

FACULTY OF EDUCATION
AND SOCIAL WORK - POSTGRADUATE
HANDBOOK 2011

Acknowledgements



The Arms of the University

Sidere mens eadem mutato

Though the constellations change, the mind is universal

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Official course information

Faculty handbooks and their respective online updates, along with the *University of Sydney Calendar*, form the official legal source of information relating to study at the University of Sydney. Please refer to the following websites:

sydney.edu.au/handbooks
sydney.edu.au/calendar

Amendments

All authorised amendments to this handbook can be found at sydney.edu.au/handbooks/handbooks_admin/updates2011

Resolutions

The Coursework Clause

Resolutions must be read in conjunction with the *University of Sydney (Coursework) Rule 2000 (as amended)*, which sets out the requirements for all undergraduate courses, and the relevant resolutions of the Senate.

The Research Clause

All postgraduate research courses must be read in conjunction with the relevant rules and resolutions of the Senate and Academic Board, including but not limited to:

1. The *University of Sydney (Amendment Act) Rule 1999 (as amended)*.
2. The *University of Sydney (Doctor of Philosophy (PhD)) Rule 2004*.
3. The resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy.
4. The relevant faculty resolutions.

Disclaimers

1. The material in this handbook may contain references to persons who are deceased.
2. The information in this handbook was as accurate as possible at the time of printing. The University reserves the right to make changes to the information in this handbook, including prerequisites for units of study, as appropriate. Students should check with faculties for current, detailed information regarding units of study.

Price

The price of this handbook can be found on the back cover and is in Australian dollars. The price includes GST.

Handbook availability

Handbooks are available as a website, PDF download and print on demand. See the handbooks website at sydney.edu.au/handbooks for more information.

Production

Web and Print Production Website: sydney.edu.au/web_print

Printing

SOS Print and Media

Handbook enquiries

For any enquiries relating to the handbook, please email the handbook editors at wpp.info@sydney.edu.au

Address

The University of Sydney
 NSW 2006 Australia
 Phone: +61 2 9351 2222
 Website: sydney.edu.au

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Important dates

University semester and vacation dates for 2011

Summer/Winter School lectures	Dates
Summer School - December program	Begins: Monday 6 December 2010
Summer School - main program	Begins: Tuesday 4 January 2011
Summer School - late January program	Begins: Monday 17 January
Winter School - main program	Begins: Monday 27 June
Semester One	Dates
International student orientation (Semester One) - STABEX	Monday 14 February and Tuesday 15 February
International student orientation (Semester One) - full degree	Wednesday 16 February and Thursday 18 February
Lectures begin	Monday 28 February
AVCC Common Week/non-teaching Easter period	Friday 22 April to Friday 29 April
International application deadline (Semester Two) *	Thursday 29 April *
Last day of lectures	Friday 3 June
Study vacation	Monday 6 June to Friday 10 June
Examination period	Tuesday 14 June to Saturday 25 June
Semester ends	Saturday 25 June
AVCC Common Week/non-teaching period	Monday 4 July to Friday 8 July
Semester Two	Dates
International student orientation (Semester Two) - STABEX	Monday 18 July and Tuesday 19 July
International student orientation (Semester Two) - full degree	Wednesday 21 July and Thursday 22 July
Lectures begin	Monday 25 July
AVCC Common Week/non-teaching period	Monday 26 September to Friday 30 September
Last day of lectures	Friday 28 October
International application deadline (for Semester One, 2011) *	Saturday 29 October *
Study vacation	Monday 31 October to Friday 4 November
Examination period	Monday 7 November to Saturday 19 November
Semester ends	Saturday 19 November

* Except for the faculties of Dentistry, Medicine and the Master of Pharmacy course. See www.acer.edu.au for details.

Last dates for withdrawal or discontinuation for 2011

Semester One- units of study	Dates
Last day to add a unit	Friday 11 March
Last day for withdrawal	Thursday 31 March
Last day to discontinue without failure (DNF)	Friday 15 April
Last to discontinue (Discontinued - Fail)	Friday 3 June
Semester Two- units of study	Dates
Last day to add a unit	Friday 5 August
Last day for withdrawal	Wednesday 31 August
Last day to discontinue without failure (DNF)	Friday 9 September
Last day to discontinue (Discontinued - Fail)	Friday 28 October
Last day to withdraw from a non-standard unit of study	Census date of the unit, which cannot be earlier than 20 per cent of the way through the period of time during which the unit is undertaken.
Public holidays	Dates
Australia Day	Wednesday 26 January
Good Friday	Friday 22 April
Easter Monday	Tuesday 26 April
Anzac Day	Monday 25 April
Queen's Birthday	Monday 13 June
Labour Day	Monday 3 October



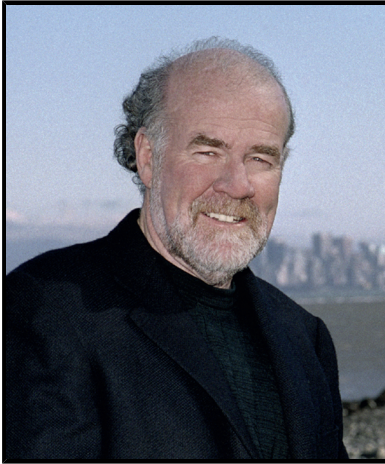
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Faculty of Education and Social Work handbook

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 inquiry-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 on a wide range of areas including

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, Coach Education, Policy Studies, Learning Science and Technology, and commencing in 2011, a new designation (Health Professional in Education) within the Master of Education program. This new specialisation is a collaborative venture between the Faculties of Education and Social Work, Health Science, Nursing and Sydney Medical School which builds on existing models of postgraduate health professional education delivery at the University of Sydney. As a faculty and as professionals we believe strongly in all our investment in career-long learning whether it is a certificate or professional learning program, a research or coursework masters program or other forms of education endeavours.

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 Robert J Tierney
Dean



Research degrees

The Faculty of Education and Social Work offers an outstanding range of innovative coursework and research courses for graduates. The courses present a relevant and challenging response to current educational community and professional demands. They are offered by some of the finest and most active educationalists in Australia. Underpinning the academic structure is an exceptional base of support facilities for our graduate students.

If you are interested in furthering your professional and academic qualifications, we invite you to discuss your future needs with us.

The following research degrees are outlined in this chapter.

- Doctor of Philosophy (PhD)
- Doctor of Education (EdD)
- Doctor of Social Work (DSW)
- Master of Philosophy (MPhil)
- Master of Education (Research)

Doctor of Philosophy (PhD)

The Doctor of Philosophy degree (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, whilst part-time candidates can take up to eight years.

Entry requirements

Prospective candidates may apply to enter the program by one of two qualifying pathways: direct entry or pathway A. In both instances, admission is subject to acceptance of the intending candidate's research proposal of 500–1,000 words which must address criteria specified by the faculty.

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

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% 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 list below:

Course code	Course name	Type
EDPZ5003	Thesis Proposal	core for Education
SCWK6902	Social Research	core for Social Work
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPK6012	Qualitative Analysis	elective
EDPK6016	Advanced Statistical Analysis	elective

Conditions of candidature

PhD candidates are required to complete a probationary year and to produce an extended thesis proposal (10,000-12,000 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. For further information and resolutions please consult the *University of Sydney Calendar*.

Course Convenor

Dr Ruth Phillips
Phone: 9351 6899
Room: 741
Email: ruth.phillips@sydney.edu.au

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.

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. Phase 1 includes coursework and research tasks; phase 2 includes preparing the thesis for final examination. The program's duration is three years to four years full-time or part-time equivalent with a first semester and mid-year intake.

Admission requirements

Applicants need to submit a research proposal (500-1000 words) addressing criteria specified by the faculty.

Applicants must also have at least three years' professional experience in education or a related field, and one of the following qualifications:

- a Bachelor of Education (or related area of study) with first- or second-class honours, *or*
- a research Master of Education or equivalent published research-based work acceptable to the faculty, *or*
- a Master of Philosophy in Education, *or*
- a coursework Master of Education awarded with merit, and which included a dissertation component of 12,000-15,000 with a grade



point average of at least 75 per cent in the degree (a thesis or dissertation that is based solely on a review of the literature is not acceptable for direct admission to the EdD).

Conditions of candidature

At the end of the first year of full-time study (or the part-time equivalent), a student will need to have successfully completed Phase 1 of the program:

- EDPZ5003 Thesis Proposal
- EDPZ5001 The Researching Professional

Plus any research methods or specialist units as recommended by the supervisor.

Students must also present and defend a research proposal. This research proposal should extend the research proposal presented in the candidate's original application and should include a critical review of relevant literature and an outline of the student's proposed methodology.

It is recommended the extended research proposal be 8,000-10,000 words. Candidature is confirmed once the extended research proposal has been approved by the student's thesis committee.

Examination of the thesis

The thesis will be examined by three examiners: persons with the same kinds of qualifications as are generally required for doctoral-level examinations, but with an understanding of, and commitment to, research into and within professional practice.

Procedures for examination of the thesis will be the same as for the Doctor of Philosophy. However, for further information and resolutions please consult the *University of Sydney Calendar*.

Units of study

Course code	Course name	Type
EDPZ5003	Thesis Proposal	core
EDPZ5001	The Researching Professional	core

Course convenor

Dr Lesley Scanlon
 Phone: 9351 6380
 Room 431
 Email: lesley.scanlon@sydney.edu.au

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 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.

Admission requirements

Applicants need to submit a research proposal (500–1000 words) addressing criteria specified by the faculty.

Applicants must also have at least three years' professional experience in social work or a related field, and one of the following qualifications:

- a Bachelor of Social Work or Bachelor degree in a related area of study with first or second class honours (first division), or
- a Master of Social Work by coursework, awarded with distinction or merit, and which included a dissertation component of 12,000–15,000 words, with a grade point average of at least 75 per cent in the degree, or
- a Master of Philosophy in Social Work from the University of Sydney or considered equivalent by the faculty.

Where the candidate is admitted under this subsection, the dissertation may NOT be solely on a review of literature.

Conditions of candidature

By the end of the first 12 months of full-time study (or the part time equivalent), students need to successfully complete the core and elective units of study and present and defend a research proposal at a DSW students' research colloquium.

This research proposal should extend the research proposal presented in the candidate's original application and should include a critical review of relevant literature and an outline of the student's proposed methodology.

It is recommended that the extended research proposal be 5000-6000 words. Candidature is confirmed once the extended research proposal has been approved by the student's thesis committee.

Program structure

Year 1

Students need to complete the following courses:

- **Core coursework:** 2 units of study (6 credit points each) one in research, and one in social practice or social policy.
- **Elective coursework:** 2 units of study (6 credit points each) in social work practice and/or social policy, plus two from a range of elective units from within the Faculty.

Year 2

Thesis and doctoral seminar.

Year 3

Continue with thesis and doctoral seminar.

Units of study

Course code	Course name	Type
SCWK6902	Social Research	core
SCWK6943	Practice: Theory Development	core
SCWK6908	Authorised Independent Study & Report	pathways

Course convenor

Dr Lesley Scanlon
 Phone: 9351 6380
 Room 431
 Email: lesley.scanlon@sydney.edu.au

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.

Students may apply for the PhD on satisfying specific criteria. Full-time candidature is two years whereas part-time candidates are allowed to take up to four years. MPhil students are required to complete a probationary year and to produce an extended research proposal

(recommended length 3000-4000 words) at the end of that year. Examination is by presentation of a thesis of an upper limit of 30,000 words.

Admission to the Master of Philosophy in Education

Applicants need to complete a research proposal (500–1000 words) addressing criteria specified by the faculty. They must also have one of the following qualifications:

- a Bachelor of Education (Honours) or Master of Teaching (Honours) or a graduate with Honours from another faculty within the University of Sydney in a subject within the area in which the applicant seeks to proceed, *or*
- a Master of Education (Pass) or Master of Education awarded with merit in an appropriate subject area, *or*
- a bachelor's degree and have completed units of study at the level deemed by the faculty to be equivalent to honours in an appropriate area of study, *or*
- hold qualifications considered by the faculty to be equivalent to those above.

Admission to the Master of Philosophy in Social Work

Applicants need to complete a research proposal (500–1000 words) addressing criteria specified by the faculty.

Applicants must also have been in full-time employment in social work for a minimum of one year, and have one of the following qualifications:

- a four-year Bachelor of Social Work or equivalent with 1st or 2nd class honours, *or*
- Bachelor of Social Work (without 1st or 2nd class honours), either produce evidence to the satisfaction of the faculty of having completed equivalent work or complete a period of probationary candidature, *or*
- a Master of Social Work with merit.

Conditions of candidature

Students in this degree are required to enrol in the unit of study EDPZ5003 Thesis Proposal (education students) or SCWK6902 Social Research (social work students), plus at least one research unit chosen from:

- EDPZ6001 Critical Research Literature Analysis
- EDPK5001 Qualitative Methods
- EDPK5002 Quantitative Methods
- EDPK6012 Qualitative Analysis
- EDPK6016 Advanced Statistical Analysis.

A person who has been awarded the degree of Master of Arts (Honours) in Education or Master of Education (Honours) may not apply to have the degree converted to the degree of Master of Philosophy in Education.

Master of Philosophy students are required to complete a probationary year and to produce an extended research proposal in the early part of their candidature. At the end of the first 12 months of full time study (or the part time equivalent) candidates must present an extended research proposal for approval by their thesis committee.

This research proposal should extend the research proposal the candidate presented on application and include a critical review of relevant literature and an outline of the student's proposed methodology. It is recommended that the research proposal be 3000-4000 words.

Candidature will be confirmed once the coursework has been satisfactorily completed and the extended research proposal approved by the student's thesis committee.

Units of study

Course code	Course name	Type
EDPZ5003	Thesis Proposal	core - Education
SCWK6902	Social Research Methods	core - Social Work
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPK6012	Qualitative Analysis	elective
EDPK6016	Advanced Statistical Analysis	elective

Course convenor

Dr Ruth Phillips
Phone: 9351 6899
Room 741
Email: ruth.phillips@sydney.usyd.edu.au

Master of Education (Research)

The aim of this program is to provide students with an advanced level research training experience in – and 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 MEd (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.

Admission requirements

All candidates are required to have achieved a grade point average of 70% in their final year of university study prior to admission into the Master of Education (Research) degree.

Candidates need to submit a research proposal (500–1000 words) addressing criteria specified by the faculty, and have one of the following qualifications:

- a Bachelor degree in an appropriate area of study and a Bachelor of Teaching/Master of Teaching degree or equivalent, *or*
- a Bachelor degree plus a one-year Diploma of Education in an appropriate area of study, *or*
- a four year Bachelor of Education degree or Bachelors degree deemed by the faculty to be equivalent and of a standard acceptable to the faculty.

Program structure

This degree has two study options:

- **Option A - thesis only** (maximum 25,000 words)
- **Option B - coursework** (2 units of study – 25%) plus thesis (20,000 words – 75%). In this option the student's supervisor will recommend the student to complete two units of study listed below. Students enrolled in Option B will complete the coursework component in their first semester of study.

Assessment

Thesis examination will be by two examiners, neither of who shall be the student's supervisor. One or both of these examiners may be from outside the University, but only one of these examiners may be internal to the University.

All coursework must be completed in the first semester of study. Assessment for Option B coursework component will be based on 5000-6000 words of written work as for all master level units of study taught by the faculty.

Units of study

Course code	Course name	Type
EDPJ5022	Research Methods in Language Learning	
EDPK5001	Qualitative Research	
EDPK5002	Quantitative Methods	
EDPK5003	Developing a Research Project	
EDPK5013	Quantitative Analysis	
EDPK6016	Advanced Statistical Analysis	
EDPC5012	Evaluating ICT based Learning Innovation	
EDPC5003	Teaching, Learning & the Internet	

Course convenor

Dr Ruth Phillips
 Phone: 9351 6899
 Room: 741
 Email: ruth.phillips@sydney.edu.au

Research programs

Thesis examination process for research degrees

Candidates shall inform the Division of Doctoral Studies of intention to submit three (3) months prior to lodgment of thesis and by the final date of completion of candidature.

This allows enough time to request potential examiners and also to invite examiners to mark the thesis. Ask for a 'Notification to Submit' form from the Division of Doctoral Studies.

The candidate shall lodge four (4) copies for PhD, EdD and DSW and three (3) copies for the MPhil and MEd (Research) of the thesis, typewritten and bound incorporating an electronic abstract of the thesis, usually a single page summary of about 300 words.

When the thesis is finally handed in to the Division of Doctoral Studies, it is then mailed immediately to the examiners. Each examiner is allowed at least two months to mark the thesis. When the examination is completed and all the reports have been returned to the Division of Doctoral Studies, these are processed for a recommendation in awarding the degree.

There are five 'typical' recommendations:

- a) award of the degree without further conditions
- b) award the degree subject to minor corrections
- c) award the degree subject to emendations
- d) revise and resubmit the thesis for re-examination
- e) Not be awarded.

Most theses come under the b) and c) categories.

Recommendation is sent to the Division of Doctoral Studies Committee of the faculty where the final decision regarding the award is made. In some cases, however, the reports are sent to the University's PhD Award Sub-Committee for a decision. Once a decision has been reached, however, the candidate is informed as soon as possible.

The whole examination process takes some time. The University allows six months from the date of submission to the date the candidate is informed of the result before the faculty is required to provide an explanation as to why the result is late.

Delays can occur in all parts of the procedure. However, the faculty is aware that the examination period is a difficult time for candidates and it tries to make sure the process takes no longer than is necessary.

Course outlines – Education

The faculty offers the following courses:

Course	Units
Master of Education (MEd)	8
Master of Learning Science and Technology (MLS&T)	8
Graduate Diploma in Educational Studies (GradDipEdStud)	6
Graduate Diploma in Learning Science and Technology (GradDipLS&T)	6
Graduate Certificate in Educational Studies (GradCertEdStud)	4
Graduate Certificate in TEFL (GradCertTEFL)	4
Graduate Certificate in Learning Science and Technology (GradCertLS&T)	4

The units of study have been grouped together on the basis of a common theme into a number of programs, (eg Educational Psychology or Educational Management and Leadership). You will need to consider where your interests lie as your choice of program will affect the selection of units and the pattern of your candidature.

There are certain guidelines that candidates should follow to make sure that they will qualify for the award of the degree: consideration has to be given to the combination of core and optional units of study. Core units are the compulsory units that must be completed within the program. They provide the basic knowledge that a candidate will need when undertaking the other units in the program.

Candidates should aim to do at least one core unit in the program of their choice in the first semester of their enrolment. Some programs have two or more core units and require all to be completed in a designated master's degree. The elective units of study enhance the work of the core units and offer candidates choices to specialise within their program area. The Special Project units of study and the Dissertation are regarded as capstone experiences.

If you have any questions regarding the selection of appropriate units or how your candidature is to progress, please do not hesitate to contact the appropriate program convenor or the Postgraduate Coursework Coordinator.

Please note that not all the units listed in the tables are offered every year. For units of study offered in the semester you will be commencing your studies, please refer to timetable presented to you on enrolment day.

Master of Education degree (coursework)

The Master of Education (MEd) is a program for leaders and future leaders in education in a dynamic climate or educational change and innovation. The MEd is intended for trained teachers or those who wish to better understand educational theory and research.

Entry requirements

Applicants need to apply in writing to the faculty for admission to candidature.

An applicant must hold one of the following qualifications:

- a Bachelor of Education from the University of Sydney or equivalent institution, *or*
- be a graduate of the University of Sydney who also holds the Diploma in Education or the Bachelor of Teaching or the Master of Teaching from the University of Sydney, or equivalent, *or*
- be a graduate of the University of Sydney who has completed postgraduate studies or gained professional experience equivalent to one year, in a field considered by the faculty to be appropriate to the program of studies in which the student intends to enrol, *or*
- hold qualifications or fulfill such other criteria considered by the Faculty of Education to be equivalent to those stated above and at a standard acceptable to the faculty
- for entry into the TESOL designation, an applicant must also have a second or foreign language teaching qualification or at least one year's full time second or foreign language-teaching experience at a school, college or university level.

To be awarded the Master of Education degree, you need to successfully complete 8 units of study (48 credit points). The faculty offers two forms of this degree, with or without a designation.

1) Graduate with a designated degree

Students concentrate their studies in one of the designated areas within the Master of Education program and graduate with a degree that indicates their area of specialisation, eg Master of Education (Special Education).

To complete a designated MEd you need to take a minimum of 5 units (30 credit points) from within one specialisation; this includes required number of core and elective units and the balance from within the master's course.

The designations for the Master of Education are:

- Coach Education
- Educational Management and Leadership
- Educational Psychology
- Health Professional Education
- International Education
- Research Methodology
- Special Education
- TESOL

2) Graduate with a general Master of Education degree

This approach is best suited to those students you have a broad range of interests. To complete this form of degree, you still need to choose one area of interest and take at least three units (18 credit points) including a minimum of two core units from that specialisation. The five remaining units (30 credit points) may be chosen from any other designation within the Master of Education program.

3) Undertaking a Special Project or Dissertation as Capstone Experience

Candidates can also fulfill the requirements of the MEd award by undertaking and successfully completing a Special Project or a Dissertation with an upper limit of 12,000 words.



Graduate Diploma in Educational Studies

To qualify for a graduate diploma, candidates must successfully complete six units (36 credit points).

Students need to complete the required number of core units and elective units from the selected designation, and the remaining units may be chosen from any other designation within the Master of Education program. A part-time candidate may choose to complete the requirements in three semesters by undertaking two units per semester or further extend their candidature over three years by completing one unit per semester.

The Graduate Diploma in Educational Studies is designated in that it carries the name of your chosen specialisation, eg Graduate Diploma in Educational Studies (Special Education).

1) For a designated degree

- Coach Education
- Educational Management and Leadership
- Educational Psychology
- Health Professional Education
- International Education
- Research Methodology
- Special Education
- TESOL

The Graduate Diploma is articulated with the Master of Education degree. That is, if you have completed the Graduate Diploma and did not take out the award, you may enrol in the Master of Education and receive full credit for the completed units (but only within six years of finishing the Diploma).

It is also possible to maintain the same designation by completing a further two units of study and ascertaining that the required core and elective units for that specialisation are completed.

You have the option to graduate with a designated or general degree.

2) For a general degree

You are required to choose 2 units of study (12 credit points) from one designation and 4 units (24 credit points) may be taken from any designations within the Master of Education program. Remember, however, that the usual requirements regarding course selection apply.

Graduate Certificate in Educational Studies

The graduate certificate with a specialisation requires candidates to complete four units (24 credit points). Completion of the required core and elective units of study for that designation is required.

The Graduate Certificate can be articulated with the Graduate Diploma and Master of Education. The four units will be fully credited to either candidature as long as enrolment takes place within six years of completing the graduate certificate and the student has not taken out the award.

The designated areas/streams available for a Graduate Certificate in Educational Studies are:

- Coach Education
- Educational Management and Leadership
- Educational Psychology
- Higher Education
- Health Professional Education
- International Education
- Research Methodology
- Special Education
- TESOL

Coach Education

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 with confidence relevant knowledge, skills and behaviours to others in indoor and outdoor settings, 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 optimize 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.

Units of study

Course code	Course name	Type
EDPN5013	Teaching Skills for Coaches	core
EDPN5014	Coaching Effectiveness: Evaluation	core
EDPN5015	Sport and Technology	core
EDPN5016	Planning Coach Programs	core
EDPN6014	Contemporary Issues in Coaching	core
EDPN6015	Elite Athlete Development	core
EDPN6017	Applying Sport Science to Coaching	elective
EDPZ5010	Individual Professional Learning Portfolio	elective
EDPZ6010	Professional Learning Leadership Portfolio	elective
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 3 core and 1 elective unit of study

Graduate Diploma: Complete 6 units of study: 4 core and 2 elective units of study

Master of Education: Complete 8 units of study: 4 core; 3 elective and 1 unit chosen from any postgraduate program offered by the faculty

Course convenor

Dr Donna O'Connor

Phone: 9351 6343
 Room: 334
 Email: donna.o'connor@sydney.edu.au

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.

Units of study

Course code	Course name	Type
EDPA5001	Organisational Theory, Management & Admin	core
EDPA5011	Organisational Culture and Change	core
EDPA5013	Evaluation of Educational Training Programs	core
EDPA6015	Management and Leadership	core
EDPA6016	Organisations as Learning Communities	elective
EDPA6017	School Based Management & Effectiveness	elective
EDPA6018	Social Policy Process	elective
EDPB5002	Globalisation and Education (online)	elective
EDPC5003	Teaching, Learning and the Internet (online)	elective
EDPF5001	Contemporary Issues in Teaching	elective
EDPF5015	Mentoring and Teacher Induction	elective
EDPF6014	Issues in Teacher Education	elective
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPK5003	Developing a Research Project	elective
EDPZ5010	Individual Profession Learning Portfolio	elective
EDPZ6010	Professional Leadership Portfolio	elective
EDPZ6724	Dissertation Part 1	capstone
EDPZ6725	Dissertation Part 2	capstone
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone
EDPZ6720	Dissertation	capstone

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 3 core and 1 elective unit of study.

Graduate Diploma: Complete 6 units of study: 3 core and 3 elective units of study.

Master of Education: Complete 8 units of study: 3 core, 3 elective and 2 other units from any postgraduate program offered by the Faculty Education and Social Work.

Course convenor

Dr Kevin Laws
 Phone: 9351 6396
 Room: 332
 Email: kevin.laws@sydney.edu.au

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.

Units of study

Course codes	Course name	Type
EDPE5001	Learning, Knowing and Thinking	core
EDPE5002	Human Development in Context	core
EDPE5011	Motivation for Learning	core
EDPE6013	Learning and Teaching Thinking Skills	core
EDPE6011	Learning and Individual Differences	elective
EDPE6016	Adult Learning and Development	elective
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
EDPZ5010	Individual Professional Learning Portfolio	elective
EDPZ6010	Prof Learning Leadership Portfolio	elective
EDPZ6724	Dissertation Part 1	capstone
EDPZ6725	Dissertation Part 2	capstone
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone

Requirements for the degree

Graduate Certificate: Complete 4 core units of study.

Graduate Diploma: Complete 6 units of study: 4 core and 2 elective units.

Master of Education: Complete 8 units of study: 4 core, 2 elective and 2 units from any postgraduate program offered by the faculty.

Course convenor

Associate Professor Richard Walker
Phone 9351 6274
Room: 523
Email: richard.walker@sydney.edu.au

Higher Education

The Higher Education Units of Study are offered in conjunction with the Institute of Teaching and Learning. Details of these units can be found at: www.itl.usyd.edu.au/programs/gradstudies.htm.

Entry requirements

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

Note: as one of the first semester units of the graduate certificate includes a three-day program run prior to the start of the semester, it is not possible to enrol in this unit after the semester commences.

This three-day program is offered three to four times a year and intending participants are advised to contact the ITL early, regarding actual dates and times. See: www.itl.usyd.edu.au/programs/3day.

Course commencement and timetable

See the general introduction to the coursework program. The coursework timetable is published prior to the start of each semester on the ITL website: www.itl.usyd.edu.au/programs/gradstudies.htm.

Applying for admission

See general introduction to the coursework program. Intending applicants are strongly advised to contact the ITL as early as possible to discuss their enrolment. Places in the Graduate Certificate are limited and applicants must have completed the three-day program prior to the commencement of their studies.

Enrolment for the three-day program is through the ITL website: www.itl.usyd.edu.au/programs/3day/dates.htm.

The Faculty of Education and Social Work handles all other enrolment processes.

Fees

See 'General Introduction to the coursework program'. University of Sydney staff should see the ITL website for special arrangements regarding the Graduate Certificate.

For more information contact:

Phone: +61 2 9351 3725

Fax: +61 2 9351 4331

Email: itl@sydney.edu.au

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.

There are opportunities in some units of study to pursue individual professional development outcomes.

Units of study

Course code	Course name	Type
EDPR5001	University Teaching and Learning	core
EDPR5002	Reflection & Practice in University Teaching and Learning	core
EDPR5003	University Teaching Portfolios	core
EDPR5011	Scholarship of University Teaching and Learning	core

Requirements for the degree

Graduate Certificate: Complete 4 core units of study.

Course convenor

Associate Professor Simon Barrie
Phone: 9351 5814
Location: Institute of Teaching & Learning
Room 394, Carslaw Building, FO7
Email: simon.barrie@sydney.edu.au

International Education

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

Units of study

Course code	Course name	Type
EDPB5002	Globalisation and Education	core
EDPB5014	Intercultural Education: Principles and Strategies	core
EDPB6013	Internationalisation of Education	core
EDPB5016	Global Poverty, Social Policy and Education	elective
EDPB5017	International Policy Trends in Education	elective
EDPB5018	Investigating International Education	elective
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 3 core units plus 1 elective unit.

Graduate Diploma: Complete 6 units of study: 3 core units and 3 elective units.

Master of Education: Complete 8 units: 3 core, 3 elective units and 2 units from any postgraduate program offered by the faculty.

Course convenor

Professor Anthony Welch

Phone: 9351 2791
 Room: 542
 Email: anthony.welch@sydney.edu.au

Research Methodology

Units of Study

Course code	Course name	Type
EDPK5001	Qualitative Research	core
EDPK5002	Quantitative Methods	core
EDPK5003	Developing a Research Project	core
EDPK5013	Quantitative Analysis	core
EDPB5018	Investigating International Education	elective
EDPK6001	Adv Qualitative Research Methods	elective
EDPK6012	Qualitative Analysis	elective
EDPK6016	Advanced Statistical Analysis	elective
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone
EDPZ6724	Dissertation Part 1	capstone
EDPZ6725	Dissertation Part 2	capstone

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 4 core units.

Graduate Diploma: Complete 6 units of study: 4 core units and 2 elective units.

Master of Education: Complete 8 units: 4 core, 2 elective units and 2 units from any postgraduate program offered by the faculty.

Course convenor

Dr Rachel Wilson
 Phone: 9351 6390
 Room: 526
 Email rachel.wilson@sydney.edu.au

Special Education

Outcomes

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

- demonstrate an in depth knowledge of the research in at least one substantive area of special education
- demonstrate a familiarity with the 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 adaption, 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.

Units of study

Course code	Course name	Type
EDPD5001	Students with Special Educational Needs	core
EDPD5011	Integration Process	core
EDPD5002	Principles of Workplace Training	elective

Course code	Course name	Type
EDPD5003	Principles of Open Employment	elective
EDPD5004	Understanding Challenging Behaviour	elective
EDPD5005	Early Language Learning Issues	elective
EDPD5012	Preventing Disruptive Behaviour	elective
EDPD5014	Teaching Learning Difficulties - Basics	elective
EDPD5015	Meeting Special Educational Needs Through Curriculum	elective
EDPD5017	Gifted Talented: Psych & Develop Perspec	elective
EDPD5018	Gifted & Talented: Ed Models & Practice	elective
EDPD6001	Researching Open Employment	elective
EDPD6015	The Consultative Process	elective
EDPD6016	Students with High Support Needst	elective
EDPD6018	Screening and Assessment in Special Education Advanced	elective
EDPZ6720	Dissertation (12 credit points)	capstone
EDPZ6724	Dissertation Part 1 (6 credit points)	capstone
EDPZ6725	Dissertation Part 2 (6 credit points)	capstone
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 1 core unit and 3 elective units.

Graduate Diploma: Complete 6 units of study: 2 core units and 4 elective units.

Master of Education: Complete 8 units of study: 2 core units; 4 elective units and 2 units from a postgraduate program offered by the faculty.

Please note: you must undertake all 8 units from within the Special Education program in order for this degree to be recognised as a qualification to teach special education.

Course convenor

Associate Professor David Evans
 Phone: 9351 8463
 Room: 536
 Email: david.evans@sydney.edu.au

TESOL

Units of study

Course code	Course name	Type
EDPG5001	Language as Social Practice	core
EDPJ5021	Developments in English Language Teaching	core
EDPJ5002	Second Language Acquisition	code
EDPJ5013	Methodology and Language Teaching	core
EDPJ5016	Grammar and Language Classroom	core
EDPJ5020	Literacy and Language Teaching	core

Course code	Course name	Type
EDPJ5001	Intercultural Language Education	elective
EDPG6014	New Literacies	elective
EDPJ5018	English for Specific Purposes	elective
EDPJ5022	Research Methods in Language Learning	elective
EDPJ5023	Teacher Professional Development for EFL	elective
EDPJ5024	English in Academic Settings	elective
EDPJ5025	Bilingual Education	elective
EDPZ6720	Dissertation (12 credit points)	capstone
EDPZ6724	Dissertation Part 1 (6 credit points)	capstone
EDPZ6725	Dissertation Part 2 (6 credit points)	capstone
EDPZ6730	Special Project 1	capstone
EDPZ6731	Special Project 2	capstone

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 2 core units and 2 elective units.

Graduate Diploma: Complete 6 units of study: 4 core units and 2 elective units OR 2 core units and 4 elective units.

Master of Education: Complete 8 units of study: 4 core units; 2 elective units, and 2 other postgraduate units offered by the faculty.

Course convenor

Dr Marie Stevenson
 Phone: 9351 3684
 Room: 814
 Email: marie.stevenson@sydney.edu.au

Health Professional Education

The Health Professional Education designation is a recent addition to the Master of Education program. This program will commence in 2011 and will be delivered collaboratively by staff in the Faculty of Education and Social Work, Faculty of Health Science, Sydney Nursing School and Sydney Medical School.

This designation aims to equip those who have educational responsibility in the health professions, with knowledge, skills and attitudes relevant to undergraduate, postgraduate and continuing education.

Outcomes

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

- design and implement contemporary and innovative educational practices informed by educational pedagogy
- critically evaluate existing educational practices and identify opportunities for change
- critically engage with scholarly debate about educational pedagogy and practice in health professional education and associate implications and effects

Units of study

Course code	Course name	Type
MDED5002	Scholarship of Teaching	core
MDED5008	Assessment	core
BACH5085	Clinical Teaching and Supervision	core
BACH5042	Teaching Clinical Reasoning	core

Course code	Course name	Type
NURS5091	Simulation-Based Learning in Health	core

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 4 core units from the table above.

Graduate Diploma: Complete 6 units of study: 5 core units from the table above and 1 elective unit from the Master of Education program.

Master of Education: Complete 8 units of study: 5 core units; 3 elective units, from the Master of Education program.

Course Convenor

Ms Victoria Neville
 Phone: 9351 9118
 Location/Room: Cumberland Campus, Health Science, C42 Building G, Room G201A
 Email: victoria.neville@sydney.edu.au

Graduate Certificate in Teaching English as a Foreign Language (TEFL)

The Graduate Certificate TEFL program is intended for overseas teachers of English who wish to take a short intensive professional development course, or who may be thinking of undertaking master's level study later on. Australian citizens who are eligible may enrol; but they must be aware that the Graduate Certificate in TEFL is not a recognised teaching qualification in Australia. It is, however, an effective way of developing basic teaching and academic skills.

The program is taught full-time in the daytime over one semester with one intake in March. There is no provision for part-time study.

Entry requirements

Applicants need to apply in writing to the faculty for admission to candidature.

An applicant must hold one of the following qualifications:

- a graduate from the University of Sydney, or equivalent institution with equivalent qualifications; or
- other academic and teaching qualifications acceptable to the faculty for the purposes of the certificate; and
- have at least one year full time teaching experience which the faculty considers satisfactory; and
- have satisfied the faculty, by means of such tests as it may require, of the candidate's competence in written and spoken English.

Outcomes

The program is intended primarily to enhance the teaching skills of international teachers of English and to prepare them at the same time to become candidates for the MEd (TESOL) or other designated MEd degree. It is intended that the program of study will provide:

- practice in teaching using English as the primary language of communication
- development of the ability to select, devise and use appropriate teaching tasks and materials
- confidence in their ability to teach in English
- practice in developing English listening and reading, spoken and written skills in academic contexts.

Units of study

Course code	Course name	Type
EDPZ5822	Language Skills for English Teachers	core
EDPZ5823	The Systems of English	core

Course code	Course name	Type
EDPZ5824	Practice of English Language Teaching	core
EDPZ5825	Principles of English Language Teaching	core

Requirements for the degree

Graduate Certificate: Complete 4 core units of study.

Course convenor

Dr Marie Stevenson
 Phone: 9351 3684
 Room: 814
 Email: marie.stevenson@sydney.edu.au

Graduate Certificate/Graduate Diploma/Master of Learning Science and Technology

The Master of Learning Science and Technology (MLS&T) is an innovative degree 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. As such, the MLS&T is available in two streams.

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.

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.

Entry requirements

- A Bachelor degree in Education, Information Technology, Computer Science and Technology, Arts (Informatics) or Psychology, or equivalent, or
- a graduate from University of Sydney or equivalent, who has completed postgraduate studies, or gained professional experience considered by the faculty to be equivalent to one year full time in a field judged by the faculty to be appropriate to the program of studies in which the candidate intends to enrol, or
- a graduate with qualifications considered by the faculty to be equivalent to those specified above and at a standard acceptable to the faculty.

Units of study

Course code	Course name	Type
Units for the Research Stream		
EDPC5021	Introduction to the Learning Sciences	core
EDPC5022	Educational Design Methodologies	core
EDPC5023	Innovative Practice & Emerging ICT	core

Course code	Course name	Type
EDPC5024	Learning & Change, a Systems View	core
EDPC5025	Learning Technology Research Frontiers	compulsory
<i>Please choose from one of these</i>		
EDPC5012	Evaluating ICT-based Learning Innovation OR	
EDPK5003	Developing a Research Project	
<i>Please choose from below</i>		
EDPZ6720	Dissertation (12 credit points) OR	capstone
EDPZ6724	Dissertation Part 1 (6 credit points) AND	capstone
EDPZ6725	Dissertation Part 2 (6 credit points)	capstone
Units for the Professional Stream		
EDPC5021	Introduction to the Learning Sciences	core
EDPC5022	Educational Design Methodologies	core
EDPC5023	Innovative Practice & Emerging ICT	core
EDPC5024	Learning & Change, a Systems View	core
EDPC5012	Evaluating ICT-based Learning Innovation	compulsory
EDPZ6730	Special Project 1	compulsory capstone
EDPZ6731	Special Project 2	compulsory capstone
<i>Please choose one unit of study from the list below</i>		
EDPC5003	Teaching, Learning and the Internet	elective
EDPE5001	Learning, Knowing and Thinking	elective
EDPE6013	Learning and Teaching Thinking Skills	elective
EDPE6016	Adult Learning and Development	elective
EDPZ5010	Individual Profession Learning Portfolio	elective
EDPZ6010	Professional Learning Leadership Portfolio	elective

Requirements for the degree

Graduate Certificate: Complete 4 core units of study

Graduate Diploma: Complete 6 units of study: 4 core units and 2 elective units

Master's: Complete 8 units of study

Research Stream: 4 core and 4 others units as indicated above

Professional Stream: 4 core and 4 other units as indicated above

Course convenor

Dr Chun Hu
 Phone: 9351 6339
 Room: 247
 Email: chun.hu@sydney.edu.au

Course outlines – Social Work and Policy Studies

This chapter contains information about the following degree courses:

- Master of Policy Studies, Graduate Diploma and Graduate Certificate in Policy Studies
- Master of Social Work and Graduate Diploma in Social Work
- Graduate Certificate in Human and Community Service

Master of Policy Studies, Graduate Diploma and Graduate Certificate in 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 will also be 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.

Entry requirements

- A candidate who holds a four-year Bachelor of Social Work, or equivalent, recognised by the Australian Association of Social Workers, *or*
- a Bachelor of Education from the University of Sydney, *or*
- a Bachelor degree in any relevant discipline and have submitted evidence to the Faculty of relevant work experience, normally of at least three (3) years duration, in the human services field.

Units of study

Course code	Course name	Type
EDPA6018	Social Policy Process	core
SCWK6948	Social Policy Frameworks	core
SCWK6949	Global Social Policy	core
EDPA5001	Organisational Theory, Management and Administration	elective
EDPA5011	Organisational Culture and Change	elective
EDPA5013	Evaluation of Educational Training Programs	elective
EDPA6016	Organisations as Learning Communities	elective
EDPB5002	Globalisation and Education	elective
EDPK5001	Qualitative Methods	elective
EDPK5002	Quantitative Methods	elective
SCWK6908	Authorised Independent Study and Report	elective
EDPZ6724	Dissertation Part 1	capstone
EDPZ6725	Dissertation Part 2	capstone
EDPZ6720	Dissertation	capstone
EDPZ6730	Special Project 1	capstone

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.

Course code	Course name	Type
Faculty of Arts/School of Sociology and Social Policy		
SCLG6901	Citizenship Rights and Social Movements	elective
Faculty of Economics and Business School of Government and International Relations		
GOVT6117	International Politics of Human Rights	elective
GOVT6316	Policy Making, Power & Politics	elective
GOVT6313	Leadership in Theory and Practice	elective
Faculty of Health Science		
BACH5011	Survey Research Methods	elective
BACH5036	Community Aged Care	elective

Requirements for the degree

Graduate Certificate: Complete 4 units of study: 2 core units and 2 elective units.

Graduate Diploma: Complete 6 units of study: 2 core; 3 elective units and 1 elective unit from within this program, plus 1 approved elective from another faculty.

Master of Policy Studies: Complete 8 units of study: 2 core, 4 elective units from within this program and 2 other elective units from this program or approved units from other faculties.

Course convenor

Dr Margot Rawsthorne

Phone: 9036 9313

Room: 728

Email: margot.rawsthorne@sydney.edu.au



Master of Social Work and Graduate Diploma in 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.

Entry requirements

An applicant for admission to candidature shall hold:

- a Bachelor of Social Work degree or equivalent recognised by the Australian Association of Social Workers, *and*
- have been in full time employment (or equivalent) in Social Work for a minimum of one year.

Units of study

Course code	Course name	Type
SCWK6902	Social Research	core
SCWK6943	Practice: Theory Development	core
SCWK6908	Authorised Independent Study and Report	elective
SCWK6914	Group Work	elective
SCWK6917	Practice Development	elective
SCWK6918	Debates in Human Services Management	elective
SCWK6920	Mental Health Practice Standards	elective
SCWK6927	Professional Practice Supervision	elective
SCWK6944	Death, Dying and Mourning	elective
SCWK6948	Social Policy Frameworks	elective
SCWK6949	Global Social Policy	elective
EDPZ6730	Special Project 1	capstone
EDPZ6724	Dissertation Part 1	capstone
EDPZ6725	Dissertation Part 2	capstone
EDPZ6720	Dissertation	capstone

Requirements for the degree

Graduate Diploma: Complete 6 units of study: 2 core and 4 elective units.

Master of Social Work: Complete 8 units of study: 2 core units and 6 elective units.

Course convenor

Ms Denise Lynch
 Phone: 9351 3410
 Room: 731
 Email: denise.lynch@sydney.edu.au

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.

Entry requirements

An applicant for admission to candidature shall hold:

- a Bachelor's degree or equivalent from the University of Sydney or any other institution approved by the Faculty.

Units of study

Course code	Course name	Type
SCWK6943	Practice: Theory Development	core
SCWK6902	Social Research	elective
SCWK6914	Group Work	elective
SCWK6918	Debates in Human Services Management	elective
SCWK6920	Mental Health Practice Standards	elective
SCWK6943	Practice: Theory Development	elective
SCWK6944	Death, Dying and Mourning	elective
SCWK6948	Social Policy Frameworks	elective
SCWK6949	Global Social Policy	elective
SCWK6908	Authorised Independent Study and Report	elective

Requirements for the degree

Complete 4 units of study: 1 core unit and 3 elective units.

Course convenor

Ms Denise Lynch
 Phone: 9351 3410
 Room: 731
 Email: denise.lynch@sydney.edu.au

Units of study listings

Education units of study

EDPA5001

Organisational Theory, Management & Admin

Credit points: 6 **Teacher/Coordinator:** Dr Kevin Laws **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x1000wd review (30%) and 1x1300wd essay (70%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

We all have experience of organisations through our work and life and yet few of us have taken the time to think about how we might understand organisations better. Organisation theories provide us with different lenses through which we can understand organisation. 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.

EDPA5011

Organisational Culture and Change

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd essay (40%) and 1x3000wd essay (60%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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.

EDPA5013

Evaluation of Educational Programs

Credit points: 6 **Teacher/Coordinator:** Dr Kevin Laws **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x program logic model (30%) and 1x evaluation report (70%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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. 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 the major forms of program evaluation.

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:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x1500wd essay (40%) and 1x3500wd critical review of literature (60%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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.

EDPA6016

Organisations as Learning Communities

Credit points: 6 **Teacher/Coordinator:** Dr Kevin Laws **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1xhr seminar/week and 1hr on-line/week **Assessment:** 1x1500wd review (35%) and 1x3000wd essay (65%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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. 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.

EDPA6017

School Based Management & Effectiveness

Credit points: 6 **Teacher/Coordinator:** Dr George Odhiambo **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x1500wd assignment (35%) and 1x3500 assignment (65%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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.

EDPA6018

Social Policy Process

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evenings **Assessment:** class attendance and participation, including discussion and mini-presentations (15%); presentation (35%) and essay (50%)

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, Dr Nigel Bagnall **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%)

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:** Dr Nigel Bagnall **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%)

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.

EDPB5016

Global Poverty, Social Policy and Ed

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch/Dr Nigel Bagnall **Session:** Semester 1, 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%)

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:** Dr Nigel Bagnall **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%)

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 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%)

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.

EDPB6013

Internationalisation of Education

Credit points: 6 **Teacher/Coordinator:** Professor Anthony Welch **Session:** S1 Late Int, S2 Late Int, 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%).

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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.

EDPC5003

Teaching, Learning and the Internet

Credit points: 6 **Teacher/Coordinator:** Dr Chun Hu **Session:** Semester 1 **Classes:** online after the first meeting **Assessment:** 1x3000wd research project (50%) and on-line activities (50%)

This unit looks at how the current and emerging needs of learners are being met, or fail to be met, by the learning activities supported by internet technologies. Students are involved in practical activities using a variety of internet technologies, including web 2.0, online multimedia, textual virtual reality, and collaborative research tools. In addition students are introduced to theoretical models of learning as they are represented in popular approaches to learning on the internet. In this unit students will also examine the changing roles of teachers and learners as education becomes increasingly available online. Students are required to have adequate internet access.

EDPC5012

Evaluating ICT-based Learning Innovation

Credit points: 6 **Teacher/Coordinator:** Professor Peter Goodyear, Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week evenings **Assessment:** 2x1500wd short assignment (2x25%) and 1x3000wd final paper (50%)

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.

EDPC5021

Introduction to the 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%)

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

Educational Design Methodologies

Credit points: 6 **Teacher/Coordinator:** Professor Peter Goodyear **Session:** Semester 1 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignments (2x25%) and 1x3000wd final paper (50%)

This core unit of study seeks to provide students with solid background in research, theory and design methods necessary to enable informed and effective decision-making about which instructional methods to use, under what conditions, and in various educational and professional settings. Students will also gain practical experience with a number of educational design methods, use various design support tools and apply design methods to their own professional setting, as they engage in a number of authentic case studies. The unit looks at contemporary instructional design theories, models for educational media design, the psychology of design, individual and collaborative problem solving, research on advanced tools for educational media design and methods of interaction design.

EDPC5023

Innovative Practice & Emerging ICT

Credit points: 6 **Teacher/Coordinator:** Professor Michael Jacobson **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 1x1500wd short paper (25%) and 1x1500wd written assignment (25%) and 1x3000wd report (35%) and presentation on report (15%)

This core unit will examine how recent technological changes interact with the practices of teaching, learning and communication in a variety of settings, including schools and commercial organisations. We will also seek to anticipate future changes and predict how they will affect, and be adapted by, teaching and learning practices, with the aid of systematic analysis methods for technology assessment and forecasting. Topics include: the fusion of computer and communication technologies, resulting in opportunities for mobile learning; the emergence of semantic web technologies, resulting in new educational web services; synergies between knowledge management and e-learning; and trends in language and voice technology. Our complementary analysis of educational practices will concentrate on (a) the work of individual teacher/trainers in integrating ICT into their activities, (b) organisational strategies for managing the appropriate use of new technology.

EDPC5024

Learning & Change, a Systems View

Credit points: 6 **Teacher/Coordinator:** Dr Lina Markauskaite **Session:** Semester 2 **Classes:** 1x2hr seminar/week - evening **Assessment:** 2x1500wd short assignment (2x25%) and presentation and 1x3000 group project (50%)

In this core unit we will use 'systems inquiry' as a conceptual framework to describe 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, and become more critical about fashion-driven management approaches that lack a robust research basis. Students will gain hands-on practical 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 literature review (50%) and 1x3000wd final paper (50%)

This unit is designed for students in the later phase of their studies, who need specialised knowledge regarding new research and technical developments, as well as an understanding of advanced research methods, appropriate to the fields of learning technologies. Students will look at recent theoretical developments, advanced research methods and current debates, as well as gain experience framing and refining research questions and analysing complex data sources. Students will get the opportunity to assess the merits of the various approaches discussed, in terms of their own research project. The unit will involve intensive discussion and the participation of invited external experts.

EDPD5001

Students with Special Educational Needs

Credit points: 6 **Teacher/Coordinator:** Dr Ilektra Spandagou **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x article summary (20%) and 1x critique (30%) and 1x major paper (50%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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, documents and handbooks. Through the study and discussion of theory and research related to such disabilities and issues, students will be guided more explicitly to an understanding and critical evaluation of research literature in these fields, focusing particularly upon the cognitive, effective, 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.

EDPD5002

Principles of Workplace Training

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 2x scenario critique (2x25%) and 1x fieldwork and review (50%)

Note: Department permission required for enrolment.

The aim of this unit is to provide participants the skills and knowledge for developing an intervention that assists a client with an intellectual disability gain access to employment. Building on a theoretical base, and reviews of the literature, participants will engage in a range of tasks that require them to demonstrate a critical and reflective understanding of the planning process. Topics covered include assessment, shaping and scaffolding behaviour, and ongoing monitoring of progress of clients.

EDPD5003

Principles of Open Employment

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x scenario critique (25%) and 1x policy critique (25%) and 1x fieldwork and review (50%)

Note: Department permission required for enrolment.

This unit examines the supporting research, legislation and policies that underpin the principles of open employment for persons with disabilities. Participants will critically analyse research and legislation relating to open employment. Students will report in writing and verbally on a task of placing a client that demonstrates their understanding of the principles of open employment.

EDPD5004

Understanding Challenging Behaviour

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans **Session:** Semester 2, Winter Main **Classes:** 1x2hr seminar/week **Assessment:** 1x behavioural support statement and reflection (20%) and 5x in-class tasks (5x6%) and 1x behaviour support plan (30%) and 1x professional development workshop (20%)

Note: Department permission required for enrolment.

This unit addresses research and practice in managing appropriate social behaviour for persons with disabilities. A focus will be on pro-social approaches to managing behaviour, and strategies for managing challenging behaviours in a range of settings. Problem-based learning sessions will require participants to link research to practice.

EDPD5005

Early Language Learning Issues

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x2hr seminar/week
Assessment: 1x poster presentation (20%) and 1x critical review of literature (40%) and 1x design project (40%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

Language learning in the first five years is a critical base for all future communicative, social, cognitive and academic functioning in humans. This unit examines the range of evidence and issues in this critical area of human learning, with a particular focus on the factors influencing language learning, both positive and negative. Key theories, research and skills in language assessment and interventions are introduced and critically evaluated. The implications of knowledge of initial language learning for older individuals with continuing communicative difficulties are also considered.

Textbooks

Bernstein, D.K., & Tiegerman, E. (2002). *Language and Communication Disorders in Children* (5th Ed). New York: Merrill

EDPD5011

Integration Process

Credit points: 6 **Teacher/Coordinator:** Dr Ilektra Spandagou **Session:** S2 Late Int, Semester 2 **Classes:** 1x2 hr seminar/week **Assessment:** 1x film review and critique (25%) and 1x group project (25%) and 1 research project (50%)

Note: Department permission required for enrolment in the following sessions: S2 Late Int.

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.

EDPD5012

Preventing Disruptive Behaviour

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: S1 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x class presentation (20%) and 1x professional workshop (40%) and 1x behaviour management plan (40%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This unit is designed to investigate the techniques and procedures, developed from sound research, that teachers and community workers can use in order to prevent behaviour problems from arising as well as for the management of behaviour problems as they occur. A wide range of theories and principles will be discussed including the processes involved in a whole school commitment to the management of behaviour; collaboration and consultation; the effects of communication and teacher behaviour on discipline. Practices and programs designed for the management of behaviour will be analysed and critically evaluated.

EDPD5014

Teaching Learning Difficulties - Basics

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: S1 Late Int, Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x personal statement (10%) and 2x critical review (2x20%) and 2x research to practice project (2x25%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int.

This unit is intended to be an in-depth study of current theories, research and practice in the development of basic skills (language, literacy and numeracy), including a special emphasis on self-directed learning in students with disabilities, learning difficulties and behaviour disorders. An understanding and discussion of basic learning theories related to the basic skills, in regular education, are fundamental to these studies. The wide-ranging practices, controversial issues and perspectives offered in this field of study will be discussed. Practical, research and evaluation skills will be developed in relation to assessment, programming, and program development for students with difficulties in these basic skills areas, with special consideration given to the modes of service delivery operating in our educational systems.

EDPD5015

Meeting Spec Ed Needs Through Curriculum

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: S2 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x critical review (20%) and 1x group project (25%) and 3x design tasks (3x10%) and 1x integrated program (25%)

Note: Department permission required for enrolment in the following sessions: S2 Late Int.

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 modifying curricula to suit individual needs will be explored, together with the construction and use of alternative curricula for students with special needs in integrated, segregated and inclusive schooling situations.

EDPD5017

Gifted Talented: Psych & Develop Perspec

This unit of study is not available in 2011

Credit points: 6 **Teacher/Coordinator:** Assoc Prof David Evans **Session:** Summer Late **Classes:** block/intensive mode 4 days **Assessment:** paper/field report 2,000 word; tutorial presentation

There is a considerable body of theory and research pertaining to giftedness and talent and its development in individuals, and to psychological and development aspects of individuals identified as gifted and talented. Awareness of this material, and appreciation of the issues involved is necessary to provide a sophisticated understanding of constructs, policy, and practice in field, and assist graduates to informed decision-making in the field, and enhance their skills in facilitating the development of special abilities in others, and in working effectively with gifted and talented individuals in educational, home and other environments.

EDPD5018

Gifted & Talented: Ed Models & Practice

This unit of study is not available in 2011

Credit points: 6 **Teacher/Coordinator:** Assoc Prof David Evans **Session:** S1 Late Int, S2 Late Int, Winter Main **Classes:** block/intensive mode **Assessment:** paper/field report 2000 wd; tutorial presentation

This unit considers issues in the formulation and planning of curriculum for teaching gifted and talented students at all levels of the school system. The model analysed will provide direction for practical programming including modification of curriculum and content of

regular programs, and best instructional practice at the classroom level.

EDPD6001

Researching Open Employment

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x literature review (50%) and 1x portfolio (50%)

Note: Department permission required for enrolment.

This unit requires students to demonstrate their understanding of action research methodology in examining their own learning about open employment, and how they assist a client achieve set outcomes for gaining employment in the community. Project will be discussed as part of in-class problem-based learning sessions, with the final product presented verbally to the class, and in writing to class tutor.

EDPD6015

The Consultative Process

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: S2 Late Int, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x tutorial presentation (30%) and 1x reflective community (30%) and 1x report (40%)

Note: Department permission required for enrolment in the following sessions: S2 Late Int.

The role of special educators is becoming more involved in collaborative consultation, with special educators, regular educators, therapists, medical practitioners, parents and community workers needing to join forces to determine best practices and to evaluate the effectiveness of programs, in order to provide the best and most appropriate programs for people with special needs 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. This unit is designed to facilitate the development of the knowledge and skills required to take on this consultative role.

EDPD6016

Students with High Support Needs

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: S2 Late Int, Summer Main **Classes:** 1x2hr seminar/week **Assessment:** 1x film review and critique (30%) and 1x tutorial presentation (20%) and 1x article review (50%)

Note: Department permission required for enrolment in the following sessions: S2 Late Int.

This unit is designed to investigate evidenced-based education strategies that meet the needs of students with high support needs. Topics addressed will include assessment, progress monitoring, planning, communication, instructional strategies, behaviour management and evaluation. Students will be engaged with the literature to make links with classroom strategies, and in discussion with peers to justify and analyse the literature and evidence base.

EDPD6018

Screening & Assessment in Special Ed Adv

Credit points: 6 **Teacher/Coordinator:** Associate Professor David Evans
Session: Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x tutorial presentation (20%) and 1x assessment report (40%) and 1x design project (40%)

This unit of study is designed to facilitate the development of an understanding of the processes involved in such screening and assessment procedures and the skills required to use these in the development, implementation and evaluation of programs for students with special needs. Through a study, and evaluation of a variety of assessment procedures and instruments, the student will gain an understanding of and familiarity with the techniques used and the responsibilities of team members in the process of referral, placement, assess to support services, transition, and the design and monitoring of individual and group education plans.

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%)

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:** 1x1hr seminar presentation with 2000wd paper (40%) and 1x4000wd final paper (60%)

A core unit of study that critically examines models and theories from developmental psychology in the light of contemporary theory and research, drawing especially on the Dynamic Systems Approach. The aim is to understand the complexity of cognitive, emotional, social, moral and physical development. Seminars address these issues by focusing on the development of children in the context of family, school and community. The unit also considers the impact of history, culture, and social context on the development of children in Australia, as each individual child engages with the multiplicities of its experience of being in the world.

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%)

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.

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%)

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 social-motivational differences, learning styles, gender differences and differences between advantaged/disadvantaged groups to major components of programs designed to meet individual 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.

EDPE6013**Learning and Teaching Thinking Skills**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Richard Walker
Session: Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd seminar paper (50%) and 1x3000wd integrative review (50%)

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.

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%)

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, metacognition, and the nature of expertise. It considers contexts for adult learning, and concepts of self-directed and self-regulated learning.

EDPF5008**Action Research and Action Learning**

Credit points: 6 **Teacher/Coordinator:** Dr Ann Cheryl Armstrong **Session:** S1 Late Int, S2 Late Int **Classes:** Block mode, 6 Saturdays 9.30 am to 1:30 pm
Assessment: 1x2000wd report of research study (30%) and 1x4000wd action learning portfolio (55%) and power point presentation (15%)

Note: Department permission required for enrolment.

This unit of study which focuses on action research methodology and action learning will require participants to relate their current professional knowledge and understanding to evidence provided in the research literature. As teachers become more skilled in using research evidence and carrying out research for themselves, the program will create a critical mass of teachers committed to, and skilled in using an evidence based approach to improving their own and their pupils' performance in schools.

Textbooks

Carr, W. and Kemmis S. (1986). *Becoming Critical: Education, Knowledge and Action Research*. London: Falmer Press.
 Carr, W. and Kemmis S. (2005). *Staying Critical Educational Action Research, Educational Action Research, Volume 13, Number 3*.
 Carr, W. (2005). *The Role of Theory in the Professional Development of an Educational Theorist, Pedagogy, Culture and Society, Volume 13, Number 3*.
 Coghlan, D. & Brannick, T. (2005). *Doing Action Research in Your Own Organisation* (2nd ed.). London: Sage.

EDPF5015**Mentoring and Teacher Induction**

Credit points: 6 **Teacher/Coordinator:** Professor Robyn Ewing; Dr Ann Cheryl Armstrong **Session:** S1 Late Int, S2 Late Int **Classes:** intensive block mode, 4 Saturdays, 9am-1pm **Assessment:** research poster and participation (50%) and 1x3000wd essay on selected topic (50%)

Note: Department permission required for enrolment.

This unit is designed to meet the needs of mentors and early career teachers. Workshop sessions will seek to support mentoring and induction programs currently being undertaken by participants in their own professional contexts. Substantial opportunities will be provided for individual participants to discuss specific issues and concerns. The unit is offered in an alternative mode (over four Saturdays with participants undertaking their own investigations around specific issues in between meetings).

EDPF6014**Issues in Teacher Education**

Credit points: 6 **Teacher/Coordinator:** Professor Robyn Ewing **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** 1x3000wd on selected issue (60%) and seminar presentation and accompanying summary (40%)

Note: Department permission required for enrolment.

This unit will examine features of, and factors related to teacher education in western countries during the twentieth century. Particular attention will be paid to problems and issues facing teacher educators in Australia and to an examination of selected and significant recent trends.

EDPF6018**Film & Visual Media: Pedagogy & Practice**

Credit points: 6 **Teacher/Coordinator:** Dr Jacqui Manuel, Associate Professor Michael Anderson **Session:** S1 Late Int, S2 Late Int **Classes:** block intensive - 24hr face to face workshops **Assessment:** 1x2000wd critical essay (40%) and 1x4000wd visual media process diary and work sample (60%)

Note: Department permission required for enrolment.

This unit of study will focus on the pedagogies and practice that engage young people in an appreciation and understanding of the role and significance of film and visual media in a range of contexts. Film and visual media are significant components of Australian culture. Both are integral to Australian and international education curricula. In this unit of study, there will be a particular focus on the pedagogies and practice that engage young people in an appreciation and understanding of the role and significance of film and visual media in a range of contexts

EDPG5001**Language as Social Practice**

Credit points: 6 **Teacher/Coordinator:** Professor Brian Paltridge **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x1500wd written assignment (35%) and 1x3500wd written assignment (65%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

Language has no role outside of its social context. This unit considers the relationships between language and social context, and how this affects the production and interpretation of spoken and written discourse. Topics covered include discourse and society, discourse and pragmatics, discourse and genre, discourse and conversation, and critical discourse analysis. Implications for professional practice are also discussed.

EDPG5012**Educational Drama**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michael Anderson **Session:** S1 Late Int, S2 Late Int **Classes:** block intensive - 24hr face to face workshops **Assessment:** 1x3000wd seminar paper (50%) and 1x3000wd critical review (50%)

Note: Department permission required for enrolment.

This unit will begin by examining current theories of educational drama in Australia, the United Kingdom and northern America. The focus will be on drama as a learning medium, as an art form, as a therapeutic activity and for personal development in schools. The unit will then explore the notions of teacher-in-role-play-building and the drama elements of focus, tension, space, text and symbols. The unit will provide a conceptual basis for the integration of theory and practice of drama in education. Participants will be encouraged to both reflect on current practice and generate new approaches through an understanding of the nature of drama in school curricula.

EDPG5013**Theatre for Young People**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michael Anderson, Professor Robyn Ewing **Session:** S1 Late Int, S2 Late Int **Classes:** block intensive - 24hr face to face workshops **Assessment:** 1x2500wd case study seminar and paper (40%) and 1x3000wd performance portfolio (60%)

Note: Department permission required for enrolment.

This unit examines through analysis and practice the history and practices of Theatre for Young People. It investigates the history and growth of this performance area and discusses some of the research and theoretical approaches relevant to the area. The unit will also develop through workshops a practical appreciation of Theatre for Young People.

EDPG6011

Theatre-in-Ed:Child Play to Performance

Credit points: 6 **Teacher/Coordinator:** Associate Professor Michael Anderson
Session: S1 Late Int, S2 Late Int **Classes:** block intensive - 24hr face to face workshops **Assessment:** 1x3000wd seminar presentation (50%) and research essay (50%)

Note: Department permission required for enrolment.

This unit explores the continuum from child play through to adult performances for children. It also examines the development of Theatre in Education (TIE) as a distinct genre of theatre. The unit focus will be on: the role of the teacher in facilitating the development of performance from play building; performances by students K-12; the role of the reflective journal in promoting learning from performance; the history of TIE and current practice in Australia and internationally. The unit also explores the pedagogy of performance appreciation and analysis.

EDPJ5001

Intercultural Language Education

Credit points: 6 **Teacher/Coordinator:** Associate Professor Lesley Harbon
Session: S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x1500wd assignment (30%) and 1x4500wd essay profile task (70%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

This unit is designed to allow students to develop their understandings of intercultural language education in second language education contexts. Students will engage with current theoretical and research-based principles of intercultural language education, with pedagogical understandings, with cases of practice, and with issues surrounding classroom implementation of, and evaluation of, intercultural language teaching and learning. There will be examination of cases from primary, secondary and tertiary classrooms, from within Australia and from other countries throughout the world. Students will be expected to critically analyse and make judgements about the theories and practices involved with this new investigative stance on teaching languages

Textbooks

Moran, PR (2001). Teaching culture: Perspectives in practice. Boston, Mass: Heinle & Heinle.

EDPJ5002

Second Language Acquisition

Credit points: 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x1 hr lecture/week, 1x1 hr tutorial/week commencing week 2 **Assessment:** 1x1000wd critical review of a research article (20%) and 1x2000wd error analysis (45%);and 1x2000wd review of an SLA issue (35%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 portfolio (80%) and 1 tutorial presentation (20%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

This core unit provides an introduction to language teaching methodology. It covers both theoretical and practical issues, but has a particularly practical focus. Students will learn about different approaches to language teaching, and in particular about the components of communicative language teaching, the currently dominant approach. This unit will focus on key aspects of classroom practice and students will have the opportunity to practice these aspects and will be expected to reflect on your own teaching practice.

EDPJ5016

Grammar and the Language Classroom

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x1hr lectures/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x2000wd assignment (40%) and 1x3000wd assignment (60%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

This core unit focuses on building awareness of key features of English grammar and also on the effective teaching of these features in the second/foreign language classroom. This unit is divided into two parts; the first part has a pedagogical focus and includes aspects such as how to structure grammar lessons and how to evaluate and use grammar teaching materials effectively. The second part focuses on raising awareness of the language systems of English by examining aspects such as tense/aspect, modality and cohesion. It also examines how authentic texts can be used effectively in the classroom. This unit is intended for those who are or who are intending to be teachers of English as a second or foreign language. As the unit assumes some prior of grammar, those with little prior knowledge are advised to do some preparatory reading. Please consult the coordinator about this.

EDPJ5018

English for Specific Purposes

Credit points: 6 **Teacher/Coordinator:** Professor Brian Paltridge **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** presentation (10%) and course design outline (40%) and course design project (50%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

This unit will examine issues in the teaching of English for specific and business purposes. Topics covered include definitions and the history of ESP, English for academic purposes, English for business purposes, language of skills development, need analysis, course design, materials development, classroom practice, ideology and assessment.

EDPJ5020

Literacy and Language Teaching

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x2000wd essay (40%) and 1 portfolio of tasks (60%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

In this core unit reading, writing and the teaching of these in the classroom are examined. Key issues surrounding literacy as a social, cultural and technological phenomenon and the implications of these issues for language teaching are also explored. It will be emphasised 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 likely to have consequences for language teaching.

EDPJ5021

Developments in English Lang Teaching

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 2 written assignments (40%) and (60%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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 Learning

Credit points: 6 **Teacher/Coordinator:** Dr Aek Phakiti **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1x1000wd review of a research article (20%) and 1x2500wd review of an approach to research (25%) and 1x2500wd research proposal (55%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

This unit introduces a range of approaches to research in the area of second language (L2) learning. The unit provides frameworks by which students can review and critique studies in the area of L2 learning, and provides students with a framework for writing a research proposal. This is a required module 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 Lesley Harbon **Session:** S1 Late Int, S2 Late Int, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 - evening **Assessment:** 1x2000wd pair workshop presentation (40%) and 1x3000wd workshop plan (60%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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

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 Lindy Woodrow and Dr David Hirsh **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** 1 written assignment (30%) and 1x2500wd written assignment (50%) and journal entries/homework tasks (20%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

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:** Dr Ruth Fielding **Session:** S1 Late Int, Semester 1 **Classes:** 1x1hr lecture/week and 1x1hr tutorial/week commencing week 2 **Assessment:** 1 case study (50%) and one essay (50%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int.

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.

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:** S1 Late Int, Semester 1 **Classes:** 1x1hr lecture/week, 1x1hr tutorial/week commencing week 2 **Assessment:** test development (60%); and review of language testing articles (40%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int.

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.

EDPK5001

Qualitative Methods

Credit points: 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** observation and report (50%) and interview and report (50%)

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%)

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, Professor Murray Print (Summer School) **Session:** Semester 1, Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** weekly 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.

EDPK5013**Quantitative Analysis**

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** portfolio of statistical analysis methods (50%) and statistical modeling of data report/draft publication (50%)

This unit provides the conceptual understanding and skills necessary for the analysis numeric data. Thus, it is useful for those students intending to employ questionnaires, tests or any other form of quantitative data collection in their research. A range of bivariate and multivariate analysis techniques are introduced and explored both conceptually and practically. The topics covered include levels of measurement, Exploratory Data Analysis, statistical inference, correlation, t-tests, analysis of variance, linear regression, factor analysis and a review of emerging multivariate techniques. Direct experience in the use of appropriate software packages (SPSS) to carry out these analyses on real data sets will be provided and students are welcome to bring their own data along to work on.

EDPK6001**Adv Qualitative Research Methods**

Credit points: 6 **Teacher/Coordinator:** Professor Murray Print **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Prerequisites:** EDPK5001 or EDPK5003 **Assessment:** group presentation of research method (25%) and review of research approaches (25%) and research report/draft publication (50%)

This unit develops students' skills in qualitative research methods to a higher level, extending them beyond the essential methods covered in EDPK5001. Students will become familiar with more sophisticated qualitative research methods including ethnography, embedded case studies, focus groups, grounded theory and phenomenography.

EDPK6012**Qualitative Analysis**

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Assessment:** critical review (40%) and journal article draft (50%) and seminar presentation (10%)

This unit introduces students to the major forms of qualitative data arising from social science and humanities-based inquiry, and the associated analytical techniques. Links between theory and methods are emphasised. Analytical techniques associated with grounded theory, ethnography, content analysis and narrative approaches are considered. The unit is oriented towards the analysis of data already collected by students and aims to provide them with skills to complete this aspect of a research project.

EDPK6016**Advanced Statistical Analysis**

Credit points: 6 **Teacher/Coordinator:** Dr Rachel Wilson **Session:** Semester 2 **Classes:** 1x2hr seminar/week **Prerequisites:** EDPK5002 **Assessment:** critical review paper (50%) and draft publication (50%)

This unit develops students' skills in multivariate analyses. Where possible student's own data sets will be the focus of analysis using SPSS. Topics include factor analysis, cluster analysis, multiple linear regression, interaction modeling, path analysis and Structural Equation Modelling (SEM). Students are encouraged to develop analysis plans, conceptual models for analysis and critical perspectives on statistical reports. It is recommended that students complete EDPK5002 before enrolling in this unit, or contact Coordinator to discuss suitability. A sound grasp of basic statistical concepts is needed to undertake this unit of study.

EDPN5013**Teaching Skills for Coaches**

Credit points: 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** intensive mode over 4 weeks **Assessment:** 1 meeting (40%) and 1 coach-athlete role play (35%) and 1 learning journal (25%)

Frequently elite athletes are being recruited into professional coaching roles in many sports. Their knowledge of their sport's skills and tactics, their ability to 'read the game' and their first-hand experience at competing at an elite level form the foundation of their coaching.

However, playing ability does not necessarily translate into coaching aptitude. Putting this knowledge and experience into action requires the coach to use an effective mix of organisational skills, teaching strategies, communication skills and planning practices. This unit will outline a number of concepts to enhance a coach's effectiveness and provide a smooth transition from elite player to elite coach.

EDPN5014**Coach Effectiveness: Evaluation**

Credit points: 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S2 Late Int **Classes:** Block mode - 4hr workshops x 6 weeks **Assessment:** observation and interview of a coach (50%) and reflective report (50%)

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.

EDPN5015**Sport and Technology**

Credit points: 6 **Teacher/Coordinator:** Dr Donna O'Connor and Dr Wayne Cotton **Session:** S2 Late Int **Classes:** online **Assessment:** presentation/report (40%) and 6 competency based tasks (6x10%)

This unit will deal with the use of technology in sport and introduce students to some of the most applicable coaching tools and technologies. Many new technologies can do what in the past could not be advised, can show you what the human eye cannot see, and in many cases provide support for coaches' intuition. Many of these tools/software programs can be incorporated into everyday training, as well as provide valuable information in preparation for training. Most technologies discussed will be portable or laptop based systems. Examples include game analysis, skill analysis and programming software as well as the use of technology to enhance remote coaching.

EDPN5016**Planning Coaching Programs**

Credit points: 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** online and face to face over 13 weeks **Assessment:** learning journal (15%) and groupwork (30%) and developing a proposal (40%) and presenting your proposal (15%)

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.

EDPN6014**Contemporary Issues in Coaching**

Credit points: 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S1 Late Int **Classes:** intensive mode over 3 weeks **Assessment:** group work (30%) and movie analysis (30%) and learning journal (40%)

This unit discusses contemporary issues pertinent to today's coach. Topics include leadership development, the dilemma of drugs and ergogenic aids, the development of high performance teams and the various roles of a head coach. It is suggested that it is leadership quality that separates the truly gifted coaches from the rest. It is their ability to sell their unique coaching system to their athletes and their ability to impact on training intensity that affects success the most - not just the mastery of the 'X's' and 'O's' of their sport. Relevant issues will be explored throughout this unit.

EDPN6015**Elite Athlete Development**

Credit points: 6 **Teacher/Coordinator:** Dr Donna O'Connor **Session:** S2 Late Int **Classes:** block mode, 4 hrx 6 weeks **Assessment:** projet (50%) and case study (50%)

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.

EDPR5001**University Teaching and Learning**

Credit points: 6 **Teacher/Coordinator:** Dr Graham Hendry **Session:** Semester 1 **Classes:** 1x3hr meeting fortnightly - Fridays 1.30-4.30 p.m. See ITL website **Assessment:** 2x2000wd projects (2x50%)

This unit is one of two first semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Institute for Teaching and Learning (ITL) through the Faculty of Education and Social Work. (The other first semester unit is EDPR5002 Reflections 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 and unit of study 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. Please note that selection criteria may apply. Enquiries should be directed to the Institute for Teaching and Learning, ph. (02) 9351 3725 or e-mail itl@sydney.edu.au. The website address is <http://sydney.edu.au/itl/programs/gradcert>.

EDPR5002**Reflection & Practice in University T&L**

Credit points: 6 **Teacher/Coordinator:** Professor Keith Trigwell **Session:** Semester 1 **Classes:** 1x3hr meeting fortnightly, 1.30-4.30 pm Fridays see ITL website **Assessment:** attendance and participation in 3-day 'Principles & Practice' program and 2x1000wd projet (2x20%) and 1x3000wd project (60%)

This unit of study introduces university teaching staff to some basic principles in the discipline of higher education, based on current research into students' approaches to learning and the effect on that learning of what teachers do. Participants develop practical skills, carry out online interactions with professional peers, engage in ongoing reflection on their practice and begin to prepare themselves for the second semester units where there is an emphasis on the scholarship of teaching. Learning in this unit takes place parallel to and consistent with participants' learning within the other core unit for semester one, EDPR5001.

EDPR5003**University Teaching Portfolios**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Simon Barrie **Session:** Semester 2 **Classes:** 1x3hr meeting fortnightly, 1.30-4.30 pm Friday check ITL website **Corequisites:** EDPR5011 **Assessment:** 1x2000wd draft teaching portfolio (40%) and 1x3000wd revised teaching portfolio (60%)

This unit aims to enhance university teachers' abilities to articulate their own philosophy, approach, practices and achievements in relation to university teaching; and in ways that draw effectively on teaching and learning scholarship. Participants are guided through the developmental process of preparing a university teaching portfolio using an artefact that is relevant to their particular context, needs and interests (e.g. a teaching promotion application or a teaching award application); in the process, participants will give and receive structured feedback to help refine the draft teaching portfolios. The overall aim of the portfolio development process is to provide support in developing

a coherent, engaging, scholarly-based approach to teaching that can then be communicated effectively within the higher education context.

EDPR5011**Scholarship of Uni Teaching and Learning**

Credit points: 6 **Teacher/Coordinator:** Associate Professor Simon Barrie **Session:** Semester 2 **Classes:** 1x3hr meeting fortnightly, 1.30-4.30 pm Friday check ITL website **Prerequisites:** EDPR5001 and EDPR5002 **Assessment:** oral group project proposal (40%) and oral group project report (60%)

This unit is one of two, second semester units offered as part of a Graduate Certificate in Educational Studies (Higher Education) by the Institute for Teaching and Learning through the Faculty of Education and Social Work. (The other second semester unit is EDPR5003 University Teaching Portfolios.) 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 evidence, and to communicate the outcomes of such work in scholarly forums. The unit aims to encourage participants 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 teaching scholarship and practice in participants' own disciplines. Participants will have the opportunity to explore a negotiated topic by undertaking a group inquiry project in university teaching and learning, identified and carried out with colleagues on the course. The process of inquiry is supported by seminars, mentoring and peer review.

EDPR6001**Research Higher Degree Supervision**

Credit points: 6 **Teacher/Coordinator:** Dr Cynthia Nelson **Session:** Semester 1, Semester 2 **Classes:** online **Assessment:** independent online study and 1x2000wd written descriptive account (40%) and 1x3000wd written case study (60%)

This independent study program is designed to develop your skills as a research supervisor. You will gain most from it if you already are or soon to be actively engaged in the supervision of research students. By the end of the unit, you will have reflected on what constitutes a scholarly approach to research supervision and be able to articulate an informed rationale for your supervision approach and practice. The program includes seven independent-study modules. The first six modules focus on significant stages of supervision and the final module guides you through the process of developing a case study of your supervision.

EDPR6012**Developing Flexible Learning - 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%) and 1x2500wd reflection report and flexibly-supported learning activities (65%)

This unit of study investigates theoretical and practical issues related to flexible learning environments for higher education. Participants will have the chance to consider their own teaching beliefs in relation to 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 flexibly-supported learning, participants will design, develop and evaluate flexibly-supported 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.

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

EDPZ5001**The Researching Professional**

Credit points: 6 **Teacher/Coordinator:** Dr Lesley Scanlon **Session:** Semester 1, Semester 2 **Classes:** seminars - first Thursday evening and then Saturdays (dates to be negotiated) **Assessment:** 2x3000wd assignments (2x50%)

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.

EDPZ5002**EdD Thesis Proposal B**

Credit points: 6 **Teacher/Coordinator:** Dr Lesley Scanlon and student's supervisor **Session:** Semester 1, Semester 2 **Classes:** regular contact with supervisor, times to be negotiated with supervisor (suggest a minimum 1 hour a fortnight over the semester) **Prerequisites:** EDPZ5003 and EDPZ5001 **Assessment:** 1x1000wd proposal (100%)

Note: Department permission required for enrolment.

This unit is designed to support students through the completion and presentation of their formal research proposal. The proposal will build on work commenced in EDPZ5003 EdD Thesis Proposal A and EDPZ5001 The Researching Professional to become a justification for the set of research studies that will form the EdD research. It will be framed theoretically and in relation to professional needs. The aim is to provide structure for the completion of the research proposal within a set time limit. Only for continuing EdD students who commenced prior to 2010.

EDPZ5003**Thesis Proposal**

Credit points: 6 **Teacher/Coordinator:** Professor Gabriel Meaghe and student's supervisor **Session:** Semester 1, Semester 2 **Classes:** regular contact with supervisor, times to be negotiated with supervisor - flexible delivery **Prerequisites:** EDPZ5001 **Assessment:** 1x4000-10000wd research proposal (100%) as applicable to the award

Note: Department permission required for enrolment.

This unit is designed to support PhD, EdD, DSW and MPhil students through the preparation and presentation of their formal research proposal.

EDPZ5010**Individual Profession Learning Portfolio**

Credit points: 6 **Teacher/Coordinator:** Dr Louise Sutherland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** professional learning portfolio (100%)

Note: Department permission required for enrolment.

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. Permission from unit of study coordinator must be sought prior to enrolling.

EDPZ5822**Language Skills for English Teachers**

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** S1 Late Int, S2 Late Int, Semester 1 **Classes:** 1x3hr workshops/week **Assessment:** 1x assignment (60%) and 1x assignment (40%)

Note: Department permission required for enrolment in the following sessions: S1 Late Int, S2 Late Int.

This unit is intended to develop proficiency in academic English with academic study skills, with a focus on content and use that is particularly relevant to those planning to undertake further studies in language teacher education. The unit covers areas such as academic vocabulary, researching reading material, oral presentations, academic writing and accurate referencing.

EDPZ5823**The Systems of English**

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 1 **Classes:** 1x3hr workshops/week **Assessment:** 2x1000wd assignments (2x30%) and 1x1000wd assignment (40%)

This unit aims to raise awareness of the systems of English, including grammar, vocabulary, discourse and pronunciation. Most importantly, it aims to raise awareness of how people actually use language in real contexts. The unit also aims to examine how the systems of English can be taught effectively in the classroom. The focus is on aspects such as how system lessons are structured, how language can be presented in the classroom and how texts can be used in the language classroom.

EDPZ5824**Practice of English Language Teaching**

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 1 **Classes:** 1x3hr workshops/week **Assessment:** 2x1000wd assignments (2x30%) and 1x1000wd assignment (40%)

The aim of this unit is to develop practical skills in teaching English as a foreign language, including using English as the medium of instruction. Language teachers need to be independent in terms of planning, delivery and evaluation. This unit provides a setting in which students can develop these areas of their teaching practice in a very practical way.

EDPZ5825**Principles of English Language Teaching**

Credit points: 6 **Teacher/Coordinator:** Dr Marie Stevenson **Session:** Semester 1 **Classes:** 1x3hr workshop/week **Assessment:** 2x1000wd assignments (2x30%) and 1x1000wd assignment (40%) each

The aim of this unit is to introduce the basic processes and principles of language learning and to show how these relate to good language teaching. For example, teachers who understand the conditions under which learners learn most effectively are better able to create a positive learning environment in their teaching.

EDPZ6010**Prof Learning Leadership Portfolio**

Credit points: 6 **Teacher/Coordinator:** Dr Louise Sutherland **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** independent work; 3 x 2 hr meetings across the semester **Assessment:** professional learning portfolio (100%)

Note: Department permission required for enrolment.

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 lead 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. University staff may complete this unit by undertaking the development program Research Higher Degree Supervision. No concurrent enrolment with EDPZ5010 unless special permission has

been granted by the Faculty. Permission from the unit of study coordinator must be sought prior to enrolling.

EDPZ6720 Dissertation

Credit points: 12 **Teacher/Coordinator:** Dr David Hirsh **Session:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** a proposal for dissertation form has to be lodged with the faculty office and topic approved by coordinator prior to enrolling in the unit, student will meet with supervisor several times **Prerequisites:** must lodge proposal for dissertation and have it approved **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.

EDPZ6724 Dissertation Part 1

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** several meetings/discussions with supervisor **Prerequisites:** A brief research proposal is required for entry into this unit of study **Assessment:** satisfactory progress within the first part of the dissertation, students then must enrol in EDPZ6725 Dissertation Part 2

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 Dissertation is spread over two semesters therefore students must also enroll in Part 2 unit EDPZ6725.

EDPZ6725 Dissertation Part 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** students will consult/meet with supervisor several times **Prerequisites:** EDPZ6724 **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 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:** S1 Late Int, S2 Late Int, Semester 1, Semester 2 **Classes:** students to consult/meet with supervisor on several occasions **Prerequisites:** submit a one page proposal to the Faculty and have it approved by the Postgraduate Coursework Coordinator prior to enrolment. **Assessment:** 1x6000wd report (100%)

Note: Department permission required for enrolment. Note: Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.

Special Project is a semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' 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. Candidates may choose to enrol in a maximum of two such units to be counted towards their coursework award. Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.

EDPZ6731 Special Project 2

Credit points: 6 **Teacher/Coordinator:** Dr David Hirsh **Session:** Semester 1, Semester 2 **Classes:** student needs to meet/consult with supervisor several times **Prerequisites:** submit proposal and have it approved prior to enrolment **Assessment:** 1x6000wd report (100%)

Note: Department permission required for enrolment. Note: Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.

Special Project is a semester length independent investigation of a personally chosen topic in an educational context, the result of which is a 'product' 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. Candidates may choose to enrol in a maximum of two such units to be counted towards their coursework award. Approval is contingent upon a staff member with relevant interests being available to supervise the proposed project.

BACH5042 Teaching Clinical Reasoning

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 2 **Classes:** Blended mode: online learning with 2 on-campus sessions **Assessment:** Assignments (100%)

Participants explore theories, models and research of clinical reasoning and decision-making from the medical, nursing and allied health literature. A range of strategies to facilitate the development of clinical reasoning will be examined. Participants will have the opportunity to plan the application of strategies to their teaching context.

Textbooks

Higgs, J. Jones, M.A, Loftus, S. and Christensen, N. (Eds.) (2008). Clinical Reasoning in the Health Professions. (3rd ed.) Elsevier: Boston.

BACH5085 Clinical Teaching and Supervision

Credit points: 6 **Teacher/Coordinator:** Ms Victoria Neville **Session:** Semester 1 **Classes:** Semester 1 Blended mode: online learning with 2 on-campus sessions **Assessment:** Assignment (100%)

This unit of study is concerned with exploring current theory and best practice in teaching and supervision in clinical settings. Participants will be expected to develop a critical and research-informed understanding of the clinical setting as a highly complex and specialised context for student learning. Participants will be introduced to the principles of roles and responsibilities of clinical educators/supervisors/teachers, styles and models of clinical supervision, clinical assessment, and other important issues. These issues include integrating theory into clinical practice, mentorship and preceptorship, managing difficult situations, reflections, etc. The teaching and learning experiences in this subject are structured to allow you the opportunity to learn and apply these principles to your own teaching contexts.

Textbooks

Rose, M & Best, D. (Eds.) (2005). *Transforming practice through clinical education, professional supervision & mentoring*. Elsevier: Churchill Livingstone.

MDED5002

Scholarship in Teaching

Credit points: 6 **Teacher/Coordinator:** Koshila Kumar **Session:** Semester 1 **Classes:** The total workload for this unit of study is approximately 10 hours per week. This unit is to be delivered in a blended mode requiring attendance at face-to-face classes, followed by participation in online learning activities. **Assessment:** 2x written assignments (100%) plus formative assessments throughout the unit of study.

This unit is designed to provide health care professionals with a deeper understanding of the nature of evidence in health professional education, and the skills in analysing and synthesising this evidence to inform improvement in their own teaching and learning practices. Modules within this unit of study will focus on the scholarship of teaching in health and understanding and appraising qualitative and quantitative research.

By the end of this unit students will be able to: describe scholarship of teaching in health professional education; critique teaching and learning interventions and methods including qualitative and quantitative studies; synthesise evidence from the health professional education literature in the form of a literature review; develop information literacy skills to search the health professional education literature and use Endnote; and reflect on applying evidence to their own teaching and learning context.

Textbooks

Cohen L., Manion K. & Morrison K. 2007 *Research methods in education*, 6th ed. New York: Routledge.

MDED5008

Assessment

Credit points: 6 **Teacher/Coordinator:** Imogene Rothnie **Session:** Semester 2 **Classes:** The total workload for this unit of study is approximately 10 hours per week. This unit is to be delivered in a blended mode requiring attendance at face-to-face classes, followed by participation in online learning activities. **Assessment:** Summatively assessed by a work-based learning portfolio equivalent to 6000 words (100%). Participants will choose four topics that relate to their clinical teaching environment, negotiate a learning plan with the unit facilitator and evidence the completion of the plan in their portfolio.

This unit of study will focus on the purpose, design, implementation and evaluation of authentic assessment tasks and strategies that reflect what trainees and practitioners do and what students will do in health professional practice. The unit of study will discuss the principles underpinning best assessment practice and the evidence for particular assessment strategies.

During this unit students will learn to: evaluate the purpose, reliability and validity of an existing assessment; design and construct a reliable, valid and acceptable assessment instrument; consider issues of standard setting and decision-making, develop strategies to facilitate the implementation of change in assessment practices; demonstrate the ability to engage in collaborative learning and demonstrate the ability to critically reflect on personal learning and teaching practices and future learning needs as they relate to assessment.

NURS5091

Simulation-Based Learning in Health

Credit points: 6 **Session:** Semester 2 **Classes:** distance education/intensive on campus, up to four study days **Assessment:** 2500w essay (40%) and learning contract (60%)

The use of simulation (the process of mimicking reality in an environment that can be manipulated to reflect real clinical situations) is an educational tool that is becoming increasingly prevalent in health care practice and education. Simulation activities have strong relevance to a broad range of learner levels across health professions providing a safe and controlled learning environment. Simulation can be used in task or situational training areas in order to train clinicians to anticipate certain situations and develop capability to react appropriately. Additionally, simulation has the potential to create a dynamic interprofessional learning environment, facilitating the process of learning through assessment, decision making, evaluation and error prevention or correction within the healthcare team.

This unit of study will provide learners with the opportunity to critically examine the current literature related to the instructional use of simulation in health education and practice. They will become familiar with evolving theoretical frameworks associated with the use of simulation in education and explore concepts related to technical and non-technical skill development such as: participant consent and confidentiality, levels and types of fidelity, models of instruction/tuition, immersive and non-immersive scenarios, virtual reality simulation, debriefing, participant assessment and translation to practice. Students will be encouraged to further expand their clinical and theoretical repertoire by developing a simulated learning experience, based on best evidence, and linked to education outcomes.

Social Work and Policy Studies units of study

SCWK6902

Social Research

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **Session:** Semester 1 **Classes:** 1x2hr seminar/week **Assessment:** 1x2000wd class presentation (35%) and 1x4000wd research proposal (65%)(

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. It will include a focus on research in relation to violence against women and children.

SCWK6908

Authorised Independent Study and Report

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

Note: Department permission required for enrolment.

This unit of study is designed to provide students with the opportunity to undertake in-depth, guided study with a supervisor. 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, providing the opportunity to explore up-to-date Australian and international literature on theoretical and practice issues of interest to the student. Approval from coordinator is required prior to enrolling in this unit.

SCWK6914

Group Work

Credit points: 6 **Teacher/Coordinator:** Ms Agi O'Hara **Session:** Semester 2 **Classes:** block mode - 4x6hr seminar **Assessment:** 4 weeks reflections 400wd (50%) and 1x2500wd groupwork case scenario analysis and intervention (50%)

This unit provides theoretical foundations of group work processes. The sessions are interactive, using role-plays and demonstrations to provide opportunity for experimental learning of the information being presented. The sessions are developmentally structured such that later sessions build on knowledge acquired from earlier sessions. Topics to be covered include: context for group work; goals; hidden agendas; communication in groups; models of group development; leadership styles; co-leading; group task versus group maintenance; group membership; role differentiation; group norms; group process and dynamics; use of power in groups; trust; cohesion; managing conflict in groups; mediation; intervention strategies; focal conflict model; pre-group procedures; group programme design and ethics of group work practice.

SCWK6917

Practice Development

Credit points: 6 **Teacher/Coordinator:** Dr Margot Rawsthorne **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 undertake in-depth, guided study with a supervisor. It provides students 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.

SCWK6918

Debates in Human Services Management

Credit points: 6 **Teacher/Coordinator:** Dr Roslaie Pockett **Session:** Semester 2 **Classes:** block mode - 4x6hr seminar **Assessment:** 1x2000wd class presentation (35%) 1x4000wd essay (65%)

This unit targets social workers and other human service professionals who are thinking about moving into leadership and management positions. It will aim to help practitioners identify the skill sets that are needed to make this transition effectively. The course will also aim to encourage reflection and understanding of individual leadership styles and abilities and how they may be used effectively within their organisation context. The content will be based on in depth understandings of professional practice and the desire to identify career opportunities that are compatible with both professional goals and those developed as part of organisational career development plans

SCWK6920

Mental Health Practice Standards

Credit points: 6 **Teacher/Coordinator:** Professor Barbara Fawcett **Session:** Semester 2 **Classes:** on-line **Assessment:** Participation (15%); and 1 case study re. two practice standards (35%); and 1 academic essay (50%)

This unit of study focuses on: the National Practice Standards; the theoretical underpinnings; the policy framework; the implications for practice; multi-disciplinary and multi-agency working; mental health workforce issues (e.g. stress in the workplace advocacy); Mental Health Workforce new skills development and the multidisciplinary health context. This unit is also available as a single unit of study to professionals who wish to undertake this as a stand-alone unit.

SCWK6943

Practice: Theory Development

Credit points: 6 **Teacher/Coordinator:** Ms Denise Lynch **Session:** Semester 1 **Classes:** block mode - 4x6 hr seminar **Assessment:** 1x1000wd presentation (20%) and 1x5000wd essay (80%)

Students 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 reflexive practice in contemporary sites of social work and community services endeavours.

SCWK6944

Death, Dying and Mourning

Credit points: 6 **Teacher/Coordinator:** Dr Lindsey Napier **Session:** Semester 1 **Classes:** on-line **Assessment:** 6x500wd postings (30%) and participation (10%) and 1x3000wd essay (60%)

The purpose of this unit of study is to introduce students to the various, often competing discourses both constituting and challenging notions of self around death, dying and mourning. An important focus is sociological approaches to these issues as they reflect broader cultural understanding of such issues as community relations and continuity, sex and sexuality, disease, stigma and social control. 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:** Dr Sue Goodwin **Session:** Semester 1 **Classes:** 2hr seminar/week - evening **Assessment:** 1x2000wd essay proposal and presentation (40%) and 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:** Dr Ruth Phillips **Session:** Semester 2 **Classes:** 2hr seminar/week - evening **Assessment:** tutorial presentation and paper (40%); and 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.

Degree regulations and policies

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
XA001	Doctor of Letters in Education	DLittEd	Published Work
ZA002	Doctor of Letters in Social Work	DLittSW	Published Work
XB001	Doctor of Education	EdD	Research
XB000	Doctor of Philosophy	PhD	Research
ZB001	Doctor of Social Work	DSW	Research
XC081	Master of Education (Research)	ME d (R e - search)	Research
XC009	Master of Philosophy in Education	MPhilEd	Research
ZC081	Master of Philosophy in Social Work	MPhilSW	Research
XC030	Master of Education	MEd	48
XC032	Master of Learning Science and Technology	MLS&T	48
XC031	Master of Policy Studies	MPS	48
ZC031	Master of Social Work	MSW	48
ZC033	Master of Social Work (Qualifying)	MSW(Q)	96
XC034	Master of Teaching	MTeach	96
XH033	Bachelor of Education (Early Childhood)	BE d (Early Childhood)	192
XH034	Bachelor of Education (Primary)	BE d (Primary)	192
XH032	Bachelor of Education (Secondary: Human Movement and Health Education)	BE d (Sec - H M H E)	192
XH018	Bachelor of Education (Secondary: Aboriginal Studies)	BE d (Sec : Ab - original)	192

Code	Course title & stream	Abbreviation	Credit points
ZH001	Bachelor of Social Work	BSW	192

3 Combined degrees

Code	Course title & stream	Abbreviation	Credit points
DH019	Bachelor of Arts* and Bachelor of Social Work [^]	BA,BSW	240
XH029	Bachelor of Education (Secondary: Humanities and Social Sciences) [^] and Bachelor of Arts*	BE d (Sec : Hum Soc - Sc), BA	240
XH031	Bachelor of Education (Secondary: Mathematics) [^] and Bachelor of Science*	BE d (Sec : Maths), BSc	240
XH030	Bachelor of Education (Secondary: Science) [^] and Bachelor of Science*	BE d (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
XF005	Graduate Diploma in Educational Studies	GradDipEd - Studies	36
XF009	Graduate Diploma in Learning Science and Technology	GradDipLS&T	36
XF007	Graduate Diploma in Policy Studies	GradDipPS	36
ZF001	Graduate Diploma in Social Work	G r a d - DipSocWk	36

5 Graduate certificates

Code	Course title	Abbreviation	Credit points
XG000	Graduate Certificate in Educational Studies	GradCertEd - Studies	24
ZG006	Graduate Certificate in Human and Community Services	G r a d - CertH&CS	24
XG006	Graduate Certificate in Learning Science and Technology	G r a d - CertLS&T	24
XG004	Graduate Certificate in Policy Studies	GradCertPS	24
XG003	Graduate Certificate in Teaching English as a Foreign Language	GradCertTE - FL	24



Faculty Resolutions

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 2010 (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 degree a student must:
 - (a) have completed the requirements for progression into fourth year of the degree; and
 - (b) have a WAM of at least 75 across second and third year units (with third year weighted double), excluding junior and professional experience units; and
 - (c) have the approval of the coordinator or program director of the honours program.
- (2) General conditions of candidature include that candidates must complete the requirements of the honours program whilst enrolled full-time over two consecutive semesters.
- (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 (HWAM) of at least 70.
- (4) The honours mark is assessed in part by a dissertation and determined by the performance in the honours course.
- (5) Honours is awarded in the following classes:

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

13 University medal

A student with an Honours WAM (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 (WAM) and Honours weighted average mark (HWAM)

- (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 the owning faculty. In this Faculty for the honours entry WAM, second year (level 2000) education units are weighted 1 and third year (level 3000) education units are weighted 2.
- (3) Honours WAM (HWAM) is calculated by averaging selected third year (level 3000) education units (weighted 2), fourth year (level 4000) education units (weighted 3) and the honours units A and B (weighted 10).

15 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) Students 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 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.

Education programs

Doctor of Education

1 Course codes

Code	Course title
XB001	Doctor of Education

2 Requirements for the award of the Doctor of Education

To qualify for the award of the degree a candidate must:

- (a) complete successfully two units of study giving credit for a total of 12 credit points; and
- (b) complete successfully a thesis to the maximum of 80,000 words; and
- (c) satisfy the requirements of all other relevant By-Laws, Rules and Resolutions of the University.

3 Title of the degree

The testamur for the certificate shall be entitled the Doctor of Education.

4 Eligibility for direct admission to candidature

- (1) Except as provided in part 9, Section 47 of the University of Sydney (Amendment) Act Rule 1999 as amended, an applicant for admission to candidature shall:
 - (a) submit a research proposal satisfactorily addressing criteria specified by the Faculty; and
 - (b) have at least three years' professional experience in education or a related field; and

- (c) hold the degree of Bachelor of Education, or the degree of Bachelor in a related area of study, from the University of Sydney, or equivalent institution, with first or second class (first division) honours; or
 - (d) hold the degree of Master of Education (Research), from the University of Sydney, or equivalent institution, or equivalent published research-based work of a length and standard acceptable to the Faculty; or
 - (e) hold the degree of Master of Education, by coursework, from the University of Sydney, or equivalent institution, awarded with merit, and which included a dissertation component of 12,000-15,000 words, and with a grade point average of at least 75% in the degree. Where the candidate is admitted under this subsection, the dissertation may not be based solely on a review of the literature; or
 - (f) hold the degree of Master by coursework from the University of Sydney, or equivalent institution, awarded with merit, and with a grade point average of at least 75% in the degree; or
 - (g) hold a four-year, or equivalent, degree of Bachelor in Education from the University of Sydney, or equivalent institution, in an area deemed by the Faculty to be appropriate and hold a one-year postgraduate qualification, or equivalent, with a grade point average of at least 75%; and
 - (h) complete any additional qualifying courses prescribed by the Faculty; and
 - (i) apply in writing to the Faculty for admission to candidature.
- (2) The Faculty may, in accordance with Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended), admit as a candidate for the degree an applicant holding qualifications which, in the opinion of the Faculty, are equivalent to those prescribed in subsection 4(1)(a) or 4(1)(b) and such candidate shall proceed to the degree under such conditions as the Faculty may prescribe.

5 Conditions of candidature

- (1) Candidates admitted pursuant to Section 4 above will:
 - (a) during the first full-time year of candidature, or its part time equivalent, successfully complete two coursework units of study as required and obtain results to a level prescribed in advance by the Faculty; and
 - (b) at the end of the first complete year of candidature, or its part time equivalent, present and defend a research plan which extends the research proposal submitted in the candidate's original application for admission, and should include a critical review of relevant literature and a discussion of the candidate's proposed methodology.
- (2) Subject to the fulfilment of the requirements specified in Section 5(1) to the satisfaction of the Faculty, the candidature for the degree of Doctor of Education will be confirmed.

6 Units of study

The units of study which are prescribed for the award of the Doctor of Education, and the order in which they are to be completed, are set out in the unit of study outlines section of the Graduate Handbook of the Faculty. Each unit of study will have a credit point value of six credit points.

7 Method of progression

A candidate for the degree shall proceed by coursework and thesis in accordance with Sections 8 and as described in the Graduate Handbook of the Faculty.

8 Requirements for the award course

To qualify for award of the degree, a candidate shall:

- (a) successfully complete two units of study giving credit for a total of 12 credit points and in accordance with the specifications set out in the Graduate Handbook of the Faculty.

- (b) on completing the specified coursework component and research, present a thesis to the maximum of 80,000 words in length embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned.

9 Examination of the thesis

- (1) A candidate shall notify the Faculty in writing of their intention to submit the thesis three (3) months prior to submission.
- (2) The procedures for examination shall be as prescribed by the Academic Board for the degree of Doctor of Philosophy.
- (3) The designated Faculty Officer* shall report the result of the examination of the thesis to the Faculty, which shall then determine the result of the candidature.

10 Application of rules

- (1) Where no specific intention of the Faculty appears in these resolutions in respect of any matters affecting or governing any aspect of a candidature, these resolutions shall be subject to the provisions of the Rules, resolutions and by-laws specified in Section 2 of the Resolutions of the Senate governing the degree; and
- (2) In any case where the provisions of these Rules, resolutions and by-laws might equally apply, the provisions of the Coursework Rule shall apply to coursework components of the degree and the PhD Rule shall apply in respect of the dissertation, being the research component of the degree.
- (3) * 'Designated Faculty Officer' refers to either the Associate Dean or Sub-Dean responsible to the Faculty for the administration of research candidatures.

Master of Philosophy in Education

Course Resolutions

1 Course codes

Code	Course title
XC009	Master of Philosophy in Education

2 Title of the degree

- (1) The testamur for the degree shall be entitled Master of Philosophy (Education).

3 Award of degree

- (1) The degree of Master of Philosophy in Education shall be awarded in one grade only.
- (2) If Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.
- (3) A candidate who has completed the requirements but has not qualified for the award of the Degree may apply to the Dean to be awarded the degree of Master of Education.
- (4) A candidate awarded the Master of Education under subsection 3(3) may only be awarded the pass degree.

4 Application and eligibility for admission to candidature

- (1) Except as provided in Part 9, section 47 of the University of Sydney (Amendment Act) Rule 1999 (as amended) an applicant for admission to candidature for the degree of Master of Philosophy in Education shall:
 - (a) hold a Bachelor of Education (Honours) or Master of Teaching (Honours) of the University of Sydney or be a graduate with Honours of another faculty or board of studies of the University of Sydney in a subject within the area in which the applicant seeks to proceed; or

- (b) hold the degree of Master of Education (Pass) or the degree of Master of Education, awarded with merit in an appropriate subject area; or
 - (c) hold the degree of Bachelor and have completed units of study at a level deemed by Faculty to be equivalent to Honours in an appropriate subject area; or
 - (d) hold qualifications considered by Faculty to be equivalent to those specified in section 4(1)(a) to (c);
- (2) complete any additional units of study which may be prescribed by Faculty; and
 - (3) complete the necessary application form for admission to candidature, submitting with the application for the approval of Faculty an outline of the proposed research, including the area of the proposed thesis, any proposals for related coursework and an indication of the School of Faculty in which the research is to undertaken.
 - (4) A person who has been awarded the degree of Master of Arts (Honours) in Education or Master of Education (Honours) may not apply to have the degree converted to the degree of Master of Philosophy in Education.

5 Availability of admission

- (1) Admission to candidature for the Degree may be limited by quota.
- (2) In determining the quota the University will take into account:
 - (a) availability of resources, including space, library equipment and computing facilities; and
 - (b) availability of adequate and appropriate supervision.
- (3) When considering an applicant for admission to candidature Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

6 Probationary admission

- (1) A candidate will be admitted to candidature by Faculty on a probationary basis for a period not exceeding twelve months and upon completion of this probationary period, Faculty shall review the candidate's work and either confirm the candidate's status or terminate the candidature.
- (2) Candidature shall be deemed to have commenced from the date of admission to probationary candidature.

7 Method of progression

- (1) An applicant for admission to candidature shall proceed primarily by research and thesis in accordance with Section 8.
- (2) Applicants may be required to demonstrate to the satisfaction of Faculty their ability to proceed by this method.

8 Requirements for the degree

To qualify for award of the degree a candidate shall:

- (a) successfully complete such seminars and such units of study as may be recommended or required by the supervisor or designated Faculty Officer concerned;
- (b) on completing the course of advanced study and research, present a thesis of approximately 30,000 words in length, embodying the results of the work undertaken, which shall be a substantially original contribution to the subject concerned.
- (c) write a thesis embodying the results of the research; and on completion of requirements for the degree
- (d) lodge with Faculty three copies of the thesis, typewritten and bound in either a temporary or a permanent form, together with five separate copies of the abstract.

9 The thesis

- (1) The prescribed word limit, of 30,000 words, may be exceeded only with the written permission of the Faculty.
- (2) The candidate shall state, throughout the thesis and specifically in footnotes, the sources from which information is derived, the extent to which use has been made of the

work of others and the portion, if any, that the candidate claims as original.

- (3) The topic of the thesis shall be approved by the Faculty.
- (4) A candidate may not present as the thesis, any work which has been presented for a degree at this or another university, or equivalent institution, but the candidate will not be precluded from incorporating such in the thesis, provided that, in presenting the thesis, the candidate acknowledges clearly the part of the work that has been so incorporated.
- (5) The thesis shall be written in English.

10 Examination of the thesis

- (1) A candidate shall notify the Faculty of their intention to submit three (3) months prior to lodgement of the thesis.
- (2) A candidate shall lodge with the Faculty three (3) copies of the thesis, typewritten and bound and incorporating and abstract of the thesis, by the final date for completion of the candidature as notified to candidates upon admission to candidature.
- (3) The procedures for examination shall be as prescribed by the Academic Board for the degree of Doctor of Philosophy.
- (4) The designated Faculty Officer* shall report the result of the examination of any coursework, or equivalent, undertaken by the candidate and of the thesis to the Faculty, which shall then determine the result of the candidature.

11 Credit for time spent in advanced study external to candidature

- (1) A candidate who, prior to admission to candidature, has completed advanced study at the University of Sydney or in another university or equivalent institution, may be deemed by Faculty to have spent such time after admission to candidature provided that it represents no more than half of the total candidature duration requirements.
- (2) Credit granted in accordance with subsection 11(1) shall only be granted provided that the period of candidature for which credit is sought:
 - (a) involved advanced study and research related to the candidate's proposed degree of Master of Philosophy in Education; and
 - (b) was undertaken within the six years immediately preceding the commencement of candidature for the degree of Master of Philosophy in Education.

12 Appointment of supervisor(s)

- (1) The Faculty, on the recommendation of the program coordinator and designated Faculty Officer shall appoint a suitably qualified supervisor for each candidate to take primary responsibility for the conduct of the candidature and to be responsible to the Faculty for the progress of the candidature.
- (2) The Faculty, on the recommendation of the program coordinator and the designated Faculty Officer*, shall normally also appoint one or more associate supervisors for each candidate to assist in the supervision of that candidate.
- (3) The Faculty, on the recommendation of the program coordinator and the designated Faculty Officer*, shall appoint an acting supervisor during any absence of the supervisor from the University for a period of more than one month.

13 Qualifications of supervisor(s)

General requirements To be eligible to be appointed as a supervisor, a person must:

- (a) be a member of the academic staff of the University at level B or above; or
- (b) be considered appropriate by the Dean of the Faculty on a case by case basis; and
- (c) hold a qualification at a level above that for which the candidate seeks to be supervised; or
- (d) hold a qualification at the same level as that for which the candidate seeks to be supervised and demonstrate a record of scholarly achievement; or

- (e) demonstrate current and active involvement in research appropriate to the field of study and a record of scholarly achievement to the satisfaction of the Faculty on a case by case basis; and
- (f) participate in activities for postgraduate research training supervision as the Faculty may deem appropriate; and
- (g) meet such other conditions as the Faculty may deem appropriate.

14 Qualifications of associate supervisor(s)

- (1) General requirements-To be eligible to be appointed as an associate supervisor, a person must:
 - (a) meet the general requirements specified in section 13(1) above; or
 - (b) have been appointed as an honorary associate of the University; or
 - (c) meet such other requirements as the Faculty may determine.
- (2) Specific requirements- To be eligible to be appointed as an associate supervisor, in addition to the provisions of Section 14(1), a person must:
 - (a) demonstrate ability to successfully supervise a candidature to completion; or
 - (b) meet such other specific requirements as the Faculty may determine.

15 Control of candidature

- (1) Each candidate shall pursue his or her course of advanced study and research wholly under the control of the University of Sydney.
- (2) Where a candidate is employed by an institution other than the University of Sydney, the Faculty may require a statement by that employer acknowledging that the candidature will be under the control of the University of Sydney.

16 Progress

- (1) There shall be an annual review of the progress of each candidate in which the candidate may be called upon to provide evidence of progress to the satisfaction of the Faculty, designated Faculty Officer and supervisor concerned.
- (2) On the basis of the evidence provided, the Faculty shall recommend the conditions of candidature to apply for the following year and may require the candidate to provide further evidence of progress at the end of one semester or such other period as the Faculty deems appropriate.
- (3) If the candidate fails to submit evidence of progress or if the Faculty considers that the evidence submitted does not indicate satisfactory progress, the Faculty may call upon the candidate to show good cause why that candidature should not be terminated by unsatisfactory progress towards completion of the degree and where, in the opinion of the Faculty, the candidate does not show good cause the Faculty may terminate the candidature or may impose conditions on the continuation of the candidature.

17 Time limits

- (1) A candidate may proceed on either a full-time or on a part-time basis.
- (2) A full-time candidate shall complete the requirements for award of the degree not earlier than the end of the first year of candidature and, unless otherwise determined by Faculty, not later than the end of the second year of candidature.
- (3) A part-time candidate shall complete the requirements for award of the degree not earlier than the end of the second year of candidature and, unless otherwise determined by Faculty, not later than the end of the fourth year of candidature.
- (4) The earliest and latest dates for completion of requirements for award of the degree shall be adjusted for those candidates wishing to proceed on a part-time basis following their initial admission to candidature on a full-time basis, and vice versa.

18 Consultation with supervisor and postgraduate studies coordinator

Where the Associate Dean or designated Faculty Officer* is required to make a recommendation to Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the supervisor of the candidate concerned and the postgraduate studies coordinator.

19 Suspension of candidature

- (1) Unless suspension of candidature has been approved by Faculty, a candidate for the degree is required to re-enrol each calendar year.
- (2) Except where Faculty determines otherwise in any particular case, a candidate who re-enrols after a suspension of candidature for any period shall proceed under the By-laws and Resolutions in force at the time of re-enrolment.

20 Lapse of candidature

- (1) Unless Faculty otherwise determines in any particular case, candidature will be deemed to have lapsed if a candidate has not re-enrolled for the degree as required in accordance with section 19.
- (2) A candidate whose candidature has been deemed to have lapsed in accordance with subsection 20(1) shall not re-enrol as a candidate for the degree unless again selected for admission.

21 Termination

- (1) The Faculty may call upon any candidate to show good cause why his/her candidature should not be terminated by reason of unsatisfactory progress and where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.
- (2) 'Designated Faculty Officer' refers to either the Associate Dean or Sub-Dean responsible to the Faculty for the administration of research candidatures.

Master of Education (Research)

Course Resolutions

These resolutions must be read in conjunction with the relevant rules and Resolutions of the Senate and Academic Board, including:

- (1) The University of Sydney (Amendment Act) Rule 1999 as amended;
- (2) The University of Sydney (Coursework) Rule 2000 as amended, which sets out the requirements of all coursework courses;
- (3) The Resolutions of the Academic Board relating to Assessment and Examination of Coursework; and

1 Course codes

Code	Course title
XC081	Master of Education (Research)

2 Requirements for the Award of Master of Education (Research)

- (1) The Resolutions of the Academic Board relating to the Examination Procedure for the Degree of Doctor of Philosophy.
- (2) To qualify for the award of the degree a student must:
 - (a) Carry out supervised research leading to a thesis of 28,000 words; or
 - (b) Carry out supervised research leading to a thesis of 20,000 words and

- (c) Successfully complete postgraduate units of study prescribed by the Faculty giving credit for 12 credit points.

3 Award of degree

- (1) The degree of Master of Education (Research) shall be awarded in one grade only.
- (2) If the Faculty is of the opinion that the work of the candidate is of sufficient merit, the candidate shall receive a bronze medal.

4 Eligibility for admission to candidature

- (1) Except as provided in Part 9, Section 47 of the University of Sydney (Amendment) Act 1999 as amended, an applicant for admission to candidature for the degree shall:
 - (a) Be a graduate who have attained a grade point average of 70% in their final year of university of study prior to seeking admission to the Master of Education (Research); and
 - (b) hold a bachelors degree in an appropriate area of study and a one-year Diploma of Education; or
 - (c) hold a Bachelors degree in an appropriate area of study and a Bachelor or Master of Teaching degree; or
 - (d) hold a Bachelors degree in by the Faculty to be equivalent and of a standard acceptable to the Faculty.
- (2) Apply in writing, including a research proposal, to the Faculty for admission to candidature.

5 Availability of admission

- (1) Admission to candidature for the degree may be limited by quota.
- (2) In determining the quota the University will take into account
 - (a) availability of resources, including teaching staff, space, library equipment and computing facilities; and
 - (b) availability of adequate and appropriate supervision and coordination of candidatures.
- (3) In considering an applicant for admission to candidature the Faculty, in taking account of the quota, will select in preference applicants who are most meritorious in terms of admission criteria.

6 Degree requirements

A candidate shall:

- (a) Carry out supervised research on a topic approved by the Faculty; and
- (b) Write a thesis embodying the results of the research; and
- (c) On completion of requirements for the degree lodge with the Faculty three (3) copies of the thesis typewritten and bound in either a temporary or permanent form, together with five separate copies of the abstract;
- (d) Complete such seminars and/or such units of study as may be required by the supervisor concerned, giving credit for 12 credit points.

7 Units of study

- (1) Where a candidate is required to undertake units of study, such units of study shall be specified by the Faculty; and
- (2) Candidates who are required to undertake units of study together with the shorter thesis must complete the units of study prior to the submission of the thesis.

8 The thesis

- (1) The candidate shall undertake research to produce a thesis with an upper limit of 25,000 words of text in length for candidates undertaking the degree by thesis only; or

- (2) For candidates undertaking the degree by thesis and coursework the upper word limit shall be 20,000 words of text in length.
- (3) The prescribed word limit may be exceeded only with the written permission of the Faculty.
- (4) The thesis shall be a substantial and original contribution to the subject concerned. The candidate shall state, throughout the thesis and specifically in chapter or footnotes, the sources from which information is derived, the extent to which use has been made of the work of others, and the portion of the work the candidate claims as original.
- (5) The topic of the thesis shall be approved by the Faculty.
- (6) A candidate may not present as the thesis any work which has been presented for a degree at this or another university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate acknowledges clearly the part of the work which has been so incorporated.
- (7) A candidate may include in the thesis already published work but may do so only in accordance with the 'submission of treatise containing published work' policy of the Academic Board.
- (8) The thesis shall be written in English.
- (9) The thesis shall be accompanied by a statement from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
- (10) Each copy of the thesis shall incorporate an abstract with an absolute upper limit of 300 words of text.
- (11) The copies of the thesis submitted for examination will be either printed copies or, where prior approval has been obtained from the Faculty, in the form of CDs, as provided in the resolutions of the Academic Board relating to the form of the thesis for the degree of Doctor of Philosophy.

9 Form of the thesis

Subject to the provisions of the resolutions of the Academic Board relating to the form of the thesis for the degree of Doctor of Philosophy

- (a) Theses submitted in temporary binding should be strong enough to withstand ordinary handling within a mail system. The preferred form of temporary binding is the 'perfect binding' system; ring-back or spiral binding is not acceptable. Theses submitted in a temporary form shall have fixed to the cover a label clearly identifying the name of the candidate, the title of the thesis and the year of submission.
- (b) Theses submitted in permanently bound form shall normally be on International Standard A4 sewn and bound in boards covered with bookcloth or buckram or other binding fabric. The title of the thesis, the candidate's initials and surname, the title of the degree, the year of submission and the name of the University of Sydney should appear in lettering on the spine, reading from top to bottom, should conform as far as possible to the above except that the name of the University of Sydney may be omitted and the thesis title abbreviated. Supporting materials should be bound in the back of the thesis as an appendix or in a separate set of covers.
- (c) The degree shall not be awarded until the candidate has submitted a permanently bound copy of the thesis, containing any corrections or amendments that may be required, and printed on acid-free or permanent paper, for lodgement in the University Library.

10 Method of progression

A candidate for the degree of Master of Education (Research) shall proceed by thesis only, or by 25% coursework and 75% thesis. In the latter case, the candidate must successfully complete two units of study, or 12 credit points, of coursework and a thesis.

11 Length of candidature

- (1) A candidate may proceed on either a full-time or a part-time basis.

- (2) Except with the approval of the Faculty
 - (a) A full-time candidate shall complete the requirements for award of the degree in not less than two consecutive semesters of candidature from the date of enrolment in the degree.
 - (b) A part-time candidate shall complete the requirements for award in not less than four consecutive semesters of candidature from the date of enrolment in the degree.
 - (c) Except with the permission of Faculty, a full-time candidate shall complete all requirements for the degree in not more than four semesters from the date of first enrolment.
 - (d) Except with the permission of Faculty, a part-time candidate shall complete all requirements for the degree in not more than six semesters from the date of first enrolment.
 - (e) The earliest and latest dates for completion of all requirements for award of the degree shall be adjusted for those candidates electing to proceed on a part-time basis following initial admission to candidature on a full-time basis, and vice versa.
- (3) Where a candidate is granted credit for previous studies in accordance with section 13, the candidate's minimum and maximum length of candidature may be adjusted accordingly.
- (4) Where a candidate is granted a period of suspension under Section 18, this period will not count as part of the time limits prescribed in Section 12(2).

12 Credit transfer

Coursework component

- (a) A candidate who, at the date of admission to candidature, has completed postgraduate coursework, where the degree has not been awarded, may apply for credit transfer towards the degree.
- (b) The Faculty may grant a candidate credit for previous studies provided that
 - (i) the coursework for which credit is sought is deemed by the Faculty to have been completed with a high level of competency and be relevant to the candidate's program of study; and
 - (ii) no more than 12 credit points, or two units of study, shall be so credited.
- (c) Credit shall be granted only where the period of candidature for which credit is sought was undertaken within the six years immediately preceding the commencement of candidature for the degree of Master of Education (Research).

13 Location of candidature

- (1) Subject to the approval of the supervisor, and the Faculty, a candidate shall pursue the program of advanced study and research:
 - (a) within the University, including its research centres;
 - (b) on fieldwork either in the field or in libraries, museums or other repositories;
 - (c) within research institutions or other institutions considered by the Faculty to provide adequate facilities for that candidature; or
- (2) A candidate shall be regarded as engaging in work within the University if he or she is undertaking approved distance and/or off-campus study, this being a mode of study in which the student would not be in regular physical attendance on a designated campus of the University.
- (3) A candidate must, however, be able to attend the University at such times as on such occasions for the purposes of consultation and participation in prescribed academic and educational activities, as may be required by the relevant associate dean or other appropriate officer of the Faculty.

14 Supervision

- (1) The Faculty shall appoint, on the recommendation of the appropriate officer, a suitably qualified full-time member of the University academic staff or a full-time member of the research staff of the University holding an appointment of

research fellow and above, to act as supervisor of each candidate.

- (2) Where the supervisor is a member of the research staff of the Faculty, on the recommendation of the appropriate officer, shall also appoint a suitably qualified full-time member of the academic staff as associate supervisor. Any person so appointed as associate supervisor must be capable of acting as supervisor in the event that the supervisor is no longer able to act.
- (3) The Faculty may appoint, on the recommendation of the appropriate officer, a full-time member of the academic staff of the Faculty or another appropriately qualified person to be an associate supervisor to assist in the supervision of any candidature within the Faculty.
- (4) An appointed supervisor shall take primary responsibility for the conduct of the candidature and be responsible to the Faculty for the progress of the candidature.

15 Progress

- (1) The Faculty may call upon any candidate to show cause why their candidature should not be terminated by reason of unsatisfactory progress towards completion of the degree; and
- (2) where the candidate does not show good cause, terminate the candidature.

16 Consultation with Faculty officers

Where the Associate Dean concerned is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the postgraduate studies coordinator or appropriate officers.

17 Suspension of candidature

- (1) A candidate must be enrolled in each semester in which he or she is actively completing the requirements for the degree. A candidate who wishes to suspend candidature must first obtain approval from the Faculty.
- (2) The candidature will be deemed to have lapsed where a candidate has not re-enrolled and has not obtained approval from the Faculty for suspension of the candidature.
- (3) A candidate whose candidature has lapsed must apply for re-admission in accordance with procedures determined by the Faculty. If re-admitted to candidature, the candidate shall complete the degree requirements under such conditions as determined by the Faculty and shall proceed under such by-laws, rules and resolutions for the degree that prevail at the time of the re-enrolment.
- (4) A candidate who enrolls after suspension of the candidature shall complete the requirements of the degree under such conditions as determined by the Faculty and shall proceed under such by-laws, rules and resolutions for the degree that prevail at the time of the re-enrolment.

18 Lapse of candidature

- (1) Unless the Faculty otherwise determines in any particular case, a candidature will be deemed to have lapsed if a candidate has:
 - (a) not completed all the requirements for award of the degree in accordance with sections 7 and 9; or
 - (b) not re-enrolled for the degree as required in accordance with section 18.
- (2) A candidate whose candidature has been deemed to have lapsed in accordance with subsection 18(2) shall not re-enrol as a candidate for the degree unless again selected for admission.

19 Examination

Except as prescribed in these resolutions, the examination procedures shall be in accordance with the policies and procedures prescribed by the Academic Board for the degree of Doctor of Philosophy;

- (a) candidates shall notify the Faculty of their intention to submit three (3) months prior to the lodgement of the thesis, and lodge with the Faculty by the final date for completion of candidature as notified to candidates upon admission to candidature, three copies of the thesis.
- (b) On receipt of the thesis and having considered the certificate of the supervisor, the relevant associate dean shall consult with the appropriate officers, and if he or she thinks fit, appoint examiners.
- (c) If the relevant associate dean resolves to appoint examiners, two independent examiners shall be appointed. Of the examiners so appointed:
 - (i) at least one examiner shall be external to the University;
 - (ii) the supervisor may not be appointed as an examiner;
 - (iii) each examiner shall hold a professional doctorate or PhD-level qualification and be a member of staff at a recognised university.
- (d) In any case where the associate dean having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, the circumstances shall be reported to the Faculty.
- (e) In special cases, on the recommendation of the appropriate officer, the Faculty may require the candidate to take a further examination in the area of the thesis.
- (f) The Faculty, after consideration of the examiners' reports and the recommendation of the appropriate officer(s), shall determine the result of the candidature.
- (g) The Faculty may permit an unsuccessful candidate to revise and re-submit the thesis if, in the opinion of the appropriate officer(s), the candidate's work is of sufficient merit to warrant this concession, and may prescribe special conditions to be fulfilled by the candidate.
- (h) The Faculty shall lodge one copy of the thesis with the University Library if the degree is awarded.

20 Determination of the result of the candidature

The Faculty will consider the results of the coursework and the examiners' reports on the thesis, together with a recommendation concerning the award of the degree, and shall determine the result of the candidature.

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 2010 (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
XG000	Graduate Certificate in Educational Studies
XF005	Graduate Diploma in Educational Studies

Code	Course title
XC030	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 Coach Education and Teaching English to Speakers of other Languages specialisations) requires:
 - (a) a Bachelor of Education from the University of Sydney or equivalent qualification; or
 - (b) a bachelor's degree and 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 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
 - (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 (Coach Education), the Graduate Diploma in Educational Studies (Coach Education) and the Master of Education (Coach Education) requires:
 - (a) a bachelor's degree from the University of Sydney or equivalent qualification; or
 - (b) Level 2 National Coaching Accreditation Scheme (NCAS) accreditation or the equivalent and a minimum of three years' coaching/sporting experience at an elite level; or
 - (c) in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Educational Studies (Coach Education) 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
- (b) a second or foreign language teaching qualification or at least one year's full-time second or foreign language-teaching experience at school, college or university level.

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) 12 credit points of core units of study from one specialisation; and
 - (b) 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
 - (b) 30 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 all units listed as core for that specialisation and 18 credit points chosen from units within the Master of Education program.
- (5) The specialisations available are:
 - (a) Coach Education
 - (b) Educational Management and Leadership
 - (c) Educational Psychology
 - (d) Higher Education *
 - (e) International Education
 - (f) Research Methodology
 - (g) Special Education
 - (h) Teaching English to Speakers of other Languages
 - (i) Health Professional Education

* 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, 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.

Graduate Certificate in Teaching English as a Foreign Language

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 2010 (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
XG003	Graduate Certificate in Teaching English as a Foreign Language

2 Attendance pattern

The attendance pattern for this course is full time only.

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 Teaching English as a Foreign Language requires:
 - (a) a minimum of one year's full-time teaching experience; and
 - (b) either a bachelor's degree from the University of Sydney, or equivalent qualification; or
 - (c) other academic and teaching qualifications acceptable to the Faculty for the purpose of undertaking the course.

4 Requirements for award

- (1) The units of study that must be taken for the course are set out in the Table of Units of Study for the Graduate Certificate in Teaching English as a Foreign Language.
- (2) To qualify for the award of the Graduate Certificate in Teaching English as a Foreign Language a candidate must complete 24 credit points of core units of study listed in the Table.

5 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.

Graduate Certificate in Learning Science and Technology

Graduate Diploma in Learning Science and Technology

Master of Learning Science 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 2010 (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
XG006	Graduate Certificate in Learning Science and Technology
XF009	Graduate Diploma in Learning Science and Technology
XC032	Master of Learning Science 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 Science and Technology
 - (b) the Graduate Diploma in Learning Science and Technology
 - (c) the Master of Learning Science 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; or
 - (b) a bachelor's degree from the University of Sydney 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
 - (c) in the case of the Graduate Diploma, completion of the embedded Graduate Certificate in Learning Science and Technology of the University of Sydney, or equivalent qualification; or
 - (d) in the case of the Master of Learning Science and Technology, completion of the embedded Graduate Diploma in Learning Science 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 Science and Technology.
- (2) To qualify for the award of the Graduate Certificate in Learning Science 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 Science 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 Science 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) 24 credit points of core units of study listed in the Table; and
 - (ii) 24 credit points of elective units of study chosen from the Table.
 - (b) The Research pathway requires the completion of:
 - (i) 24 credit points of core units of study listed in the Table; and
 - (ii) 24 credit points of elective units of study chosen from the Table, including 12 credit points of Dissertation units of study.

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, 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.

Social Work programs

Doctor of Social Work

Resolutions of the Senate

These resolutions relating to the Doctor of Social Work are amended, with effect from 1 January 2001.

1 Course codes

Code	Course title
ZB001	Doctor of Social Work

2 Applications

- (1) An applicant for admission to candidature shall:
 - (a) lodge an application with the Faculty of Education and Social Work;
 - (b) submit with the application an outline of the proposed course of advanced study and research, including the area of the proposed thesis, proposals for the practicum and proposals for related coursework units of study; and
 - (c) have been in full-time employment in Social Work for a minimum of four years.
- (2) An applicant for admission to part-time candidature shall submit with the application a written undertaking that the applicant will:
 - (a) have sufficient time available to complete the requirements for the degree in accordance with section 10(2) and within the maximum period prescribed in section 10(3) of these resolutions; and
 - (b) be able to attend at the University at such times and on such occasions for purposes of consultation and participation in Faculty activities, as may be required by the Faculty.

3 Admission to candidature

The Faculty may admit an applicant to candidature for the degree if:

- (a) the candidature's application complies with section 2, and
- (b) (except as provided in section 4 of these resolutions) the applicant holds or has fulfilled the requirements for:
 - (i) the degree of Bachelor of Social Work of the University of Sydney with First Class Honours or Second Class Honours, Division 1, or
 - (ii) the degree of Master of Social Work with Merit or the degree or Master of Philosophy in Social Work of the University of Sydney.

4 Admission to candidature

The Faculty may admit to candidature for the degree an applicant whose application complies with section 2, and who is either:

- (a) a social work graduate of another university or tertiary education institution; or
- (b) a person accepted by the Faculty as having standing equivalent to that required of a social work graduate of the University who is qualified for admission to candidature for the degree; and
- (c) is recommended by the Faculty as being suitably prepared in the particular field of study in which the applicant proposes to be a candidate.

5 Studies during the candidature

- (1) Except with the permission of the Faculty, a candidate will pursue an approved course of advanced study, professional practice and research, comprising:

- (a) six graduate semester units of study at the doctoral degree level including:
 - (i) a unit of study examining aspects of current social work professional theory and practice,
 - (ii) a unit of study dealing with research methods appropriate to examining social work practice,
 - (iii) a unit of study dealing with social policy,
 - (iv) an additional unit of study in one of the areas contained in paragraphs (I), (II) and (III); and
 - (v) two units of study related to the areas of the proposed practice development research and the thesis; and
- (b) a thesis of approximately 50,000 words (or equivalent) in length investigating a specific aspect or specific aspects of social work professional practice related to the practice development research and approved by the Faculty.

- (2) The Faculty may grant credit for a maximum of three postgraduate course units for units of study undertaken elsewhere at this University or at another university which are considered to be equivalent to units of study to be undertaken in accordance with section 5(1)(b), provided that:
 - (a) no unit of study for which credit is granted has been a basis for the award of any other award;
 - (b) each unit of study is passed at a level, or with such additional assessment or other requirements, as may be determined by the Faculty in each case; and
 - (c) each unit of study was completed within the four years immediately preceding the commencement of candidature for the degree of Doctor of Social Work.
- (3) The Faculty may approve a variation in a candidate's units of study and research.

6 Credit for previous studies

- (1) Coursework degrees The Faculty may grant a candidate credit for:
 - (a) up to three postgraduate coursework units of study, and two postgraduate research units of study in respect of units of study completed for the degree of Master of Social Work in this University; or
 - (b) up to two postgraduate coursework units of study in respect of units of study completed elsewhere in this University or at another university, provided that:
 - (i) no unit of study for which credit is granted has been a basis for the award of any other award;
 - (ii) the units of study were passed at a level or with such additional assessment or other requirements as may be determined by the Faculty in each case;
 - (iii) the units of study were completed within six years immediately preceding the commencement of candidature for the degree of Doctor of Social Work; and
 - (iv) each unit of study falls within the scope of the approved course of study and research under section 5.
- (2) Research degrees The Faculty may grant credit for the whole or any part of a period of candidature undertaken for the degree of Master of Philosophy in Social Work or the degree of Doctor of Philosophy in the Faculty of Arts provided that the candidate has abandoned candidature for the degree for which credit is sought and the period of candidature for which credit is sought:
 - (a) involved a course of advanced study and research related to the candidate's proposed course of advanced study and research for the degree of Doctor of Social Work; and
 - (b) was taken within six years immediately preceding the commencement of candidature for the degree of Doctor of Social Work.

7 The thesis

- (1) The candidate shall present a thesis of approximately 50,000 words (or equivalent) in length, which shall be substantial and original contribution to the subject concerned. The candidate shall state the sources from which the information is derived, the extent to which the work of others has been

made use of, and the portion of the work the candidate claims as original.

- (2) The topic of the thesis shall be approved by the Faculty.
- (3) The Faculty shall appoint a supervisor who shall be a member of the academic staff of the department. In appropriate cases the Faculty may appoint an associate supervisor.
- (4) A candidate may not present as the thesis any work which has been presented for a degree at this or another university, but the candidate will not be precluded from incorporating such work in the thesis, provided that, in presenting the thesis, the candidate indicates the part of the work which has been so incorporated.
- (5) A candidate shall submit to the Faculty four copies of the thesis in a form prescribed by the Faculty.
- (6) The thesis shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
- (7) When the degree has been awarded, a copy of the thesis incorporating any required emendations and revisions shall be lodged in the University Library.

8 Appointment of examiners

- (1) On receiving the thesis and having considered the certificate of the supervisor, the Faculty will determine if fit to, appoint examiners. The supervisor may not be an examiner.
- (2) The Faculty, after consultation with the designated Faculty Officer, resolves to appoint examiners she or he shall appoint three examiners, at least one of whom shall be external to the University.
- (3) The Faculty shall appoint examiners.
- (4) In any case where the Faculty having received the thesis and having considered the report of the supervisor, resolves not to appoint examiners, he or she shall report the circumstances for this decision to the Academic Board.

9 Degree result

Upon the completion of the coursework at the level prescribed by the Faculty, after consideration of the report of the supervisor of the practicum and after consideration of the reports of the examiners on the thesis, the Faculty shall submit the reports, together with a recommendation concerning the award of the degree, to the Academic Board which shall determine the result of the candidature.

10 Time limits

- (1) Subject to subsection 10 (2) a candidate may proceed either on a full-time or part-time basis.
- (2) Except in special circumstances and with the approval of the Faculty a candidate shall complete a minimum of thirty weeks of full-time candidature taken over such a period of time and in such a manner as may be approved by the Faculty.
- (3) Except in special circumstances and with the approval of the Faculty a candidate shall complete all the requirements for the degree not earlier than the end of the third and not later than the end of the sixth year of candidature, excluding any period of approved suspended candidature.
- (4) A candidate shall prepare annually, before enrolment, a statement of the work done by the candidate towards completion of the requirements for the degree and submit it to the appointed supervisor in accordance with Academic Board policy.
- (5) The supervisor shall also prepare a report on the work done by the candidate, which shall be shown to the candidate for comment, and the candidate shall sign the report as having sighted the contents.
- (6) Both reports shall then be forwarded to the Faculty.
- (7) Where, in the opinion of the Faculty, a candidate has not made satisfactory progress towards completing the requirements for the degree the Faculty may call upon the candidate to show cause why the candidature should not be terminated for the lack of satisfactory progress.

Master of Philosophy in Social Work

These resolutions relating to the Master of Philosophy in Social Work are amended, with effect from 1 January 2001.

Course Resolutions

1 Course codes

Code	Course title
ZC081	Master of Philosophy in Social Work

2 Admission

An applicant for admission to candidature for the degree of Master of Philosophy in Social Work shall:

- (a) hold a four-year Bachelor of Social Work degree or equivalent with first or second class honours, or
- (b) being a Bachelor of Social Work without first class or second class Honours, either produce evidence to the satisfaction of the Faculty of having completed equivalent work or complete, to the satisfaction of the Faculty, a period of probationary candidature, or
- (c) be a Master of Social Work with merit; and
- (d) have been in full-time employment in Social Work for a minimum of one year.

3 Degree requirements

- (1) A candidate shall:
 - (a) carry out supervised research on a topic approved by the Faculty;
 - (b) write a thesis embodying the results of this research; and
 - (c) lodge with the Faculty three copies of the thesis, typewritten and bound in accordance with the resolutions of the Faculty.
- (2) The Faculty shall appoint a full-time member of the University academic staff to act as the supervisor of the candidate.
- (3) In any thesis lodged by the candidate, the candidate shall state generally in a preface and specifically in notes the source from which the information in the thesis was taken, the extent to which the candidate has made use of the work of others and the proportion of the thesis which is claimed as original.
- (4) A thesis lodged by a candidate shall be accompanied by a certificate from the supervisor stating whether, in the supervisor's opinion, the form of presentation of the thesis is satisfactory.
- (5) The Faculty shall appoint a least two examiners of the thesis, of whom at least one shall be external to the University.
- (6) The examiners shall report to the Faculty who shall determine the result of the examination.
- (7) In special cases the Faculty, may require the candidate to take an examination in the area of the thesis.

4 General provisions relating to all degrees of Master

- (1) A full-time candidate for the degree of Master shall present for examination for the award not earlier than the end of the first year of candidature and not later than the end of the third year of candidature, except with the permission of the Faculty.
- (2) A part-time candidate for the degree of Master shall present for examination for the award not earlier than the end of the second year of candidature and not later than the end of the sixth year of candidature, except with the permission of the Faculty.
- (3) Time spent by a candidate in advanced study in the University of Sydney, or in another university, or in another equivalent institution, before admission to candidature, may be deemed by the Faculty to be time spent after such admission, provided that it represents no more than half of the total candidature.

5 Unsatisfactory progress

The Faculty may:

- (a) call upon any candidate for the degree of Master to show cause why the candidature should not be terminated by reason of unsatisfactory progress towards completion of the course; and
- (b) where, in the opinion of the Faculty, the candidate does not show good cause, terminate the candidature.

6 Grade of award

- (1) The award of Master of Philosophy in Social Work shall be made in one grade only.
- (2) An outstanding candidate may receive the award with merit.
- (3) If the Faculty is of the opinion that the candidate's work is of sufficient merit, that candidate shall receive a bronze medal.

7 Consultation

Where the Associate Dean concerned is required to make a recommendation to the Faculty in respect of any person's candidature, the recommendation shall be made only after consultation with the course convenor and the relevant postgraduate studies coordinator.

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 2010 (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
ZC031	Master of Social Work
ZF001	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 of 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 of 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 of Social Work a candidate must complete 36 credit points, comprising:
 - (a) 12 credit points of core unit of study listed in the Table; and
 - (b) 24 credit points of elective units of study chosen from the 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 Table; and
 - (b) 36 credit points of elective units of study chosen from the 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, 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.

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 2010 (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
XG004	Graduate Certificate in Policy Studies
XF007	Graduate Diploma in Policy Studies
XC031	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; or
 - (b) the Bachelor of Education degree from the University of Sydney, or equivalent qualification; or
 - (c) a bachelor's degree from the University of Sydney in a relevant discipline, or equivalent qualification, and at least three 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 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 chosen from the Table; and
 - (b) 12 credit points of elective units of study 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) 12 credit points of core units of study chosen from the Table; and
 - (b) 24 credit points of elective units of study chosen from the Table, including:
 - (i) a minimum of 18 credit points of units of study chosen from Policy Studies units and
 - (ii) a maximum of 6 credit points of units of study 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) 12 credit points of core units of study chosen from the Table; and
 - (b) 36 credit points of elective units of study chosen from the Table, including:
 - (i) a minimum of 24 credit points of units of study 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, 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.

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 2010 (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
ZG006	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.

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1	1					
	2					
2	summer					
	1					
	winter					
	2					
3	summer					
	1					
	winter					
	2					
4	summer					
	1					
	winter					
	2					
5	summer					
	1					
	winter					
	2					
Total credit points						