WELCOME TO UTS: EDUCATION

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UTS acknowledges the Gadigal People of the
Eora Nation and the Boorooberongal People
of the Dharug Nation upon whose ancestral
lands our campuses stand. We would also
like to pay respect to the Elders both past and
present, acknowledging them as the traditional
custodians of knowledge for these lands.
WHY EDUCATION AT UTS?

The School of Education at UTS is a leading provider of practice–oriented learning in teacher education

OUR DIFFERENCE
Teachers know that practice makes perfect. We’ll bring out your best, so you can guide future generations.

PRACTICE EQUALS ADVANTAGE
If you’re the job candidate who can hit the ground running, you’re the one with a notable edge. You’ll leave us with a degree from a university with a high reputation for practice–oriented learning, and the gains from extensive professional experience placements.

EXPAND YOUR HORIZONS
Open doors you didn’t think possible. Combine your degree with a Bachelor of Arts in International Studies and get the only degree in NSW that gives you the opportunity to do one year of your degree overseas.

STAND OUT
We know which subjects will give your career a boost. UTS offers highly regarded sub-majors such as STEM (Science, IT, Engineering and Mathematics), Special Education and TESOL (Teaching English to Speakers of Other Languages).

HAVE SOME FUN
We get it, there’s life beyond study. That’s why we offer more than 100 clubs, where you can make life-long friends with a common interest. Or if you’re feeling adventurous, you can go on a professional experience trip to China, Samoa, Thailand or South Korea.
WORLD-CLASS FACILITIES

Ross Milbourne Sports Hall

Visual Arts Room

Alumni Green is a central meeting place for the university community, filled with new, student-focused spaces, ranging from a grass area lined by sculptural seating to intimate garden ‘pods’ where students can gather in the shade.

ROSS MILBOURNE SPORTS HALL

This uniquely designed hall includes a state-of-the-art sports court accommodating a variety of sports, a fully equipped gymnasium, and a dance studio. It is also a teaching space for primary education and secondary education PDHPE subjects.

LEARNING COMMONS

Learning commons provide a range of settings and facilities to support students in their activities throughout the day. There are now a series of these students’ spaces throughout the campus.

STUDY IN NEW FACILITIES

Study in our new purpose-built teacher education facilities in Building 10 right in the heart of Sydney, which includes new award-winning teaching and learning spaces and student areas.
CAREERS IN EDUCATION

The UTS Bachelor of Arts/Bachelor of Education degree and combined degree with International Studies will qualify graduates for a career as a primary school teacher, secondary school teacher, or qualify you to teach K–12 depending on the chosen major.

The UTS Master of Teaching in Secondary Education degree will qualify graduates for a career as a secondary school teacher.

What you will gain with a career in Teaching/Education:

> An opportunity to contribute to the education and development of the next generation
> Good working conditions, holidays and a balanced lifestyle
> Transferable skills in the areas of education, training, research and development
> The potential to work overseas, as a teaching degree is accepted in some other nations
> Interesting, challenging and rewarding work.

A Teaching/Education career will suit people who are:

> Good communicators and like working with children and adolescents
> Creative thinkers and good problem solvers
> Motivated in helping others succeed
> Willing to continue learning throughout their career.

POSTGRADUATE EDUCATION

For further professional development, the School of Education also offer the following postgraduate courses:

> Master of Teaching in Secondary Education
> Master of Education (Learning and Leadership)
> Master of Applied Linguistics and TESOL and articulating Graduate Certificates and Graduate Diplomas.

For more information please see the website: www.uts.edu.au/future-students/education

STEPHANIE MCCONNELL
Principal, Turramurra High School

“The involvement of UTS students in collaborative and innovative approaches to initial teacher education is outstanding. It is providing UTS students with the opportunity to be involved in groundbreaking research which will equip them with unique skills and experiences to significantly change the future of the teaching profession and to better meet the needs of children and young people in the 21st century.”
WILLIAM MCINNES
Primary Education

“The relationships you form with your classes on prac are also really meaningful.

Helping kids who struggle to grasp a new concept is the best feeling, for you and for them, and building a great rapport with kids over the weeks [for each prac] is really rewarding.”
PROFESSIONAL EXPERIENCE

PROFESSIONAL EXPERIENCE PROGRAM
Teacher education students at UTS complete significant teaching and learning experiences in school contexts every year of their degree. The UTS professional experience program engages students in two interlinked elements:

> Campus-based studies examining the range of learning issues, skills and procedures which assist the development of good professional practice
> Field experiences where students are placed in schools for practical engagement in a variety of teaching/learning interactions

Students may also apply to undertake an international professional experience program in Thailand, China, Samoa or South Korea in their third year.

Undergraduate teacher education students complete over 80 days of professional experience with schools during their degree.

KEY FEATURES
The key features of our professional experience program are:

> A three–way partnership between the students, supervising teachers and our lecturers
> A sequence of experiences which build upon earlier teaching / learning achievements and articulate with other aspects of students’ course work
> An emphasis on continuing reflection and self–evaluation as integral to teaching as a professional activity
> The development of students’ ability to diagnose, negotiate and act upon what is observed and experienced in and beyond classrooms

Intensive and extensive professional experience every year, from year 1.

FIONA NGHIEM
Primary Education

“Professional experience in the first semester really stood out to me as a student who wanted to become a Primary teacher. This is because it gives you significant classroom experience as well as the chance to work with different teachers and students. It is a very rewarding experience which I absolutely love about this Education degree at UTS!”
BACHELOR OF ARTS / BACHELOR OF EDUCATION

KEY INFORMATION

2017 ATAR: 72.40
with International Studies: 73.95
Duration: 4 years (full-time)
UAC code: 600038
Load credit points: 192

Assumed knowledge:
A minimum of three Band 5 HSC results, including one in English (excluding English as a Second Language ESL)
Combining this degree with:
International Studies, see page 16
Bonus points: Not applicable
How to apply: See page 25
Professional recognition:
NESA, Teaching and Educational Standards

COURSE DESCRIPTION

This course prepares graduates for teaching in primary, secondary or K–12 settings. It is a practice-oriented course that aims to produce high-quality graduates through a program integrating the latest educational theory. Students continually develop teaching competence throughout the degree with a comprehensive and engaging professional experience program.

Most subjects are delivered in blended mode, incorporating the faculty's new classrooms and online learning spaces. Students study innovative teaching methods in the key learning areas and explore contemporary issues and applications, including technology-enhanced learning and learning analytics.

Students selecting the primary or secondary major have a choice of sub-majors in which to add depth of study in fields of interest, including highly desirable sub-majors in STEM (Science, IT, Engineering and Mathematics), Special Education and TESOL (Teaching English to Speakers of Other Languages). There is also the opportunity to undertake specialisations in Science and Technology or Mathematics.

WHY CHOOSE THIS COURSE

> Professional experience in every year of the degree with 80 days of supervised teaching practice in schools
> Optional international professional experience placement in China, Samoa, Thailand or South Korea
> K–12 major option for maximising career opportunities
> Central city location with new award-winning purpose-built teacher education facilities
> Sub-major specialisations for increasing career depth
> Honours available to meritorious students.

CAREERS

Career options include primary teaching (kindergarten to year 6) and/or secondary teaching (years 7–12) in English, Mathematics, Science, Social Science or PDHPE in a public or private school, locally and internationally.

ENTRY REQUIREMENTS

Applicants must have completed an Australian Year 12 qualification, Australian Qualifications Framework Diploma, or equivalent Australian or overseas qualification at the required level.

Eligibility for admission does not guarantee offer of a place.

Students who do not meet the minimum of three band 5 HSC results, including one in English, may be able to enter this course after completing an approved UTS pathway option. More information can be found at: http://www.uts.edu.au/future-students/education/study-areas/teacher-education-undergraduate/pathways

The Bachelor of Arts/Bachelor of Education provides a teaching qualification in primary, secondary or K–12 schools. It is recognised by the NSW Department of Education, Association of Independent Schools, Catholic Education Office, and is also recognised interstate and internationally. This course is also recognised by the NSW Education Standards Authority (NESA) previously known as BOSTES. To gain employment as a teacher in NSW schools, graduates must meet the requirements of NESA, including language proficiency and mathematics. For details, see http://educationstandards.nsw.edu.au

ADRIAN EVANGELISTA
Secondary Education

“This course feels more like 4-years of teacher training rather than a 4-year Education degree. UTS truly foster the growth of future teachers.

My favourite aspect is definitely the professional experience. They have given me a chance to practice everything I’ve learnt in the classroom and figure out what teaching strategies work for me and, more importantly, which strategies don’t work. This interaction was truly a major part of my growth and development as a future teacher.”
COURSE STRUCTURE

Students must complete 192 credit points made up of 30 credit points of core subjects and a 162-credit-point major. Students who choose the primary or secondary major can choose a 24-credit-point sub-major within the 162-credit-point major or a 36 credit point specialisation.

EDUCATION CORE 30CP

> Beyond Culture: Diversity in Context
> Learning and Development across the Lifespan
> Issues in Education: Local and Global Contexts
> Digital Learning Futures
> Capstone

MAJOR CHOICE 162CP

> Primary Education
> Secondary Education
> K–12

CREDIT POINTS

<table>
<thead>
<tr>
<th>Education core</th>
<th>Major choice</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>162</td>
<td>192</td>
</tr>
</tbody>
</table>

SUB-MAJORS 24CP

TESOL (Teaching English to Speakers of Other Languages) 24cp
> TESOL: Introduction to Language
> TESOL: Language Development
> TESOL Methodology
> TESOL Practicum 2: Teaching Intensive

Special Education 24cp
> Special Education: Reading and Spelling
> Special Education: Numeracy Instruction
> Special Education: Assistive, Adaptive and Mobile Technologies
> Special Education: Text Production and Comprehension

STEM (Science, Technology, Engineering, Mathematics) 24cp
> Choose 4 subjects from a list of existing STEM subjects

Education Electives 24cp
> Choose 4 subjects from a list of electives

For the latest list of subjects and electives visit www.handbook.uts.edu.au/edu

ERICA NGUYEN
Primary Education

“I have gained a lot of self-confidence and motivation from my studies at UTS. The courses are very hands on and interactive and this gives me the chance to improve my public speaking and group work skills, both essential for an aspiring teacher.”
# PRIMARY EDUCATION MAJOR

## COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn session</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE1: Preparation for Teaching</td>
<td>PE3: Effective Teaching &amp; Learning</td>
<td>Digital Learning Futures</td>
<td>PE5: Teacher as Researcher</td>
</tr>
<tr>
<td>Beyond Culture: Diversity in Context</td>
<td>Programming, Assessment &amp; Reporting</td>
<td>Science &amp; Technology 2</td>
<td>Social and Environmental Education 2</td>
</tr>
<tr>
<td>English 1</td>
<td>Special Education: Inclusion</td>
<td>Maths 2</td>
<td>Creative Arts 2: Music, Movement and Dance</td>
</tr>
<tr>
<td>Creative Arts 1: Visual Arts</td>
<td>PDHPE1: Foundations of Teaching HPE</td>
<td>Elective 1</td>
<td>Elective 3</td>
</tr>
<tr>
<td><strong>Spring session</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and Development across the Lifespan</td>
<td>Issues in Education: Local and Global Contexts</td>
<td>English 3</td>
<td>Capstone</td>
</tr>
<tr>
<td>Maths 1</td>
<td>English 2</td>
<td>Social and Environmental Education 1</td>
<td>Maths 3</td>
</tr>
<tr>
<td>Science &amp; Technology 1</td>
<td>PDHPE2: Curriculum &amp; Pedagogy in HPE</td>
<td>Elective 2</td>
<td>Elective 4</td>
</tr>
</tbody>
</table>

### PRIMARY EDUCATION MAJOR

- Teacher Education (Primary Subjects) 54cp
- Key Learning Areas 84cp
- Sub-Major 24cp
- Education Core 30cp

### TEACHER EDUCATION (PRIMARY SUBJECTS) 54CP

- PE1: Preparation for Teaching
- PE2: Introduction to Classroom Management
- PE3: Effective Teaching and Learning
- PE4: Building Classroom Management
- PE5: Teacher as Researcher
- PE6: Internship and Beyond
- Special Education: Inclusion
- Programming, Assessment & Reporting
- Issues in Indigenous Australian Education

PE – Professional Experience

### KEY LEARNING AREAS (KLA) 84CP

- Mathematics Education 1
- Mathematics Education 2
- Mathematics Education 3
- Science and Technology Education 1
- Science and Technology Education 2
- Social and Environmental Education 1
- Social and Environmental Education 2
- PDHPE1: Foundations of Teaching HPE
- PDHPE2: Curriculum & Pedagogy in HPE
- Creative Arts 1: Visual Arts
- Creative Arts 2: Music, Movement and Dance
- English Education 1
- English Education 2
- English Education 3

### SUB MAJOR 24cp

Choose one of the following:
- TESOL 24cp
- Special Education 24cp
- STEM 24cp
- Education Electives 24cp

### EDUCATION CORE 30cp

- Beyond Culture: Diversity in Context
- Learning and Development across the Lifespan
- Issues in Education: Local and Global Contexts
- Digital Learning Futures
- Capstone
# Secondary Education Major

## Course Structure

<table>
<thead>
<tr>
<th>Year</th>
<th>Autumn Session</th>
<th>Spring Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>PE1: Preparation for Teaching</td>
<td>PE2: Introduction to Classroom Management</td>
</tr>
<tr>
<td></td>
<td>Beyond Culture: Diversity in Context</td>
<td>Issues in Indigenous Australian Education</td>
</tr>
<tr>
<td></td>
<td>Method 1</td>
<td>Method 2</td>
</tr>
<tr>
<td></td>
<td>Discipline Content</td>
<td>Discipline Content</td>
</tr>
<tr>
<td>Year 2</td>
<td>PE3: Effective Teaching &amp; Learning</td>
<td>PE4: Building Classroom Management</td>
</tr>
<tr>
<td></td>
<td>Special Education: Inclusion</td>
<td>Issues in Education: Local and Global Contexts</td>
</tr>
<tr>
<td></td>
<td>Discipline Content</td>
<td>Discipline Content</td>
</tr>
<tr>
<td>Year 3</td>
<td>Digital Learning Futures</td>
<td>Discipline Content</td>
</tr>
<tr>
<td></td>
<td>Discipline Content</td>
<td>Method 3</td>
</tr>
<tr>
<td>Year 4</td>
<td>PE5: Teacher as Researcher</td>
<td>PE6: Internship &amp; Beyond</td>
</tr>
<tr>
<td></td>
<td>Elective 1</td>
<td>Elective 2</td>
</tr>
</tbody>
</table>

## Secondary Education Major

### Method Subjects 24CP
Choose one of the following:
- Maths 24cp
- Science 24cp
- Maths/Science 24cp
- English 24cp
- Social Sciences [e.g. Business Studies / Economics] 24cp

### Discipline Studies Secondary 60CP
Choose one of the following:
- Science 60cp
- Maths 60cp
- Social Sciences [e.g. Business Studies / Economics] 60cp
- PDHPE 60cp
- Maths/Science 60cp
- English 60cp

### Sub Major 24CP
Choose one of the following:
- TESOL 24cp
- Special Education 24cp
- STEM 24cp
- Education Electives 24cp

### Education Core 30CP
Choose one of the following:
- Beyond Culture: Diversity in Context
- Learning and Development across the Lifespan
- Issues in Education: Local and Global Contexts
- Digital Learning Futures
- Capstone

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**Teacher Education** (Secondary Subjects) 54cp
- PE1: Preparation for Teaching
- PE2: Introduction to Classroom Management
- PE3: Effective Teaching and Learning
- PE4: Building Classroom Management
- PE5: Teacher as Researcher
- PE6: Internship and Beyond
- Special Education: Inclusion
- Literacy and Numeracy across the Curriculum
- Issues in Indigenous Australian Education

**Methods Subjects** 24cp
- Choose one of the following:
  - Maths 24cp
  - Science 24cp
  - Maths/Science 24cp
  - English 24cp
  - Social Sciences [e.g. Business Studies / Economics] 24cp

**Discipline Studies Secondary** 60cp
- Choose one of the following:
  - Science 60cp
  - Maths 60cp
  - Social Sciences [e.g. Business Studies / Economics] 60cp
  - PDHPE 60cp
  - Maths/Science 60cp
  - English 60cp

**Sub Major** 24cp
- Choose one of the following:
  - TESOL 24cp
  - Special Education 24cp
  - STEM 24cp
  - Education Electives 24cp

**Education Core** 30cp
- Beyond Culture: Diversity in Context
- Learning and Development across the Lifespan
- Issues in Education: Local and Global Contexts
- Digital Learning Futures
- Capstone
## K–12 MAJOR

### COURSE STRUCTURE

<table>
<thead>
<tr>
<th></th>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Autumn session</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE1: Preparation for Teaching</td>
<td>PE3: Effective Teaching &amp; Learning</td>
<td>Digital Learning Futures</td>
<td>PE5: Teacher as Researcher</td>
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</tr>
<tr>
<td>English 1</td>
<td>Beyond Culture: Diversity in Context</td>
<td>Creative Arts 1: Visual Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method 1</td>
<td>Special Education: Inclusion</td>
<td>Maths 2</td>
<td>K–6 Option(s) and/or Discipline Content</td>
<td></td>
</tr>
<tr>
<td>Discipline Content</td>
<td>Discipline Content</td>
<td>Discipline Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring session</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and Development across the Lifespan</td>
<td>Issues in Education: Local and Global Context</td>
<td>Science &amp; Technology 1</td>
<td>Capstone</td>
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<tr>
<td>Literacy &amp; Numeracy across the Curriculum</td>
<td>Maths 3</td>
<td>English 2</td>
<td>K–6 Option(s) and/or Discipline Content</td>
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<tr>
<td>Discipline Content</td>
<td>Method 2</td>
<td>Social and Environment Education 1</td>
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</tr>
</tbody>
</table>

### TEACHER EDUCATION (SECONDARY) 54cp

- PE1: Preparation for Teaching
- PE2: Introduction to Classroom Management
- PE3: Effective Teaching and Learning
- PE4: Building Classroom Management
- PE5: Teacher as Researcher
- PE6: Internship and Beyond
- Special Education: Inclusion
- Literacy and Numeracy across the curriculum
- Issues in Indigenous Australian Education

### K–6 KEY LEARNING AREAS (KLA) 48CP

- Mathematics Education 2
- Mathematics Education 3
- Science and Technology Education 1
- Social and Environmental Education 1
- PDHPE1: Foundations of Teaching HPE
- Social and Environment Education 2
- Creative Arts 2: Music, Movement and Dance
- English Education 3
- English Education 1
- English Education 2

### K–6 OPTIONS 12CP

Choose one of the following:

**Mathematics or Science 12cp**

- Science and Technology Education 2
- Mathematics 1

**Social Science 12cp**

- Social and Environmental Education 2
- Creative Arts 2: Music, Movement and Dance

**PDHPE 12cp**

- PDHPE 2
- Social and Environmental Education 2

**English 12cp**

- English Education 3
- Creative Arts 2: Music, Movement and Dance

**General 12cp**

- Social and Environmental Education 2
- KLA choice, choose 1 of the following:
  - Creative Arts 2: Music, Movement and Dance
  - PDHPE 2
  - Science and Technology Education 2

### EDUCATION CORE 30CP

- Beyond Culture: Diversity in Context
- Learning and Development across the Lifespan
- Issues in Education: Local and Global Contexts
- Digital Learning Futures
- Capstone

### 7–12 METHOD SUBJECTS: 12CP

- Maths methods
- Science methods
- Social Sciences Methods
- Business/Economics
- PDHPE methods
- English methods

### DISCIPLINE STUDIES K–12: 36CP

- Maths
- Science
- Social Sciences
- Business Studies/Economics
- PDHPE
- English
COURSE DESCRIPTION

UTS is the only university in Australia to offer students the option of studying another language overseas for a year by combining their degree with a Bachelor of Arts in International Studies.

Students can choose from one of the following majors: Argentina, Canada (Quebec), Chile, China, Colombia, Costa Rica, France, Germany, Italy, Japan, Latino USA, Mexico, Spain or Switzerland.

As part of the International Studies program, students will learn the language of their country major, about cultural diversity and comparative social change, contemporary society in the country of their major and spend two sessions studying at a university in the country of their major.

The In–Country Study is a key component of the combined degree. It provides a unique opportunity for students to immerse themselves in the language and culture of another country through a learning program at a host university, and become involved in the life of the local community.

YU YAN TRAN
Primary Education
International Studies (Germany)
Graduate Teacher, Department of Education

“Living in Germany was incredible. It was an opportunity to truly immerse myself in a completely different culture and understand it not simply from a tourist’s perspective. You definitely grow a lot during the year abroad and it’s also a great way to make friends from all over the world!”
# A Typical Program of Study

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education subjects</td>
<td>Education subjects + Language &amp; Culture 1 + Foundations in International Studies</td>
<td>Education subjects + Language &amp; Culture 3</td>
<td>In–Country Study 1</td>
<td>Education subjects</td>
</tr>
<tr>
<td>Spring session</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Education subjects</td>
<td>Education subjects + Language &amp; Culture 2</td>
<td>Education subjects + Language &amp; Culture 4 + Contemporary Society</td>
<td>In–Country Study 2</td>
<td>Education subjects</td>
</tr>
</tbody>
</table>

For more information on the above subjects visit [www.handbook.uts.edu.au/edu](http://www.handbook.uts.edu.au/edu)

## Choose Your International Studies Major
- Argentina
- Canada (Quebec)
- Chile
- China
- Colombia
- Costa Rica
- France
- Germany
- Italy
- Japan
- Latino USA
- Mexico
- Spain
- Switzerland

## Choose Your Education Major
- Primary
- Secondary

## Learn a New Language
- French
- Spanish
- Chinese
- German
- Italian
- Japanese
The table provides a guide to undergraduate subjects required in order to teach in an area of specialisation. Please also check the complete list at the NSW Education Standards Authority (NESA) Teacher Accreditation website: http://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/how-accreditation-works/your-accreditation/future-teachers/high-school

<table>
<thead>
<tr>
<th>FIRST TEACHING AREA</th>
<th>SUBJECT CONTENT REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>A major* in English with at least 3 units of a strong core of textual studies including literature.</td>
</tr>
<tr>
<td>Mathematics¹</td>
<td>A major* in pure or applied mathematics [must include algebra and calculus].</td>
</tr>
<tr>
<td>Science²</td>
<td>A major* in science of four units in either biology, chemistry or physics and two units of another science. Or Earth and environmental science – major* in science of one unit in biology and one unit in geology or environmental science and two units in chemistry or physics and two other science units. (Science study must include Physics or Chemistry).</td>
</tr>
<tr>
<td>HSIE: Business Studies/Economics²</td>
<td>Business studies – major* in business related studies including at least one unit of finance or accounting and one unit of business management and remaining units drawn from: business law (Australian/English), economics, human resource management, industrial relations, marketing. Or Economics – major* in economics.</td>
</tr>
<tr>
<td>Personal Development, Health &amp; Physical Education (PDHPE)</td>
<td>A major* in personal development and/or health studies and/or physical education with at least three units of study in health education including mental health, sexual health, relationships, drug education, child protection education, gender studies and risk taking behaviour, and at least three units of study in physical education including contemporary physical activities, dance, gymnastics, games and sport.</td>
</tr>
</tbody>
</table>

*Study undertaken for a major study will be equivalent to a total of three-quarters of a year of successful full-time higher education study, usually comprising sequential discipline study taken over three years. In most programs, this equates to six units, with no more than two at first-year level and no fewer than two units at third-year level.

¹Study undertaken for a minor study will be equivalent to a total of half a year of successful full-time higher education study, usually comprising sequential discipline study taken over two years. In most programs, this equates to four units, with no more than two at first year level.

These standards refer to the amount of study to be undertaken in particular areas in terms of years of full-time equivalent study. This is compatible with the measurement of student load in terms of equivalent full-time student load (EFTSL). In a traditional structure of eight units per year, one unit would be equivalent to one-eighth of a year of full-time equivalent study.
current student profiles to be updated here
VIVIENNE SACHS
Bachelor of Education Bachelor of Arts in International Studies
In-country study destination: Quebec
Primary Teacher, Department of Education

Since graduating I’ve been lucky enough to land my dream job. I’m permanently employed by the NSW Department of Education as a teacher at a primary school on the North Shore and I absolutely love it. It’s the job I hoped, but definitely never expected to get!

I chose UTS because it was the only university that offered the combined degree that would allow me to travel and learn a language as well as setting me up for a career as a teacher. We had work experience built into the degree with the teaching practicums throughout. Moving to Québec for a year as part of my International Studies degree was one of the best years of my life!

JONATHAN BILLING
Bachelor of Education (Primary)

UTS was at the top of my list when applying for Universities, it was also highly suggested by my friends. Once at UTS I felt lucky to be here as the tutors have been incredibly supportive and happy to share their knowledge and experience. The staff are really great! I have also loved my Prac! The schools have been fantastic and it is good to be immersed in the school environment and put into practice the theories shown at uni. Again, I have been lucky. The teachers welcomed me into their classrooms and provided assistance and instruction to further my own professional practice.

NICOLAS MATERAC
Secondary Education
Maths and Science Teacher, Northern Beaches Secondary College (Freshwater Campus)

I love sharing knowledge and what better place to do so than at a school? Some claim every day is different when you’re a teacher and they’re right, but patterns definitely emerge. I typically arrive at school at 8am and organise lessons for the day including photocopies, projectors, etc. Apart from the actual teaching, I also spend time planning ahead and sharing ideas with colleagues. Teaching has a big administrative side. I write reports, communicate with parents and enter marks. School finishes after 3pm. Then I can catch up on admin, plan more lessons or go home. I’m still in the early years of my career, so at this point I have a lot to learn. Some of this learning comes from interacting with the students in class.

HEIDI ST LEON
Bachelor of Education Bachelor of Arts in International Studies
In-country study destination: China
Early Numeracy Intervention Teacher (Banksia Road Public School)

I wanted a degree that would give me experience in something other than education, while also adding flare and uniqueness to the teacher that I strive to be. When I stumbled across UTS’s Bachelor of Education/Bachelor of Arts in International Studies degree it was too good to be true — prac teaching nearly every semester, a year overseas, and a combined degree.

The hands-on and practical nature of my degree has been the most enjoyable part of studying at UTS. This is particularly impressive to employers and also makes what we have learned much more relevant and understandable. I was able to score a job in the education industry in the first year of my degree because of the teaching experience I’d already had.
Want to explore more about innovation and entrepreneurship? Want to explore your creative side? Want to compliment your studies by developing your creative intelligence and innovation skills?

Taking a transdisciplinary approach the new Diploma in Innovation engages students with open, complex and networked problems, and in doing so develops students’ capacity for complex systems thinking, creating value in problem solving and inquiry, imaginative and ethical citizenship and entrepreneurial/intrapreneurial skills. The Diploma can only be undertaken in conjunction with an undergraduate bachelor’s degree (excluding the BTi or BCII); it consists of intensive courses in winter and summer schools that allow students to experience transdisciplinary innovation practices without extending their course duration.
The Diploma in Languages is taken concurrently with any undergraduate or postgraduate coursework degree program at UTS. The course gives students the opportunity to learn a language and about the corresponding cultures and societies over six sessions.

**KEY INFORMATION**

- **2017 ATAR:** Not applicable
- **Course code:** C20059
- **Duration:** 3 years (part-time), concurrent study
- **Credit points:** 48
- **Delivery:** Face-to-face

The course will engage students in creative and inspiring learning that enables them to build strong professional identities and future-focused graduate capabilities. Students will obtain or improve their language and socio-cultural skills and therefore increase their employability in the domestic and international marketplace.

**SUBJECTS**

*Language and Culture 48cp*
Students will study six Language and Culture subjects. They will gain a communication tool and understandings of other cultures and societies. Throughout the subjects the four macro language skills of listening, speaking, reading and writing, will be developed using authentic materials covering a variety of situations.

A range of entry levels cater for students with prior knowledge and for beginners. Students who have successfully completed the language at HSC level or equivalent may be able to begin at higher levels.

**STUDY PATTERN**

Students study one Diploma in Languages subject per session in addition to their professional degree subjects. A standard UTS full-time session for undergraduates is 24cp. With the Diploma in Languages a student would increase their load to 32cp per session. Optional overseas intensive study opportunities in the selected language may be available.

**GRADUATE OUTCOMES**

Throughout the course students will have developed a range of skills and capabilities. Graduates of the Diploma in Languages will:

- possess a developed level of oral and written communication skills in at least one language other than English
- have the capacity to operate appropriately in intercultural professional contexts
- be able to apply international knowledge as adaptable, flexible and resourceful practitioners
- have a broad and coherent understanding of the historical, political, cultural, social and economic situations of countries and societies where their language of study is spoken
- be able to creatively design and conduct independent, engaged and ethical research in and about other cultural contexts and societies
- possess critical problem-solving and research-led analytical skills in international and intercultural change
- demonstrate cosmopolitan openness with an awareness of, and commitment to, ethical practices as informed and engaged international citizens
- gain international perspectives and skills to their professional degree
- be prepared for globalised work opportunities

**ADMISSION REQUIREMENTS**

Any local student enrolled in a UTS undergraduate or postgraduate coursework degree is eligible to apply. Students not studying at UTS are unable to apply and it cannot be enrolled in as a stand alone course.

**HOW TO APPLY**

Students need to submit a direct application to UTS. [www.internationalstudies.uts.edu.au/future](http://www.internationalstudies.uts.edu.au/future)
Fees, Scholarships & Financial Assistance

TUITION FEES
Most local students will be studying in a Commonwealth Supported Place which means the Australian Government makes a contribution to the cost of your study while you pay a student contribution. If eligible, you can elect to pay your student contribution upfront or defer payment of your student contribution using HECS-HELP visit www.fees.uts.edu.au for more info.

For information on fees for international students visit www.uts.edu.au/international
Note, this guide is not intended for international students.

SCHOLARSHIPS
UTS is proud to award a large number of scholarships to its students every year. Through providing scholarships, the university endeavours to reward achievement and recognise motivation to succeed.

UTS is also committed to providing support to students experiencing financial hardship and/or other educational disadvantages. For information on all scholarships visit www.uts.edu.au/future-students/scholarships

FINANCIAL ASSISTANCE
The UTS Financial Assistance Service can help students with practical and financial aspects of life at university. Local UTS students with ongoing and long-term low income can approach our financial assistance service for support with advocacy to Centrelink, information on HECS and FEE-HELP, loans and equity based scholarships and grants, and advice on budgeting. As a UTS student you may be eligible for an interest free student loan from UTS of up to $500 to assist with bills, rent, one-off living expenses and other costs, such as medical costs. For information on financial assistance at UTS visit www.ssu.uts.edu.au/fassist

STUDENT SERVICES AND AMENITIES FEE
Students are required to pay a Student Services and Amenities Fee. This fee funds services and amenities at UTS such as social and cultural clubs, services for developing students study skills, UTS food, beverage and retail outlets (including a 10% discount for students), and the second-hand bookstore. If you’re an Australian citizen or on a humanitarian visa, this fee may be deferred through a new government loan scheme called SAHELP. For more information see www.fees.uts.edu.au

Note, this guide is not intended for international students.
Applying to UTS

Domestic students who wish to apply for entry into one of the undergraduate programs at UTS must first lodge an online application through the Universities Admission Centre (UAC) www.uac.edu.au.

The UAC application process commences in August each year, and continues through till the end of September. Students applying through UAC must submit their application before the end of September as late fees will be applied to your application by UAC for any applications received after this date.

To be eligible to apply for a course at UTS students must satisfy at least one of the following minimum admission requirements:

- Must have attained a full NSW HSC or equivalent with an ATAR of 69 (excluding bonus points), or
- Completed TAFE TPC, Associate Diploma, AQF Diploma or Advanced Diploma, or
- Completion of one year of tertiary studies (must be full time), or
- Be at least 20 years of age at 1 March 2018.

Check the UTS website for full admission requirements.

**CURRENT SCHOOL LEAVERS**
Admittance for Australian high school students into an undergraduate program at UTS is based on your ATAR or IB results. If you completed your IB in a country other than Australia, you may be required to demonstrate your English language proficiency.

**MATURE AGE AND NON–CURRENT SCHOOL LEAVERS**
The selection process for mature-aged students and non-current school leavers is based on academic merit. Academic merit is measured by your previous ATAR or equivalent interstate rank, and/or further tertiary studies. Credit recognition for tertiary studies that you have already completed may be awarded if you have completed studies related to the course you are applying for. For further information regarding credit recognition eligibility and requirements, visit www.uts.edu.au

**INDIGENOUS AUSTRALIANS**
The Jumbunna Indigenous House of Learning provides Australian Aboriginal or Torres Strait Islander students specialised assistance to gain entry into UTS through the Jumbunna Direct Entry Program or UNISTART. For further information, please visit the Jumbunna website http://www.uts.edu.au/future-students/indigenous

**ENTRY SCHEMES**

**Year 12 Bonus Scheme**
Students may be eligible to have bonus points applied to their ATAR result through this entry scheme, provided you have just completed high school and performed well in HSC subjects relevant to the program which you have applied for. If eligible, you may be able to receive up to a maximum of 5 Year 12 bonus points.

**inpUTS Educational Access Scheme (EAS)**
If you have applied to be assessed for the inpUTS Educational Access Scheme (EAS) at UTS, you may be granted up to 10 concessional ATAR points. The EAS scheme is open to current high school leavers, as well as students with tertiary qualifications who have experienced educational disadvantage. In order to be eligible for bonus or concessional points at UTS, you must first meet the matriculation eligibility requirements above, which includes achieving a minimum ATAR of 69 (80 for Law).

**Schools’ Recommendation Scheme (SRS)**
This scheme aims to support year 12 students who are eligible to apply for support on the basis of financial hardship or school environment (S01C & S01E only) through the inpUTS Educational Access Scheme. In order to be eligible for this scheme, students must achieve a minimum ATAR rank of 69 (80 for Law). Potential applicants must submit both an EAS application for financial hardship as well as an SRS application via UAC.

**UTS Elite Athletes and Performers Special Admissions Scheme**
The UTS Elite Athletes and Performers Special Admissions Scheme awards 5 concessional points to potential applicants who are elite athletes and/or performers who have represented their school or state at a national level competition level, and whose sport or performance commitments have impacted on their studies.

For more information on UTS’ entry schemes, visit www.undergraduate.uts.edu.au/entryschemes

**ENTRY PATHWAYS**
Entry pathways are available for students who don’t gain entry into their preferred UTS course based on their ATAR result.

For more information on pathways into UTS www.undergraduate.uts.edu.au/pathways

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**CONTACT US**
Tel: 1300 ASK UTS (1300 275 887)
Online inquiry: ask.uts.edu.au
education.uts.edu.au/future

**Student Centre**
235 Jones Street,
Building 10, Level 2
PO Box 123
Broadway NSW 2007 Australia

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