

CHARLES STURT
UNIVERSITY



School of Education

**Associate Degree in Vocational Education &
Training**

Bachelor of Vocational Education & Training

**Graduate Diploma of Vocational Education &
Training**

Information Guide

2010

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INTRODUCTION

This booklet is designed to provide you with an overview of the structure of VET courses, a brief description of the contents of each subject and to introduce you to CSU VET staff.

The Courses

You will be enrolled in one of the following VET programs:

- Associate Degree in Vocational Education & Training
- Bachelor of Vocational Education & Training
- Graduate Diploma of Vocational Education & Training

These courses address the professional needs of those wishing to work as teachers, trainers, lecturers, learning facilitators or consultants in the vocational education and training (VET) sector, and those already practising in these roles.

These VET courses aim to foster in all students the development of:

- an understanding of the broad socio-economic and political context in which vocational education and training is located;
- an understanding of competence and competency-based education and training;
- knowledge about adolescents and adults, and learning;
- skills in teaching and training;
- competency in the use of technology for the delivery of instruction and support of learning;
- the capacity to design and manage vocational education and training programs;
- skill in the assessment of student learning and the evaluation of programs;
- an awareness of the value of open and lifelong education;
- a predisposition to reflect upon and to accept professional responsibility for their own continuing education;
- the ability to analyse and think critically and constructively about current developments in vocational education and training; and
- expertise in communication.

For more information about CSU's VET courses please refer to our VET website at:

<http://www.csu.edu.au/faculty/educat/edu/vetfolder/index.htm>

Mode of Study

All courses are studied by distance education, comprising printed study materials with on-line support available. There is no compulsory residential requirement.

The recommended rate of progress for students who also have work and/or family commitments is two subjects per semester. You are welcome to vary this rate of progress within normal University limits. It is recommended that you consult with your Course Co-ordinator if you wish to attempt more than two subjects in any one semester, as many students find more than two subjects too heavy a load. Some students study 'full-time' (4 subjects a semester) by special arrangement with their employer.

Students have responsibility for actioning variations in enrolment and for making themselves aware of which subjects are available in which semester, so that they avoid a situation where a subject required to complete their course is not available in the required semester.

Students also have the responsibility to complete their re-enrolment for the following semester. Students can do this by accessing the Student Administration site via 'my.csu' on the CSU website. This can be done via [Quicklinks / Subject Info/Vary my Enrolment](#) and following the prompts from that point.

ASSOCIATE DEGREE IN VOCATIONAL EDUCATION & TRAINING

Length & mode

2 years part time or 1 year full time study by distance education

Course code & location

EETA/3113TE Wagga Wagga

Admission Requirements

The program is available by distance education and is designed as an entry level course for people who wish to work in vocational education and training settings as a teacher or trainer. It corresponds to the first half of the Bachelor of Vocational Education and Training course. This course provides students with the opportunity for 100% credit into a *TAA40104 Certificate IV in Training & Assessment*.

Students must have a recognised vocational qualification at trade certificate (Certificate III) level or above, or equivalent, and a minimum of three years relevant experience. The *BSZ40198 Certificate IV in Assessment & Workplace Training* or *TAA40104 Certificate IV in Training & Assessment* do not count as vocational qualifications for entry purposes.

Course structure

<p>This program of study is to be undertaken by students who do not hold a <i>TAA40104 Certificate IV in Training & Assessment</i>, on entry.</p>	<p>This program of study only applies to students who hold a <i>TAA40104 Certificate IV in Training & Assessment</i>, on entry *</p>
<p>PART TIME</p> <p>Stage 1 (Session 1) EML102 Written Communication EPT301 Teaching and Training in VET</p> <p>Stage 2 (Session 2) EPT301 Teaching and Training in VET EEL320 Learning Theories for Post Compulsory Education</p> <p>Stage 3 (Session 1) EPT322 Training in Workplaces EEL120 Social Context and Individual Differences</p> <p>Stage 4 (Session 2) EEP220 The Social and Economic Policy Context for VET EEE220 Program Design and Assessment in VET</p>	<p>PART TIME</p> <p>Stage 1 (Session 1) EML102 Written Communication EEL120 Social Context and Individual Differences</p> <p>Stage 2 (Session 2) EEL320 Learning Theories for Post Compulsory Education EEP220 The Social and Economic Policy Context for VET</p> <p>Stage 1 (Session 1) EEB321 Reflective Practice in VET **</p>

Associate Degree in Vocational Education & Training *continued:-*

<p>This program of study is to be undertaken by students who do not hold a <i>TAA40104 Certificate IV in Training & Assessment</i>, on entry.</p>	<p>This program of study only applies to students who hold a <i>TAA40104 Certificate IV in Training & Assessment</i>, on entry *</p>
<p>FULL TIME</p> <p>Stage 1 (Session 1) EML102 Written Communication EEL120 Social Context and Individual Differences EPT301 Teaching and Training in VET EPT322 Training in Workplaces</p> <p>Stage 2 (Session 2) EPT301 Teaching and Training in VET EEL320 Learning Theories for Post Compulsory Education EEP220 The Social and Economic Policy Context for VET EEE220 Program Design and Assessment in VET</p>	<p>FULL TIME</p> <p>Stage 1 (Session 1) # EML102 Written Communication EEL120 Social Context and Individual Differences</p> <p>Stage 2 (Session 2) EEB321 Reflective Practice in VET ** EEL320 Learning Theories for Post Compulsory Education EEP220 The Social and Economic Policy Context for VET</p>

* Students who are currently enrolled and completing a *TAA40104 Certificate IV in Training and Assessment* must present proof in the form of enrolment receipt before they will be allowed to undertake this program of study.

** Before enrolling in this subject students must have completed the *TAA40104 Certificate IV in Training & Assessment*.

Due to Subject Availability please note that this stage does not constitute a full time enrolment load. This may have implications for students in receipt of income support payments from Centrelink that require fulltime student status.

BACHELOR OF VOCATIONAL EDUCATION & TRAINING

Length & mode

2 years full time or 4 years part time study by distance education

Course code & location

EETC/3413T3 Trade Certificate entry

The course is designed to meet the needs of TAFE teachers, and teachers or trainers in similar settings such as other Registered Training Organisation, business and community colleges, the defence forces, industry, and commerce and those working as private consultants. This course provides students the opportunity of 100% credit into the *TAA40104 Certificate IV in Training & Assessment*.

Admission Requirements

Students must have a recognised technical/vocational qualification such as a trade certificate (Certificate III), advanced certificate (Certificate IV), associate diploma, diploma or the appropriate tertiary qualification, or equivalent, and a minimum of three years relevant industrial experience. The *BSZ40198 Certificate IV in Assessment & Workplace Training* or *TAA40104 Certificate IV in Training & Assessment* do not count as vocational qualifications for entry purposes.

Course structure

Bachelor of Vocational Education & Training – Part-time course structure

This program of study is to be undertaken by students who do not hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry.		This program of study only applies to students who hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry *	
PART TIME		PART TIME	
Stage 1 EML102 EPT301	(Session 1) Written Communication Teaching and Training in VET	Stage 1 EML102 EEL120	(Session 1) Written Communication Social Context and Individual Differences
Stage 2 EPT301 EEL320	(Session 2) Teaching and Training in VET Learning Theories for Post Compulsory Education	Stage 2 EEL320 EEP220	(Session 2) Learning Theories for Post Compulsory Education The Social and Economic Context for VET
Stage 3 EPT322 EEL120	(Session 1) Training in Workplaces Social Context and Individual Differences	Stage 3 EMT220 Sector ERP440	(Session 1) Flexible Delivery in the VET Research in VET
Stage 3 EEP220 EEE220	(Session 2) The Social and Economic Policy for VET Program Design and Assessment in VET	Stage 4 EEB321 []	(Session 2) Reflective Practice in VET ** Elective
Stage 4 EEB220 ERP440	(Session 1) Language, Literacy & Numeracy in VET Research in VET	Stage 5 EEB320 EEB220	(Session 1) The VET Practitioner in an Entrepreneurial Environment Language, Literacy & Numeracy in VET
Stage 5 EPT320 EMT220	(Session 2) High Level Facilitation Skills for Post Compulsory Education Flexible Delivery in the VET Sector	Stage 6 EEB330 EPT320	(Session 2) Developing the VET Practitioner High Level Facilitation Skills for Post Compulsory Education
<i>Continued overleaf</i>		<i>Continued overleaf</i>	

Bachelor of Vocational Education & Training – Part-time course structure continued:-

PART TIME		<i>Continued</i>	PART TIME		<i>Continued</i>
Stage 7 [] EEB320	(Session 1) Elective The VET Practitioner in an Entrepreneurial Environment		Stage 7 []	(Session 1) Elective	
Stage 8 EEB330 []	(Spring) Developing the VET Practitioner Elective				

Bachelor of Vocational Education & Training – Fulltime course structure

FULL TIME		FULL TIME
This program of study is to be undertaken by students who do not hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry.		This program of study only applies to students who hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry *
Stage 1 EML102 EEL120 EPT301 EPT322	(Session 1) Written Communication Social Context and Individual Differences Teaching and Training in VET Training in Workplaces	Stage 1 EML102 EEL120 EMT220 EEB220
Stage 2 EPT301 EEL320 EEP220 EEE220	(Session 2) Teaching and Training in VET Learning Theories for Post Compulsory Education The Social and Economic Policy Context for VET Program Design and Assessment in VET	Stage 2 EEB321 EEL320 EEP220 EPT320
Stage 3 EEB220 EEB320 ERP440 []	(Session 1) Language, Literacy & Numeracy in VET The VET Practitioner in an Entrepreneurial Environment Research in VET Elective	Stage 3 EEB320 ERP440 [] []
Stage 4 EPT320 EEB330 [] EMT220	(Session 2) High Level Facilitation Skills for Post Compulsory Education Developing the VET Practitioner Elective Flexible Delivery in VET Sector	Stage 4 EEB330
		(Session 1) Written Communication Social Context and Individual Differences Flexible Delivery in the VET Sector Language, Literacy & Numeracy in VET (Session 2) Reflective Practice in VET ** Learning Theories for Post Compulsory Education The Social and Economic Policy Context for VET High Level Facilitation Skills for Post Compulsory Education (Session 1) The VET Practitioner in an Entrepreneurial Environment Research in VET Elective Elective (Session 2) # Developing the VET Practitioner

* Students who are currently enrolled and completing a *TAA40104 Certificate IV in Training and Assessment* must present proof in the form of enrolment receipt before they will be allowed to undertake this program of study.

** Before enrolling in this subject students must have completed the *TAA40104 Certificate IV in Training & Assessment*.

Due to Subject Availability please note that this stage does not constitute a full time enrolment load. This may have implications for students in receipt of income support payments from Centrelink that require fulltime student status.

Bachelor of VET Elective Choices:

At least one elective must be selected from the list below.

Electives can be chosen from outside the VET program. However these must have written approval from the Course Coordinator:

EEL408	Effective Communication in VET
EEL406	Mentors and Mentoring
EMC414	Curriculum Studies: Voc Ed *
HRM310	Developing Human Resources
HRM320	Issues in Human Resource Management

* This subject is concerned with curriculum matters relating to VET in Schools delivered outside of secondary schools. It does *not* qualify student to teach TVET within schools.

GRADUATE DIPLOMA OF VOCATIONAL EDUCATION & TRAINING

Length & mode

1 year full time or two years part time by distance education

Course code & location

EETG/3613TE Wagga Wagga

This course qualifies students to teach in TAFE, in a variety of non-TAFE providers of VET and to work as trainers in industry. The course provides students with the opportunity for 100% credit into a *TAA40104 Certificate IV in Training & Assessment*.

Admission Requirements

Applicants must hold an appropriate degree (i.e. undergraduate Bachelor degree) from a recognised university and have a minimum of one year relevant industrial experience or equivalent.

Course structure

Graduate Diploma of Vocational Education & Training – Part-time course structure

This program of study is to be undertaken by students who do not hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry.	This program of study only applies to students who hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry *
<p>PART TIME</p> <p>Stage 1 (Session 1) EEL320 Learning Theories for Post Compulsory Education EPT301 Teaching and Training in VET</p> <p>Stage 2 (Session 2) EPT301 Teaching and Training in VET EEP440 VET in the Economy and Society</p> <p>Stage 3 (Session 1) EEL445 The Individual in Society EPT322 Training in Workplaces</p> <p>Stage 4 (Session 2) EPT320 High Level Facilitation Skills for Post Compulsory Education EEE220 Program Design and Assessment in VET</p>	<p>PART TIME</p> <p>Stage 1 (Session 1) EEL320 Learning Theories for Post Compulsory Education EEL445 The Individual Society</p> <p>Stage 2 (Session 2) EEP440 VET in the Economy and Society EPT320 High Level Facilitation Skills for Post Compulsory Education</p> <p>Stage 3 (Session 1) EEB321 Reflective Practice in VET **</p>

* Students who are currently enrolled and completing a *TAA40104 Certificate IV in Training and Assessment* must present proof in the form of enrolment receipt before they will be allowed to undertake this program of study.

** Before enrolling in this subject students must have completed the *TAA40104 Certificate IV in Training & Assessment*.

Graduate Diploma of Vocational Education & Training – Fulltime course structure:

This program of study is to be undertaken by students who do not hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry.		This program of study only applies to students who hold a <i>TAA40104 Certificate IV in Training & Assessment</i> , on entry *	
FULL TIME		FULL TIME	
Stage 1	(Session 1)	Stage 1	(Session 1)
EPT322	Training in Workplaces	EEL320	Learning Theories for Post Compulsory Education
EPT301	Teaching and Training in VET	EEL445	The Individual in Society
EEL445	The Individual in Society	EEP440	VET in the Economy and Society
EEL320	Learning Theories for Post Compulsory Education	EEB321	Reflective Practice in VET **
Stage 2	(Session 2)	Stage 2	(Session 2)
EPT301	Teaching and Training in VET	EPT320	High Level Facilitation Skills for Post Compulsory Education #
EEP440	VET in the Economy and Society	.	
EPT320	High Level Facilitation Skills for Post Compulsory Education		
EEE220	Program Design and Assessment in VET		

* Students who are currently enrolled and completing a *TAA40104 Certificate IV in Training and Assessment* must present proof in the form of enrolment receipt before they will be allowed to undertake this program of study.

** Before enrolling in this subject students must have completed the *TAA40104 Certificate IV in Training & Assessment*.

Due to Subject Availability please note that this Stage does not constitute a full time enrolment load. This may have implications for students in receipt of income support payments from Centrelink that require fulltime student status.

SUMMARY OF ENTRY ARRANGEMENTS

If you enter one of our courses (post 2006) in either an Associate Degree in VET, Bachelor of VET or Graduate Diploma of VET then the following arrangements apply:

- If you currently possess the *TAA40104 Certificate IV in Training and Assessment* before entering the VET course then you will be eligible to receive 24 subject points as credit. This will be represented as *VET03C Certificate IV TAA04 Credit* and will be listed as Forward Credit (i.e. temporary credit) until *EEB321 Reflective Practice in VET* (in the Associate Degree in VET or Bachelor of VET or in the Graduate Diploma of VET) is successfully completed.

The subject EEB321 requires students to submit substantiated evidence of 150 hours of previous teaching or training experience. The University does not have a role in arranging a practicum for these subjects.

- If you are in the process of completing* the *TAA40104 Certificate IV in Training and Assessment* then you need to provide proof of your enrolment in this course with your Application for Admission documentation in order to apply for the above-mentioned credit arrangements.

* Please note that students who do not fully complete the *TAA40104 Certificate IV in Training and Assessment* will have the *VET03C Certificate IV TAA04 Credit – 24 subject points Forward Credit* rescinded and will be required to complete the full course program.

If you possess the *BSZ98 Certificate IV in Assessment & Workplace Training* only, you have the option of completing the whole CSU VET course, or you can upgrade to *TAA40104 Certificate IV in Training & Assessment* (through CSU Training or another Registered Training Organisation) and then enter our course with your TAA40104 and apply for the 24 subject points credit (as indicated above). Refer to the VET website for further information.

- There is no credit for units of competency from a partially completed (with no intention to fully complete) *TAA40104 Certificate IV in Training & Assessment*.
- There is no credit for a *TAA40104 Certificate IV in Training & Assessment* that you have enrolled in after starting your CSU VET course. Credit is not retrospective once you are already enrolled – that is, credit must be applied for **at the point of admission**.

If you commenced your course with CSU before Autumn Session 2006 then the following arrangements apply:

- The *TAA40104 Certificate IV in Training & Assessment* was not addressed in the previous course structures.
- If you held the *BSZ98 Certificate IV in Assessment and Workplace Training* upon entry you may now consider upgrading to the *TAA40104 Certificate IV in Training & Assessment*. Additionally, you can choose to upgrade to the new Certificate IV TAA40104 whenever you like. Refer to the VET website for further information. The requirement for employment within TAFE on a permanent basis from 2009 will be the *TAA40104 Certificate IV in Training & Assessment* (particularly for sole assessors of training package units of competency). All Registered Training Organisations (RTOs) are required to employ a qualified assessor (i.e. holders of a *TAA40104 Certificate IV in Training & Assessment* with qualifications equal to or above those being assessed within their industry area) for each training package program. If this is not the case partnership with an organisation such as a TAFE, which has relevant qualified assessors, would be required.
- If you upgrade to the new *TAA40104 Certificate IV in Training & Assessment* while studying a VET program under the pre-2006 course structure please note that no credit will be granted towards your Associate Degree in VET, Bachelor of VET or Graduate Diploma of VET.

LISTING OF PREVIOUS SUBJECT CODES

2010 Subject Code	Previous Subject Codes
<ul style="list-style-type: none"> • EPT301 Teaching and Training in VET 	<ul style="list-style-type: none"> • EPT220 Teaching and Training in VET • EPT430 Teaching and Training in Post Compulsory Education
<ul style="list-style-type: none"> • EEL320 Learning Theories for Post Compulsory Education 	<ul style="list-style-type: none"> • EEL220 Learning Theories for Post Compulsory Education • EEL440 Learning in VET Environments
<ul style="list-style-type: none"> • EEE220 Program Design & Assessment in VET 	<ul style="list-style-type: none"> • EEE440 Working Critically in VET Program and Assessment
<ul style="list-style-type: none"> • EPT320 High Level Facilitation Skills for Post Compulsory Education 	<ul style="list-style-type: none"> • EPT440 High Level Delivery and Facilitation in VET
<ul style="list-style-type: none"> • EPT322 Training in Workplaces 	<ul style="list-style-type: none"> • EPT210 Training in Workplaces • EPT423 Effective Training in Workplaces
<ul style="list-style-type: none"> • EEB321 Reflective Practice in VET 	<ul style="list-style-type: none"> • EEB 221 Reflective Practice in VET • EEB430 Critically Reflective Practice
<ul style="list-style-type: none"> • EMC414 Curriculum Studies: Vocational Education 	<ul style="list-style-type: none"> • EMC409 Curriculum Studies 1: Vocational Education • EMC410 Curriculum Studies 2: Vocational Education

If you have previously completed a subject under a prior code you should not enrol in the new code as the subject content is deemed equivalent. Please refer to the respective Information Guide above to assist in understanding the course structure.

Students who commenced their course prior to 2006 and have queries regarding future subject selections should contact Lyn Howells, Course Administrative Officer or Dr Cathy Down, Course Coordinator.

RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

Recognition of Prior Learning (RPL) is **only** available for Units of Competency where taught as embedded components of the Cert IV TAA. RPL options should be addressed with the Subject Coordinator at the commencement of the subject.

Generous credit transfer arrangements are in place across the VET continuum of courses. Additional application for credit should be discussed with the Course Coordinator where you feel that a case can be made that you have achieved the objectives of specific subjects through relevant external study or equivalent experience.

BRIEF SUBJECT DESCRIPTIONS

Level 1

- EEL120 The subject introduces students to the concepts of society and the individual, and their interrelationship. A sociological and historical approach is adopted that emphasises the development of the modern industrial and post-industrial state and its complex relationship with social collectives and individuals. Emphasis is placed on the role of social institutions in shaping individual and collective difference. The subject explores the sociological factors that create the environment in which VET practitioners work.
- EML102 This subject introduces students to reading and writing at the tertiary level in the context of communication theory and specifically prepares them for studying in the distance education mode.

Level 2

- EEB220 This subject introduces students to the range of roles that language, literacy and numeracy play in education and training. An emphasis is placed on the Language, Literacy & Numeracy (LLN) skills that people need to have to effectively carry out their jobs and succeed in a vocational course. It will cover students, trainees and apprentices who are studying in a variety of work and training VET contexts. Students will focus on the types of teaching and assessment strategies that VET practitioners can use when they are working with people whose LLN levels are an impediment to their learning. This subject will include the content from the TAALLN401A unit of competency from the TAA40104 Training Package.

- EEE220 **(Students who have completed EEE440 or who hold the TAA40104 Certificate IV in Training & Assessment are ineligible to enrol in this subject).** In this subject students will learn to work critically with VET curriculum including Training Packages. This will include selecting and customising appropriate curriculum for learner and client needs and developing and evaluating teaching programs. They will develop and trial a range of assessment tools and participate in assessment validation to meet both educational and compliance purposes. Students will explore curriculum theories. Assessment will include providing evidence of competency in the units DES401B, ASS403B, ASS404B, DES402B from the TAA40104 Training Package (<http://www.ntis.gov.au>)

- EEP220 The aim of this subject is to provide students with an understanding of the relationship between skills and knowledge and economic and social development, so that they will be able to explain and interpret VET policies and practices. The focus of this subject is on the macro level environment within which VET policies and practices are developed.

- EMT220 This subject introduces students to the different types of flexible delivery available in the VET sector, with a particular focus on online delivery. An emphasis is placed on the students developing the skills to use, evaluate and possibly modify flexible delivery resources to suit the needs and work contexts of their students. Students will focus on the particular pedagogies of flexible and online learning.

Level 3

- EEB320 The aim of this subject is to provide an introduction to theories and practices relevant to the increasingly entrepreneurial environment in which a VET practitioner operates. Underpinning theories include ethical business practice and theories of entrepreneurship. The subject will cover the different perspectives and practices involved in operating in profit making arms of RTOs and operating as an external VET consultant.

- EEB321 **(Students who have completed EEB221 or EEB430 should not enrol in this subject)** This subject is designed for students who have already completed and been given entry credit for the successful completion of the Certificate 1V in Training and Assessment (TAA40104). The subject builds on the Units of Competency covered in the TAA40104 and introduces students to broader and deeper understandings of these through wider reading and more critical assessments. In particular this subject encourages students to focus on the skills of critical reflection on their VET practice and the application of theoretical perspectives to the VET sector. Students are required as part of the subject to gather and submit 150 hours of previous teaching or training experience - of which 50 hours must be direct delivery of teaching or training.
- EEB330 The aim of this subject is to provide underpinning skills and knowledge to enable the student to evaluate and critically apply lifelong learning principles and practices to the professional development of VET practitioners including him or herself. It will therefore address the professional development of a VET practitioner from both organisational and self-development perspectives. An emphasis is placed on developing knowledge and skills through reflections on and in VET practice. An opportunity is provided for students to reflect on their learning in the VET course, including the extent to which they have developed the CSU graduate qualities.
- EEL320 **(Students who have completed EEL220 or EEL440 should not enrol in this subject).** The subject explores learning theories and practices associated with the roles of adults and adolescents in the workplace. A multidisciplinary approach is adopted that draws from educational, sociological, psychological, and human resources perspectives. Theories of individual, adult and adolescent development will be complemented with ideas drawn from a range of organisational learning perspectives.
- EPT301* **(Students who have completed EPT220 or EPT430 should not enrol in this subject)** In this subject that extends across 2 semesters students will learn how to plan, teach, assess and evaluate in an institutional Registered Training Organisation. Students will learn about, and operate within, policy and regulatory frameworks both government and organisational. Students will satisfy the following requirements from the Certificate 1V in Training and Assessment Systems (TAA40104) and will be assessed against the accompanying Units of Competency: ENV401B, ENV402B, ENV403B, DEL401B, DEL402B, ASS401B and ASS402B. Students will engage with theories relating to teaching, training, assessment and evaluation and will link these to their practice. A practicum of 130 hours is included in this two-semester subject.
- EPT320* **(Students who have completed EPT440 should not enrol in this subject).** This subject introduces students to a range of theories and practices that extend their knowledge of the role of the teacher and facilitator in a variety of contexts. The subject focuses on delivery that is learner centred that takes account of the backgrounds, locations, learning styles and learning preferences of students. The subject covers self directed learning, independent learning and lifelong learning and the strategies that can be used to develop these skills in VET students. The subject introduces students to both the theory and practice of evaluation and its usefulness as a tool for improvement in the VET sector. It also includes material on the customisation of Training Packages to accommodate student learning needs. Emphasis is placed on the development of a critical appreciation of the social, economic, racial and political factors that shape the capacities of learners.
- A 100 hour Practicum in an enterprise or Institutional RTO is part of this subject.
- EPT322* **(Students who have completed EPT210 or EPT423 should not enrol in this subject)** In this subject students will learn how to train and assess individuals and groups in workplaces through demonstration and instruction. They will do this within the context, policy and regulatory frameworks of the particular organisation. They will devise training plans for individual workers. They will become familiar with the gathering of evidence for workplace assessment, including for the purposes of

Recognition of Current Competency (RCC) and Recognition of Prior Learning (RPL). They will understand and be able to apply the basic principles of training needs analysis. Students will explore, apply and critique a range of theories relating to workplace learning and analyse the place of training in business strategy. Assessment will include providing evidence of competency in the units DEL301B, DEL403B, DEL404B from the TAA40104 Training Package (<http://www.ntis.gov.au>). A 70-hour practicum in an enterprise is part of the subject of which 35 hours must be on-site in an enterprise.

HRM310 This subject deals with the major aspects of the process of training and developing people in organisations. The theoretical framework is informed by a study of learning theory which then leads into a study of the core functions of Human Resource Development and its application in the organisation. The subject keeps a practical as well as theoretical balance in its approach.

HRM320 This subject examines contemporary issues in Human Resource Management that are of importance in the academic study of human resources and/or in the practice of human resource management in Australian organisations.

Level 4

EEL406 This subject is to provide an understanding of the place of mentoring in education and training and to develop skills in the process of mentoring and the design, implementation and evaluation of workplace mentoring programs.

EEL408 This subject is concerned with knowledge about effective communication in the context of vocational education and training and includes studies of communication within the workplace and within organisations. It prepares students to teach communication in vocational education and training settings.

EEL445 The subject introduces students to the concepts of society and the individual, and their interrelationship. A sociological and historical approach is adopted that emphasises the development of the modern industrial and post-industrial state and its complex relationship with social collectives and individuals. Emphasis is placed on the role of social institutions in shaping individual and collective difference. The subject introduces students to sociological theories and relates these to the particular VET setting in which the students are working. It also focuses on "dimensions of disadvantage" in both theoretical and practical contexts. Social justice and equity are explored in the current Australian context.

EEP440 The aim of this subject is to develop the student's understanding of the relationship between skills and knowledge and economic and social development, so that they will be able to interpret, critique and apply national and state VET policies. The major focus of this subject is on the macro and institutional environment within which VET policies and practices are developed and applied with a minor focus on enterprise contexts.

EMC414 **(Students who have completed EMC409 or EMC410 should not enrol in this subject)** This subject is designed to introduce students to teaching vocational education in secondary schools and the nature and purpose of such studies in the broader context of vocational education and training. It also provides students with the opportunity for planning, programming, teaching and assessing in their major specialisation in vocational education and training in the context of the relevant secondary curriculum in their state or territory.

ERP440 The subject requires the student to conceptualise, design and undertake a small negotiated workplace or theoretical research project. After an overview of evaluation theory and its relationship with research, students proceed to the development of a research proposal, undertaking a literature review, conducting ethical research, and reporting in a recognised format.

* These subjects contain a practicum component. A practicum handbook will provide more detailed guidance.

PRESCRIBED TEXT LIST
(Correct as at January 2010 – Subject to Change)

EEL120 Social Context and Individual Differences

- Bessant, J. & Watts, R. (2007). *Sociology Australia*. (3rd Ed.) Sydney: Allen & Unwin.

EML102 Written Communication

- Marshall, L. & Rowland, F. (2006). *A guide to learning independently* (4th Ed.). Frenchs Forest, NSW: Pearson.
- Perrin, R. (2007). *Pocket guide to APA style* (2nd Ed.). Boston: Houghton Mifflin Co.

EEB220 Language, Literacy and Numeracy

- There is no prescribed text for this subject.

EEE220 Program Design and Assessment in VET

- Pearson Prentice Hall (2009). *Assessment. Participant guide: Core units from Certificate IV in Training and Assessment TAA40104, TAAASS401C, TAAASS402C, TAAASS403B, TAAASS404B* .(2nd Ed.) Frenchs Forest, NSW: Pearson Prentice Hall.
- Pearson Prentice Hall (2009). *Learning Design. Participant guide: Core units from Certificate IV in Training and Assessment TAA40104, TAADES401B, TAADES402B* . (2nd Ed.) Frenchs Forest, NSW: Pearson Prentice Hall.

EEP220 The Social and Economic Policy Context for VET

- Smith, E. & Keating, J. (2003). *From training reform to training packages*. Tuggerah Lakes, NSW: Social Science Press.

EMT220 Flexible Delivery in the VET Sector

- Smaldino, S.E. (Ed) (2007). *Instructional media and technologies for learning*. (9th Ed). Eaglewood Cliffs. NJ: Merrill.
- Guthrie, H. (Ed) (2003). *Online learning research readings*. Adelaide: NCVER.

EEB320 The VET Practitioner in an Entrepreneurial Environment

- Lagan, A. & Moran, B. (2006). *3D Ethics: Implementing workplace values: Personal, corporate, social*. Sydney: eContent Management.

EEB321 Reflective Practice in VET

- Fawbert, F. (Ed). (2008). *Teaching in Post-compulsory Education: Skills, standards and lifelong learning* (2nd Ed.) London and New York: Continuum.

EEB330 Developing the VET Practitioner

- Hillier, Y. (2005). *Reflective teaching in further and adult education* (2nd Ed). London: Continuum.

EEL320 Learning Theories for Post Compulsory Education

- Tusting, K. & Barton, D. (2006). *Models of adult learning: A literature review*. London: National Research & Development Centre for Adult Literacy and Numeracy.

EPT301 Teaching and Training in VET

- Pearson Prentice Hall (2009). *Learning Environment. Participant guide: Core units from Certificate IV in Training and Assessment TAA40104, TAAENV401B, TAAENV402B, TAAENV403B* .(2nd Ed.) Frenchs Forest, NSW: Pearson Prentice Hall.
- Pearson Prentice Hall (2009). *Assessment. Participant guide: Core units from Certificate IV in Training and Assessment TAA40104, TAAASS401C, TAAASS402C, TAAASS403B, TAAASS404B* .(2nd Ed.) Frenchs Forest, NSW: Pearson Prentice Hall.
- Pearson Prentice Hall (2009). *Delivery and Facilitation. Participant guide: Core units from Certificate IV in Training and Assessment TAA40104, TAADEL401B, TAADEL403B, TAADEL404B* .(2nd Ed.) Frenchs Forest, NSW: Pearson Prentice Hall.
- Pearson Prentice Hall (2009). *Group-Based Learning. Participant guide: Elective unit from Certificate IV in Training and Assessment TAA40104, TAADEL402B* .(2nd Ed.) Frenchs Forest, NSW: Pearson Prentice Hall.

EPT320 High Level Facilitation Skills for Post Compulsory Education

- There is no prescribed text for this subject.

EPT322 Training In Workplaces

- Billett, S. (2002). *Learning in the workplace: Strategies for effective practice*. Sydney: Allen & Unwin. (NB: This text is available as an electronic resource from the CSU library)
- Pearson Prentice Hall (2009). *Delivery and Facilitation. Participant guide: Core units from Certificate IV in Training and Assessment TAA40104, TAADEL401B, TAADEL403B, TAADEL404B. (2nd Ed.)* Frenchs Forest, NSW: Pearson Prentice Hall.
- Pearson Prentice Hall (2009). *Provide Training. Participant guide: Elective unit from Certificate IV in Training and Assessment TAA40104, TAADEL301C. (2nd Ed.)* Frenchs Forest, NSW: Pearson Prentice Hall.

HRM310 Developing Human Resources

- Smith, A 1998, *Training and development in Australia*, (2nd Ed). Butterworths, Sydney.

HRM320 Issues In Human Resource Management

- Wiesner, R. & Millet, B. (Ed) 2003, *Human resource management: Challenges and future directions*, John Wiley & sons, Milton, Australia

EEL406 Mentors and Mentoring

- Megginson, D., Clutterbuck, D., Garvey, B., Stokes, P. & Garrett-Harris, R. (2006). *Mentoring in action (2nd Ed)*. London: Kogan Page.

EEL408 Effective Communication In VET

- Dwyer, J. (2006). *The business communication handbook (7th Ed)*. Frenchs Forest, NSW: Pearson Education Australia.

EEL445 The Individual In Society

- Bessant, J. & Watts, R. (2007). *Sociology Australia. (3rd Ed)*. Sydney: Allen & Unwin

EEP440 VET in the Economy and Society

- Smith, E. & Keating, J. (2003). *From training reform to training packages*. Tuggerah Lakes, NSW: Social Science Press.

EMC414 Curriculum Studies: Vocational Education

- TBA

ERP440 Research in VET

- O'Leary, Z. (2004). *The essential guide to doing research*. London: Sage Publications.
- National Centre for Vocational Education Research (NCVER) (2008). *Australian vocational education and training research messages 2007*. Adelaide: NCVER.

SUBJECT AVAILABILITY

Subject Code	Subject Name	2010	
		SESSION 1	SESSION 2
EEB220	Language, Literacy & Numeracy		2
EEB320	The VET Practitioner in an Entrepreneurial Environment	1	
EEB321	Reflective Practice in VET	1	2
EEB330	Developing the VET Practitioner		2
EEE220	Program Design and Assessment in VET		2
EEL120	Social Context and Individual Differences	1	
EEL320	Learning Theories for Post Compulsory Education	1	2
EEL406	Mentors and Mentoring		2
EEL408	Effective Communication in VET	1	
EEL445	The Individual in Society	1	2
EEP220	The Social and Economic Policy Context for VET		2
EEP440	VET in the Economy and Society	1	2
EMC414	Curriculum Studies: Voc Ed		2
EML102	Written Communication	1	2
EMT220	Flexible Delivery in the VET Sector	1	2
EPT301 *	Teaching and Training in VET *	1	2
EPT320	High Level Facilitation Skills for Post Compulsory Education	1	2
EPT322	Training in Workplaces	1	
ERP440	Research in VET	1	2
HRM310 #	Developing Human Resources #	1	
HRM320 #	Issues in Human Resource Management #		2

Legend: 1 = Session 1 (201030)
2 = Session 2 (201060)

- * Denotes that this subject is a two Session subject which can only be commenced in Session 1.
- # This subject is currently listed as HECS Band 2.

Students are advised to check subject availability carefully when departing from the usual pattern of study.

TAA40104 CERTIFICATE IV IN TRAINING & ASSESSMENT

The Australian Quality Training Framework (AQTF) standards for Registered Training Organisations (RTO's) lists TAA40104 (or its predecessor qualification BSZ40198 Certificate IV in Assessment and Workplace Training) as an essential requirement for people delivering training and conducting assessment for the award of a nationally recognised qualification in line with Training Package requirements. Generally, you will require the TAA40104 certificate in order to work in the VET sector. For this reason, CSU's VET teacher training programs embed TAA40104 as a way to ensure that graduates have the required vocational teaching qualification.

It should be noted that in NSW, Universities are not able to issue vocational qualifications. For this reason, CSU School of Education has arranged with CSU Training, a Registered Training Organisation (RTO) operated by Charles Sturt Services Ltd, which is a company wholly owned by Charles Sturt University, to issue your TAA qualification through a recognition arrangement.

If you wish to be issued with the TAA40104 certificate at the completion of your studies, you will be need to enrol with CSU Training. **At the start of your first semester of study, you will receive an invitation to enrol with CSU Training to receive your TAA40104 certificate.** Upon the successful completion of the TAA40104 embedded subjects, your certificate will be posted to you, subject to the payment of all fees.

Associate Degree and BVET

EPT301	Teaching and Training in VET (16 subject points) (previously coded as EPT220)
EPT322	Training in Workplaces (previously coded as EMC220 or EPT210)
EEE220	Program Design and Assessment in VET

Graduate Diploma of VET

EPT301	Teaching and Training in VET (16 subject points) previously coded as EPT430)
EPT322	Training in Workplaces (previously coded as EMC440 or EPT423)
EEE220	Program Design and Assessment in VET (previously coded as EEE440)

Embedding of Training & Assessment Competencies Within CSU VET Subjects:

Subject Code	Subject Name	Hours of Prac	Units of Competency Included
EPT301 (Full Year subject) <i>Previously coded as EPT220 or EPT430.</i>	Teaching and Training in VET	130	<ul style="list-style-type: none"> • TAADEL401B Plan and organise group-based delivery • TAAENV402B Foster and promote an inclusive learning environment • TAAENV403B Ensure a healthy and safe learning environment • TAAASS401B Plan and organise assessment • TAAASS402B Assess competence • TAADEL402B Facilitate group-based learning • TAAENV401B Work effectively in vocational education and training
EPT322 <i>Previously coded as EMC220, EMC440, EPT210 or EPT423</i>	Training in Workplaces	70	<ul style="list-style-type: none"> • TAADEL301B Provide training through instruction and demonstration of work skills • TAADEL403B Facilitate individual learning • TAADEL404B Facilitate work based learning
EEE220 <i>Previously coded as EEE440</i>	Program Design and Assessment in VET	N/A	<ul style="list-style-type: none"> • TAADES401B Use Training Packages to meet client needs • TAADES402B Design and develop learning programs • TAAASS403B Develop Assessment Tools

PRACTICUM ARRANGEMENTS

Practicum subjects are key elements in all CSU vocational education and training courses. These subjects are designed to develop the competencies needed by professional teachers and trainers. Each CSU VET student undertakes a number of Practicum sessions included within the following subjects:

- **Teaching & Training in VET** (EPT301). *This practicum must be undertaken in an institutional (not enterprise) Registered Training Organisation (including TAFE). The Practicum is 130 hours over an academic year (two semesters).*
- **Workplace Training** (EPT322). *This practicum must be undertaken in a non-educational enterprise (it can be an enterprise RTO). Practicum is 70 hours over one academic semester.*

WHAT IS INVOLVED IN THE 130 HOURS OF PRACTICUM FOR EPT301?

The **130 hours** of practicum are split between two semesters of **65 hours** each, and is made up of the following components:

- Delivery of teaching/training sessions with a *minimum* of **60 hours** in teaching/training time.
- Teaching or training sessions will vary with the workplace situations of the students involved. The following are some examples:
 - 'classroom' sessions,
 - flexible delivery activities,
 - online delivery,
 - individual or small group instruction,
 - workshop sessions in which individuals or groups of students or trainees are instructed and monitored as they carry out tasks,
 - induction sessions for staff, and
 - field sessions in which trainees are under instruction or undertaking trade or familiarisation visits.

For these activities to 'count' for your 60 hours of instructional time *you* must be in charge of them. The above are not exclusive lists of appropriate activities, and persons involved in the practicum are invited to discuss individual situations with the subject coordinator if in doubt.

- **70 hours**, which can be made up of:
- preparation for and evaluation of teaching/training sessions including discussions with your Preceptor, or other resource persons;
- observing and working with other teachers/trainers;
- online investigations;
- engaging in other tasks which contribute to professional development as a teacher or trainer;
- setting up or clearing up the teaching/training site either before or after the session;
- travelling time where you take a student group to another site; and
- consulting your students before or debriefing after the session.

WHAT IS INVOLVED IN THE 70 HOURS OF PRACTICUM FOR EPT322?

EPT322 is required to be carried out in an enterprise or workplace. This refers to an organisation whose main purpose is not teaching or training. Table 1, on the next page, which details suitable sites for each of the VET practicum activities, will help you understand what we mean by this.

The **70 hours** of practicum is made up of the following components.

- Teaching/Assessing (15 hours);
- Observation/Investigation (15 hours);
- Development/Administration (20 hours); and
- Other (20 hours).

35 hours of your Practicum **MUST** be on-site at the enterprise and this is required to be documented and signed off by your Preceptor in the enterprise. The remaining hours may be spent doing preparation at home or in another location. This could include session planning, phoning the site to make arrangements for training sessions, research into the company using the web or reading company documents, and so on.

WORKING WITH A PRECEPTOR

The Role of a Preceptor

To make the Practicum experience valuable for the student, we need the assistance of people willing to be Preceptors to our students. 'Preceptor' (pronounced 'pre-sceptre') is a term more commonly used in medical training, and we have adopted it because it is used to describe someone who not only helps a student to gain experience and practice his or her skills, but also assists in assessing the student in the workplace. The Preceptor should work at the site where the student is undertaking his or her practicum. In exceptional circumstances a Preceptor may be approved that works at a nearby branch of the same organisation; this would need special approval.

The Preceptor's role is to generally 'keep an eye on' the student, to help plan some useful experiences for him/her, and to assist the student get access to the people and departments he or she needs in order to complete the assessment tasks required. In addition the Preceptor is asked to contribute to the assessment of the student by observing certain teaching/training delivery activities and commenting on certain tasks.

The role of the Preceptor is clearly specified in the course materials provided to the CSU student. As well as supervising and observing the CSU student, the Preceptor should liaise with the student, discuss their progress and offer feedback on their performance. Each student is provided with further information as part of their Subject Outline. Ideally a Preceptor should hold a Certificate IV in Assessment & Workplace Training or Certificate IV in Training & Assessment.

SUITABLE SITES FOR CSU VET PRACTICUM ACTIVITIES

	Site 1	Site 2	Site 3	Site 4
	Institutional RTO	Non-RTO Training Provider	Training Section of a Workplace (Enterprise)	Workplace (Enterprise)
Type of Learners	Enrolled from a variety of sources	Enrolled from a variety of sources	All work for the organisation	All work for the organisation
Type of Training	Nationally Recognised Training (NRT)	Not Nationally Recognised Training (NRT)	May or may not be Nationally Recognised Training (NRT)	May or may not be Nationally Recognised Training (NRT)
Examples	<ul style="list-style-type: none"> • TAFE college • Private RTO 	<ul style="list-style-type: none"> • Community College 	<ul style="list-style-type: none"> • Police College • Government Department • Banking Institution 	<ul style="list-style-type: none"> • Government Department • Factory • Shop • Restaurant
Allowable Site for Practicum EPT301#	Yes	*Yes, except for those tasks that must be undertaken in an RTO	*Yes, except for those tasks that must be undertaken in an RTO	No
Allowable Site for Practicum EPT322#	*Yes, as long tasks are conducted in a non-training part of the organisation	*Yes, as long tasks are conducted in a non-training part of the organisation	*Yes, as long tasks are conducted in a non-training part of the organisation	Yes

NB: # While a site is allowable for EITHER Practicum (EPT301 or EPT322), it should not be used for BOTH.

* Check with the Subject Coordinator before proceeding with a Practicum in these sites.

COLLECTING AND PRESENTING EVIDENCE FOR ASSESSMENT

When collecting and presenting evidence for the parts of each Assessment Item the following points should be taken into account:

- Assessment items can be tracked by you via the EASTS page accessible through my.CSU. EASTS logs in the received and dispatched dates of all assignments based on the bar code of the cover sheet – this is why it is important to use only the correct cover sheet. If there are multiple parts to an assignment, please send all parts together. Subject Coordinators and/or markers should not be routinely contacted to check on the arrival of assignments. If you have problems with posting an assignment on EASTS, contact the Learning Material Centre.
- All documents should be stapled in the top left hand corner, presented in a folder (such as a 2 or 4 ring binder) or bound in some other manner. Documents should not be placed in plastic sleeves or held together with paper clips, as the parts can become separated from the cover sheet.
- When submitting a portfolio of evidence (such as a collection of lesson plans and/or practicum observations) the components should be firmly attached and organised in a clear and logical manner.
- The following methods of organising evidence are recommended:
 - include a portfolio contents page or index;
 - include clearly labeled dividers to show which evidence covers what Units of Competencies or Assignment Tasks; and
 - include a table that cross-references the evidence presented to the Units of Competency or Assignment Tasks.

SUBMISSION AND TRACKING OF ASSIGNMENTS

- All assignments should include the **correct** CSU cover sheet (this is automatically generated when submitting assignments via EASTS). If the correct cover sheet is lost or destroyed, the CSU Learning Materials Centre can provide another copy. Cover sheets for other subjects or for other assignments should **not** be used, as this may result in the assignment not being graded and/or returned to the student.
- The handling of all assignments submitted by Distance Education students are handled by the Learning Materials Centre's Assignment Services Team. Assignments may be submitted by mail, dropped off on campus or electronically through EASTS. Assignment Services ensures that these are printed, tracked, collated, sent to markers and returned to students via Australia Post.
- Students enquiring about their assignments should contact Student Services on (02) 69332405 or email sshelp@csu.edu.au. All other enquiries should be made to the Assignments Officer on (02) 69332597 or email eastshelp@csu.edu.au.

LEARNING SKILLS ADVISORS AND OTHER STUDENT SERVICES

Academic Learning Skills Advisors can assist with the processes involved in learning and being assessed in a subject. Learning skills staff can provide advice about assignment preparation, academic reading and note-taking, referencing and preparing for exams. Information about the Learning Skills staff and contact details are available on the Student Services page of the CSU web site .

Your subject forum is another avenue of support and assistance open to you. Other students are often helpful in discussing and clarifying assignment expectations. The Student Services Guide to Learning website contains information on how to submit your assignment, tracking assignment submissions and returning your assignments.

Student Services is dedicated to providing students with support in all areas of student life. From academic support, health and welfare, social and sporting activities, accommodation, and food and beverage services, Student Services is the place to go if you're a student at CSU. You can access Student Services regardless of how or where you're studying your CSU course. Student Services has developed an extensive online support environment and staff can make contact with you in person or virtually.

Support Central is the new name for the Student Services Help Desk. It is a one stop point of contact for all enrolled CSU students. Explore this web site to familiarise yourself with the extensive array of support and services available to you as a CSU student, and make contact with us through Support Central (<http://www.csu.edu.au/division/studserv/>) if you need to. Operating hours are 9am - 5pm Monday to Friday. Phone: 1300 734 654.

FURTHER STUDY OPTIONS

If you are interested in postgraduate study after completing the *Bachelor of Vocational Education and Training* or the *Graduate Diploma of Vocational Education and Training* then the Faculty of Education offers an 8-10 subject *Master of Education* degree which can be undertaken with a VET focus.

Information regarding the course is available via the VET website:
<http://www.csu.edu.au/faculty/educat/edu/vetfolder/index.htm>

Further enquiries can be directed to: Dr Brian Hemmings
Course Coordinator
Telephone: 02 6933 2451
Email: bhemmings@csu.edu.au

FREQUENTLY ASKED QUESTIONS

- **If you need an extension of one week or less for any assignment - contact the Subject Coordinator.**
- **If you need an extension of more than one week for any assignment or any extension for a final assignment – contact the Subject Coordinator.**
- **If you cannot submit all assessment tasks for a subject by the due date of the final assignment – contact the Subject Coordinator or the Course Coordinator.**
- **If you feel that you need to withdraw from one or more subjects - contact the Course Coordinator or Student Administration.**
- **If you need advice on subject choices or enrolment information – contact the Course Coordinator or Student Administration.**

CONTACT DETAILS

VET Academic Staff

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VET Website:

<http://www.csu.edu.au/faculty/educat/edu/vetfolder/>

Student Services:

Phone: 02 69332405
Email: sshelp@csu.edu.au

Support Central:

<http://www.csu.edu.au/division/studserv/>
Operating hours: 9am - 5pm Monday to Friday
Phone: 1300 734 654

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