Bachelor of Adult Education and Training (ED84)

Year offered: 2011
Admissions: No
CRICOS code: 046302F
Course duration (full-time): 2 years
Course duration (external): 2 to 4 years
Domestic Fees (indicative): 2011: CSP $2,721 per semester (indicative)
International Fees (indicative): 2011: $11,375 (indicative) per semester
Domestic Entry: February
International Entry: February
QTAC code: 424155
Past rank cut-off: 83. Admission to this course is based on prior studies/employment (see Entry Requirements).
Total credit points: 192 (+ 192 of advanced standing upon entry)
Course coordinator: Student Affairs Office
sa.education@qut.edu.au or 3138 3408
Campus: Internet and Kelvin Grove

NOTE: NO FURTHER INTAKE
THERE IS NO FURTHER INTAKE INTO THIS COURSE

Professional Recognition
Graduates of the Bachelor of Adult Education and Training course will be eligible for membership with the Australian Institute of Management (AIM).

Computing Requirement
The increased and more creative use of QUT Blackboard online teaching technology in this degree requires students to have access to suitable computer facilities with a minimum equivalent of a Pentium 3 processor, 56k modem and Internet access.

Professional Projects and Experience Requirement
Students will be required to undertake professional projects and experience in a negotiated workplace or community placement site. Potential foci for professional projects may include teaching and training; leadership and management; curriculum development and instructional design (including e-learning); policy work; consultancy; Indigenous education; research and community partnership development.

Course Structure
The Bachelor of Adult Education and Training is a four-year undergraduate degree program. On entry students are granted 192 credit points or two years credit as recognition of prior knowledge, experience and skills. The remaining two years full-time or four years part-time focuses on adult and community learning. The development of a professional portfolio throughout the degree enables students to individualise their own program to suit their professional development needs.

Deferment
QUT’s deferment policy does not apply to this course.

Blue Card
If you will be working with children or young people (under 18 years of age) during your professional experience units (EDB101, EDB102, EDB103, EDB104) you must obtain a Blue Card BEFORE you begin your placement. A Blue Card confirms that you have passed a screening of your criminal history (the ‘Working with Children Check’) and have been approved to work with children and young people under 18 years of age. You must either submit your Blue Card application to the QUT Student Centre or, if you already hold a valid Blue Card, submit an authorisation form to the Student Centre so that you may be registered with the Commission as a QUT student. If you do not hold a valid card at the commencement of your professional experience or have not applied for a renewal within the required time frame you will not be able to undertake your professional experience and will need to be withdrawn from the units(s). This may incur both financial and academic penalty depending on the date the application was submitted. The application form is available at http://student.qut.edu.au/studying/jobs-and-work-experience/work-experience-and-placements/blue-cards/.

Blue card applications and renewals can take up to 16 weeks to process.

Limits on grades of 3
A new policy concerning grades of 3 came into effect from 1 January 2009 (QUT MOPP C/5.2). With effect from this date grades of 3 are no longer considered a conceded or low pass but are classified as a fail grade. Any grades of 3 awarded prior to 1 January 2009 retain the conceded pass status and will be counted for graduation purposes up to the maximum number of grades of 3 permitted for your course. Grades of 3 incurred in units that commence after 1 January 2009 will not count towards your degree. Further information is available on the Student Services website

Domestic student tuition fee (Dfee) places
Undergraduate domestic full fee places (Dfee) are not available in this course. Tuition fees are only applicable to currently enrolled students who were unable to comply regulations regarding their original Commonwealth Supported place (i.e. failure to lodge an eCAF, has consumed of other their Student Learning Entitlement etc.) and who have been invited and accepted to continue as a fee-paying student.
### Full-Time Course Structure

- **Year 1, Semester 1**
  - EDB101: Introduction to Learning Facilitation
  - SPB100: Introduction to Adult Learning and Development
  - SPB101: Theorists in Adult Education
  - SPB102: Professional Communication in Adult Learning Contexts

- **Year 1, Semester 2**
  - EDB102: Advanced Learning Facilitation
  - SPB103: Program Design and Evaluation
  - SPB104: Research and Inquiry
  - SPB110: Contemporary Issues: Adult Education and Training

- **Year 2, Semester 1**
  - SPB100: Introduction to Adult Learning and Development
  - SPB101: Theorists in Adult Education
  - SPB102: Professional Communication in Adult Learning Contexts

- **Year 2, Semester 2**
  - EDB104: Work Integrated Learning: Action Research
  - SPB107: Knowledge Management
  - SPB108: Career Development and Professional Futures
  - SPB112: Leadership Capabilities in Training and Development

- **Year 3, Semester 1**
  - SPB105: Politics of Diversity and Identity
  - SPB106: Managing Learning Organisations

- **Year 3, Semester 2**
  - SPB107: Knowledge Management
  - SPB112: Leadership Capabilities in Training and Development

- **Year 4, Semester 1**
  - EDB103: Work Integrated Learning: Problem Based
  - SPB111: Vocational Training Assessment

- **Year 4, Semester 2**
  - EDB104: Work Integrated Learning: Action Research
  - SPB108: Career Development and Professional Futures

### Part-Time Course Structure

- **Year 1, Semester 1**
  - EDB101: Introduction to Learning Facilitation
  - SPB102: Professional Communication in Adult Learning Contexts

- **Year 1, Semester 2**
  - EDB102: Advanced Learning Facilitation
  - SPB104: Research and Inquiry

- **Year 2, Semester 1**
  - SPB100: Introduction to Adult Learning and Development
  - SPB101: Theorists in Adult Education

- **Year 2, Semester 2**
  - SPB110: Contemporary Issues: Adult Education and Training

### Potential Careers:

- Adult/Workplace Educator, Community Education Officer, Educator, Human Resource Developer, TAFE Teacher, Trainer.

### UNIT SYNOPSISES

#### EDB101 Introduction to Learning Facilitation

To operate effectively in learning environments and to inform their marketability in the global workplace, adult learning professionals need to be aware of their own capabilities, biases and preferred learning styles, skills and knowledge bases, and areas of potential. The unit will encourage the initiation and development of reflective practice, critical analysis and information synthesis skills which will be applied both personally and within the professional area. Using externalization and internalization, this unit will begin the student’s journey to become a self-directed life long learner.

**Credit points:** 12  **Campus:** Internet and Kelvin Grove  **Teaching period:** 2010 SEM-1

#### EDB102 Advanced Learning Facilitation

Adult learning professionals must possess the micro-skills and macro-strategies required to manage and conduct semi-structured and unstructured learning experiences for adult learners. The unit is designed to develop the students' knowledge and skills in managing these sorts of processes...
of learning and to develop self-confidence. This is a practical unit which will enhance the skills and knowledge that students require for personal and portfolio development. This Unit is designed to build on the skills and knowledge students have developed in these areas in Introduction to Learning Facilitation. 

**Prerequisites:** EDB101  **Credit points:** 12  **Campus:** Internet and Kelvin Grove

**EDB103 WORK INTEGRATED LEARNING: PROBLEM BASED**

Using a problem based learning approach, this Unit provides students with an opportunity to enhance their understanding of a range of work practices and roles in adult, organisational and community learning contexts by undertaking an individualised or small team professional project. Foci for the project could include: teaching and learning; curriculum development and/or instructional design (including e-learning); consultancy and educational brokerage; organisational change and learning facilitation; international education: Indigenous education and training. The Unit will also provide students with an opportunity to extend their existing work contacts and to create new professional networks. Before commencing their professional project, students must satisfactorily complete a compulsory module on risk management.

**Prerequisites:** EDB102, SPB102, and SPB103  **Credit points:** 12  **Campus:** Internet and Kelvin Grove  **Teaching period:** 2011 SEM-1

**EDB104 WORK INTEGRATED LEARNING: ACTION RESEARCH**

Using an action learning approach this Unit provides students with further opportunities to enhance their understanding of a range of work practices and roles in adult, organisational and community learning contexts by undertaking an individualised or small team professional project. Foci for the project could be the same as or different from those pursued by the students in Work Integrated Learning: Problem Based. The Unit also provides students with further opportunities to extend their existing work contacts and to create new professional networks.

**Prerequisites:** EDB103  **Corequisites:** SPB108  **Credit points:** 12  **Campus:** Internet and Kelvin Grove  **Teaching period:** 2011 SEM-2

**SPB100 INTRODUCTION TO ADULT LEARNING AND DEVELOPMENT**

Educators and trainers play a significant role in assisting adults to learn and to facilitate the development of effective learning strategies and environments. To do this they must understand human development and the psychology of teaching and learning both generally and as it applies to adults. This unit explores seminal learning theories and the emerging differentiation of these theories to explain adult learning experiences in diverse and challenging organisational and community contexts.

**Prerequisites:** EDB101  **Credit points:** 12  **Campus:** Internet and Kelvin Grove  **Teaching period:** 2011 SEM-1

**SPB101 THEORISTS IN ADULT EDUCATION**

The unit introduces students to the broad field that constitutes adult education and the diversity of provision that is available to adults. Special attention is paid to the literature that enunciates the key concepts that are involved in this field of study. Within the corpus of adult education theory, there are many perspectives, models, relationships and principles that can be utilised in the formation and development of a personal philosophy of sound adult education. Thus, important philosophies that have shaped adult education policy and practice are examined; so too are important theorists whose work continues to influence practitioners’ and researchers’ work in the area.

**Prerequisites:** EDB101 and SPB102 (can be enrolled in the same teaching period)  **Credit points:** 12  **Campus:** Internet and Kelvin Grove

**SPB102 PROFESSIONAL COMMUNICATION IN ADULT LEARNING CONTEXTS**

In order to successfully complete the degree program and to operate in professional contexts, students need to develop competence in a range of professional communication and information literacy skills. They also need to understand the principles and conventions of acknowledgement and referencing of sources in order to maintain professional, academic and ethical standards. This unit is compulsory and must be undertaken in the first semester of the program.

**Corequisite(s):** EDB101  **Credit points:** 12  **Campus:** Internet and Kelvin Grove  **Teaching period:** 2009 SEM-1

**SPB103 PROGRAM DESIGN AND EVALUATION**

This unit will explain the principles used to design learning experiences for adults, with special emphasis on the needs of the adult learner and the learning outcomes to be achieved. A variety of assessment methodologies (from objective testing to portfolios to self assessment) will be examined as will criteria for selecting and designing appropriate assessment tasks. Finally, the processes of the evaluation and reporting of costs and benefits of learning investments will be discussed.

**Prerequisites:** SPB100 and SPB101  **Corequisites:** SPB104  **Credit points:** 12  **Campus:** Internet, Kelvin Grove and External

**SPB104 RESEARCH AND INQUIRY**

To achieve life long learning and to survive in an ever changing world, students will need research skills. These research skills are also the basis of any needs analysis that should guide any design of a learning experience for adult
learners. Accordingly, this unit will provide opportunities for practical application of quantitative and qualitative data gathering and analysis techniques. This unit will use experiential learning based on Kolb's (1984) learning cycle of plan, concrete experience, reflection and abstraction. The students will also experience three learning generation processes of externalisation, combination and internalisation (Nonaka and Takeuchi 1995).

**Prerequisite(s):** SPB100, SPB101  
**Credit points:** 12  
**Campus:** Internet and Kelvin Grove  
**Teaching period:** 2009 SEM-2

**SPB105 POLITICS OF DIVERSITY AND IDENTITY**

In this unit, students will develop understandings of social and educational policy drivers nationally and internationally and their impact on diverse learners. Gender implications are also considered. Students will be expected to use these understandings to review and critique contemporary and historical practices in adult, organisational learning as they have been presented and discussed in this and previous units.

**Prerequisites:** EDB102, SPB100, SPB101, and SPB104  
**Credit points:** 12  
**Campus:** Internet and External  
**Teaching period:** 2010 SEM-1

**SPB106 MANAGING LEARNING ORGANISATIONS**

In this unit, students will develop understandings of social and educational policy drivers nationally and internationally and their impact on diverse learners. Gender implications are also considered. Students will be expected to use these understandings to review and critique contemporary and historical practices in adult, organisational learning as they have been presented and discussed in this and previous units.

**Prerequisites:** SPB104  
**Credit points:** 12  
**Campus:** Internet, Kelvin Grove and External  
**Teaching period:** 2010 SEM-1

**SPB107 KNOWLEDGE MANAGEMENT**

Knowledge capital is now recognised as one of the key assets of an organisation or community. Communities and organisations need to be able to manage this unique and valuable asset to ensure current and future viability. This unit will examine how knowledge is maintained, imported and created within an organisation or community. A parallel development, learning partnerships, is being supported by governments around the world as one possible answer to the increasing complexities, and growing disempowerment, of local communities. All types of organisations need to know how to manage their knowledge capital and how to operate within communities of practice.

**Prerequisites:** SPB105 and SPB106  
**Credit points:** 12  
**Campus:** Internet, Kelvin Grove and External  
**Teaching period:** 2009 SEM-2

**SPB108 CAREER DEVELOPMENT AND PROFESSIONAL FUTURES**

Graduates of this course require an understanding of the changing work context and the skills they need to possess to maintain position. They also need to be able to support the development of such understandings in the clients with whom they work. This unit aims to enable students to develop understandings of a range of relevant theoretical and conceptual frameworks from the fields of vocational and organisational psychology. They will critique their own professional learning during their study of the Bachelor of Adult Education and Training and develop a professional portfolio which demonstrates the range of professional attributes they have developed over the course of the program.

**Prerequisites:** EDB103  
**Corequisites:** EDB104  
**Credit points:** 12  
**Campus:** Internet and External  
**Teaching period:** 2011 SEM-2

**SPB110 CONTEMPORARY ISSUES: ADULT EDUCATION AND TRAINING**

Adult education and training practices have emerged as a major consideration in Australia. Political policies such as the Queensland Skills Plan and the Australian Quality Framework have led to a greater appreciation of the diverse role adult education and training plays in areas that include; workforce development, economic growth and stability and globalisation. The emergence of contemporary issues associated with adult education and training necessitates understanding by professionals in the field. The eclectic nature of the unit content will provide students with a greater appreciation of current trends, influences, policies and practices that complement and impact upon adult education and training in contemporary Australia. Current influences include; technology and e-learning, the skills shortage, the changing nature of work, workforce transitions, the ageing population, engagement and linkages with Registered Training Organisations and VET in Schools.

**Credit points:** 12  
**Teaching period:** 2009 SEM-2

**SPB111 VOCATIONAL TRAINING ASSESSMENT**

A major aspect of training and adult learning in any context is assessment. This unit provides students with an understanding of assessment process, terminology and application that can be used in training, workplace learning and other adult learning contexts. Adult learning, training and vocational development effectiveness is based on an appreciation of why it is important to assess, what constitutes assessment and processes for assessment.

**Prerequisites:** SPB104  
**Credit points:** 12  
**Campus:** Internet and External  
**Teaching period:** 2011 SEM-1
SPB112 LEADERSHIP CAPABILITIES IN TRAINING AND DEVELOPMENT
This unit is concerned with leadership which may be viewed as a characteristic of an individual or as a specific process for influencing others. The unit considers the contemporary role of leadership in addressing the demands and complexities of a challenging and changing training and development context. The unit will enhance students understanding of what leadership is, leadership roles and leadership challenges in this current training and development organizational climate affected by wider forces of globalization, change and performance imperatives.
Prerequisites: EDB102 and SPB106    Credit points: 12
Campus: Internet and External    Teaching period: 2010 SEM-2