

## **Bachelor of Education (Further Education and Training) (BEFT) - BEd(FET)**

**This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study should consider the [Bachelor of Education](#).**

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on learners' existing knowledge and skills and challenge them to excel in a supportive and flexible adult learning environment.

This program is distinguished by:

- focus on meeting the needs of beginning teachers in post-compulsory education and training environments, with an emphasis on teaching in the senior phase of learning in secondary schools
- recognition provided for trade and professional qualifications and relevant work experience as part of the program
- preparation of students for teacher registration within Queensland.

Further, in responding to the convergence of general and vocational education and to meet an increasing demand for Industrial Design and Technology (Manual Arts) teachers in Queensland and at a national level, the program includes an Industrial Design and Technology specialisation that will recognise and enable students to build on their technical and trade skills and qualifications by developing instructional skills and capacities as well as enhancing their technical 'content' skills and knowledge.

Students should refer also to the [Bachelor of Further Education and Training](#), or [Graduate Diploma of Learning and Teaching](#) for alternative programs.

## Program objectives

The Bachelor of Education (Further Education and Training) seeks to:

- provide beginning teachers/trainers in post-compulsory education and training settings with theoretical foundations linked to the development of a range of instructional skills for successful professional practice
- facilitate development of knowledge and skills in the design, development, implementation and evaluation effective programs accommodating a broad range of learner needs and characteristics
- give beginning teachers/trainers in the sector the opportunity to upgrade their knowledge and skills in their areas of professional content expertise to a level equivalent of two years of full-time undergraduate study
- have teachers/trainers in the sector demonstrate professional commitment and motivation to engage in reflective practice, on-going professional development and continuous improvement.
- provide opportunities for teachers/trainers in the sector to gain teacher registration with the Queensland College of Teachers.

## Admission requirements

### Normal Entry

To be eligible for normal enrolment in the Bachelor of Education (Further Education and Training), an applicant must meet the following criteria:

- have at least a recognised formal trade or professional qualification, or equivalent, in his/her content area
- have substantial workplace experience in his/her proposed teaching content area
- have access to an approved instructional setting in the post-compulsory education and training sector. Such engagement must enable applicants to plan, implement and evaluate actual instructional programs as required by specified courses within the program. Written verification of such engagement will be required before enrolment can be confirmed.

**As applicants will be eligible to seek teacher registration in Queensland, they are required to undertake the professional experience elements of this program predominantly within a high school setting in Queensland. To this end, applicants require written verification from a high school of their willingness to offer such a professional experience placement prior to confirmation of enrolment in the program.**

### Special Entry

Subject to the policies and regulations of the University of Southern Queensland and Faculty of Education, applicants who do not hold formal, recognised qualifications as listed above, but who have extensive relevant industrial, commercial and/or professional training and work experience such that they are acceptable for

employment as teachers/trainers in the post-compulsory education and training sector, may be considered for special entry to the program. Such persons will need to show evidence of engagement at least on a casual, part-time or voluntary basis as teachers/trainers, curriculum developers or managers of education and training, or similar, in approved instructional settings in the post-compulsory education and training sector. Written verification of such engagements will be required before enrolment can be confirmed.

## Program fees

### Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of your higher education and you as a student pay a [student contribution amount](#), which varies depending on the courses undertaken. You are able to calculate the fees for a particular course via the [Course Fee Finder](#). Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

### Domestic full fee paying place

Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Domestic full fee paying students may be eligible to defer their fees through a Government loan called [FEE-HELP](#) provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for [FEE-Help](#).

### International full fee paying place

International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, via distance education/online. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

## Program structure

**Note:** Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

### Introductory information

There are two program structures for this program that reflect the student's choice of enrolment in either **Standard** pattern of study, or alternatively, to specialise in **Industrial Design and Technology** in order to qualify as a Manual Arts or Technology Studies teacher. Regardless of specialisation, to be awarded a four-year Bachelors program in the Faculty of Education, a student must have normally completed 32 units at undergraduate levels 1-4. At the discretion of the Program Coordinator, up to 4 units may be completed at postgraduate level.

### Sequence of study

Students' enrolment in various courses in the program should roughly reflect the sequence of courses as they are shown in the following tables. Although program staff undertake to provide accurate and timely advice to students on their enrolment in the program, it is the student's responsibility to ensure that they meet the program and course requirements – including professional experience – in order to be eligible for graduation from the program and teacher registra43 0 0 1 gt onm(pn2 11 Tnwetgraduate le)Tj1 0 0 f9y 503 alnely 503 ale2 1adube 0

content studies options to b

<b>Study area</b>	<b>Electives</b>	<b>Courses/credit points</b>
<b>Diversity and Inclusion</b>	FET2400	1
<b>Management, workplace and organisational learning</b>	FET4501	1
	<a href="#">MGT1001 Foundations of Human Resource Management</a>	1
	<a href="#">EDU5221 Professional Learning</a>	1
<b>Curriculum studies</b>	EDU5211	1
<b>Special needs</b>	<a href="#">EDU5321 Educating Students with Special Needs</a>	1
	<a href="#">EDU5322 Behaviour Management and Support</a>	1
<b>Education technology</b>	FET5621	1
	FET5622	1
<b>Language and literacy</b>	EDU5411	1
	<a href="#">LIN5000 The Nature of Language</a>	1,3
	<a href="#">LIN8001 Principles of Second Language Learning</a>	1,2
	<a href="#">LIN8002 Methodology in Teaching a Second Language</a>	2
<b>Workplace project</b>	<a href="#">EDU5760 Professional Study</a>	1,2,3

**Note:** Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number

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competence against the performance criteria identified in the relevant TEA course specifications. **Students must have met all professional experience requirements before a final a grade can be awarded for TEA4302(the capstone course) and be deemed eligible to graduate from the program.**

Arrangements for teaching placements are initiated by the student and negotiated between the student and the host school or organisation and approved by the Program Coordinator and/or, in the case of TEA courses, the relevant Course Examiner, in consultation with the Student Support Professional Experience Office. Students are responsible for completing and submitting all documentation and records associated with teaching placements as well as retaining copies for their own records. Specific policies and guidelines in relation to teaching placements are provided in the FET Teaching Placement Handbook, which is available from the Student Support Professional Experience Office and issued to all new and continuing students at the beginning of each calendar year as well as to nominated Mentor/Supervisors on approval of placements.

## Residential schools

There are no residential schools in this program.

## Articulation

Students who complete the [Bachelor of Further Education and Training](#) may be able to gain full credit for those studies if they subsequently enrol in the Bachelor of Education (Further Education and Training).

## Exemptions

Students entering the Bachelor of Education (Further Education and Training) with appropriate prior trade or professional qualifications and/or documented extensive relevant industry training, experience and demonstrated current competence may be granted exemptions from some program requirements, subject to the approved program structure and current policies and regulations of the University of Southern Queensland and the Faculty of Education.

## Other information

Courses in this program are offered primarily via print-based materials (EXT) supplemented by online communication and learning activities on the web-based *USQStudyDesk* for each course (accessed via *USQConnect*). Some courses are offered via the Internet only (WEB courses). Access to the Internet and an email address are required to study courses in this program. Study materials for these courses are available at the commencement of the semester of enrolment in the course.

## Standard program structure recommended enrolment pattern

**Note:** Minimum enrolment numbers apply to all courses. Should enrolments not meet the minimum number required, students may be transferred to a different mode or offering and advised of this change prior to semester start.

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	L k ^ ^ ^ j m r p % L K @ %		B u q b o k ^ i % B U Q %		L k i f k b % L K I %			
	Vb^o	Pb j	Vb^o	Pb j	Vb^o	Pb j		
7 Basic Content Studies								Normally exempted on program entry
FOE1000			1	1, 2, 3				
FET2103			1	2				
<a href="#">EDC2200 Indigenous Perspectives</a>		2					2, 3	
1 Advanced Content Study			1	1, 2, 3				
FET2200			2	2				
TEA2301 *			2	1, 2				
FET3102			2	1, 2				



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	Lk*^ j m rp %LK@%		Buqbok^i %BUQ%		L kifkb %LKI%		
	Vb^o	Pb j	Vb^o	Pb j	Vb^o	Pb j	
<b>OR</b>							
EDU5111			3	2			
<a href="#">ENG1100 Introduction to Engineering Design</a>			3	1, 2			
1 Advanced Content Study			4	1, 2, 3			
FET4220			4	1, 3			
TEA3301 *			4	2			
FET3551			4	2, 3			
FET4640			5	1		S1,	
2 Advanced Content Studies			5	1, 2, 3			
TEA4321			5	1			
1 Professional Studies Elective			6	1, 2, 3			
2 Advanced Content Studies			6	1, 2, 3			
1 Professional Studies Elective			6	1, 2, 3			
TEA4302 *			6	1, 2, 3			

**Footnotes**

\* Students must be engaged, at least part-time, in actual instruction while enrolled in these courses. Irrespective of the level of achievement on the academic assessment in these courses, students will not be awarded a passing grade in these courses without being able to demonstrate current instructional competence against the criteria identified for each course.

**Notes:**

**Individual program enrolment patterns must meet the program structure requirements outlined above. Students should consult with the Program Coordinator if assistance is required with enrolment planning.**