 credit points of capstone units of study; and
- (c) a minimum of 18 credit points of units of study, chosen from any units listed in the Table.

7 Specialisations

- (1) The completion of a specialisation is optional for these courses. The award of a specialisation is dependent on the units of study completed.
- (2) A specialisation in the Graduate Certificate requires the completion of the required core and elective units of study listed in the Table for the relevant specialisation.
- (3) A specialisation in the Graduate Diploma requires the completion of the required core and elective units of study listed in the Table for the relevant specialisation.
- (4) A specialisation in the Master of Education requires the completion of a minimum of 30 credit points chosen from units of study specific to the relevant specialisation, including the specified number of core and elective units for that specialisation; and a minimum of 6 credit points of capstone units.
- (5) The specialisations available are:
- (a) Sports Coaching
- (b) Educational Management and Leadership
- (c) Educational Psychology
- (d) Higher Education *
- (e) International Education
- (g) Special and Inclusive Education
- (h) Teaching English to Speakers of other Languages

** This specialisation is only offered at the Graduate Certificate level. Candidates completing this specialisation can progress to the Graduate Diploma or Master's degree; however will be awarded with no specialisation.*

8 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

9 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to January, 2015 who elect to proceed under these resolutions.
- (2) Students who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that

the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Educational Management and Leadership

Outcomes

At the conclusion of the designated degree, students should be able to:

- understand the basic concepts in administration and management
- understand models and theories in the field
- understand organisational behaviour
- understand the change processes and their impact upon organisations
- familiarise themselves with a range of human resources development and management issues and their relationship to other developments in education, the economy and society
- develop skills in the analysis of policy developments and factors affecting the implementation of human resources and management policies
- evaluate alternative policies and practices
- understand theories and models of evaluation
- develop skills in designing a proposal for the evaluation of a program
- develop a range of research skills related to the use of key information technologies
- develop a variety of academic writing skills.

Master of Education (Educational Management and Leadership)

To qualify for the award of Master of Education (Educational Management and Leadership) candidates must complete 8 units of study (48 credit points), including

- a minimum of 5 units of study (30 credit points) from this specialisation, comprising:
 - a minimum of 3 units of study (18 credit points) of core units; and
 - a minimum of 2 units of study (12 credit points) of elective units from the table below; plus
- a minimum of 1 unit of study (6 credit points) of capstone units of study; and
- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Educational Management and Leadership			
Core units			
EDPA5001 Organisational Theory, Managemnt & Admin	6		Semester 1
EDPA5011 Organisational Culture and Change	6		Semester 2
EDPA5013 Program Evaluation	6		Semester 2
EDPA6015 Management and Leadership	6		Semester 1
Elective units			
EDPA6016 Organisations as Learning Communities	6		Semester 1

Graduate Diploma in Educational Studies (Educational Management and Leadership)

To qualify for the award of Graduate Diploma in Educational Studies (Educational Management and Leadership) candidates must complete 6 units of study (36 credit points), including

- a minimum of 5 units of study (30 credit points) from this designation, comprising
 - a minimum of 3 units (18 credit points) of core units; plus
 - a minimum of 2 units (12 credit points) of elective units from the table below; and
- a maximum of 1 unit (6 credit points) of postgraduate Education units from any specialisation within the Master of Education program.

Graduate Certificate in Educational Studies (Educational Management and Leadership)

To qualify for the award of Graduate Certificate in Educational Studies (Educational Management and Leadership) candidates must complete 4 units of study (24 credit points), including

- a minimum of 3 units of study (18 credit points) of core units; and
- a maximum of 1 unit of study (6 credit points) of elective units from the table below.

Course convenor

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<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
EDPA6017 School Effectiveness and Improvement	6		Semester 2
EDPA6018 Social Policy Process	6		Semester 2
EDPB5002 Globalisation and Education	6		Semester 1 Semester 2
EDPC5003 Learning Tech. in Education & Practice	6		Semester 1
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2
EDPZ5010 Individual Profession Learning Portfolio	6		Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6		Semester 1 Semester 2
Capstone units			
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2
EDPZ6720 Dissertation	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Units of study descriptions

Educational Management and Leadership

Core units

EDPA5001

Organisational Theory, Management & Admin

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd review (30%) and 1x3000wd essay (70%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Organisation theories provide us with different lenses through which we can understand what an organisation is and what it means to be part of one. This unit explores the development of organisation theory from its beginnings to the present day. Concepts, theories and models from the perspectives of the Historical, Modern, Symbolic Interpretive and Postmodern periods are studied through selected original works by key writers in the field. From the early writings to Taylor and Weber, through to the words of Greenfield and Morgan different approaches to management and administration are investigated.

EDPA5011

Organisational Culture and Change

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** Semester 2 **Classes:** 1x2hr seminar/week; **Assessment:** 1x2000wd essay (40%) and 1x3000wd essay (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Institutions throughout most parts of the world are confronted by a period of rapid and dramatic change. The external demands placed upon them to change and improve are considerable. The key elements of leadership, vision and mission and their relationships to the development of a unique organisational culture are essential ingredients for organisational effectiveness, excellence and continuous improvement. This core unit focuses upon the internal and external forces that influence the culture of a variety of organisations and uses the competing theories and alternative approaches to management

development in the core unit EDPA5001 to build upon the basic concepts. Please note intensive delivery is only available to Scots College Cohort.

EDPA5013

Program Evaluation

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x program logic model (30%) and 1x evaluation report (70%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Students undertaking the designated area of Educational Management and Leadership are expected to be able to implement policies and programs designed to bring about organisational change. There are numerous forms of program evaluation available to the evaluator. Selecting the appropriate form for the appropriate purpose is the key to success. This unit is designed to provide the necessary knowledge and skills to enable students to design, plan and implement an evaluation program and to provide an understanding of five major forms of program evaluation, their purposes, and their associated approaches. Please note that intensive delivery is only available to Scots College Cohort.

Textbooks

Owen, J.M. (2006) Program evaluation: forms and approaches (3rd edition) Allen and Unwin

EDPA6015

Management and Leadership

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x1500wd essay (40%) and 1x3500wd critical review of literature (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Leadership is the key to a successful organisation. This core unit focuses upon the importance of leadership and what it involves in a variety of organisational settings. In bringing about change in an organisation a leader must be able to share with others a vision for the future of that organisation and implement strategies that enable the organisation to meet future challenges. Special attention is given to leadership styles, gender issues and the place of ethics and emotions in leadership. Please note that semester 2b is only available to Scots College Cohort.

Elective units

EDPA6016

Organisations as Learning Communities

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** Semester 1 **Classes:** 1x1hr seminar/week and 1hr on-line/week **Assessment:** 1x2000wd review (35%) and 1x3000wd essay (65%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

In a rapidly changing world the necessity for an organisation to improve performance in order to keep pace and even be in the forefront of changes is an imperative for long-term survival. This unit explores the concepts of the learning organisation, organisational learning and communities of practice and professional learning communities. Emphasis is placed upon the importance of dialogue in organisational learning. The use of scenario analysis, scenario planning and learning histories as means of supporting organisational learning is studied. Please note that intensive delivery is only available to Scots College Cohort.

EDPA6017

School Effectiveness and Improvement

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x1500wd assignment (40%) and 1x3500 assignment (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study will focus on school-based management and its link with school effectiveness. It will combine a study of relevant recent literature with practical issues, discussions and workshops. Students will review the literature relating to effective schools and explore links between developing strategies and creating conditions within schools to enable them to become more effective. Major aspects of school improvement will be addressed including: school based review, the role of school leaders, external support, research and evaluation, policy development and implementation and the significance of the impact of school "culture" on initiative for school improvement. Case studies and reports from overseas will be examined for lessons they have for school renewal strategies. A major component of the unit will be the analysis and development of strategies to assist schools to manage planning practices and procedures more effectively. Students are encouraged to share their experiences and perceptions, and to learn from each other while relating knowledge, principles and insights to their own contexts. Please note that intensive delivery is only available to Scots College Cohort.

EDPA6018

Social Policy Process

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** class attendance and participation, including discussion and mini-presentations (15%); presentation (35%) and essay (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

The world of policy is changing, from a centralised model to a decentralised one, in which you may be involved, at least at institutional level. Whether you work in the public, private, or third sector as an educator, social worker, civil servant or in another capacity, it is important to understand the changing world of policy. Another change that we examine is the rise of neo-liberalism and its effects on the policy process. Critics charge that policy is now framed with economic rather than social good in mind, and that the success of policies is measured by the same calculus. How is policy made, and by whom? How does Australian federalism influence the making and implementation of policy? What kinds of transnational influences affect the policy process, and to what extent? Do different countries respond to difference (class, ethnic, gender, age), in a world of increasing diversity, migration and mobility?

EDPB5002

Globalisation and Education

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 500wd minor overview

(10%) and 1200wd review essay (20%) and 1500wd minor essay (20%) and 2500wd case study (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

Concepts of global integration and culture. Economic political and cultural dimensions of globalisation. Major interpretive approaches to globalisation. Major world trends in education assessed in light of globalisation. Globalisation of labour markets; marked forces in education; cross-cultural and trans-national trends in education provision; knowledge as a global construct; global organisations and agenda in education; emerging global and regional structures in education, students, educational professionals and knowledge workers in a globalising world. Investigation and report on a special study.

EDPC5003

Learning Tech. in Education & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 1 **Classes:** online after the first meeting **Assessment:** 1x3000wd research project (50%) and on-line activities (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

This unit looks at how learning technologies may be used to facilitate learning in both education and corporate settings. Students will be introduced to strategies in relevance to design (e.g. motivational design, self-regulated learning) and assessment for technology-mediated learning. Opportunities will be provided for students to investigate the best practices in an area of their interests or their profession and issues that may arise from implementation of technology-mediated learning. Students are required to have adequate internet access.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

EDPZ5010

Individual Profession Learning Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional learning portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty.

EDPZ6010

Prof Learning Leadership Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the

semester **Assessment:** 6000 wd professional leadership portfolio (100%)
Campus: Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

Capstone units

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725

Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x1200wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

Educational Psychology

Outcomes

At the conclusion of this designated degree students should be able to:

- understand research and theory concerning the psychology of human learning and development
- demonstrate a familiarity with research across a range of areas in Educational Psychology
- review, evaluate and critique research and theory in the field of Educational Psychology
- be familiar with current theoretical and methodological debates in Educational Psychology
- speak with authority on the "best evidence position" on one or more topics in the field
- develop an understanding of conceptual frameworks for research in Educational Psychology
- apply research findings to the design of learning environments in varied settings
- apply the findings from recent research in Educational Psychology to educational policy and practice.

Master of Education (Educational Psychology)

To qualify for the award of Master of Education (Educational Psychology) candidates must complete 8 units of study (48 credit points), including

- a minimum of 5 units of study (30 credit points) from this specialisation, comprising:
 - 4 units of study (24 credit points) of core units; and
 - a minimum of 1 unit of study (6 credit points) of elective units from the table listed below; plus
- a minimum of 1 unit of study (6 credit points) of capstone units; and

- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Graduate Diploma in Educational Studies (Educational Psychology)

To qualify for the award Graduate Diploma in Educational Studies (Educational Psychology) candidates must complete 6 units of study (36 credit points), including

- 4 units of study (24 credit points) of core units; and
- a minimum of 1 unit of study (6 credit points) of elective units from the table listed below; plus
- a maximum of 1 unit of study (6 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Graduate Certificate in Educational Studies (Educational Psychology)

To qualify for the award of Graduate Certificate in Educational Studies (Educational Psychology) candidates must complete 4 units of study (24 credit points), comprising

- 3 units of study (18 credit points) of core units; and
- 1 unit of study (6 credit points) of elective units from the table below.

Course convenor

Associate Professor Richard Walker
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Units of study

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Educational Psychology			
Core units			
EDPE5001 Learning, Knowing and Thinking	6		Semester 1
EDPE5002 Human Development in Context	6		Semester 2
EDPE5011 Motivation for Learning	6		Semester 1
EDPE6013 Learning and Teaching Thinking Skills	6		Semester 2
Elective units			
EDPE6011 Learning and Individual Differences	6		Semester 2
EDPE6016 Adult Learning and Development	6		Semester 1
EDPK5001 Qualitative Methods	6		Semester 1 Semester 2
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
EDPZ5010 Individual Profession Learning Portfolio	6		Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6		Semester 1 Semester 2
Capstone units			
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2
EDPZ6720 Dissertation	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Units of study listing

Educational Psychology

Core units

EDPE5001

Learning, Knowing and Thinking

Credit points: 6 **Teacher/Coordinator:** Associate Professor Richard Walker
Session: Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar paper (50%) and 1x3000wd integrative review essay (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

A core unit of study which examines ways in which current understanding of cognitive processes related to learning, knowing and thinking may contribute to the design of learning experiences in varied settings. Consideration will be given to constructivist and generative approaches to learning and to schema theory approaches to facilitating knowledge development and problem-solving skills. Emphasis will be placed on the teaching of learning strategies, the development of metacognitive skills and the integration of domain knowledge and strategic knowledge. Issues of transfer of learning, patterns of student interaction in learning, creativity and the facilitation of self-regulation in the learner will be examined.

EDPE5002

Human Development in Context

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x seminar presentation (20%) and 2000wd review paper (30%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

A core unit of study that critically examines theories from developmental psychology in the light of contemporary theory and research, drawing especially on insights provided by Dynamic Systems Theory and neurobiology. The aim is to understand the complexity of cognitive, emotional, social, moral and language development as children engage with the multiplicities of their experience of being in the world. Seminars also focus on research in human development and learning, how to conduct research and how to read research findings with critical minds.

EDPE5011

Motivation for Learning

Credit points: 6 **Teacher/Coordinator:** Associate Professor Richard Walker
Session: Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar paper (50%) and 1x3000wd integrative review (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

The major focus of this core unit centres on recent psychological study of motivational processes in the learner and on ways in which learning environments may be seen to foster student motivation for learning and thereby facilitate the attainment of desired learning objectives. The unit will consider the balance between intrinsic and extrinsic sources of motivation, teacher expectations and learner motivation, self-concept and self-system processes in learning and issues of success and failure and anxiety in learning settings. Emphasis will be placed on goal setting and feedback in establishing a facilitative learning environment, student interaction in cooperative learning and the development of motivational components of self-regulation in the learner.

EDPE6013

Learning and Teaching Thinking Skills

Credit points: 6 **Teacher/Coordinator:** Dr Annishka Oksa **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd seminar paper (30%) and 1xseminar presentation (20%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This core unit of study centres on examination and evaluation of a number of approaches to the development of higher order cognitive skills. Consideration will be given to the structuring of knowledge to facilitate explanation, problem-solving and creativity and to the use of internalised self-regulatory control strategies in fostering cognitive outcomes. Ways in which thinking and cognition can be supported and extended in educational contexts will be examined in some detail. Particular attention will be given to factors that influence thinking, the role of tools and technologies in facilitating thinking, and perspectives on thinking and cognition generated by contemporary research in cognitive science.

Elective units

EDPE6011

Learning and Individual Differences

Credit points: 6 **Teacher/Coordinator:** Dr Paul Ginns **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar essay (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines major areas of individual differences among learners and ways in which educational provision may be adapted to accommodate these differences in helping each student to achieve major learning outcomes. Consideration will be given to areas of cognitive and personality differences, learning styles, and gender differences. Particular attention will be given to implications of research which (a) explores aptitude-treatment interactions, (b) elucidates the mediating processes involved in adaptive provisions and (c) evaluates outcomes of major forms of provision for individual differences.

EDPE6016**Adult Learning and Development**

Credit points: 6 **Teacher/Coordinator:** Dr Paul Ginns **Session:** Semester 1
Classes: 1x2hr seminar/week **Assessment:** 1x3000wd learning-contract based essay and reflection exercise (40%) and 1x3000wd seminar essay (40%) and 1x45 minute seminar presentation (20%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines selected issues relating to adult development and adult learning. Concepts of growth and decline are explored, particularly in relation to cognitive development, transitions in the workplace, within families, and in other social contexts. Considerations of adult learning focus on adult conceptions of learning, higher education, and the development of expertise. It considers contexts for adult learning, and concepts of self-directed and self-regulated learning.

EDPK5001**Qualitative Methods**

Credit points: 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 1, Semester 2 **Classes:** S1: 1x2hr seminar/week x 13 weeks; S2: 2 x 2 hrs/week x 6 weeks **Assessment:** observation and report (50%) and interview and report (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the major issues underlying qualitative research. It examines the relationship between research questions and appropriate study designs, as well as the issues of sampling and ethical considerations. Students will develop extensive skills in the use of various interviewing and observation techniques.

EDPK5003**Developing a Research Project**

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

EDPZ5010**Individual Profession Learning Portfolio**

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional learning portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty.

EDPZ6010**Prof Learning Leadership Portfolio**

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional leadership portfolio (100%)

Campus: Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

Capstone units**EDPZ6724****Dissertation Part 1**

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725**Dissertation Part 2**

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

International Education

Outcomes

At the successful conclusion of this designated program students should be able to demonstrate:

- a critical understanding of globalisation, especially in relation to education
- enhanced understanding of the theory and practice of internationalisation and various means of promoting it
- historical and trans-cultural understanding of antecedents to current internationalisation trends, in both Western and non-Western traditions
- detailed analytical and critical understandings of internationalisation at school, further education, and higher education levels, with a detailed investigation at one of these levels
- critical understandings of conceptual and strategic differences between globalisation and internationalisation, as well as the relationship between the two
- a detailed understanding of theories of intercultural education, and of international schools
- greater insight into the relationship between globalisation, social policy, poverty and education
- the ability to blend conceptual developments in the field of International Education with analysis of policies and practices.

Please note: units of study in International Education are only offered via distance mode.

Master of Education (International Education)

To qualify for the award of Master of Education (International Education) candidates must complete 8 units of study (48 credit points), including:

- 3 units of study (18 credit points) of core units; and
- 3 unit of study (18 credit points) of elective units from the table listed below; plus
- 2 units of study (12 credit points) of capstone units.

Graduate Diploma in Educational Studies (International Education)

To qualify for the award Graduate Diploma in Educational Studies (International Education) candidates must complete 6 units of study (36 credit points), including:

- 3 units of study (18 credit points) of core units; and
- 3 units of study (18 credit points) of elective units from the table listed below.

Graduate Certificate in Educational Studies (International Education)

To qualify for the award of Graduate Certificate in Educational Studies (International Education) candidates must complete 4 units of study (24 credit points), including:

- 3 units of study (18 credit points) of core units; and
- 1 unit of study (6 credit points) of elective units from the table below.

Course convenor

Professor Anthony Welch
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Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
International Education			
Core units			
EDPB5002 Globalisation and Education	6		Semester 1 Semester 2
EDPB5014 Intercultural Ed: Principles & Strategy	6		Semester 1
EDPB6013 Internationalisation of Education	6		Semester 1 Semester 2
Elective units			
EDPB5016 Global Poverty, Social Policy and Ed	6		Semester 2
EDPB5017 International Policy Trends in Education	6		Semester 1
EDPB5018 Investigating International Education	6		Semester 2
Capstone units			
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
EDPZ6731 Special Project 2	6	P EDPZ6730	Semester 1 Semester 2
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6720 Dissertation	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Units of study listing

International Education

Core units

EDPB5002

Globalisation and Education

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review essay (20%) and 1500wd minor essay (20%) and 2500wd case study (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

Concepts of global integration and culture. Economic political and cultural dimensions of globalisation. Major interpretive approaches to globalisation. Major world trends in education assessed in light of globalisation. Globalisation of labour markets; marked forces in education; cross-cultural and trans-national trends in education provision; knowledge as a global construct; global organisations and agenda in education; emerging global and regional structures in education, students, educational professionals and knowledge workers in a globalising world. Investigation and report on a special study.

EDPB5014

Intercultural Ed: Principles & Strategy

Credit points: 6 **Teacher/Coordinator:** Associate Professor Nigel Bagnall **Session:** Semester 1 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review essay (20%) and 1500wd minor essay (20%) and 2500wd case study (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

Concepts of culture, cultural diversity and inter-cultural communications. Education and culture in the context of globalisation. The homogenisation and heterogenisation debate. Case studies of cultural diversity and inter-cultural education in the domains of policy, management, curriculum teaching and learning. Special study of cultural diversity and intercultural education in a selected international education context.

EDPB6013

Internationalisation of Education

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 1, Semester 2 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review essay (20%) and 1500wd minor essay (20%) and 2500wd case study (50%). **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

An investigation of major developments in internationalisation of education, at schooling, technical and further education, and higher education levels. Historical developments of internationalisation; contrasting interpretations and 20th century developments. Contemporary trend analysis including a detailed case study of a specific policy or program.

Elective units

EDPB5016

Global Poverty, Social Policy and Ed

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 2 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review (10%) and 1500wd minor essay (20%) and 1500wd minor essay (20%) and 2500wd case study (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

Investigation and analysis of: basic indicators of global poverty; key theories of poverty and development and their implications for social policy and education; western paradigms and their effects in non-western contexts; alternatives to westernisation; education as a form of foreign aid and development co-operation in multilateral, bilateral and non-government programs; multisectoral approaches to poverty alleviation strategies.

EDPB5017

International Policy Trends in Education

Credit points: 6 **Teacher/Coordinator:** Associate Professor Nigel Bagnall **Session:** Semester 1 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review essay (20%) and 1500wd minor essay (20%) and 2500wd case study (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

Investigation and analysis of key trends in education change and reform in major Western countries including: shifting priorities in education policies; increasing emphasis on educational outcomes, testing and international comparisons of learning achievement; significance of shifts fostering lifelong learning and human capital formation; trends in educational accountability; changes in the role of the state and implications for the financing of education; privatisation and decentralisation of education; and the impact of ICTs on educational provision. Impact of major demographic, economic and labour market developments on education policies; impact on youth policy and transition from school to work, and their educational implications.

EDPB5018

Investigating International Education

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 2 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review essay (20%) and 1500wd minor essay (20%) and 2500wd case study (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

Investigation and analysis of modes of research in international education, and associated issues in cross-cultural research. Opportunity to apply skills and perspectives gained in previous study to a particular strategic, policy or theoretical problem that relates to a defined geographical context, policy setting, or program. Students will review, research, and analyse modes of research, with support provided through relevant materials. Issues of data quality and range, the role of international organisations in providing data and shaping debates, and issues of power that should be negotiated in cross-cultural setting will be examined.

Capstone units

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

EDPZ6731

Special Project 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** EDPZ6730 **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award. This unit is only available to students enrolled in a course which requires them to complete Special Project 1 and 2.

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725

Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a

Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semesters; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

Special and Inclusive Education

Outcomes

At the conclusion of this designated degree students should be able to:

- demonstrate an in-depth knowledge of research in at least one substantive area of special education
- demonstrate a familiarity with research across a range of special education areas
- draw on research and practice in special education research findings in Australia and overseas, to inform their practices
- critically evaluate the most recent research, reports and policy documents related to special education
- develop skills in teaching, assessment, behaviour management, curriculum development and adaptation, programming and consultation in special education
- develop knowledge and skills to act as leaders, consultants and resources personnel in special education
- be aware of current Australian legislation and how it impacts on the provision of education programs for students with special needs.

Master of Education (Special and Inclusive Education)

To qualify for the award of Master of Education (Special and Inclusive Education) candidates must complete 8 units of study (48 credit points), including

- a minimum of 5 units of study (30 credit points) from this specialisation, comprising:
 - 2 units of study (12 credit points) of core units; and
 - a minimum of 3 units of study (18 credit points) of elective units; plus
- a minimum of 1 unit of study (6 credit points) of capstone units of study; and
- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Formal Special and Inclusive Education Recognition

Candidates who hold a teaching qualification and intend on seeking recognition in Special and Inclusive Education by the New South

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Special and Inclusive Education			
Core units			
EDPD5001 Students with Special Educational Needs	6		Semester 1
EDPD5011 Inclusive Education	6		Semester 2
Elective units			
EDPD5005 Communication for Learning	6		Semester 1
EDPD5012 Principles of Positive Behaviour Support	6	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Wales Department of Education and Communities are required to undertake all units of study from the Special and Inclusive Education Units of Study table.

Graduate Diploma in Educational Studies (Special and Inclusive Education)

To qualify for the award of Graduate Diploma in Educational Studies (Special and Inclusive Education) candidates must complete 6 units of study (36 credit points), including

- a minimum of 5 units of study (30 credit points) from this designation, comprising:
 - 2 units (12 credit points) of core units; and
 - a minimum of 3 units (18 credit points) of elective units from the table below; plus
- a maximum of 1 unit (6 credit points) of postgraduate Education units from any specialisation within the Master of Education program.

Graduate Certificate in Educational Studies (Special and Inclusive Education)

To qualify for the award of Graduate Certificate in Educational Studies (Special and Inclusive Education) candidates must complete 4 units of study (24 credit points), including

- 2 units (12 credit points) of core units; and
- 2 units (12 credit points) of elective units from this specialisation listed in the Units of Study table below.

Course convenor

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Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
EDPD5013 Pedagogy and Students with ASD	6		Semester 1
EDPD5014 Teaching Learning Difficulties - Basics	6		Semester 1
EDPD5015 Meeting Spec Ed Needs Through Curriculum	6		Semester 2
EDPD6015 Collaboration and Consultation	6		Semester 2
Capstone units			
EDPZ6720 Dissertation	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2

Units of study listing

Special and Inclusive Education

Core units

EDPD5001

Students with Special Educational Needs

Credit points: 6 **Teacher/Coordinator:** Dr Ilektra Spandagou **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x annotated bibliography (20%) and 1x critique (30%) and 1x major paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

It is intended that this unit of study will examine the general and specific characteristics and learning requirements of children with intellectual, physical, language, sensory, learning, behavioural and/or emotional disabilities and an understanding of disability issues, legislation and policy, with a particular emphasis on NSW policies. Through the study and discussion of theory and research related to such issues, students will be guided more explicitly to an understanding and critical evaluation of research literature in these fields, focusing particularly upon the cognitive, affective, social, and behavioural needs and characteristics of such children. This focus is intended to enable the reading of professional publications with understanding, and to develop skills of critical review and analysis necessary for the evaluation of research in the field using current disability models.

EDPD5011

Inclusive Education

Credit points: 6 **Teacher/Coordinator:** Dr Ilektra Spandagou **Session:** Semester 2 **Classes:** 1x2 hr seminar/week **Assessment:** 1x film review and critique (30%) and 1x group project (20%) and 1 research project (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will critically examine the process, models, educational policies and strategies proposed for the integration and inclusion of students with special needs into the regular classroom and the community. The shift in the debate from whether or not integration should take place to the acceptance of the principles of integration and inclusion, and the consequent debates concerning strategies for the implementation and inclusion are major discussion topics. Issues such as the most effective curriculum structures and the hidden curriculum within integration and inclusion will be raised. The strong movement towards full inclusion of people with disabilities, both in

schools and the community, will be explored, together with an examination of the barriers to full inclusion, such as stigma and negative attitudes towards disability, the service delivery structures in schools and community services, the cost factor and appropriate levels of training for all staff involved.

Elective units

EDPD5005

Communication for Learning

Credit points: 6 **Teacher/Coordinator:** Dr Michelle Bonati **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** in class task (1x10%); communication assessment with recommendations report (40%); critical review of literature (30%); and communication strategy group presentation (20%). **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Communication is an essential factor for learning and good quality life. Supporting the needs and development of individuals with communication challenges is central to the work of special educators. This unit examines a range of issues regarding human language and communication development with an emphasis on key theories, research and skills in communication assessment and interventions. Strategies that involve use of augmentative and alternative communication will be given specific consideration, along with the implications for individuals with autism and other complex support needs.

Textbooks

Soto, G. Zangari, C.m & Beukelman, D. (Eds). (2013). Practically speaking, literacy, and academic development for students with AAC needs. Baltimore, MD: Brookes Publishing.

EDPD5012

Principles of Positive Behaviour Support

Credit points: 6 **Teacher/Coordinator:** Ms Cathy Little **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x class presentation (20%) and 1x professional workshop (40%) and 1x behaviour management plan (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is designed to investigate the techniques and procedures, developed from sound research, that teachers and community workers can use to promote pro-social behavior, and prevent inappropriate behaviour from arising. A wide range of theories and principles will be discussed including the processes involved in a whole school commitment to promoting positive behavior outcomes; collaboration and consultation; the effects of communication and teacher behaviour on student outcomes. Practices and programs designed for supporting the development of positive behaviour will be analysed and critically evaluated.

EDPD5013**Pedagogy and Students with ASD**

Credit points: 6 **Teacher/Coordinator:** Ms Cathy Little **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x tutorial presentation (20%); 1x assessment report (40%); and 1x design project (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines the theoretical models underlying different strategies of teaching, familiarises students with basic constructs in learning theory, and reviews research relating to the use of particular teaching strategies in the education of students with special needs. Much of the unit comprises a consideration of strategies derived from behaviourist and cognitivist approaches to learning, including task analysis, contingency management, data-based instruction, process learning, attribution training, cognitive and metacognitive training, and the use of computers in special education. A developmental perspective will be adopted, and both theoretical and practical aspects of each strategy addressed.

EDPD5014**Teaching Learning Difficulties - Basics**

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x personal statement (5%) and 2x critical review (2x20%); 4 x in-class tasks (4x5%); and 1x research to practice project (1x25%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines current theories, research and practice in development of basic skills (language, literacy and numeracy), with a specific emphasis on students with disability and additional learning needs. Students will critically examine current theory and practices associated with supporting the design of quality literacy and numeracy program in mainstream and stand-alone classes for students with disability and additional learning needs. Evidence-based instruction used to implement quality literacy and numeracy programs will be critically examined; tiered approaches to supporting literacy and numeracy development will be discussed in terms of monitoring student progress.

EDPD5015**Meeting Spec Ed Needs Through Curriculum**

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x critical review (20%) and 1x group project (30%); 4x design tasks (4x5%) and 1x unit work (30%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to explore the collaborative relationship between the regular classroom teacher and the special educator in the development of curricula for students, with special education needs, integrated or included in their local school. Current research in curriculum design for special education will be discussed together with a critical analysis of the political and controversial issues related to such curricula. A variety of available curricula for students with special needs, from both regular and special education resources, will be discussed, analysed and critically evaluated. The processes and practicalities of adjusting curricula to suit individual needs will be explored, together with the construction and use of alternative curricula for students with special needs in inclusive educational situations.

EDPD6015**Collaboration and Consultation**

Credit points: 6 **Teacher/Coordinator:** Dr Michelle Bonati **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** in-class tasks (5x5%); group presentation/collaborative journal (25%); and participation in a collaborative team meeting with written report (50%). **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Special educators are playing a greater role in collaborative consultation, with special educators, regular educators, therapists, medical practitioners, families and community agency professionals joining forces to determine best practices and to evaluate the effectiveness of programs. The aim of collaboration is to provide the best and the most appropriate programs for individuals with disabilities

in a wide range of school and community settings. In order to undertake this role, the special educator will need to have a good working knowledge of a range of consultation models, knowledge and skills in the understanding of parent and student needs, and effective interpersonal communication skills.

Capstone units**EDPZ6720****Dissertation**

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

EDPZ6724**Dissertation Part 1**

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725**Dissertation Part 2**

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data.

Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

Sports Coaching

Outcomes

At the successful conclusion of this designated program graduates should be able to:

- demonstrate competencies which involve the application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of coaching situations
- demonstrate skills that enable them to impart their knowledge of their sport to athletes, through the development of accurate techniques and teaching methods
- provide an ideal learning environment
- communicate to others in indoor and outdoor settings with confidence, relevant knowledge, skills and behaviours both in written and oral forms and through demonstration
- demonstrate a familiarity with some of the technological resources produced to support the implementation of specific strategies in coaching athletes and teams
- develop an integrated model with the right mix of training activities, techniques and sport science support to optimise performance and learning
- analyse their coaching and implement relevant changes to enhance learning and performance
- demonstrate the capacity to develop, implement and critically evaluate programs or interventions
- collaborate with others in professional practice, with the capacity to be a team leader as well as an effective team member
- bring about a positive outcome to complex coaching situations
- demonstrate a commitment to the role of coach as a responsible and ethical practitioner
- acknowledge responsibility for personal values and their effect upon professional practice
- engage with and understand the nexus between practice, theory and research
- analyse and evaluate a variety of practices that are designed to improve performance or achieve health benefits and the credibility of its sources, and place it in context.

Master of Education (Sports Coaching)

To qualify for the award of Master of Education (Sports Coaching), candidates are required to complete a total of 48 credit points, including:

- a minimum of 5 units (30 credit points) from this specialisation; comprising:

- a minimum of 4 units of study (24 credit points) of core units; and
- a minimum of 1 unit of study (6 credit points) of elective units to be chosen from the table below; plus
- a minimum of 1 unit of study (6 credit points) of capstone units; and
- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Graduate Diploma in Educational Studies (Sports Coaching)

To qualify for the award of Graduate Diploma in Educational Studies (Sports Coaching) candidates are required to complete a total of 36 credit points, including:

- a minimum of 5 units of study (30 credit points) from this designation, comprising
- a minimum of 4 units (24 credit points) of core units; and
- a minimum of 1 unit (6 credit points) of elective units from the table below; plus
- a maximum of 1 unit of study (6 credit points) of postgraduate Education units from any specialisation within the Master of Education program.

Graduate Certificate in Educational Studies (Sports Coaching)

To qualify for the award of Graduate Certificate in Educational Studies (Sports Coaching) candidates are required to complete a total of 24 credit points, including

- a minimum of 3 units of study (18 credit points) of core units; and
- maximum of 1 unit of study (6 credit points) of elective units from the table below.

Course convenor

Associate Professor Donna O'Connor
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Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Sports Coaching			
Core/elective units			
EDPN5014 Coaching Expertise	6		Intensive April Semester 1
EDPN5016 Planning & Program Management for Coaches	6		Intensive September Semester 2
EDPN6015 Elite Athlete Development	6		Semester 1



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
EDPN6017 Applying Sport Science to Coaching	6		Semester 2
Elective units			
EDPZ5010 Individual Profession Learning Portfolio	6		Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6		Semester 1 Semester 2
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2
Capstone units			
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 Note: Department permission required for enrolment	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6720 Dissertation	12	Note: Department permission required for enrolment	Semester 1 Semester 2

Units of study descriptions

Sports Coaching

Core/elective units

EDPN5014

Coaching Expertise

Credit points: 6 **Teacher/Coordinator:** Associate Professor Donna O'Connor
Session: Intensive April, Semester 1 **Classes:** intensive mode **Assessment:** coach evaluation (35%); application tasks (65%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

The ability to evaluate is part of the coaching process. This unit will examine such questions as: was the coaching effective in achieving its purpose(s)? What changes can be made to improve the quality of coaching? The coach has the responsibility of analysing training sessions. This unit will emphasise critical reflection and the development of skills and innovative techniques for assessing coaching effectiveness.

EDPN5016

Planning & Program Management for Coaches

Credit points: 6 **Teacher/Coordinator:** Associate Professor Donna O'Connor
Session: Intensive September, Semester 2 **Classes:** intensive mode; semester 2 distance delivery fully online **Assessment:** learning journal (10%) and team based learning tasks (4x10%) and developing a proposal (30%); presenting your proposal (20%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

The art of coaching is understanding the scientific data and applying it. This analysis process relies heavily on the coach's experience and knowledge of the sport and their athletes. How effectively coaching sessions are planned and implemented influences the outcomes of coaching programs. This unit will critically examine the processes, models, research findings and strategies relating to periodisation, concurrent training, specific training sessions and goal setting. In this approach sport science and sport specific training and competition activities will be fully integrated and sequenced to provide for optimum performance.

EDPN6015

Elite Athlete Development

Credit points: 6 **Teacher/Coordinator:** Associate Professor Donna O'Connor
Session: Semester 1 **Classes:** block mode, 4 hr x 6 weeks **Assessment:** 4xgroup case studies (4x15%) ; and project (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This unit is designed to investigate the techniques and procedures involved in athlete development. Specifically this focuses on identifying talent and appropriate recruitment systems, discussing what makes an athlete successful, and providing for a smooth transition from junior to senior ranks.

EDPN6017

Applying Sport Science to Coaching

Credit points: 6 **Teacher/Coordinator:** Associate Professor Donna O'Connor
Session: Semester 2 **Classes:** block mode, 4hrx6 weeks **Assessment:** literature review (10%); team based application tasks (60%); report (30%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

You do not have to be an expert in sport science but an understanding of the fundamentals of sport science will add to the effectiveness of your coaching. The skilled coach is able to take the specialised information from sport science and blend it into a multidisciplinary perspective. The challenge for the coach is to develop an integrated model with the right mix of training activities, techniques and sport science support to optimise performance.

Elective units

EDPZ5010

Individual Profession Learning Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional learning portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty.

EDPZ6010

Prof Learning Leadership Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional leadership portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

Capstone units

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual

framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725

Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

TESOL

Outcomes

At the conclusion of this designated program students should be able to:

- understand theoretical principles underlying language learning
- understand and apply pedagogical principles relevant to language teaching
- be familiar with current theoretical and pedagogical debates within TESOL
- develop knowledge of research that has been undertaken in the fields of TESOL
- be able to select, devise and use teaching materials appropriate to learners' needs.

Master of Education (TESOL)

To qualify for the award of Master of Education (TESOL) candidates must complete 8 units of study (48 credit points), including:

- a minimum of 5 units of study (30 credit points) from this specialisation, comprising; a minimum of 4 units of study (24 credit points) of core units; and a minimum of 1 unit of study (6 credit points) of elective units from the table listed below; plus
- a minimum of 1 unit of study (6 credit points) of capstone units; and
- a maximum of 2 units of study (12 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Graduate Diploma in Educational Studies (TESOL)

To qualify for the award of Graduate Diploma in Educational Studies (TESOL) candidates must complete 6 units of study (36 credit points), including:

- a minimum of 4 units of study (24 credit points) of core units; and
- a minimum of 1 unit of study (6 credit points) of elective units from the table listed below; plus
- a maximum of 1 unit of study (6 credit points) of postgraduate Education units which can be chosen from any designation within the Master of Education program.

Graduate Certificate in Educational Studies (TESOL)

To qualify for the award of Graduate Certificate in Educational Studies (TESOL) candidates must complete 4 units of study (24 credit points), including:

- a minimum of 2 units of study (12 credit points) of core units; and
- a maximum 2 units of study (12 credit points) of elective units from the table below.

Course convenor

Dr Marie Stevenson
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 E marie.stevenson@sydney.edu.au

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
TESOL			
Core units			
EDPG5001 Discourse and Language Teaching	6		Semester 2
EDPJ5002 Second Language Acquisition	6		Semester 1
EDPJ5013 Methodology and Language Teaching	6		Semester 2
EDPJ5016 Grammar and the Language Classroom	6		Semester 1
EDPJ5020 Literacy and Language Teaching	6		Semester 2
LNGS7002 Language, Society and Power	6		Semester 1
Elective units			
EDPJ5018 English for Specific Purposes	6		Semester 1
EDPJ5021 Developments in English Language Teaching	6		Semester 1
EDPJ5022 Research Methods in Language Studies	6		Semester 1 Semester 2



Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
EDPJ5023 Teacher Professional Development for EFL	6		Semester 2
EDPJ5024 English in Academic Settings	6		Semester 1 Semester 2
EDPJ5025 Bilingual Education	6		Semester 1
EDPJ5026 Language Testing and Assessment	6		Semester 2
Capstone units			
EDPZ6720 Dissertation	12	Note: Department permission required for enrolment	Semester 1 Semester 2
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 Note: Department permission required for enrolment	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2
Elective units from other faculties			
Master of Education (TESOL) students may choose up to two units of study from the following listing			
Faculty of Arts and Social Sciences - Linguistics			
LNGS7004 Register and Genre in English	6		Semester 2
LNGS7274 Media Discourse	6		Semester 2
LNGS7275 World Englishes	6		Semester 2
LNGS7301 Functional Grammar	6		Semester 1

Units of study listing

TESOL

Core units

EDPG5001

Discourse and Language Teaching

Credit points: 6 **Teacher/Coordinator:** Professor Brian Paltridge **Session:** Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x1500wd written assignment (35%) and 1x3500wd written assignment (65%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines approaches to the analysis of spoken and written discourse and ways in which they can be drawn on in language learning classrooms. Topics covered include discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, multimodal discourse analysis, and critical discourse analysis.

EDPJ5002

Second Language Acquisition

Credit points: 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** Semester 1 **Classes:** 1x1 hr lecture/week, 1x1 hr tutorial/week commencing week 2 **Assessment:** 1x1500wd critical review of a research article (20%); 1x2250wd explaining second language learning (40%); and 1x2250wd application of an SLA theories and research for second language teaching (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit presents the major theoretical frameworks used to consider issues in pre-school language development, first language development during the school years and the learning of second and subsequent languages by children and adults. It will discuss the common features in language development and will also take into

account issues of social opportunity, age-related factors and other individual factors which lead to differential language proficiency in learners.

EDPJ5013

Methodology and Language Teaching

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 15 minute teaching practice (10%), 1x2000wd lesson plan (40%) and 1x3000wd development of teaching materials assignment (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides an introduction to language teaching methodology. It covers both theoretical and practical issues, but has a particularly practical focus. The unit will focus on key aspects of classroom practice and students will have the opportunity to practice these and to reflect on their own classroom practice. Students will learn about different approaches to language teaching, and in particular about the components of communicative language teaching (CLT), the currently dominant approach. However, students will be encouraged to think critically and creatively about which aspect of CLT might or might not be appropriate to apply to their teaching contexts.

EDPJ5016

Grammar and the Language Classroom

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 1 **Classes:** 1x1hr lectures/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 assignment (40%), 1 teaching practice (10%), and 1 assignment (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit focuses on effective teaching of language features in the second/foreign language classroom. The unit has a strong pedagogical focus, as it examines key principles of grammar instruction, how to structure grammar lessons, and how to evaluate and use grammar teaching materials effectively. The unit also focuses on raising awareness of the language systems of English such as tense/aspect, modality and cohesion, and of how context influences grammatical choices. It also examines how texts can be used effectively in the

classroom. This unit is intended for those who are or who are planning to be teachers of English as a second or foreign language.

EDPJ5020

Literacy and Language Teaching

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 assignment (40%); and 1 assignment (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit focus on literacy and its relationship to language teaching is examined from a variety of perspectives. Reading, writing and the teaching of these in the English language classroom are examined. In addition, issues surrounding literacy as a broader social, cultural and technological phenomenon and the implications of these issues for language teaching are explored. The unit emphasises that literacy does not operate the same way in all societies or in all educational and social contexts. In an age of increasingly sophisticated information technologies and the spread of English as a global language, ideas about literacy are changing rapidly, and these changes are having consequences for language teaching.

LNGS7002

Language, Society and Power

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x4000wd Research project (80%), 1x1000wd Online discussion (10%), 1x1000wd Quiz (10%), **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Language is a symbolic currency: mastery of the standard language can buy institutional power, mastery of urban teenage slang can buy street cred. This course introduces students to key issues in sociolinguistics and language sociology such as the political economy of language, language variation and change, and critical discourse analysis. Members of the class will undertake empirical research.

Elective units

EDPJ5018

English for Specific Purposes

Credit points: 6 **Teacher/Coordinator:** Professor Brian Paltridge **Session:** Semester 1 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** group presentation (10%); course design outline (40%); and course design project (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will examine issues in the teaching of English for specific purposes (ESP). Topics covered include definitions and the history of ESP, English for academic purposes, English for business purposes, skills development and ESP, needs analysis, course design, materials development, program evaluation and assessment.

EDPJ5021

Developments in English Language Teaching

Credit points: 6 **Teacher/Coordinator:** Associate Professor Huizhong Shen **Session:** Semester 1 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x presentation (20%); 1x2000wd assignment (30%); 1x3000wd assignment (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit examines contemporary developments in English language teaching such as issues in the teaching of listening, reading, writing and speaking, as well as teaching and learning grammar, pronunciation and vocabulary. Other issues that are currently being discussed in the TESOL literature will also be addressed.

EDPJ5022

Research Methods in Language Studies

Credit points: 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** Semester 1, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 x2000wd comparative review of quantitative and qualitative studies (20%); 4500wd research proposal (made up of 2 sub assignments) (80%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces a range of approaches to research in the area of language studies. The unit provides frameworks with which students can review and critique previous research as well as framework for writing a research proposal. This is a required unit of study for students who wish to include a Dissertation in their MEd TESOL degree.

EDPJ5023

Teacher Professional Development for EFL

Credit points: 6 **Teacher/Coordinator:** Associate Professor Huizhong Shen **Session:** Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 pair of group workshop presentation (30%) and 1 assignment (70%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

In this unit students identify the needs of language teachers in pre-service and in-service courses and explore different models of teacher development. In the light of these models, participants consider ways of leading teachers to a fuller appreciation of language teaching goals, methods and activities. Participants have the opportunity to design and conduct training sessions to meet particular goals and to provide self and peer critique on these training sessions.

Textbooks

Richards, J.C., & Farrell, T.S.C. (2005). Professional development for language teachers: strategies for teacher learning. Cambridge: Cambridge University Press

EDPJ5024

English in Academic Settings

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 classroom presentation (10%) and 1x2000wd written assignment (40%) and 1x3000wd written assignment (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed for students from non-English speaking backgrounds who wish to improve their English as well as understand better the setting in which it is produced. The unit has two components: the development of personal academic skills, particularly writing, and an in-depth consideration of linguistic and non-linguistic aspects of communication in academic settings.

EDPJ5025

Bilingual Education

Credit points: 6 **Teacher/Coordinator:** Associate Professor Lesley Harbon **Session:** Semester 1 **Classes:** 1x1hr lecture/week and 1x1hr tutorial/week commencing week 2 **Assessment:** 1 case study (50%); 1 essay (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces and explores principles and issues surrounding bilingual education. Different models of bilingual education are introduced, and the issues surrounding the aims, rationale and goals of different models are explored. Issues surrounding bilingual education theory, the teacher in bilingual settings, family and community involvement in bilingual education, bilingualism and biliteracy, and issues of power and identity are examined. The unit focuses on current research surrounding bilingual education. This unit is suited to students who teach in bilingual or immersion contexts in addition to those more generally interested in catering for bilingual and multilingual students in all settings.

Textbooks

Baker, C. (2006). Foundations of Bilingual Education and Bilingualism. (4th Ed). Clevedon, NJ: Multilingual Matters.

EDPJ5026

Language Testing and Assessment

Credit points: 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x1500wd assessment of a language skill (25%); 1x2000wd development of rating scales for extended language production task (30%); 1x2000wd developing test specifications for an individual language test task (30%); and mini quizzes (15%). **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides a broad overview of the major principles involved in second and foreign language testing and assessment. The focus

of the unit is on both theoretical and practical issues in testing and assessment. The design of language tests and assessment appropriate to particular learning settings is addressed with reference to communicative language teaching methodology. Issues concerning the influence of testing on teaching and recent developments in research in testing and assessment will be considered.

Capstone units

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725

Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program,

are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

Elective units from other faculties

Master of Education (TESOL) students may choose up to two units of study from the following listing

Faculty of Arts and Social Sciences - Linguistics

LNGS7004

Register and Genre in English

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 3x 2000wd each Text analysis (100%), **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to current research in the theory of genre and register with a focus on English. It will explore how choices in grammar and discourse (e.g. speech function, conjunction, cohesive devices, methods of development and argumentation, schematic structure) impact on the ways in which people engage with different types (genres, registers) of texts. The framework for the unit derives from a variety of linguistic approaches, including corpus linguistics and functional linguistics.

LNGS7274

Media Discourse

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x500wd Summary (5%), 1x2500wd Image analysis/interpretation (35%), 1x3000wd Text Analysis (60%), **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

"Sexy, healthy and 100% Australian-owned!" This unit examines linguistic approaches to media discourse. The language of news texts and television series will form a special focus of the unit, along with how images are used to construe meaning. We will explore general aspects of media institutions (news and television), the ways in which social identities are constructed in the media, differences between the language of various types of media texts, the rhetoric of persuasion and the discourses of popular culture.

LNGS7275

World Englishes

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x5000wd Research project (90%), 10x 100wd each Learning journals (10%), **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

If you are interested in issues of globalization and language and/or the role of English in today's world, then this unit is for you. We know that English is now the global language of politics, trade, commerce, media, research, and higher education. In this unit, we examine how these processes impact the English language, how people around the world relate to and adapt the language, and how this impacts the linguistic, pedagogical, and political landscapes.

LNGS7301**Functional Grammar**

Credit points: 6 **Session:** Semester 1 **Classes:** 1x2hr seminar/week
Assessment: 1x3000wd equivalent Grammar assignment (50%), 1x3000wd equivalent Final assignment (50%), **Campus:** Camperdown/Darlington, Sydney
Mode of delivery: Normal (lecture/lab/tutorial) day

This unit will focus on Halliday's functional grammar, including coverage of transitivity, mood, theme, clause-complexing and nominal group and verbal group structure (including functional structures and introductory accounts of the systems from which they derive). The unit will focus on English but include exemplification from other languages where appropriate. In addition the place of grammar in functional models of language will be considered, and critical aspects of system/structure theory introduced.

Graduate Certificate in Educational Studies (Higher Education)

Outcomes

At the conclusion of the designated degree students should be able to:

- have developed their awareness of the changing higher education context in which they are working, and how it affects pedagogy, curriculum and the academic profession
- understand the variety and forms of research and scholarship and their relationship to the practice and scholarship of teaching
- be able to plan teaching and research activities and priorities, on the basis of a knowledge of coherent epistemological positions
- have further developed their ideas and practice in student-focused, research-led and evidence-based teaching and learning in higher education
- have developed their practice in research higher degree supervision
- be capable of applying new technologies appropriately and effectively in higher education teaching and student learning
- have further developed their abilities to plan and implement personal and professional development programs to suit specific needs
- be capable of providing leadership in teaching and learning to address the University's strategic priorities at faculty and University levels
- have contributed to the enhancement of student learning in the University.

The Graduate Certificate in Educational Studies (Higher Education) units of study are offered in conjunction with the Institute for Teaching and Learning.

All intending participants must be currently engaged in some sort of university teaching.

Enrolment for the three-day program must be made through the ITL website. Please contact ITL early regarding actual dates and times. See: www.itl.usyd.edu.au/programs/gradcert/

Program requirements

To qualify for the award of Graduate Certificate in Educational Studies (Higher Education) candidates must complete 4 units of study (24 credit points) of core units to be chosen from the units of study table below.

Course convenor

Dr Graham Hendry
Phone: 9351 4820
Location: Institute for Teaching and Learning
Level 2 South, Fisher Library, FO3
Email: graham.hendry@sydney.edu.au

Units of study table

Unit of study	Credit points	A: Assumed knowledge	P: Prerequisites	C: Corequisites	N: Prohibition	Session
Higher Education						
Core units						
EDPR5001 University Teaching and Learning	6					Semester 1
EDPR5002 Reflection & Practice in University T&L	6					Semester 1
EDPR5003 University Teaching Portfolios	6		C EDPR5011 or EDPR6012			Semester 2
EDPR5011 Scholarship of Uni Teaching and Learning	6		C EDPR5003 or EDPR6012			Semester 2
EDPR6012 Developing Integ eLearning Env Higher Ed	6					Semester 2

projects (2x50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Units of study listing

Higher Education

Core units

EDPR5001

University Teaching and Learning

Credit points: 6 **Teacher/Coordinator:** Dr Amani Bell **Session:** Semester 1
Classes: 1x3hr meeting fortnightly - Fridays 1-4. p.m. **Assessment:** 2x2000wd

This unit is one of two first semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Faculty of Education & Social Work and taught by the Institute for Teaching and Learning. (The other first semester unit is EDPR5002 Reflection and Practice in University Teaching and Learning). The Graduate Certificate is specifically designed for university teachers seeking to develop a scholarly basis for their teaching practice. Course participants must be concurrently engaged in some form of university teaching. It aims to provide a broad introduction to teaching and learning in higher education. The unit is based upon a negotiated curriculum which seeks to develop participants' understanding of university teaching, learning, assessment and evaluation processes in the context of their own teaching. It will include an introduction to



higher education teaching and learning principles and philosophy and to the components of a university curriculum.

EDPR5002

Reflection & Practice in University T&L

Credit points: 6 **Teacher/Coordinator:** Ms Kathryn Bartimote-Aufflick
Session: Semester 1 **Classes:** 1x3hr meeting fortnightly, 1-4 pm Fridays
Assessment: 2x1000wd project (2x25%) and 1x2000wd project (50%)
Campus: Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit will offer you the opportunity to develop your understanding of the role and importance of reflection in university teaching and learning. An aim of the unit is to develop your ability to reflect on your own teaching practices in a scholarly way, and also to adapt your reflective skills in order to give useful and supportive feedback to peers on their teaching. Reflective practice is seen as a key to our continuing development as university teachers, and as an avenue for improving students' learning experiences and outcomes. Through engaging with the scholarly literature and participating in a number of tasks (both individually and with your course colleagues), it is intended that you will develop ways in which to embed an ongoing reflective habit within your teaching practice work. This unit relates closely to the other first semester unit (EDPR5001) where you will explore the relationship between good teaching and student learning.

EDPR5003

University Teaching Portfolios

Credit points: 6 **Teacher/Coordinator:** Dr Alison Kuiper **Session:** Semester 2
Classes: 1x3hr meeting fortnightly, Fridays 1-4 pm **Corequisites:** EDPR5011 or EDPR6012 **Assessment:** 1x800wd self-assessment (10%); 1x700wd draft teaching portfolio (30%); and 1x3500wd final teaching portfolio (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit aims to enhance university teachers' abilities to examine and articulate their own approach, practices and achievements in relation to university teaching, in ways that draw effectively on teaching and learning scholarship and practice-based evidence. Participants will prepare a university teaching portfolio document that is relevant to their particular context, needs and interests - the teaching component of an academic position or promotion application, a teaching award application, or a narrative inquiry about their teaching. The overall aim of the portfolio development process is to develop and effectively communicate a coherent, engaging, scholarly-based approach to teaching.

EDPR5011

Scholarship of Uni Teaching and Learning

Credit points: 6 **Teacher/Coordinator:** Dr Graham Hendry **Session:** Semester 2
Classes: 1x3hr meeting fortnightly, Fridays 1-4pm **Corequisites:** EDPR5003 or EDPR6012 **Assessment:** 1x600wd annotated bibliography (10%); 1x1500wd draft project proposal (25%); 1x300wd reflection on peer draft proposal (5%); and 1x2600wd final project proposal and oral presentation (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit explores what is meant by the 'scholarship of teaching' and aims to further develop participants' ability to inquire into their own university teaching practice, plan improvements based on scholarship, and to communicate the outcomes of such work in scholarly and practice-based contexts. The unit aims to encourage participants to further reflect on and improve their own teaching based on an understanding of the literature of the discipline of higher education as well as scholarship and teaching practice in participants' own disciplines. Participants will have the opportunity to explore a negotiated topic by planning a group inquiry project in university teaching and learning, developed with colleagues on the course. The process of inquiry is supported by seminars and mentoring.

EDPR6012

Developing Integ eLearning Env Higher Ed

Credit points: 6 **Teacher/Coordinator:** Associate Professor Robert Ellis
Session: Semester 2 **Classes:** 1x2hr tutorial 10am-12noon Friday, weeks 1-5 and weeks 12-14, flexible delivery weeks 6-11 **Assessment:** 1x1500wd project report (35%); 1x2500wd integrated learning materials and oral presentation

(30%); and 1x1500wd research and tutorial work (35%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study investigates theoretical and practical issues related to integrated learning environments involving eLearning for higher education. Participants will have the chance to consider their own teaching approaches in relation to relational, constructivist, socially-based and problem-solving approaches to learning, especially as they relate to technology-supported learning activities. Drawing on recently published and established research into student-centred experiences of learning, participants will design, develop and evaluate integrated learning activities that are relevant to their own teaching and learning contexts. On completion of the unit, participants will be able to apply the knowledge and skills they have learned to new learning contexts for the benefit of their students and learning outcomes.

Textbooks

Ellis, R.A. & Goodyear, P. (2010). Students' experiences of e-learning in higher education. London:Routledge. Laurillard, D. (2002). Rethinking university teaching: A framework for the effective use of educational technology (2nd ed.). London:Routledge

Master of Learning Sciences and Technology

This is an innovative program that caters to current and prospective e-learning professionals, as well as students who seek to forge a research career in ICT-supported learning.

The design and management of eLearning systems and programs is a complex task that requires specialist skills and well-founded understanding of how people and organisations learn, and how they can learn more effectively with the help of technology.

The course coordinators are international leaders in ICT-supported education. They give invited presentations and consult on eLearning quality and strategy for large multinational, government and educational organisations in Australia, Europe and North America.

The program is available at master, graduate diploma and graduate certificate levels. At the master's level, it is available in two streams; professional and research.

Course convenor

Professor Michael Jacobson
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Room 243, Education Building, A35
Emichael.jacobson@sydney.edu.au

Course rules

Graduate Certificate in Learning Sciences and Technology

Graduate Diploma in Learning Sciences and Technology

Master of Learning Sciences and Technology

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course title
GCLESCTE-02	Graduate Certificate in Learning Sciences and Technology
GNLESCTE-02	Graduate Diploma in Learning Sciences and Technology
MALESCTE-02	Master of Learning Sciences and Technology

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Learning Sciences and Technology
 - (b) the Graduate Diploma in Learning Sciences and Technology
 - (c) the Master of Learning Sciences and Technology
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to candidature for these courses requires:
 - (a) a bachelor's degree from the University of Sydney, in Education, Computer Science and Technology, Information Technology, Arts (Informatics) or Psychology, or equivalent qualification and either relevant postgraduate studies or one year's full-time professional experience in a field relevant to the course content; or
 - (b) a bachelor's degree from the University of Sydney or equivalent qualification and either relevant postgraduate studies or two year's full-time professional experience in a field relevant to the course content; or
 - (c) in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Learning Sciences and Technology of the University of Sydney, or equivalent qualification; or
 - (d) in the case of the Master of Learning Sciences and Technology, completion of the embedded Graduate Diploma in Learning Sciences and Technology of the University of Sydney, or equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study for the Graduate Certificate/Graduate Diploma/Master of Learning Sciences and Technology.
- (2) To qualify for the award of the Graduate Certificate in Learning Sciences and Technology a candidate must complete 24 credit points of core units of study from the Table.
- (3) To qualify for the award of the Graduate Diploma in Learning Sciences and Technology a candidate must complete 36 credit points, comprising:
 - (a) 24 credit points of core units of study listed in the Table; and
 - (b) 12 credit points of elective units of study chosen from the Table.
- (4) To qualify for the award of the Master of Learning Sciences and Technology a candidate must complete 48 credit points, comprising the units of study prescribed for either the Professional or Research pathway:
 - (a) The Professional pathway requires the completion of:
 - (I) 30 credit points of core units of study;
 - (II) 12 credit points of capstone units of study; and
 - (III) 6 credit points of elective units of study to be chosen from the Table.
 - (b) The Research pathway requires the completion of:
 - (I) 30 credit points of core units of study;
 - (II) 12 credit points of capstone units of study; and
 - (III) 6 credit points of elective units of study to be chosen from the Table.



7 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

8 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Master of Learning Sciences and Technology

Professional stream

This stream is intended to meet the needs of future e-learning professionals as well as those already working in industry, government and education who are seeking to advance their careers in the field of e-learning/technology-supported learning.

This stream is suited to individuals wishing to work as learning and development managers, instructional designers, multimedia learning designers and learning strategists. It includes degree core courses in

the psychology and design of e-learning, emerging educational technologies, as well as change management and systems thinking.

To qualify for the Master of Learning Sciences and Technology (Professional) candidates must complete 48 credit points, including:

- 5 units of study (30 credit points) of core units; and
- 1 unit of study (6 credit points) of elective units; plus
- 2 units of study (12 credit points) of capstone units from the units of study table below.

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Learning Sciences and Technology - Professional Stream			
Core units			
EDPC5021 Foundations of Learning Sciences	6		Semester 1
EDPC5022 Design for Learning	6		Semester 1
EDPC5023 Innovations in Learning Tech & Practice	6		Semester 2
EDPC5024 Systems, Change and Learning	6		Semester 2
EDPC5012 Evaluating Learning Tech. Innovation	6		Semester 1
Choose one unit of study from the list below			
Elective units			
EDPC5003 Learning Tech. in Education & Practice	6		Semester 1
EDPC5025 Learning Technology Research Frontiers	6		Semester 2
EDPE5001 Learning, Knowing and Thinking	6		Semester 1
EDPE6013 Learning and Teaching Thinking Skills	6		Semester 2
EDPZ5010 Individual Profession Learning Portfolio	6		Semester 1 Semester 2
Capstone units			
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6		Semester 1 Semester 2



Units of study listing

Learning Sciences and Technology - Professional Stream

Core units

EDPC5021

Foundations of Learning Sciences

Credit points: 6 **Teacher/Coordinator:** Professor Peter Reimann, Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 4x2000wd group projects (65%) and 1x2000wd short individual assignment (35%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this unit we build on work in the learning sciences (psychology, education, cognitive and neurosciences) as we look at psychological models of learning, cognition and motivation, especially as they relate to multimedia and computer-supported learning. Contemporary educational technology use will be analysed from a number of perspectives, including classical information theory, psychological media and communication theories, activity theory, socio-cultural learning theory, constructivist and models of distributed cognition.

EDPC5022

Design for Learning

Credit points: 6 **Teacher/Coordinator:** Professor Peter Goodyear; Dr Kate Thompson **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This course provides a framework for considering many of the core problems facing those who carry out the work of educational design. It offers a model of the architecture of learning situations and focuses on three main design components that influence the character and outcomes of learning: the design of good learning tasks, the design of physical and digital resources and spaces for learning, and design intended to evoke convivial learning relationships. The course does not aim to teach specific design techniques - for example, the steps in Instructional Systems Design (ISD). Rather, it suggests ways of identifying which tools and techniques, from the many now available, are most likely to be appropriate for a specific design challenge. The course therefore offers an overview of selected, contemporary approaches, techniques and tools of relevance to designing for other people's learning. It also provides an opportunity to review empirical research on how designers design and what knowledge they draw upon in design work.

EDPC5023

Innovations in Learning Tech & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short paper (2x25%) and presentation and 1x3000wd group project (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit explores how new views of learning and pedagogical practices interact and co-evolve with technological inventions and innovations in formal and informal learning settings. Course readings cover emerging theoretical and empirical research in the field of the learning sciences related to how people learn, how to teach, and how to assess higher order knowledge, skills, and dispositions, as well as recent technological developments such as virtual worlds and game environments, 3D computational modeling and visualization tools, mobile communication devices, and "Web 2.0" systems that are increasingly being augmented with intelligent agents and semantic web functionalities. A central themes of this course include how theoretical and research perspectives are used to ground new types of learning and teaching experiences enabled by advanced and emerging technologies, which in turn have the potential to better

prepare students for the significant challenges and rapid changes of this century.

EDPC5024

Systems, Change and Learning

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd group project and presentation (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this core unit we will use 'systems inquiry' as a conceptual framework to explore change and learning processes, on the individual, group and organisational level. We focus on a theory-based approach to change management and organisational learning, so that students can come to appreciate the complexity and non-linearity of bringing about change in schools, corporations and other organisations. Drawing on contemporary research in the learning sciences, we will explore group and individual learning and conceptual change processes. Students will apply modern conceptual change approaches to investigate their own learning process, and will gain hands-on experience as they apply systems inquiry concepts and methods to analyse change problems in their own professional environment.

EDPC5012

Evaluating Learning Tech. Innovation

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week evenings **Assessment:** 2x1500wd short assignment (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is intended to help students acquire the knowledge and skills needed to evaluate ICT-enhanced learning innovations. It provides an introduction to the theory and practice of evaluations, drawing principles and methods from best practice in program evaluation and the areas of ICT-enhanced learning. Attention is paid to a holistic approach to evaluation, stressing the need to plan, design and implement evaluation in context. It is suitable for those with an interest in formal education, corporate training and professional development.

Choose one unit of study from the list below

Elective units

EDPC5003

Learning Tech. in Education & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 1 **Classes:** online after the first meeting **Assessment:** 1x3000wd research project (50%) and on-line activities (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

This unit looks at how learning technologies may be used to facilitate learning in both education and corporate settings. Students will be introduced to strategies in relevance to design (e.g. motivational design, self-regulated learning) and assessment for technology-mediated learning. Opportunities will be provided for students to investigate the best practices in an area of their interests or their profession and issues that may arise from implementation of technology-mediated learning. Students are required to have adequate internet access.

EDPC5025

Learning Technology Research Frontiers

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x3000wd weekly contributions to debates and learning technology forecasts (50%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is designed for students interested in the newest research developments in the area of learning technology, and those who want to gain a deeper understanding of research methods and techniques, appropriate to the fields of the learning sciences and technologies. It is ideal for those students who want to explore the newest topics of their interest and simultaneously learn about research design in a

collaborative peer-supported learning environment. Students will learn to assess critically emerging domains of learning technology innovation, understand different kinds of research methods and choose appropriate research methods for carrying out empirical studies. Students will participate in debates, research projects. The unit is student-led and involves proactive individual and collaborative exploration of topics.

EDPE5001

Learning, Knowing and Thinking

Credit points: 6 **Teacher/Coordinator:** Associate Professor Richard Walker
Session: Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar paper (50%) and 1x3000wd integrative review essay (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

A core unit of study which examines ways in which current understanding of cognitive processes related to learning, knowing and thinking may contribute to the design of learning experiences in varied settings. Consideration will be given to constructivist and generative approaches to learning and to schema theory approaches to facilitating knowledge development and problem-solving skills. Emphasis will be placed on the teaching of learning strategies, the development of metacognitive skills and the integration of domain knowledge and strategic knowledge. Issues of transfer of learning, patterns of student interaction in learning, creativity and the facilitation of self-regulation in the learner will be examined.

EDPE6013

Learning and Teaching Thinking Skills

Credit points: 6 **Teacher/Coordinator:** Dr Annishka Oksa **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd seminar paper (30%) and 1xseminar presentation (20%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This core unit of study centres on examination and evaluation of a number of approaches to the development of higher order cognitive skills. Consideration will be given to the structuring of knowledge to facilitate explanation, problem-solving and creativity and to the use of internalised self-regulatory control strategies in fostering cognitive outcomes. Ways in which thinking and cognition can be supported and extended in educational contexts will be examined in some detail. Particular attention will be given to factors that influence thinking, the role of tools and technologies in facilitating thinking, and perspectives on thinking and cognition generated by contemporary research in cognitive science.

EDPZ5010

Individual Profession Learning Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional learning portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty.

Capstone units

EDPZ6730

Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

EDPZ6010

Prof Learning Leadership Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional leadership portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

Master of Learning Sciences and Technology

Research stream

This stream is intended for those who wish to do research in ICT-supported learning and are likely to progress to a PhD in the field. It includes degree core courses in the psychology and design of technology-supported learning, emerging educational technologies, and research frontiers. This stream includes a dissertation on a topic of your choice.

Units of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Learning Sciences and Technology - Research stream			
Core units			
EDPC5021 Foundations of Learning Sciences	6		Semester 1
EDPC5022 Design for Learning	6		Semester 1
EDPC5023 Innovations in Learning Tech & Practice	6		Semester 2
EDPC5024 Systems, Change and Learning	6		Semester 2
EDPC5025 Learning Technology Research Frontiers	6		Semester 2
Elective units			
EDPC5012 Evaluating Learning Tech. Innovation	6		Semester 1
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2
Capstone units			
EDPZ6720 Dissertation	12	Note: Department permission required for enrolment	Semester 1 Semester 2
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 Note: Department permission required for enrolment	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2

To qualify for the Master of Learning Sciences and Technology (Research) candidates must complete 48 credit points, including

- 5 units of study (30 credit points) of core units; and
- 1 unit of study (6 credit points) of elective units; plus
- 2 units of study (12 credit points) of capstone units from the units of study table below.

Units of study listing

Learning Sciences and Technology - Research stream

Core units

EDPC5021

Foundations of Learning Sciences

Credit points: 6 **Teacher/Coordinator:** Professor Peter Reimann, Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week- evening **Assessment:** 4x2000wd group projects (65%) and 1x2000wd short individual assignment (35%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this unit we build on work in the learning sciences (psychology, education, cognitive and neurosciences) as we look at psychological

models of learning, cognition and motivation, especially as they relate to multimedia and computer-supported learning. Contemporary educational technology use will be analysed from a number of perspectives, including classical information theory, psychological media and communication theories, activity theory, socio-cultural learning theory, constructivist and models of distributed cognition.

EDPC5022

Design for Learning

Credit points: 6 **Teacher/Coordinator:** Professor Peter Goodyear; Dr Kate Thompson **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This course provides a framework for considering many of the core problems facing those who carry out the work of educational design. It offers a model of the architecture of learning situations and focuses on three main design components that influence the character and outcomes of learning: the design of good learning tasks, the design of physical and digital resources and spaces for learning, and design intended to evoke convivial learning relationships. The course does



not aim to teach specific design techniques - for example, the steps in Instructional Systems Design (ISD). Rather, it suggests ways of identifying which tools and techniques, from the many now available, are most likely to be appropriate for a specific design challenge. The course therefore offers an overview of selected, contemporary approaches, techniques and tools of relevance to designing for other people's learning. It also provides an opportunity to review empirical research on how designers design and what knowledge they draw upon in design work.

EDPC5023

Innovations in Learning Tech & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short paper (2x25%) and presentation and 1x3000wd group project (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit explores how new views of learning and pedagogical practices interact and co-evolve with technological inventions and innovations in formal and informal learning settings. Course readings cover emerging theoretical and empirical research in the field of the learning sciences related to how people learn, how to teach, and how to assess higher order knowledge, skills, and dispositions, as well as recent technological developments such as virtual worlds and game environments, 3D computational modeling and visualization tools, mobile communication devices, and "Web 2.0" systems that are increasingly being augmented with intelligent agents and semantic web functionalities. A central themes of this course include how theoretical and research perspectives are used to ground new types of learning and teaching experiences enabled by advanced and emerging technologies, which in turn have the potential to better prepare students for the significant challenges and rapid changes of this century.

EDPC5024

Systems, Change and Learning

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd group project and presentation (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this core unit we will use 'systems inquiry' as a conceptual framework to explore change and learning processes, on the individual, group and organisational level. We focus on a theory-based approach to change management and organisational learning, so that students can come to appreciate the complexity and non-linearity of bringing about change in schools, corporations and other organisations. Drawing on contemporary research in the learning sciences, we will explore group and individual learning and conceptual change processes. Students will apply modern conceptual change approaches to investigate their own learning process, and will gain hands-on experience as they apply systems inquiry concepts and methods to analyse change problems in their own professional environment.

EDPC5025

Learning Technology Research Frontiers

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x3000wd weekly contributions to debates and learning technology forecasts (50%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is designed for students interested in the newest research developments in the area of learning technology, and those who want to gain a deeper understanding of research methods and techniques, appropriate to the fields of the learning sciences and technologies. It is ideal for those students who want to explore the newest topics of their interest and simultaneously learn about research design in a collaborative peer-supported learning environment. Students will learn to assess critically emerging domains of learning technology innovation, understand different kinds of research methods and choose appropriate research methods for carrying out empirical studies.

Students will participate in debates, research projects. The unit is student-led and involves proactive individual and collaborative exploration of topics.

Elective units

EDPC5012

Evaluating Learning Tech. Innovation

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week evenings **Assessment:** 2x1500wd short assignment (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is intended to help students acquire the knowledge and skills needed to evaluate ICT-enhanced learning innovations. It provides an introduction to the theory and practice of evaluations, drawing principles and methods from best practice in program evaluation and the areas of ICT-enhanced learning. Attention is paid to a holistic approach to evaluation, stressing the need to plan, design and implement evaluation in context. It is suitable for those with an interest in formal education, corporate training and professional development.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

Capstone units

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor

Corequisites: EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725

Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

Graduate Certificate and Graduate Diploma in Learning Sciences and Technology

This is an innovative program that caters to current and prospective e-learning professionals, as well as students who seek to forge a research career in ICT-supported learning

Graduate Certificate in Learning Sciences and Technology

To qualify for the Graduate Certificate in Learning Sciences and Technology candidates are required to complete 24 credit points, comprising:

- 4 units of study (24 credit points) of core units from the units of study table below

Graduate Diploma in Learning Sciences and Technology

To qualify for the Graduate Diploma in Learning Sciences and Technology candidates are required to complete 36 credit points, comprising:

- 4 units of study (24 credit points) of core units; and
- 2 units of study (12 credit points) of elective units from the units of study table below

Course convenor

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Units of study table

Errata

Item	Change	Section	Date
1	EDPZ6010 Prof Learning Leadership Portfolio. Scots College coordinator has been removed.	Elective units of study	11/12/2014

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Learning Sciences and Technology			
Core units			
EDPC5021 Foundations of Learning Sciences	6		Semester 1
EDPC5022 Design for Learning	6		Semester 1
EDPC5023 Innovations in Learning Tech & Practice	6		Semester 2
EDPC5024 Systems, Change and Learning	6		Semester 2
Choose one unit of study from the list below			
Elective units			
EDPC5003 Learning Tech. in Education & Practice	6		Semester 1
EDPC5012 Evaluating Learning Tech. Innovation	6		Semester 1
EDPC5025 Learning Technology Research Frontiers	6		Semester 2
EDPE5001 Learning, Knowing and Thinking	6		Semester 1
EDPE6013 Learning and Teaching Thinking Skills	6		Semester 2
EDPZ5010 Individual Profession Learning Portfolio	6		Semester 1 Semester 2
EDPZ6010 Prof Learning Leadership Portfolio	6		Semester 1 Semester 2

Units of Study descriptions

Errata

Item	Change	Section	Date
1	EDPZ6010 Prof Learning Leadership Portfolio. Scots College coordinator has been removed.	Elective units of study	11/12/2014

Learning Sciences and Technology

Core units

EDPC5021

Foundations of Learning Sciences

Credit points: 6 **Teacher/Coordinator:** Professor Peter Reimann, Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 4x2000wd group projects (65%) and 1x2000wd short individual assignment (35%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this unit we build on work in the learning sciences (psychology, education, cognitive and neurosciences) as we look at psychological models of learning, cognition and motivation, especially as they relate to multimedia and computer-supported learning. Contemporary educational technology use will be analysed from a number of perspectives, including classical information theory, psychological media and communication theories, activity theory, socio-cultural learning theory, constructivist and models of distributed cognition.

EDPC5022

Design for Learning

Credit points: 6 **Teacher/Coordinator:** Professor Peter Goodyear; Dr Kate Thompson **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This course provides a framework for considering many of the core problems facing those who carry out the work of educational design. It offers a model of the architecture of learning situations and focuses on three main design components that influence the character and outcomes of learning: the design of good learning tasks, the design of physical and digital resources and spaces for learning, and design intended to evoke convivial learning relationships. The course does not aim to teach specific design techniques - for example, the steps in Instructional Systems Design (ISD). Rather, it suggests ways of identifying which tools and techniques, from the many now available, are most likely to be appropriate for a specific design challenge. The course therefore offers an overview of selected, contemporary approaches, techniques and tools of relevance to designing for other people's learning. It also provides an opportunity to review empirical research on how designers design and what knowledge they draw upon in design work.

EDPC5023

Innovations in Learning Tech & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short paper (2x25%) and presentation and 1x3000wd group project (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit explores how new views of learning and pedagogical practices interact and co-evolve with technological inventions and innovations in formal and informal learning settings. Course readings cover emerging theoretical and empirical research in the field of the learning sciences related to how people learn, how to teach, and how to assess higher order knowledge, skills, and dispositions, as well as recent technological developments such as virtual worlds and game

environments, 3D computational modeling and visualization tools, mobile communication devices, and "Web 2.0" systems that are increasingly being augmented with intelligent agents and semantic web functionalities. A central themes of this course include how theoretical and research perspectives are used to ground new types of learning and teaching experiences enabled by advanced and emerging technologies, which in turn have the potential to better prepare students for the significant challenges and rapid changes of this century.

EDPC5024

Systems, Change and Learning

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd group project and presentation (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

In this core unit we will use 'systems inquiry' as a conceptual framework to explore change and learning processes, on the individual, group and organisational level. We focus on a theory-based approach to change management and organisational learning, so that students can come to appreciate the complexity and non-linearity of bringing about change in schools, corporations and other organisations. Drawing on contemporary research in the learning sciences, we will explore group and individual learning and conceptual change processes. Students will apply modern conceptual change approaches to investigate their own learning process, and will gain hands-on experience as they apply systems inquiry concepts and methods to analyse change problems in their own professional environment.

Choose one unit of study from the list below

Elective units

EDPC5003

Learning Tech. in Education & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 1 **Classes:** online after the first meeting **Assessment:** 1x3000wd research project (50%) and on-line activities (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

This unit looks at how learning technologies may be used to facilitate learning in both education and corporate settings. Students will be introduced to strategies in relevance to design (e.g. motivational design, self-regulated learning) and assessment for technology-mediated learning. Opportunities will be provided for students to investigate the best practices in an area of their interests or their profession and issues that may arise from implementation of technology-mediated learning. Students are required to have adequate internet access.

EDPC5012

Evaluating Learning Tech. Innovation

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week evenings **Assessment:** 2x1500wd short assignment (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is intended to help students acquire the knowledge and skills needed to evaluate ICT-enhanced learning innovations. It provides an introduction to the theory and practice of evaluations, drawing principles and methods from best practice in program evaluation and the areas of ICT-enhanced learning. Attention is paid to a holistic approach to evaluation, stressing the need to plan, design and implement evaluation in context. It is suitable for those with an interest in formal education, corporate training and professional development.

EDPC5025

Learning Technology Research Frontiers

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x3000wd weekly contributions to debates and learning technology forecasts (50%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is designed for students interested in the newest research developments in the area of learning technology, and those who want to gain a deeper understanding of research methods and techniques, appropriate to the fields of the learning sciences and technologies. It is ideal for those students who want to explore the newest topics of their interest and simultaneously learn about research design in a collaborative peer-supported learning environment. Students will learn to assess critically emerging domains of learning technology innovation, understand different kinds of research methods and choose appropriate research methods for carrying out empirical studies. Students will participate in debates, research projects. The unit is student-led and involves proactive individual and collaborative exploration of topics.

EDPE5001

Learning, Knowing and Thinking

Credit points: 6 **Teacher/Coordinator:** Associate Professor Richard Walker **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar paper (50%) and 1x3000wd integrative review essay (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

A core unit of study which examines ways in which current understanding of cognitive processes related to learning, knowing and thinking may contribute to the design of learning experiences in varied settings. Consideration will be given to constructivist and generative approaches to learning and to schema theory approaches to facilitating knowledge development and problem-solving skills. Emphasis will be placed on the teaching of learning strategies, the development of metacognitive skills and the integration of domain knowledge and strategic knowledge. Issues of transfer of learning, patterns of student interaction in learning, creativity and the facilitation of self-regulation in the learner will be examined.

EDPE6013

Learning and Teaching Thinking Skills

Credit points: 6 **Teacher/Coordinator:** Dr Annishka Oksa **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd seminar paper (30%) and 1xseminar presentation (20%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This core unit of study centres on examination and evaluation of a number of approaches to the development of higher order cognitive skills. Consideration will be given to the structuring of knowledge to facilitate explanation, problem-solving and creativity and to the use of internalised self-regulatory control strategies in fostering cognitive outcomes. Ways in which thinking and cognition can be supported and extended in educational contexts will be examined in some detail. Particular attention will be given to factors that influence thinking, the role of tools and technologies in facilitating thinking, and perspectives on thinking and cognition generated by contemporary research in cognitive science.

EDPZ5010

Individual Profession Learning Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional learning portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit provides you with the opportunity to develop a portfolio, where you can document and critically examine how you supported the learning of other participants in your formal or informal setting. Students are expected to implement an initiative to improve participants' learning in a formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. University staff may undertake this unit by completing the development program for Research Higher Degree Supervision. No concurrent enrolment with EDPZ6010 unless special permission has been granted by the Faculty.

EDPZ6010

Prof Learning Leadership Portfolio

Credit points: 6 **Teacher/Coordinator:** Dr Minkang Kim **Session:** Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** 6000 wd professional leadership portfolio (100%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit is designed to enable educators, with the support of a mentor, to document and engage in critical reflection on professional workplace learning, differing from its companion unit EDPZ5010, due to the focus on leadership and your professional role in working with colleagues' professional development. This unit provides you with the opportunity to develop a professional portfolio where you can document and critically examine how you have led others to improve the work in your formal or informal setting. Students are expected to have successfully completed other units of study before enrolling in this unit. No concurrent enrolment with EDPZ5010 unless special permission has been granted by the Faculty.

Policy Studies

This master's level policy course would be of particular interest to policy practitioners, educators and human service providers in the human service fields of education, social and community services, and health. The course is also offered at graduate diploma and graduate certificate levels.

The course aims to equip students with conceptual skills required for practical policy analysis and policy development in educational and social and community services domains. The course will have a strong focus on policy practice for policy professionals and service workers in non-government human services organisations.

Master of Policy Studies

To qualify for the award of Master of Policy Studies, candidates must complete 8 units of study (48 credit points), comprising:

- a minimum of 2 units (12 credit points) of core units; and
- a minimum of 1 unit (6 credit points) of capstone units; plus
- a maximum of 5 units (30 credit points) of elective units; including a maximum of 2 units (12 credit points) of postgraduate approved units from another faculty.

Capstone experience

A capstone unit is completed in the last semester of the award course. It provides an opportunity to integrate ideas and understandings drawn from units of study taken in the course. The capstone is a compulsory requirement and is undertaken by completing a special project, authorised independent study or a dissertation with an upper limit of 12,000 words.

Students who intend on undertaking a higher degree by research (MPhil, PhD, Doctor of Education or Doctor of Social Work) in future, should enrol in the Dissertation option (please note that entry

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Policy Studies			
Core Units			
EDPA6018 Social Policy Process	6		Semester 2
SCWK6948 Social Policy Frameworks	6		Semester 1
SCWK6949 Global Social Policy	6		Semester 2
Elective Units			
SCWK6902 Social Research	6		Semester 1 Semester 2
SCWK6910 Working with Communities	6		Semester 2
SCWK6917 Practice Development	6		Semester 1 Semester 2
SCWK6943 Practice Theory Development	6		Semester 2
SCWK6944 Dying, Death and Mourning	6		Semester 1

requirements apply for this unit of study – consult your course coordinator for further details).

Graduate Diploma in Policy Studies

To qualify for the award of Graduate Diploma in Policy Studies, candidates must complete 6 units of study (36 credit points), comprising:

- a minimum of 2 units (12 credit points) of core units; and
- a maximum of 4 units (24 credit points) of elective units; including
- a minimum of 3 units (18 credit points) elective units from the table below and
- a maximum of 1 unit (6 credit points) of postgraduate approved units from another faculty.

Graduate Certificate in Policy Studies

To qualify for the award of Graduate Certificate in Policy Studies, candidates must complete 4 units of study (24 credit points), comprising

- a minimum of 2 units (12 credit points) of core units; and
- a maximum of 2 units (12 credit points) of elective units from the table below.

Course convenor

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Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
EDPA6016 Organisations as Learning Communities	6		Semester 1
EDPB5016 Global Poverty, Social Policy and Ed	6		Semester 2
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2
Capstone units			
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6720 Dissertation	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6730 Special Project 1	6	P 24 credit points	Semester 1 Semester 2
SCWK6908 Authorised Independent Study and Report	6		Semester 1 Semester 2
Elective units from other faculties			
Master of Policy Studies students may select up to two units of study from the following selected units of policy orientated study. Students in the Graduate Diploma in Policy Studies may select up to one unit of study from this list.			
Faculty of Arts and Social Sciences			
SCLG6903 New Debates in Social Theory	6		Semester 2
Faculty of Law			
LAWS6257 Public Policy	6	N LAWS6042, LAWS6139, LAWS6113 <i>Core unit for MALP students.</i>	Intensive September
Faculty of Medicine, School of Public Health			
HPOL5003 Analysing Health Policy	6		Semester 2

1x2000wd essay proposal and presentation (40%); 1x4000wd major essay (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

Units of study listing

Policy Studies

Core Units

EDPA6018

Social Policy Process

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** class attendance and participation, including discussion and mini-presentations (15%); presentation (35%) and essay (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

The world of policy is changing, from a centralised model to a decentralised one, in which you may be involved, at least at institutional level. Whether you work in the public, private, or third sector as an educator, social worker, civil servant or in another capacity, it is important to understand the changing world of policy. Another change that we examine is the rise of neo-liberalism and its effects on the policy process. Critics charge that policy is now framed with economic rather than social good in mind, and that the success of policies is measured by the same calculus. How is policy made, and by whom? How does Australian federalism influence the making and implementation of policy? What kinds of transnational influences affect the policy process, and to what extent? Do different countries respond to difference (class, ethnic, gender, age), in a world of increasing diversity, migration and mobility?

SCWK6948

Social Policy Frameworks

Credit points: 6 **Teacher/Coordinator:** Associate Professor Sue Goodwin **Session:** Semester 1 **Classes:** 2hr seminar/week - evening **Assessment:**

This unit aims to provide students with a sound understanding of the key institutional components of the Australian welfare system and the key issues and debates associated with the theory and practice of contemporary social policy. The target audience for this unit includes participants from a diverse range of organisations involved in human service provision. All human service work takes place in the context of social policy: social policy provides the mandate and the resources for human service work, and the activities of workers are extensively defined and shaped by social policy. In turn, human service workers are increasingly involved in the shaping of policy, or policy action. The rationale for this unit is to provide an opportunity for students to develop an advanced understanding of social policy frameworks in order to inform policy action.

SCWK6949

Global Social Policy

Credit points: 6 **Teacher/Coordinator:** Associate Professor Ruth Phillips **Session:** Semester 2 **Classes:** 1x 2hr seminar/week - evening **Assessment:** tutorial presentation and paper (40%); global social policy research exercise (60%) **Mode of delivery:** Normal (lecture/lab/tutorial) evening

There is a well-established scholarship and governmental interest in both the impact of globalisation on social policy and the emergence of what is increasingly termed 'global social policy' which is a direct response to global social problems. It is a field that is growing in the areas of social policy and social work research and practice and can be clearly linked to increased employment opportunities for social workers and social policy graduates in the international/global arena. A key perspective of this unit of study is from non-government organisations' participation in the development of a global civil society and their contribution to global social policy. It also examines the United Nations Millennium Development Goals and how NGOs have contributed to both the ambitions of the goals as well as the outcomes for different countries. This unit provides opportunities for students to

deepen their understanding and knowledge of core global concerns such as poverty, health, education, environment, NGO corporate engagement and gender equality and make links to the vital role of NGOs in these areas.

Elective Units

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd Ethics essay (30%); 1x1000wd blog posting (20%); and 1x3000wd research proposal (50%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces.

SCWK6910

Working with Communities

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 2x250wd blog postings (35%); 1x4000wd practice essay (45%); and class participation (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

Working with communities is a key policy and practice priority for government and non-government agencies in Australia. This unit will critically examine the current policy frameworks informing work with communities as well as current practice models of community development and community engagement. The unit seeks to explore the why and how of work with communities. It will draw on an emerging Australian body of research about working with communities based in the community of Glebe. This unit is suitable for practitioners seeking to work more effectively with communities.

SCWK6917

Practice Development

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Clarke **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x2000wd proposal (40%) and 1x4000wd research essay (60%) **Mode of delivery:** Supervision

This unit of study is designed to provide students with the opportunity to undertake in-depth, guided study with a supervisor. It provides students with the opportunity to explore a specific practice issue such as working with women experiencing violence or effective policy advocacy in-depth. Students must initially develop a short proposal and discuss this with the unit coordinator. A suitable supervisor will then be appointed to work intensively with students. This unit provides students with flexibility, enabling them to tailor study around practice issues of interest. Field based learning can be arranged for students enrolled in this unit.

SCWK6943

Practice Theory Development

Credit points: 6 **Teacher/Coordinator:** Dr Susan Heward-Belle **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** presentation (30%); essay (55%) and participation statement (15%) **Mode of delivery:** Block mode

This unit aims to provide students with a sound understanding of a range of theories will have the opportunity to examine current practices and practice theories in light of competing ideas espoused and employed in social work and community services. This unit will take an interdisciplinary approach to professional practice issues. It aims for the development of knowledge for reflective practice in contemporary sites of social work and community services endeavours.

SCWK6944

Dying, Death and Mourning

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Clarke **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x4000wd essay

(60%) and 4x500wd blogs (40%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is designed to introduce students to the various, often competing, discourses both constituting and challenging ideas around dying, death and mourning in contemporary societies. Taking a critical and sociological approach, it considers how dying, death and mourning reflect social and cultural understandings of issues such as gender, illness, community, stigma and identity. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

EDPA6016

Organisations as Learning Communities

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** Semester 1 **Classes:** 1xhr seminar/week and 1hr on-line/week **Assessment:** 1x2000wd review (35%) and 1x3000wd essay (65%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

In a rapidly changing world the necessity for an organisation to improve performance in order to keep pace and even be in the forefront of changes is an imperative for long-term survival. This unit explores the concepts of the learning organisation, organisational learning and communities of practice and professional learning communities. Emphasis is placed upon the importance of dialogue in organisational learning. The use of scenario analysis, scenario planning and learning histories as means of supporting organisational learning is studied. Please note that intensive delivery is only available to Scots College Cohort.

EDPB5016

Global Poverty, Social Policy and Ed

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 2 **Classes:** on-line **Assessment:** 500wd minor overview (10%) and 1200wd review (10%) and 1500wd minor essay (20%) and 1500wd minor essay (20%) and 2500wd case study (40%) **Mode of delivery:** Online

Investigation and analysis of: basic indicators of global poverty; key theories of poverty and development and their implications for social policy and education; western paradigms and their effects in non-western contexts; alternatives to westernisation; education as a form of foreign aid and development co-operation in multilateral, bilateral and non-government programs; multisectoral approaches to poverty alleviation strategies.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

Capstone units

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester. **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725 Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%) **Mode of delivery:** Supervision

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6720 Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%) **Mode of delivery:** Supervision

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

EDPZ6730 Special Project 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several sessions with supervisor **Prerequisites:** 24 credit points **Assessment:** 1x6000wd report (100%) **Mode of delivery:** Supervision

Special Project is a capstone unit, semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' of approximately 6,000 words such as a written report, review, account of the development of a resource, analysis of action or critique of research. All 'products' should be demonstrably informed by relevant theory and research. The satisfactory completion of this unit provides an alternative to the regular face-to-face classroom unit of study for candidates enrolled in a graduate coursework award.

SCWK6908 Authorised Independent Study and Report

Credit points: 6 **Teacher/Coordinator:** Dr Margaret Spencer **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x1000wd proposal (20%) and 1x5000wd research essay (80%) **Mode of delivery:** Supervision

This unit of study is designed to provide students with the opportunity to integrate their learning over their degree working with a supervisor. This unit forms the capstone for social work masters level students. Students must initially develop a short proposal and discuss this with the unit coordinator, who will organise a suitable supervisor. It must be taken in the final semester of study.

Elective units from other faculties

Master of Policy Studies students may select up to two units of study from the following selected units of policy orientated study. Students in the Graduate Diploma in Policy Studies may select up to one unit of study from this list.

Faculty of Arts and Social Sciences

SCLG6903 New Debates in Social Theory

Credit points: 6 **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2400wd Research essay (40%), 1x2400wd Research essay (40%), 1x1200wd equivalent online presentations and discussion (20%) **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit explores a series of issues of controversy and debate in social theory. These include debates over: the information age; new information and communication technologies; the new capitalism and changing work practices; the cultural sphere; new forms of power and surveillance; shifting claims to insight in knowledge societies; the role of education in social inequality; the bases of making knowledge claims; and globalisation. The unit involves both face-to-face seminars and online discussions.

Faculty of Law

LAWS6257 Public Policy

Credit points: 6 **Teacher/Coordinator:** Prof Patricia Apps **Session:** Intensive September **Classes:** Sep 3, 4 & 10, 11 (10-5) **Prohibitions:** LAWS6042, LAWS6139, LAWS6113 **Assessment:** problem-based assignment and class presentation of a case study (10%) and 5000wd essay (90%) **Mode of delivery:** Block mode

Note: Core unit for MALP students.

The aim of the unit is to provide an understanding of the role of government policy within the analytical framework of welfare economics. Questions of central interest include: What are the conditions that justify government intervention? How can policies be designed to support basic principles of social justice? What kinds of reforms promote economic efficiency? Applications will range from taxation and social security to environmental regulation and protection, and will cover the following specific topics: The structure of the Australian tax-benefit system; Uncertainty and social insurance; Unemployment, health and retirement income insurance; Externalities, environmental taxes and tradeable permits; Monopoly and environmental regulation; Utility pricing and access problems; Cost benefit analysis, intergenerational equity and growth. The unit will provide an overview of the main empirical methodologies used in

evaluating policy reforms in these areas. Students may select to specialise in one or more of the policy areas.

Faculty of Medicine, School of Public Health

HPOL5003

Analysing Health Policy

Credit points: 6 **Teacher/Coordinator:** A/Prof James Gillespie, Professor Stephen Leeder **Session:** Semester 2 **Classes:** Distance Education with compulsory intensive workshops on Campus. 2 x two day workshops plus online discussion **Assessment:** 1x2500 word assignment (50%), 1x3000 word assignment (50%) **Mode of delivery:** Distance education/intensive on campus

This unit develops skills for the effective critical appraisal of health policy. It familiarizes students with the principles, and limitations, of evidence-based health policy and how this is shaped by the health and political systems.

Learning objectives:

- to develop critical appraisal skills to critique the research that underpins policy
- to identify and analyse the main influences on policy development
- to evaluate existing policy frameworks and processes in relation to evidence, political context and broader community values

Content:

This unit builds policy analysis and analytical skills by exploring policy design, implementation and evaluation. It looks at the methods and limitations of evidence-based health policy and the problems of integrating equity concerns when developing and applying health policy. The workshops focus on the critical use of epidemiological and public policy analysis to build the evidence base for policy, taking into account political and social contexts.

Textbooks

Buse K, Mays N, Walt G (2012). Making health policy. Second edition. Open University Press: London. Other required and recommended readings and reference lists will be available through eLearning

Graduate Certificate in Policy Studies

Graduate Diploma in Policy Studies

Master of Policy Studies

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course title
GCPOLSTD-02	Graduate Certificate in Policy Studies
GNPOLSTD-02	Graduate Diploma in Policy Studies
MAPOLSTD-02	Master of Policy Studies

2 Attendance pattern

The attendance pattern for the Master of Policy Studies and the Graduate Diploma in Policy Studies is full time or part time according to candidate choice, and for the Graduate Certificate in Policy Studies, it is part time only.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Certificate in Policy Studies
 - (b) the Graduate Diploma in Policy Studies
 - (c) the Master of Policy Studies

- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to candidature for the Graduate Certificate in Policy Studies, the Graduate Diploma in Policy Studies and the Master of Policy Studies requires:
 - (a) the Bachelor of Social Work degree from the University of Sydney, or equivalent qualification recognised by the Australian Association of Social Workers; and either relevant postgraduate studies or one year's full-time professional experience in the human services field; or
 - (b) the Bachelor of Education degree from the University of Sydney, or equivalent qualification and either relevant postgraduate studies or one year's full-time professional experience in the human services field; or
 - (c) a bachelor's degree from the University of Sydney in a relevant discipline, or equivalent qualification, and either relevant postgraduate studies or at least two years' relevant work experience in the human services field; or
 - (d) in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Policy Studies from the University of Sydney, or equivalent qualification; or
 - (e) in the case of the Master's degree, completion of the embedded Graduate Diploma in Policy Studies from the University of Sydney, or equivalent qualification.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Table of Units of Study for the Graduate Certificate/Graduate Diploma/Master of Policy Studies.
- (2) To qualify for the award of the Graduate Certificate in Policy Studies a candidate must complete 24 credit points, comprising:
 - (a) 12 credit points of core units of study to be chosen from the Table; and
 - (b) 12 credit points of elective units of study to be chosen from the Policy Studies units in the Table.
- (3) To qualify for the award of the Graduate Diploma in Policy Studies a candidate must complete 36 credit points, comprising:
 - (a) a minimum of 12 credit points of core units of study to be chosen from the Table; and
 - (b) a maximum of 24 credit points of elective units of study to be chosen from the Table, including:
 - (I) a minimum of 18 credit points of units of study to be chosen from Policy Studies units and
 - (II) a maximum of 6 credit points of units of study to be chosen from the list of approved units of study from another faculty.
- (4) To qualify for the award of the Master of Policy Studies a candidate must complete 48 credit points, comprising:
 - (a) a minimum of 12 credit points of core units of study chosen from the Table; plus
 - (b) a maximum of 12 credit points of capstone units of study; and
 - (c) a minimum of 24 credit points of elective units of study to be chosen from the Table, including:
 - (I) a minimum of 12 credit points of Policy Studies units of study to be chosen from Policy Studies units; and
 - (II) a maximum of 12 credit points of units of study chosen from the list of approved units of study from another faculty.

7 Course transfer

A candidate for the master's degree or graduate diploma may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

8 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions

in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Social Work

The course is designed to allow social work practitioners to reflect on and formulate their practice; read about and appraise alternative practices and theories; and assess their work problems and clients' needs in new ways.

The aim is to evaluate existing practice and provision critically, with a view to promoting change and improvement in services offered and outcomes effected in the lives and situations of clients. It offers opportunities for the analysis and investigation of theories and initiatives in social policy and their impact.

Outcomes

The coursework program has a strong focus on critical reflection on practice, research skills and theory development. At the conclusion of this designated degree students should be able to:

- examine and develop their practice
- critically evaluate existing practice and provision
- study and appraise alternative practices and theories
- investigate initiatives in social policy and their impact
- apply new knowledge and create new knowledge for practice and social provision
- become familiar with practice research, and
- assess their workplace and citizen needs in new ways.

Master of Social Work

To qualify for the award of Master of Social Work, candidates must complete 8 units of study (48 credit points), including:

- 2 units of study (12 credit points) of core units; and
- a minimum of 1 unit (6 credit points) of capstone units; plus
- a minimum of 4 units (24 credit points) of elective units to be chosen from the units of study table below.

Units of study table

<i>Unit of study</i>	<i>Credit points</i>	<i>A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition</i>	<i>Session</i>
Social Work			
Core Units			
SCWK6902 Social Research	6		Semester 1 Semester 2
SCWK6943 Practice Theory Development	6		Semester 2
Elective Units			
SCWK6910 Working with Communities	6		Semester 2
SCWK6917 Practice Development	6		Semester 1 Semester 2
SCWK6944 Dying, Death and Mourning	6		Semester 1
SCWK6948 Social Policy Frameworks	6		Semester 1
SCWK6949 Global Social Policy	6		Semester 2
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2

Capstone Experience

A capstone unit is completed in the last semester of the award course. It provides an opportunity to integrate ideas and understandings drawn from units of study taken in the course. The capstone is a compulsory requirement and is undertaken by completing an Authorised Independent Study and Report or a dissertation with an upper limit of 12,000 words.

Students who intend on undertaking a higher degree by research (MPhil, PhD, or Doctor of Social Work) in future should enrol in the Dissertation option (please note that entry requirements apply for this unit of study – consult your course coordinator for further details).

Graduate Diploma in Social Work

To qualify for the award of Graduate Diploma in Social Work, candidates must complete 6 units of study (36 credit points), including

- 2 units of study (12 credit points) of core units; and
- 4 units (24 credit points) of elective units to be chosen from the units of study table below.

Course convenor

Dr Susan Heward-Belle
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Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Capstone units			
SCWK6908 Authorised Independent Study and Report	6		Semester 1 Semester 2
EDPZ6724 Dissertation Part 1	6	C EDPZ6725 <i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2
EDPZ6725 Dissertation Part 2	6	P EDPZ6724	Semester 1 Semester 2
EDPZ6720 Dissertation	12	<i>Note: Department permission required for enrolment</i>	Semester 1 Semester 2

Units of study listing

Social Work

Core Units

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd Ethics essay (30%); 1x1000wd blog posting (20%); and 1x3000wd research proposal (50%)

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces.

SCWK6943

Practice Theory Development

Credit points: 6 **Teacher/Coordinator:** Dr Susan Heward-Belle **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** presentation (30%); essay (55%) and participation statement (15%)

This unit aims to provide students with a sound understanding of a range of theories will have the opportunity to examine current practices and practice theories in light of competing ideas espoused and employed in social work and community services. This unit will take an interdisciplinary approach to professional practice issues. It aims for the development of knowledge for reflective practice in contemporary sites of social work and community services endeavours.

Elective Units

SCWK6910

Working with Communities

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 2x2500wd blog postings (35%); 1x4000wd practice essay (45%); and class participation (20%)

Working with communities is a key policy and practice priority for government and non-government agencies in Australia. This unit will critically examine the current policy frameworks informing work with communities as well as current practice models of community development and community engagement. The unit seeks to explore the why and how of work with communities. It will draw on an emerging Australian body of research about working with communities based in the community of Glebe. This unit is suitable for practitioners seeking to work more effectively with communities.

SCWK6917

Practice Development

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Clarke **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x2000wd proposal (40%) and 1x4000wd research essay (60%)

This unit of study is designed to provide students with the opportunity to undertake in-depth, guided study with a supervisor. It provides students with the opportunity to explore a specific practice issue such as working with women experiencing violence or effective policy advocacy in-depth. Students must initially develop a short proposal and discuss this with the unit coordinator. A suitable supervisor will then be appointed to work intensively with students. This unit provides students with flexibility, enabling them to tailor study around practice issues of interest. Field based learning can be arranged for students enrolled in this unit.

SCWK6944

Dying, Death and Mourning

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Clarke **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x4000wd essay (60%) and 4x500wd blogs (40%)

This unit of study is designed to introduce students to the various, often competing, discourses both constituting and challenging ideas around dying, death and mourning in contemporary societies. Taking a critical and sociological approach, it considers how dying, death and mourning reflect social and cultural understandings of issues such as gender, illness, community, stigma and identity. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

SCWK6948

Social Policy Frameworks

Credit points: 6 **Teacher/Coordinator:** Associate Professor Sue Goodwin **Session:** Semester 1 **Classes:** 2hr seminar/week - evening **Assessment:** 1x2000wd essay proposal and presentation (40%); 1x4000wd major essay (60%)

This unit aims to provide students with a sound understanding of the key institutional components of the Australian welfare system and the key issues and debates associated with the theory and practice of contemporary social policy. The target audience for this unit includes participants from a diverse range of organisations involved in human service provision. All human service work takes place in the context of social policy: social policy provides the mandate and the resources for human service work, and the activities of workers are extensively defined and shaped by social policy. In turn, human service workers are increasingly involved in the shaping of policy, or policy action. The rationale for this unit is to provide an opportunity for students to develop an advanced understanding of social policy frameworks in order to inform policy action.

SCWK6949

Global Social Policy

Credit points: 6 **Teacher/Coordinator:** Associate Professor Ruth Phillips **Session:** Semester 2 **Classes:** 1x 2hr seminar/week - evening **Assessment:** tutorial presentation and paper (40%); global social policy research exercise (60%)

There is a well-established scholarship and governmental interest in both the impact of globalisation on social policy and the emergence of what is increasingly termed 'global social policy' which is a direct response to global social problems. It is a field that is growing in the areas of social policy and social work research and practice and can be clearly linked to increased employment opportunities for social workers and social policy graduates in the international/global arena. A key perspective of this unit of study is from non-government organisations' participation in the development of a global civil society and their contribution to global social policy. It also examines the United Nations Millennium Development Goals and how NGOs have contributed to both the ambitions of the goals as well as the outcomes for different countries. This unit provides opportunities for students to deepen their understanding and knowledge of core global concerns such as poverty, health, education, environment, NGO corporate engagement and gender equality and make links to the vital role of NGOs in these areas.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%)

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

Capstone units

SCWK6908

Authorised Independent Study and Report

Credit points: 6 **Teacher/Coordinator:** Dr Margaret Spencer **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x1000wd proposal (20%) and 1x5000wd research essay (80%)

This unit of study is designed to provide students with the opportunity to integrate their learning over their degree working with a supervisor. This unit forms the capstone for social work masters level students. Students must initially develop a short proposal and discuss this with the unit coordinator, who will organise a suitable supervisor. It must be taken in the final semester of study.

EDPZ6724

Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Corequisites:** EDPZ6725 **Assessment:** satisfactory progress during semester; students then must enrol in EDPZ6725 Dissertation Part 2 the following semester.

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form

of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part one of the Dissertation which runs over two semesters; therefore, students must also enroll in EDPZ6725 Dissertation Part 2 in the following semester.

EDPZ6725

Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** EDPZ6724 **Assessment:** 1x12000wd report (100%)

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Methods unit of study prior to undertaking the Dissertation, which will support the proposal development. This unit is part two of the Dissertation which runs over two semester; therefore, students must have also enrolled in EDPZ6724 Dissertation Part 1 in the previous semester.

EDPZ6720

Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor. **Assessment:** 1x12000wd report (100%)

Note: Department permission required for enrolment.

The Dissertation is a piece of academic writing of approximately 12,000 words and represents a substantial original work. The Dissertation serves two different purposes in a student's progress through a Masters degree program, being a way for a student to study an area of interest in depth, or as a path to further research. Students seeking progress into a research higher degree, such as a doctoral program, are required to complete an empirical study, drawing on primary data. Note that for direct entry into a doctoral degree, an average of at least 80% across the Masters degree is needed. Students not intending to progress to a higher research degree may choose from a range of types of study. The Dissertation must incorporate an appropriate form of critical analysis and have as its basis a clearly structured conceptual framework. It is recommended that students complete a Research Method unit of study prior to undertaking the Dissertation, which will support the proposal development.

Master of Social Work

Graduate Diploma in Social Work

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course title
MASOCWRK-04	Master of Social Work

Code	Course title
GNSOCWRK-01	Graduate Diploma in Social Work

2 Attendance pattern

The attendance pattern for these courses is full time or part time according to candidate choice.

3 Master's type

The master's degree in these resolutions is a professional master's course, as defined by the Coursework Rule.

4 Embedded courses in this sequence

- (1) The embedded courses in this sequence are:
 - (a) the Graduate Diploma in Social Work
 - (b) the Master of Social Work
- (2) Providing candidates satisfy the admission requirements for each stage, a candidate may progress to the award of any of the courses in this sequence. Only the longest award completed will be conferred.

5 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to candidature for the Graduate Diploma in Social Work requires:
 - (a) the Bachelor of Social Work degree from the University of Sydney, or equivalent qualification recognised by the Australian Association of Social Workers; and
 - (b) evidence of at least one year's full-time employment in Social Work.
- (3) Admission to candidature for the Master of Social Work requires:
 - (a) completion of the embedded Graduate Diploma in Social Work, or equivalent qualification; or
 - (b) both the four year Bachelor of Social Work degree from the University of Sydney, or equivalent qualification recognised by the Australian Association of Social Workers; and
 - (c) evidence of at least one year's full-time employment in Social Work.

6 Requirements for award

- (1) The units of study that may be taken for the courses are set out in the Graduate Diploma in Social Work and Master of Social Work Table of Units of Study.
- (2) To qualify for the award of the Graduate Diploma in Social Work a candidate must complete 36 credit points, comprising:
 - (a) 12 credit points of core units of study listed in the Social Work Units of Study Table; and
 - (b) 24 credit points of elective units of study to be chosen from the Social Work Units of Study Table.
- (3) To qualify for the award of the Master of Social Work a candidate must complete 48 credit points, comprising:
 - (a) 12 credit points of core units of study listed in the Social Work Units of Study Table;
 - (b) a maximum of 12 credit points of capstone units of study from the Social Work Units of Study Table; and
 - (c) a minimum of 24 credit points of elective units of study to be chosen from the Social Work Units of Study Table.

7 Course transfer

A candidate for the master's degree may elect to discontinue study and graduate with a shorter award from this embedded sequence, with the approval of the Dean, and provided the requirements of the shorter award have been met.

8 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which

case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Graduate Certificate in Human and Community Services

This is a unique course combining policy, practice and research in the human and community services industry. This program is designed to equip students with foundational knowledge and skills for entry into the Australian human and community services industry. It also offers students the opportunity to focus on specific fields of practice, including management, community work and violence against women.

To qualify for the award of Graduate Certificate in Human and Community Services candidates must complete 4 units of study (24 credit points), including:

- 1 unit of study (6 credit points) of core units; and
- a minimum of 2 units of study (12 credit points) of elective units to be chosen from the table below; plus

Units of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Graduate Certificate in Human and Community Services			
Core units			
SCWK6943 Practice Theory Development	6		Semester 2
Elective units			
SCWK6902 Social Research	6		Semester 1 Semester 2
SCWK6908 Authorised Independent Study and Report	6		Semester 1 Semester 2
SCWK6910 Working with Communities	6		Semester 2
SCWK6917 Practice Development	6		Semester 1 Semester 2
SCWK6944 Dying, Death and Mourning	6		Semester 1
SCWK6948 Social Policy Frameworks	6		Semester 1
SCWK6949 Global Social Policy	6		Semester 2

Units of study listing

Graduate Certificate in Human and Community Services

Core units

SCWK6943

Practice Theory Development

Credit points: 6 **Teacher/Coordinator:** Dr Susan Heward-Belle **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** presentation (30%); essay (55%) and participation statement (15%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This unit aims to provide students with a sound understanding of a range of theories and practice theories in light of competing ideas espoused and employed in social work and community services. This unit will take

- a maximum of 1 unit (6 credit points) of postgraduate units offered by the Faculty of Education and Social Work or appropriate approved postgraduate units offered by other faculties.

Course convenor

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an interdisciplinary approach to professional practice issues. It aims for the development of knowledge for reflective practice in contemporary sites of social work and community services endeavours.

Elective units

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd Ethics essay (30%); 1x1000wd blog posting (20%); and 1x3000wd research proposal (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces.



SCWK6908

Authorised Independent Study and Report

Credit points: 6 **Teacher/Coordinator:** Dr Margaret Spencer **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x1000wd proposal (20%) and 1x5000wd research essay (80%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

This unit of study is designed to provide students with the opportunity to integrate their learning over their degree working with a supervisor. This unit forms the capstone for social work masters level students. Students must initially develop a short proposal and discuss this with the unit coordinator, who will organise a suitable supervisor. It must be taken in the final semester of study.

SCWK6910

Working with Communities

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 2x250wd blog postings (35%); 1x400wd practice essay (45%); and class participation (20%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Working with communities is a key policy and practice priority for government and non-government agencies in Australia. This unit will critically examine the current policy frameworks informing work with communities as well as current practice models of community development and community engagement. The unit seeks to explore the why and how of work with communities. It will draw on an emerging Australian body of research about working with communities based in the community of Glebe. This unit is suitable for practitioners seeking to work more effectively with communities.

SCWK6917

Practice Development

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Clarke **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x2000wd proposal (40%) and 1x4000wd research essay (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

This unit of study is designed to provide students with the opportunity to undertake in-depth, guided study with a supervisor. It provides students with the opportunity to explore a specific practice issue such as working with women experiencing violence or effective policy advocacy in-depth. Students must initially develop a short proposal and discuss this with the unit coordinator. A suitable supervisor will then be appointed to work intensively with students. This unit provides students with flexibility, enabling them to tailor study around practice issues of interest. Field based learning can be arranged for students enrolled in this unit.

SCWK6944

Dying, Death and Mourning

Credit points: 6 **Teacher/Coordinator:** Dr Joanne Clarke **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x4000wd essay (60%) and 4x500wd blogs (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study is designed to introduce students to the various, often competing, discourses both constituting and challenging ideas around dying, death and mourning in contemporary societies. Taking a critical and sociological approach, it considers how dying, death and mourning reflect social and cultural understandings of issues such as gender, illness, community, stigma and identity. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

SCWK6948

Social Policy Frameworks

Credit points: 6 **Teacher/Coordinator:** Associate Professor Sue Goodwin **Session:** Semester 1 **Classes:** 2hr seminar/week - evening **Assessment:** 1x2000wd essay proposal and presentation (40%); 1x4000wd major essay (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit aims to provide students with a sound understanding of the key institutional components of the Australian welfare system and the key issues and debates associated with the theory and practice of contemporary social policy. The target audience for this unit includes participants from a diverse range of organisations involved in human service provision. All human service work takes place in the context of social policy: social policy provides the mandate and the resources for human service work, and the activities of workers are extensively defined and shaped by social policy. In turn, human service workers are increasingly involved in the shaping of policy, or policy action. The rationale for this unit is to provide an opportunity for students to develop an advanced understanding of social policy frameworks in order to inform policy action.

SCWK6949

Global Social Policy

Credit points: 6 **Teacher/Coordinator:** Associate Professor Ruth Phillips **Session:** Semester 2 **Classes:** 1x 2hr seminar/week - evening **Assessment:** tutorial presentation and paper (40%); global social policy research exercise (60%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

There is a well-established scholarship and governmental interest in both the impact of globalisation on social policy and the emergence of what is increasingly termed 'global social policy' which is a direct response to global social problems. It is a field that is growing in the areas of social policy and social work research and practice and can be clearly linked to increased employment opportunities for social workers and social policy graduates in the international/global arena. A key perspective of this unit of study is from non-government organisations' participation in the development of a global civil society and their contribution to global social policy. It also examines the United Nations Millennium Development Goals and how NGOs have contributed to both the ambitions of the goals as well as the outcomes for different countries. This unit provides opportunities for students to deepen their understanding and knowledge of core global concerns such as poverty, health, education, environment, NGO corporate engagement and gender equality and make links to the vital role of NGOs in these areas.

Graduate Certificate in Human and Community Services

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the Resolutions of the Faculty, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Course resolutions

1 Course codes

Code	Course title
GCHUCOSE-01	Graduate Certificate in Human and Community Services

2 Attendance pattern

The attendance pattern for this course is full time or part time according to candidate choice.

3 Admission to candidature

- (1) Available places will be offered to qualified applicants based on merit, according to the following admissions criteria. In exceptional circumstances the Dean may admit applicants without these qualifications who, in the opinion of the faculty, have qualifications and evidence of experience and achievement sufficient to successfully undertake the award.
- (2) Admission to candidature for the Graduate Certificate in Human and Community Services requires a bachelor's degree from the University of Sydney or equivalent qualification.

4 Requirements for award

- (1) The units of study that may be taken for this course are set out in the Table of Units of Study for the Graduate Certificate in Human and Community Services.
- (2) To qualify for the award of the Graduate Certificate in Human and Community Services a candidate must complete 24 credit points, comprising:
 - (a) 6 credit points of core units of study from the Table; and
 - (b) 18 credit points of elective units of study, including 12 credit points of elective units chosen from the Table and 6 credit points of elective units chosen from any postgraduate units offered by the Faculty of Education and Social Work or approved postgraduate units offered by other faculties.

5 Credit for previous study

- (1) Credit towards the Graduate Certificate in Human and Community services may be granted under the following conditions:
 - (a) no more than 6 credit points, or one quarter of the credit-point requirement for the Graduate Certificate, will be granted;
 - (b) credit will not be granted for the core unit of study; and
 - (c) the study must have been completed within three years of commencement of candidature for the Graduate Certificate.

6 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2011 and students who commenced their candidature prior to 1 January, 2011 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2011 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that the requirements are completed by 1 January, 2016 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Master of Education (Research)

The aim of this program is to provide students with an advanced-level research training experience in education; make a contribution to knowledge; education as well as offer a research track to doctoral level study in education.

This degree focuses primarily on research in the area of education. The Master of Education (Research) is designed for students who wish to undertake a research degree but not one of the length and scale of a PhD, EdD or MPhil; use this degree as a pathway into the PhD and EdD degrees, and/or wish to enrol in a higher degree that contains some coursework but do not wish to undertake the amount required by the Master of Education coursework degree.

Course convenor

Associate Professor Ruth Phillips

Units of study

Unit of study	Credit points	A: Assumed knowledge	P: Prerequisites	C: Corequisites	N: Prohibition	Session
Master of Education (Research)						
Elective units						
EDPJ5022 Research Methods in Language Studies	6					Semester 1 Semester 2
EDPK5001 Qualitative Methods	6					Semester 1 Semester 2
EDPK5002 Quantitative Methods	6					Semester 1
EDPK5003 Developing a Research Project	6					Semester 1 Semester 2
EDPC5012 Evaluating Learning Tech. Innovation	6					Semester 1
EDPC5003 Learning Tech. in Education & Practice	6					Semester 1

Units of study descriptions

Master of Education (Research)

Elective units

EDPJ5022

Research Methods in Language Studies

Credit points: 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** Semester 1, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 x2000wd comparative review of quantitative and qualitative studies (20%); 4500wd research proposal (made up of 2 sub assignments) (80%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces a range of approaches to research in the area of language studies. The unit provides frameworks with which students can review and critique previous research as well as framework for writing a research proposal. This is a required unit of study for students who wish to include a Dissertation in their MEd TESOL degree.

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Program structure

This degree has two study options:

- **Option A – thesis only** (maximum 25,000 words)
- **Option B – coursework and thesis**
This includes 2 units of study (12 credit points) equivalent to 25 percent; and a thesis of 20,000 words equivalent to 75 percent. In option B, the candidate's supervisor will recommend which two elective units of study from the units of study table below the student should complete. Candidates will be required to complete the coursework component in their first semester of study.

EDPK5001

Qualitative Methods

Credit points: 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 1, Semester 2 **Classes:** S1: 1x2hr seminar/week x 13 weeks; S2: 2 x 2 hrs/week x 6 weeks **Assessment:** observation and report (50%) and interview and report (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the major issues underlying qualitative research. It examines the relationship between research questions and appropriate study designs, as well as the issues of sampling and ethical considerations. Students will develop extensive skills in the use of various interviewing and observation techniques.

EDPK5002

Quantitative Methods

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** portfolio of quantitative research methods (40%) and research analysis using SPSS (40%) and presentations (10%); and 2 multiple choice class tests (10%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the basic principles and procedures of quantitative research. Both experimental and survey research



strategies are considered; starting with design and development of the research tools (measures, questionnaires, interviews, observation) and progressing to basic analytical statistical methods. The unit provides a thorough introduction to simple statistics and often looks at real research data examples. By the end of the semester students will have developed various research skills as well as a critical perspective on the appropriate application of those skills.

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

EDPC5012

Evaluating Learning Tech. Innovation

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 1 **Classes:** 1x2hr seminar/week evenings **Assessment:** 2x1500wd short assignment (2x25%) and 1x3000wd final paper (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) evening

This unit is intended to help students acquire the knowledge and skills needed to evaluate ICT-enhanced learning innovations. It provides an introduction to the theory and practice of evaluations, drawing principles and methods from best practice in program evaluation and the areas of ICT-enhanced learning. Attention is paid to a holistic approach to evaluation, stressing the need to plan, design and implement evaluation in context. It is suitable for those with an interest in formal education, corporate training and professional development.

EDPC5003

Learning Tech. in Education & Practice

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 1 **Classes:** online after the first meeting **Assessment:** 1x3000wd research project (50%) and on-line activities (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Online

This unit looks at how learning technologies may be used to facilitate learning in both education and corporate settings. Students will be introduced to strategies in relevance to design (e.g. motivational design, self-regulated learning) and assessment for technology-mediated learning. Opportunities will be provided for students to investigate the best practices in an area of their interests or their profession and issues that may arise from implementation of technology-mediated learning. Students are required to have adequate internet access.

Course rules

Master of Education (Research)

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RMEDURSC-01	Master of Education (Research)

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
 - (a) hold or have completed the requirements for:
 - (I) a bachelor's degree from the University of Sydney in a relevant area of study; and
 - (II) a one-year Diploma of Education or a Bachelor of Teaching or a Master of Teaching degree; and
 - (b) have attained a grade point average of at least 70% in the final year of university study prior to applying for admission to candidature.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
 - (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

- (1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
 - (a) no more than 12 credit points of units of study may be credited; and
 - (b) the coursework should -
 - (I) have been completed with a high level of proficiency in an area relevant to the candidate's program of study no more than six years prior to first enrolment in this degree; and
 - (II) not have been counted towards another award.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;

- (b) complete any prescribed units of study;
- (c) conduct research on an approved topic; and
- (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will comprise a maximum of:
 - (a) 25,000 words if the candidate is enrolled in Option A (thesis only) degree; or
 - (b) 20,000 words if enrolled in Option B (thesis and coursework).

10 The units of study

- (1) A candidate enrolled in thesis and coursework (Option B) is required by the Faculty to complete 12 credit points of units of study from the table of units of study for the degree of Master of Education (Research).
- (2) A candidate who is required to complete such units of study must complete these units prior to submission of the thesis.

Part 5: Enrolment and progression

11 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding six months.
- (2) In the probationary period each candidate must:
 - (a) complete a specified research methods unit of study;
 - (b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
 - (c) demonstrate adequate English language competency for the completion of the degree.

12 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

13 Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

14 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

15 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

16 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

17 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

18 Examination of the thesis

- (1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
 - (a) three copies of the thesis shall be submitted by the candidate;
 - (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
 - (c) the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub-Committee.
- (2) The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

19 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

20 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Master of Philosophy (MPhil)

The Master of Philosophy is a degree completed by research and advanced coursework. Students undertaking this degree are assigned to a supervisor and, usually, an associate supervisor. This program consists of a supervised research component and required coursework. It is designed for students interested in pursuing research but not eligible to undertake a PhD.

MPhil candidates must complete:

- one Education or Social Work core unit (6 credit points); and

- one elective unit (6 credit points) as recommended by the supervisor from the units of study table below

Course convenor

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Units of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Master of Philosophy			
Core units - Education			
EDPK5003 Developing a Research Project	6		Semester 1 Semester 2
Core units - Social Work			
SCWK6902 Social Research	6		Semester 1 Semester 2
Elective units			
EDPK5001 Qualitative Methods	6		Semester 1 Semester 2
EDPK5002 Quantitative Methods	6		Semester 1

Units of study descriptions

Master of Philosophy

Core units - Education

EDPK5003

Developing a Research Project

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1, Semester 2 **Classes:** 3x4.5 hr Saturday workshops, plus online lectures and activities **Assessment:** online exercises (40%) and class presentation (20%) and research proposal (40%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This core unit is seen as the foundation unit in research methods and it provides an overview of the research process, with a focus on critical evaluation of research reports and the design of research projects. It covers a wide range of basic research techniques and introduces other research methods that are the focus of more in-depth study in other search methods units. Research design issues and various methods of data collection examined. Students explore the use of quantitative and qualitative approaches; various research strategies; observation, documents, questionnaires and assessments. The assessment in this unit is developed around students' own research interests and by the end of the unit students will have developed their own research proposal document.

Core units - Social Work

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd Ethics essay (30%); 1x1000wd blog posting (20%); and 1x3000wd research proposal (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces.

Elective units

EDPK5001

Qualitative Methods

Credit points: 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 1, Semester 2 **Classes:** S1: 1x2hr seminar/week x 13 weeks; S2: 2 x 2 hrs/week x 6 weeks **Assessment:** observation and report (50%) and interview and report (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the major issues underlying qualitative research. It examines the relationship between research questions and appropriate study designs, as well as the issues of sampling and ethical considerations. Students will develop extensive skills in the use of various interviewing and observation techniques.



EDPK5002

Quantitative Methods

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** portfolio of quantitative research methods (40%) and research analysis using SPSS (40%) and presentations (10%); and 2 multiple choice class tests (10%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the basic principles and procedures of quantitative research. Both experimental and survey research strategies are considered; starting with design and development of the research tools (measures, questionnaires, interviews, observation) and progressing to basic analytical statistical methods. The unit provides a thorough introduction to simple statistics and often looks at real research data examples. By the end of the semester students will have developed various research skills as well as a critical perspective on the appropriate application of those skills.

Course rules

Master of Philosophy in Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RMPHLEDC-01	Master of Philosophy in Education

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must hold or have completed the requirements for:
 - (a) a Bachelor of Education (Honours) or Master of Teaching (Honours) degree of the University of Sydney; or
 - (b) an honours degree in a subject within the area in which the applicant seeks to proceed; or
 - (c) the degree of Master of Education completed with a weighted average mark of at least 75.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
 - (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) complete any prescribed seminars or units of study;
 - (c) conduct research on an approved topic; and
 - (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will be approximately 30,000 words in length unless otherwise approved by the Dean or Associate Dean.

Part 5: Enrolment and progression

10 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period each candidate must:
 - (a) complete a specified research methods unit of study from the table of units of study for the degree of Master of Philosophy;
 - (b) complete a further unit of study to be chosen from the table of units of study for the degree of Master of Philosophy;
 - (c) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
 - (d) demonstrate adequate research English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis

- (1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
 - (a) three copies of the thesis shall be submitted by the candidate;
 - (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
 - (c) the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub-Committee.
- (2) The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

19 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Master of Philosophy in Social Work

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RMPHSOW-01	Master of Philosophy in Social Work

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
 - (a) hold or have completed the requirements for -
 - (i) the degree of Bachelor of Social Work from the University of Sydney with first or second class honours; or
 - (ii) the degree of Bachelor of Social Work from the University of Sydney and other work completed that is equivalent to the qualification in sub-paragraph (i); or
 - (iii) the degree of Master of Social Work from the University of Sydney, completed with a weighted average mark of at least 70; and
 - (b) have been in full-time employment in Social Work for a minimum of one year.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission;

- (b) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
 - (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.
- (2) In addition, an applicant for admission to part-time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) complete prescribed units of study;
 - (c) conduct research on an approved topic; and
 - (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will be approximately 30,000 words unless otherwise approved by the Dean or Associate Dean.

Part 5: Enrolment and progression

10 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period each candidate must:
 - (a) complete a specified research methods unit of study from the table of units of study for the degree of Master of Philosophy;
 - (b) complete a further unit of study to be chosen from the table of units of study for the degree of Master of Philosophy;
 - (c) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
 - (d) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis

- (1) Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy, except that:
 - (a) three copies of the thesis shall be submitted by the candidate;
 - (b) two examiners will be appointed by the Faculty, at least one of whom shall be external to the University; and
 - (c) the Faculty Division of Doctoral Studies will act in place of the PhD Award Sub-Committee.
- (2) The thesis will be graded by the examiners and a 'Thesis grade' will be recorded on the academic transcript.

18 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

19 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Doctor of Education (EdD)

The Doctor of Education (EdD) offers candidates the opportunity for advanced self-reflective research into the education profession and professional practice in education. The specific aim of the Doctor of Education is to develop researching professionals. Students undertaking this degree are assigned to a supervisor and an associate supervisor.

The program's duration is three years to four years full time or part time equivalent with a first semester and mid-year intake.

This program offers an innovative approach to the professional doctorate. It consists of a number of supervised research training components and a thesis of approximately 80,000 words.

Students will progress through a sequence of two phases.

Units of study table

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Doctor of Education			
Core units			
EDPZ5003 Thesis Proposal Writing	6	Note: Department permission required for enrolment	Semester 1 Semester 2
EDPZ5001 The Researching Professional	6	Note: Department permission required for enrolment	Semester 1

Units of study descriptions

Doctor of Education

Core units

EDPZ5003 Thesis Proposal Writing

Credit points: 6 **Teacher/Coordinator:** Professor Gabrielle Meagher with student's supervisor **Session:** Semester 1, Semester 2 **Classes:** weekly workshops across 2 semester with Professor Meagher and regular contact with supervisor. Times to be negotiated with supervisor - flexible delivery **Assessment:** 1x4000-10000wd research proposal (100%) as applicable to the award **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is designed to support PhD, EdD, DSW and MPhil students as they prepare their thesis proposals for formal review and approval, through a program of workshops organised around issues in thinking, reading and writing about research design and practice. Workshops explore a range of approaches to writing about research practice and emphasise the common logic of the research process, and the importance of rigorous and systematic approaches to writing about design and analysis in all research traditions.

EDPZ5001 The Researching Professional

Credit points: 6 **Teacher/Coordinator:** Professor Gabrielle Meagher **Session:** Semester 1 **Classes:** seminars - first Thursday evening of semesters and the dates negotiated with students **Assessment:** 2x3000wd assignments (2x50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

Phase 1 includes coursework and research tasks; phase 2 includes preparing the thesis for final examination.

Students in the EdD program are required to complete:

- two units (12 credit points) of core units of study listed below

Course convenor

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Note: Department permission required for enrolment.

This core unit is designed for EdD candidates in the first stage of coursework to prepare them to situate themselves as researching professionals and at the same time enhance their own professional practice. Students will engage in a critical analysis of their own professional practice and the professional practice of others. Students should develop a critical understanding of what constitutes the professions and professional practice both as a theoretical construct and as situated work. The unit provides students with the opportunity to engage with the research literature and to establish how different researchers approach the study of professional practice. On completion of the unit students should be able to demonstrate an in-depth understanding of the body of knowledge in their area/s of investigation and how this relates to the broader area of professionalism.

Course rules

Doctor of Education

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).



Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RPEDUCAT-01	Doctor of Education

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
 - (a) hold or have completed the requirements for:
 - (I) a bachelor's degree from the University of Sydney, with first class honours or second class honours, first division, in a related area of study; or
 - (II) a research Master of Education or equivalent published research-based work acceptable to the Faculty; or
 - (III) a coursework master's degree from the University of Sydney, in a related area of study with an average weighted mark of at least 75, and a dissertation of 12,000 to 15,000 words that was not based solely on a review of literature; or
 - (b) have at least three years' professional experience in Education or a related field.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) a proposed course of research and advanced study, approved by the Faculty Research Proposal Committee in which the work is to be undertaken; and
 - (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

4 Credit transfer

- (1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
 - (a) no more than 12 credit points may be credited; and
 - (b) the coursework should have been completed no more than four years prior to first enrolment in this degree.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) complete 12 credit points of prescribed units of study, as set out in the table of units of study for the degree of Doctor of Education;

- (c) conduct research on an approved topic; and
- (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will be a maximum of 80,000 words in length.

Part 5: Enrolment and progression

10 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period each candidate must:
 - (a) complete the specific units of study from the table of units of study from the degree of Doctor of Education;
 - (b) develop and present a refined research proposal to the satisfaction of the Supervisor and the Faculty Research Proposal Committee; and
 - (c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time according to candidate choice. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy.

18 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

19 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Doctor of Social Work (DSW)

This course enables experienced practitioners in social work to:

- develop excellence in practice research and practice development; review and develop theoretical approaches to the changing context of welfare
- articulate new forms of practice appropriate for the new century
- be qualified to take on leadership roles in the profession and in human services, and
- be identified with continuing professional education at the University of Sydney.

This professional higher degree will encompass three activities: directly relevant coursework; practice development research at a high standard; and a research thesis of approximately 50,000 words which links the other two components in an extended piece of writing and analysis.

Such a pattern is intended to facilitate development in leadership in practice, teaching or practice research. This course is three years full time or part time equivalent with a first semester and mid-year intake.

Course convenor

Associate Professor Ruth Phillips

Units of study

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Doctor of Social Work			
Core units			
SCWK6902 Social Research	6		Semester 1 Semester 2
SCWK6943 Practice Theory Development	6		Semester 2
Pathways			
SCWK6908 Authorised Independent Study and Report	6		Semester 1 Semester 2

Units of study descriptions

Doctor of Social Work

Core units

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd Ethics essay (30%); 1x1000wd blog posting (20%); and 1x3000wd research proposal (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed

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Program structure

Year 1

Students need to complete:

- **Core coursework:** 2 units of study (12 credit points) of core units, one unit in research, and a second unit in either social practice or social policy from the units of study table below.
- **Elective coursework:** 2 units of study (12 credit points) of elective units to be undertaken from social work practice and/or social policy as recommended by your supervisor.

Year 2

Thesis and doctoral seminar.

Year 3

Continue with thesis and doctoral seminar.

through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces.

SCWK6943

Practice Theory Development

Credit points: 6 **Teacher/Coordinator:** Dr Susan Heward-Belle **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** presentation (30%); essay (55%) and participation statement (15%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Block mode

This unit aims to provide students with a sound understanding of a range of theories and will have the opportunity to examine current practices and practice theories in light of competing ideas espoused and employed in social work and community services. This unit will take an interdisciplinary approach to professional practice issues. It aims for the development of knowledge for reflective practice in contemporary sites of social work and community services endeavours.



Pathways

SCWK6908

Authorised Independent Study and Report

Credit points: 6 **Teacher/Coordinator:** Dr Margaret Spencer **Session:** Semester 1, Semester 2 **Classes:** independent study - meet with supervisor 3 times **Assessment:** 1x1000wd proposal (20%) and 1x5000wd research essay (80%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Supervision

This unit of study is designed to provide students with the opportunity to integrate their learning over their degree working with a supervisor. This unit forms the capstone for social work masters level students. Students must initially develop a short proposal and discuss this with the unit coordinator, who will organise a suitable supervisor. It must be taken in the final semester of study.

Course rules

Doctor of Social Work

These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Higher Degree by Research) Rule 2011 (the 'HDR Rule'), the Academic Board resolutions relating to the Degree of Doctor of Philosophy and the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended).

Course resolutions

Part 1: Preliminary

1 Course codes

Code	Course and stream title
RPSOCWRK-01	Doctor of Social Work

Part 2: Admission requirements

2 Eligibility for admission to candidature

- (1) To be eligible to be admitted to candidature by the Dean or Associate Dean, an applicant must:
 - (a) hold or have completed the requirements for:
 - (I) the degree of Bachelor of Social Work from the University of Sydney, with first class honours or second class honours, first division; or
 - (II) the degree of Master of Social Work from the University of Sydney, completed with a weighted average mark of at least 75; or
 - (III) the degree of Master of Philosophy in Social Work from the University of Sydney; or
 - (IV) the degree of Master of Social Work (Qualifying) from the University of Sydney; and
 - (b) have been in full-time employment in Social Work for at least three years.
- (2) The Dean or Associate Dean may admit to candidature an applicant who does not meet the requirements of sub-clause (1), provided that the applicant holds a qualification or qualifications that, in the opinion of the Faculty Division of Doctoral Studies, are equivalent to those prescribed in sub-clause (1).

3 Application for admission to candidature

- (1) An applicant for admission to candidature must submit to the Faculty:
 - (a) satisfactory evidence of the applicant's eligibility for admission;
 - (b) a proposed course of research and advanced study, approved by the Head of the Department in which the work is to be undertaken, together with proposals for the practicum and related coursework to be undertaken; and
 - (c) a statement certifying the applicant's understanding that, subject to the HDR Rule, if the candidature is successful, his or her thesis will be lodged with the University Librarian and made available for immediate public use.

- (2) In addition, an applicant for admission to part time candidature must submit a statement that he or she will have sufficient time available to complete the requirements of the degree in accordance with these resolutions.

4 Credit transfer

- (1) The HDR Rule specifies the conditions for the granting of credit for previous studies, including the effect on completion times, except that for coursework:
 - (a) no more than 12 credit points may be credited; and
 - (b) the coursework should have been completed no more than four years prior to first enrolment in this degree.

Part 3: Candidature

5 Appointment of supervisor

The Faculty Division of Doctoral Studies will appoint a supervisor and associate supervisor for each candidate in accordance with the HDR Rule and Academic Board policies for postgraduate research higher degree supervision.

6 Control of candidature

The HDR Rule specifies the conditions for the control of candidature by the University.

7 Location of candidature and attendance

The HDR Rule specifies the conditions for the location of candidature and attendance by candidates at the University.

Part 4: Requirements

8 Degree requirements

- (1) To satisfy the requirements of the degree candidates must:
 - (a) complete any specified probationary requirements;
 - (b) complete 24 credit points of units of study, as set out in the table of units of study for the degree of Doctor of Social Work;
 - (c) conduct research on an approved topic; and
 - (d) write a thesis embodying the results of the research.

9 The thesis

- (1) A candidate shall produce a thesis that meets the requirements specified in the HDR Rule.
- (2) The thesis will be approximately 50,000 words in length.

Part 5: Enrolment and progression

10 Probation

- (1) A candidate is normally accepted for candidature on a probationary basis for a period not exceeding one year according to the provisions of the HDR Rule.
- (2) In the probationary period each candidate must:
 - (a) complete the specific units of study from the table of units of study for the degree of Doctor of Social Work;
 - (b) develop and present a refined research proposal to the satisfaction of the supervisor and the Faculty Research Proposal Committee; and
 - (c) demonstrate adequate English language competency for the completion of the degree.

11 Time limits, earliest and latest submission dates

The HDR Rule specifies the allowable completion times and submission dates available for full- and part-time candidates in this course.

12 Mode of attendance

The attendance pattern for this course is full-time or part-time. Visa requirements commonly restrict international students to full-time study only.

13 Discontinuation of candidature

A candidate may discontinue enrolment in a unit of study or the degree subject to the conditions specified by the HDR Rule.

14 Suspension of candidature

A candidate may suspend enrolment from the degree subject to the conditions specified by the HDR Rule.

15 Leave of absence

A candidate may take leave of absence from the degree subject to the conditions specified by the HDR Rule.

16 Progress

A candidate is required to maintain satisfactory progress towards the timely completion of the degree. Progress will be reviewed annually according to the provisions of the HDR Rule.

Part 6: Examination

17 Examination of the thesis

Examination of the thesis will be conducted in general accordance with standards prescribed by Academic Board for the Doctor of Philosophy.

18 Award of the degree

The degree is awarded at the Pass level.

Part 7: Other

19 Transitional provisions

- (1) These course resolutions apply to students who commenced their candidature after 1 January, 2012 and students who commenced their candidature prior to 1 January, 2012 who elect to proceed under these resolutions.
- (2) Candidates who commenced prior to 1 January, 2012 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed within the time limits specified in those resolutions. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

Doctor of Philosophy (PhD)

The Doctor of Philosophy (PhD) is a degree completed entirely by research. Students undertaking this degree will work with an allotted supervisor and an associate supervisor. The degree is available in both full-time and part-time modes. Full-time candidature is normally three to four years of study, while part-time candidates can take up to eight years.

Course Convenor

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Direct entry

Direct entry candidates may be required to attend lectures, or enrol in units of study subject to the supervisor's and nominated faculty officer's approval.

Applicants may qualify if their research proposal is accepted and they satisfy one of the criteria listed below:

- a bachelor's degree with first or second-class honours in an appropriate area of study that includes a research thesis based on primary data, not a literature review
- a master's degree by research in an appropriate area of study that includes a research thesis that draws on primary data
- a master's degree by coursework with a 12,000 to 15,000 words research thesis or dissertation that draws on primary data, not a literature review, with a grade point average of at least 80 percent in the degree.

Conditions of candidature

PhD candidates are required to complete a probationary year and to produce an extended thesis proposal (10,000 to 12,000 words) at the end of their first year of full-time or the part-time equivalent candidature. The normal length of a PhD thesis is approximately 80,000 words. Examination is by presentation of the thesis.

The Rules governing the degree of Doctor of Philosophy are the University of Sydney (Higher Degree by Research) Rule 2011 and the Postgraduate Degree of Doctor of Philosophy.

The most recent versions of these rules are found on the Policy Register sydney.edu.au/policies.

Pathway A entry

Pathway A entry is open to applicants whose research proposal is accepted and who satisfy one of the following criteria:

- a bachelor's degree with first or second-class honours in an appropriate area of study, but which did not include a research thesis, or
- a master's degree by coursework (with no thesis or dissertation component) with a grade point average of at least 75 percent and an amount of scholarly writing and/or research expertise which, in the opinion of the admissions committee, is equivalent to a master's research thesis. Copies of these must be submitted with the application.

Pathway A conditions

Pathway A candidates are required to complete one core unit of study and at least one other elective unit from the units of study list below:

Unit of study	Credit points	A: Assumed knowledge P: Prerequisites C: Corequisites N: Prohibition	Session
Pathway A			
Core units - Education			
EDPZ5003 Thesis Proposal Writing	6	Note: Department permission required for enrolment	Semester 1 Semester 2
Core units - Social Work			
SCWK6902 Social Research	6		Semester 1 Semester 2
Elective units			
EDPK5001 Qualitative Methods	6		Semester 1 Semester 2
EDPK5002 Quantitative Methods	6		Semester 1



Pathway A

Core units - Education

EDPZ5003

Thesis Proposal Writing

Credit points: 6 **Teacher/Coordinator:** Professor Gabrielle Meagher with student's supervisor **Session:** Semester 1, Semester 2 **Classes:** weekly workshops across 2 semester with Professor Meagher and regular contact with supervisor. Times to be negotiated with supervisor - flexible delivery **Assessment:** 1x4000-10000wd research proposal (100%) as applicable to the award **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

Note: Department permission required for enrolment.

This unit is designed to support PhD, EdD, DSW and MPhil students as they prepare their thesis proposals for formal review and approval, through a program of workshops organised around issues in thinking, reading and writing about research design and practice. Workshops explore a range of approaches to writing about research practice and emphasise the common logic of the research process, and the importance of rigorous and systematic approaches to writing about design and analysis in all research traditions.

Core units - Social Work

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd Ethics essay (30%); 1x1000wd blog posting (20%); and 1x3000wd research proposal (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit of study introduces students to a range of research methods and focus on quantitative and qualitative methods. Many other research issues in developing a research proposal will be addressed through the semester. It is intended that, at the conclusion of this unit, students will have developed a research project able to implement through either further study or in workplaces.

Elective units

EDPK5001

Qualitative Methods

Credit points: 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 1, Semester 2 **Classes:** S1: 1x2hr seminar/week x 13 weeks; S2: 2 x 2 hrs/week x 6 weeks **Assessment:** observation and report (50%) and interview and report (50%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the major issues underlying qualitative research. It examines the relationship between research questions and appropriate study designs, as well as the issues of sampling and ethical considerations. Students will develop extensive skills in the use of various interviewing and observation techniques.

EDPK5002

Quantitative Methods

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** portfolio of quantitative research methods (40%) and research analysis using SPSS (40%) and presentations (10%); and 2 multiple choice class tests (10%) **Campus:** Camperdown/Darlington, Sydney **Mode of delivery:** Normal (lecture/lab/tutorial) day

This unit introduces students to the basic principles and procedures of quantitative research. Both experimental and survey research strategies are considered; starting with design and development of the research tools (measures, questionnaires, interviews, observation) and progressing to basic analytical statistical methods. The unit provides a thorough introduction to simple statistics and often looks at real research data examples. By the end of the semester students will have developed various research skills as well as a critical perspective on the appropriate application of those skills.

Resolutions of the Senate

Resolutions of the Senate

1 Degrees, diplomas and certificates of the Faculty of Education and Social Work

- (1) With the exception of the Doctor of Education, the Doctor of Letters in Education, the Doctor of Letters in Social Work and the Doctor of Philosophy, the Senate, by authority of the University of Sydney Act 1989 (as amended), provides and confers the following degrees, diplomas and certificates, according to the rules specified by the Faculty of Education and Social Work. The Doctor of Education, the Doctor of Letters in Education, the Doctor of Letters in Social Work and the Doctor of Philosophy are provided and conferred according to the rules specified by the Senate and the Academic Board.
- (2) This list is amended with effect from 1 January, 2011. Degrees, diplomas and certificates no longer open for admission will be conferred by the Senate according to the rules previously specified by the Faculty.

2 Degrees

Code	Course title & stream	Abbreviation	Credit points
RHLETEDU-01	Doctor of Letters in Education	DLittEd	Published Work
RHLETSWK-01	Doctor of Letters in Social Work	DLittSW	Published Work
RPEDUCAT-01	Doctor of Education	EdD	Research
RPPHDEDU-01	Doctor of Philosophy	PhD	Research
RPPHDSCW-01	Doctor of Philosophy	PhD	Research
RPSOCWRK-01	Doctor of Social Work	DSW	Research
RMEDURSC-01	Master of Education (Research)	MEd(Research)	Research
RMPHLEDC-01	Master of Philosophy in Education	MPhilEd	Research
RMPHLSOW-01	Master of Philosophy in Social Work	MPhilSW	Research
MAEDUCAT-03	Master of Education	MEd	48
MALESCTE-02	Master of Learning Sciences and Technology	MLS&T	48
MAINLAED-01	Master of Indigenous Languages Education	MIndigLangEd	48
MAPOLSTD-02	Master of Policy Studies	MPS	48
MASOCWRK-04	Master of Social Work	MSW	48
MASOCQUA-01	Master of Social Work (Qualifying)	MSW(Q)	96
MATEACHI-02	Master of Teaching	MTeach	96
BUEDUECH-01	Bachelor of Education (Early Childhood) [^]	BEd(Early Childhood)	192
BUEDPRIM-03	Bachelor of Education (Primary) [^]	BEd(Primary)	192

Code	Course title & stream	Abbreviation	Credit points
BUESHMHE-03	Bachelor of Education (Secondary: Human Movement and Health Education) [^]	BEd(Sec)HMHE	192
BUESABST-01	Bachelor of Education (Secondary: Aboriginal Studies)	BEd(Sec:Aboriginal)	192
BUSOCWRK-01	Bachelor of Social Work [^]	BSW	192

3 Combined degrees

Code	Course title & stream	Abbreviation	Credit points
BPARTSWK-03	Bachelor of Arts* and Bachelor of Social Work [^]	BA/BSW	240
BPESUART-01	Bachelor of Education (Secondary: Humanities and Social Sciences) [^] and Bachelor of Arts*	BEd(SecHumSocSci)BA	240
BPESMSCI-02	Bachelor of Education (Secondary: Mathematics) [^] and Bachelor of Science*	BEd(Sec:Maths)BSc	240
BPESISCI-02	Bachelor of Education (Secondary: Science) [^] and Bachelor of Science*	BEd(Sec:Science)BSc	240

**may be awarded with honours following a further year of study.*

[^]may be awarded with honours in an integrated program.

4 Graduate diplomas

Code	Course title	Abbreviation	Credit points
GNEDUSTD-01	Graduate Diploma in Educational Studies	GradDipEdStudies	36
GNINLAED-01	Graduate Diploma in Indigenous Languages Education	GradDipIndigLangEd	36
GNLESCTE-02	Graduate Diploma in Learning Sciences and Technology	GradDipLS&T	36
GNPOLSTD-02	Graduate Diploma in Policy Studies	GradDipPS	36
GNSOCWRK-01	Graduate Diploma in Social Work	GradDipSocWk	36
GNPRSTED-01	Graduate Diploma in Professional Studies (Education)	GradDipPS(Education)	48

5 Graduate certificates

Code	Course title	Abbreviation	Credit points
GCEDUSTD-02	Graduate Certificate in Educational Studies	GradCertEdStudies	24



Code	Course title	Abbreviation	Credit points
GCHUCOSE-01	Graduate Certificate in Human and Community Services	GradCertH&CS	24
GCINLAED-01	Graduate Certificate in Indigenous Languages Education	GradCertIndigLangEd	24
GCLESCTE-02	Graduate Certificate in Learning Sciences and Technology	GradCertLS&T	24
GCPOLSTD-02	Graduate Certificate in Policy Studies	GradCertPS	24
GCTEENFL-01	Graduate Certificate in Teaching English as a Foreign Language	GradCertTEFL	24

6 Diplomas

Code	Course title	Abbreviation	Credit points
DLEDUABO-01	Diploma in Education (Aboriginal)	DipEd(Aboriginal)	96

Resolutions of the Faculty

Resolutions of the Faculty of Education and Social Work for coursework awards

These resolutions apply to all undergraduate and postgraduate coursework award courses in the Faculty, unless specifically indicated otherwise. Students enrolled in postgraduate research awards should consult the resolutions for their course. These resolutions must be read in conjunction with applicable University By-laws, Rules and policies including (but not limited to) the University of Sydney (Coursework) Rule 2000 (the 'Coursework Rule'), the resolutions for the course of enrolment, the University of Sydney (Student Appeals against Academic Decisions) Rule 2006 (as amended) and the Academic Board policies on Academic Dishonesty and Plagiarism.

Part 1: Course enrolment

1 Enrolment restrictions

Except with the permission of the Dean, a student may not enrol in units of study with a total value of more than 24 credit points in either Semester 1 or 2.

2 Time limits

- (1) A student must complete all the requirements for a bachelor's degree (including combined degrees) within eight calendar years of first enrolment.
- (2) A student must complete all the requirements for a graduate certificate within two calendar years of first enrolment.
- (3) A student must complete all the requirements for a graduate diploma within three calendar years of first enrolment.
- (4) A student must complete all the requirements for a 48 credit point master's degree, or the Master of Teaching, within four calendar years of first enrolment.
- (5) A student must complete all the requirements for all other 96 credit point master's degrees within six calendar years of first enrolment.
- (6) Periods of suspension, exclusion or lapsed candidature will be added to maximum completion times except that no completion time will exceed ten years from first enrolment.

3 Suspension, discontinuation and lapse of candidature

The Coursework Rule specifies the conditions for suspending or discontinuing candidature, and return to candidature after these events. The Rule also defines the circumstances when candidature is deemed to have lapsed. Students should pay careful attention to the significant dates in these processes and their effect on results and financial liability.

4 Credit for previous study

- (1) Unless the course resolutions specify differently, credit for previous study is governed in accordance with the Coursework Rule. In the Faculty of Education and Social Work, credit will not be granted for units of study or equivalent work completed:
 - (a) more than 50% of the award total;
 - (b) more than five years prior to admission to candidature for the Bachelor of Education or Bachelor of Education in a combined degree course;
 - (c) more than six years prior to admission to candidature for a postgraduate coursework course; and
 - (d) more than nine years prior to admission to candidature for the Bachelor of Social Work.
- (2) The Faculty will not grant credit towards field education, internships, or work experience units of study.

Part 2: Unit of study enrolment

5 Cross-institutional study

- (1) Provided permission has been obtained in advance, the Dean may permit a student to complete a unit of study at another

institution and have that unit credited to the student's course requirements, provided that:

- (a) the unit of study content is not taught in any corresponding unit of study at the University; or
 - (b) the student is unable, for good reason, to attend a corresponding unit of study at the University.
- (2) Cross-institutional study is regarded as another form of credit and will be counted as such when considering eligibility.

Part 3: Studying and Assessment

6 Attendance

- (1) Students are required to be in attendance at the correct time and place of any formal or informal examinations. Non attendance on any grounds insufficient to claim special consideration will result in the forfeiture of marks associated with the assessment. Participation in a minimum number of assessment items may be included in the requirements specified for a unit of study.
- (2) Students are expected to attend a minimum of 90% of timetabled activities for a unit of study, unless granted exemption by the Dean. The Dean may determine that a student fails a unit of study because of inadequate attendance.

7 Late submission policy

- (1) It is expected that unless an application for special consideration or simple extension has been approved, students will submit all assessment for a unit of study on the due date specified. If the assessment is completed or submitted within the period of extension, no academic penalty will be applied to that piece of assessment.
- (2) If an extension is either not sought, not granted or is granted but work is submitted after the extended due date, the late submission of assessment will result in an academic penalty as follows:
 - (a) For work submitted after the deadline up to 1 day late, a penalty of 5 per cent of the maximum mark awardable for the assignment will apply, and for each day late thereafter, penalty increases by 5 per cent per day
 - (b) Work submitted more than six days after the deadline will not be assessed (fail).

8 Special consideration for illness, injury or misadventure

Special consideration is a process that affords equal opportunity to students who have experienced circumstances that adversely impact their ability to adequately complete an assessment task in a unit of study. The Coursework Rule provides full details of the University policy.

9 Concessional pass

In this Faculty the grade PCON (Concessional Pass) is not awarded.

10 Re-assessment

- (1) The Faculty does not offer opportunities for re-assessment other than on the grounds of approved special consideration, unless the student is prevented from graduating as a result of one failed assignment in one unit of study. Professional experience/ field education units of study are excluded from this provision.
- (2) Students who have successfully requested special consideration may be allowed to sit the exam or submit the required work at a negotiated date that should not be longer than the period of incapacitation and in any case not longer than 3 months after the original examination or submission date. After this time the student will be considered to have discontinued with permission. Marks will be awarded at full value for re-assessment where special consideration is approved.



Part 4: Progression, Results and Graduation

11 Satisfactory progress

- (1) The Faculty will monitor students for satisfactory progress towards the completion of their award course. In addition to the common triggers used to identify students not meeting academic progression requirements (as defined by the Progression requirements of the Coursework Rule), students must pass any unit of study identified in the course resolutions as being critical to progression through the course.
- (2) Professional experience or field education is an essential requirement for some courses. Where so prescribed, a candidate may not progress to the next year without completing the prescribed professional experience or field education units of study for the previous year.
- (3) The Faculty reserves the right not to place candidates in a school or other professional experience or field education setting for practicum in any instance where the performance, personal or professional conduct of the candidate does not meet the required professional standard, regardless of the fact that the candidate may be enrolled in units of study with a practicum requirement.

12 Award of the bachelor's degree with honours

- (1) Unless the course resolutions specify differently, to qualify for admission to the honours program a student must:
 - (a) (i) in the case of Bachelor of Education (Early Childhood), Bachelor of Education (Primary Education), Bachelor of Education (Secondary: Human Movement and Health Education), and Bachelor of Social Work have the approval of the program coordinator or director of the honours program after the completion of Semester 1 in Year 3; and (ii) have a esw WAM of at least 75 across second and third year units (with third year weighted double) excluding professional experience units; or
 - (b) (i) in the case of Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts; Bachelor of Education (Secondary: Science)/Bachelor of Science; Bachelor of Education (Secondary: Mathematics)/Bachelor of Science have the approval of the program coordinator or director of the honours program after the completion of Semester 1 in Year 4; and (ii) have a esw WAM of at least 75 across third and fourth year units (with fourth year weighted double), excluding junior and professional experience units.
- (2) General conditions of candidature include that candidates must complete the requirements of the honours program in the minimum standard full-time duration.
- (3) To qualify for the award of honours a student must:
 - (a) complete the specified units of study as set out in the Table of Units of Study; and
 - (b) obtain an Honours WAM (esw HWAM) of at least 70.
- (4) The honours class is assessed in and determined by the performance in the honours program.
- (5) Honours is awarded in the following classes:

Description	eswHWAM Range
Honours Class I	eswHWAM \geq 80
Honours Class II (Division 1)	75 \leq eswHWAM $<$ 80
Honours Class II (Division 2)	70 \leq eswHWAM $<$ 75
Honours not awarded	eswHWAM $<$ 70

13 University medal

A student with an Honours WAM (esw HWAM) mark of 80 or above may be awarded a university medal. The medal is awarded at the discretion of the Faculty to the highest achieving students who, in the opinion of the Faculty, have an outstanding academic record, in accordance with the Coursework Rule.

14 Weighted average mark (eswWAM) and Honours weighted average mark (eswHWAM)

- (1) The University has a formula for calculating a Weighted Average Mark and this is defined in the University Glossary. WAMs are used by the University as one indicator of performance. For example, WAMs can be used in assessing admission to and award of honours, eligibility for prizes and scholarships, or assessing progression through a course.

- (2) The weight of a unit of study is assigned by faculty responsible for the unit. In this Faculty:
 - (a) the honours entry WAM for the Bachelor of Education (Early Childhood), Bachelor of Education (Primary Education), Bachelor of Education (Secondary: Human Movement and Health Education), and Bachelor of Social Work is calculated by averaging units as specified in the Undergraduate Handbook; second year (level 2000) units are weighted 1 and third year (level 3000) units are weighted 2.
 - (b) the honours entry WAM for Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts; Bachelor of Education (Secondary: Science)/Bachelor of Science; Bachelor of Education (Secondary: Mathematics)/Bachelor of Science is calculated by averaging units as specified in the Undergraduate Handbook; third year (level 3000) units are weighted 1 and fourth year (level 4000) units are weighted 2.
- (3) (a) the honours WAM (esw HWAM) for the Bachelor of Education (Early Childhood), Bachelor of Education (Primary Education), Bachelor of Education (Secondary: Human Movement and Health Education) and Bachelor of Social Work is calculated by averaging units as specified in the Undergraduate Handbook; third year (level 3000) units are weighted 2, fourth year (level 4000) units are weighted 3 and the honours preliminary unit is weighted 4 and the honours dissertation unit is weighted 6.
 (b) the Honours WAM (esw HWAM) for Bachelor of Education (Secondary: Humanities and Social Sciences)/Bachelor of Arts; Bachelor of Education (Secondary: Science)/Bachelor of Science; Bachelor of Education (Secondary: Mathematics)/Bachelor of Science is calculated by averaging selected units as specified in the Undergraduate Handbook; fourth year (level 4000) units are weighted 2, fifth year (level 5000) units are weighted 3 and the honours preliminary unit is weighted 4 and the honours dissertation unit is weighted 6.

15 Transitional provisions

- (1) These resolutions apply to students who commenced their candidature after 1 January, 2015 and students who commenced their candidature prior to 1 January, 2015 who elect to proceed under these resolutions.
- (2) Students who commenced prior to 1 January, 2015 may complete the requirements in accordance with the resolutions in force at the time of their commencement, provided that requirements are completed by 1 January, 2020 and provided that there is no suspension of candidature, in which case the candidature for any period shall proceed under the by-laws and resolutions in force at the time of re-enrolment. The Faculty may specify a later date for completion or specify alternative requirements for completion of candidatures that extend beyond this time.

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