

Bachelor of Further Education and Training (BFET) - BFET

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

	Distance education
Fees:	Commonwealth supported place International full fee paying place
Standard duration:	3 years full-time, 7 years part-time

Contact us

Current students

Telephone 1800 007 252 (within Australia freecall), +61 7 4631 2285 (from outside Australia), email usqassist@usq.edu.au or submit a question via [USQAssist](#).

Program focus

This degree aims to produce teachers/trainers who can work effectively in a range of post-compulsory education and training settings. It combines practical skills and techniques in the effective design, delivery, management and evaluation of instructional programs, with a broader base of underlying professional knowledge.

We are currently redeveloping our programs for 2009. This area of study will remain available, with greater flexibility.

Career opportunities

This program provides a degree level qualification for those persons who wish to pursue a career in TAFE teaching, industry training or community education.

Program aims

This is a three-year (full-time equivalent) degree that focuses on the needs of professional instructors/trainers and managers of training.

The Bachelor of Further Education and Training degree seeks to provide students with a systematic, coherent introduction to the body of knowledge, the underlying principles and concepts, and the problem-solving techniques associated with effective design, delivery and management of instructional programs and processes in the post-compulsory education and training sector.

In addition, the Bachelor of Further Education and Training degree seeks to develop academic skills and attitudes needed to comprehend and evaluate new information, concepts, and evidence from a range of sources.

This program is committed to providing authentic learning experiences that support students to link theory with practice as a foundation for development of expertise. Its graduates will be able to operate as effective educators within post-compulsory education/training settings such as industry, TAFE, community and technical colleges. Our staff will provide quality teaching and learning experiences that build on learners' existing knowledge and skills and challenge them to excel in a supportive and flexible adult learning environment.

This program is distinguished by:

- a focus on meeting the needs of beginning teachers in post-compulsory education and training environments..
- recognition provided for trade and professional qualifications and relevant work experience as part of the program.

Program objectives

The Bachelor of 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 of effective programs accommodating a broad range of learner needs and characteristics
- have teachers/trainers in the sector demonstrate professional commitment and motivation to engage in reflective practices, on-going professional development and continuous improvement
- 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 to 1.5 years of full-time undergraduate study.

It is also a holistic and integrated objective that the Bachelor of Further Education and Training address all USQ standard graduate attributes.

Admission requirements

Normal Entry

To be eligible for normal enrolment in the Bachelor of 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 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 this program. Written verification of such engagement will be required before enrolment can be confirmed.

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. As for normal entry (above), such persons will need to be engaged at least part-time as teachers/trainers, curriculum developers or managers of education and training, or similar, in approved 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](#).

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

To be awarded a three-year Bachelors program in the Faculty of Education, a student must have normally completed 24 units at undergraduate levels 1-4. At the discretion of the Program Coordinator, a maximum of up to 3 units may be completed at level 4 or 5.

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.

Study Area	Courses to be Studied	Units
Core Studies (1 unit)	FOE1000	1
Professional Education (8 units)	FET2400	1
	TEA2301 *	1
	TEA3401 *	1
	TEA3301 Program Evaluation	1
	FET3102	1
	FET4640 Teaching and Learning in a Flexible Environment#	
	FET2200 Current Post-Compulsory Education and Training Context	1
	FET4220 Instructional Psychology: Lifelong Learning	1
Professional Studies Electives (2 units)	Select from recommended electives and/or recognition for accredited professional/industry qualifications combined with relevant, validated workplace application.	2
Professional Studies Project (1 unit)	TEA4302 Professional Studies Project*	1
Content Studies 12 units	Content studies are regarded as those studies undertaken in order to extend the student's discipline-specific knowledge in his/her major teaching area/s. Twelve courses relevant to student's professional content areas, offered by USQ or other appropriate tertiary institutions or industry training centres, at an appropriate level, as approved by the Program Coordinator. A block of up to 7 units of content studies will usually be granted as exemptions for relevant previously acquired trade/professional qualifications and experience in the student's teaching/training content area. The remaining 5 units of content or context studies must show progression in learning beyond the level of tertiary study used for the initial 7 unit block*. Context studies are regarded as education or related studies undertaken in order to extend the student's capacity to better respond to a range of contextual features of the learning environment in which he/she works. Content and context studies may include EDC2200 Indigenous Perspectives for Educators . Depending on individual needs, students may undertake any combination of content or context studies as approved by the Program Coordinator.	12
Total		24 units

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.

Online delivery only.

Professional Studies Electives

List of approved electives

Note - Professional studies electives exemptions for Certificate IV in Training and Assessment (TAA0104):

It is recommended that students wishing to teach accredited vocational education and training (VET) courses at TAFE or in industry or community settings complete a Certificate IV in Training and Assessment (TAA04) with a Registered Training Organisation. Students may submit an application for exemption for up to 2 Professional Studies Electives for completion of this qualification plus six months workplace application.

Study area	Electives	Courses/credit points
Management, workplace and organisational learning	FET4501 Management Issues in Training	1
	MGT1001 Human Resource Management	1
	FET5502	1
	EDU5221	1
Curriculum studies	EDU5211 Curriculum Leadership and Management	1
Special needs	EDU5321 Educating Students with Special Needs	1
	EDU5322 Teaching Students with Special Needs: Behaviour Management	1
Education technology	FET5621 Introduction to Web Publishing	1
	FET5622 Creating Interactive Multimedia	1
Language and literacy	EDU5411	1
	LIN5000 The Nature of Language	1
	LIN8001 Principles of Second Language Learning	1
	LIN8002 Methodology in Teaching a Second Language	1
Workplace project	FET5660 Professional Study	1

Required time limits

Students have a maximum of 7 years to complete this program.

Practical experience

Maintenance of instructional engagement during enrolment

Throughout the period of enrolment in this program, students are expected to maintain access to training design and delivery activities in the post-compulsory education sector (other training sector placements only on approval from the Program Coordinator) to ensure that all program and specific course objectives can be achieved.

Irrespective of level of academic performance achieved by students in courses of this program, no student will be eligible to graduate from this program without satisfactorily demonstrating current instructional competence against the instructional performance criteria identified in courses [TEA2301](#), [TEA3401](#) and [TEA4302](#).

IMPORTANT NOTE: One of the central aims of this program is to allow students to develop teaching skills and strategies, while at the same time linking theory and practice. This is the basis for continual improvement. It is therefore essential that all students commence the beginning instructional course [TEA2301](#) before undertaking any instructional placements associated with this program.

IT requirements

University advice on computer technology needs and requirements can be found at <http://www.usq.edu.au/ict/students/standards/default.htm>.

Residential schools

There are no residential schools in this program.

Articulation

- On completion of the Bachelor of Further Education and Training, students may gain full articulation into the four-year [Bachelor of Education \(Further Education and Training\)](#). Consult with the Program Coordinator for full details.

Exit points

Students who have completed two years equivalent study (16 units) and have satisfied the requirements for the Associate Degree in Further Education and Training, may exit with this award.

Exemptions

Students entering the Bachelor of 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 structures 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. Some elective courses are offered via the Internet. Access to the Internet and an email address are required to study a course offered via the Internet. Study materials for these courses are available at the commencement of the semester.

Recommended enrolment pattern

It is the students' responsibility to ensure correct enrolment in the program structure to meet graduation requirements. It is possible for students in this program to have varying enrolment patterns. However, it is suggested that the following courses are taken early in the program. This is a fully external program. Students are required to plan appropriate patterns of enrolment and will need to consider semester/s of offering and pre-requisites. The order of courses listed below is the recommended enrolment pattern. For further information students should contact the Program Coordinator.

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.

Important note: One of the central aims of this program is to allow students to develop teaching skills and strategies, while at the same time linking theory and practice. This is the basis for continual improvement. It is therefore essential that all students commence the beginning instructional course TEA2301 before undertaking any instructional placements associated with this program.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
7 Basic Content Studies								Normally exempted on program entry
FOE1000			1	1, 2, 3				
FET2400			1	1, 2				
FET2200 Current Post-Compulsory Education and Training Context			1	2			OE	
1 Advanced Content Study			1	1, 2, 3				

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
TEA2301 *			2	1, 2				
FET3102			2	1, 2				
2 Advanced Content Studies			2	1, 2, 3				
TEA3401 *			3	1, 2				
FET4220 Instructional Psychology: Lifelong Learning			3	1, 3			OE	
TEA3301 Program Evaluation*			3	2			OE	
1 Advanced Content Study			3	1, 2, 3				
1 Advanced Content Study			4	1, 2, 3				
FET4640 Teaching and Learning in a Flexible Environment			5	1		S1,	OE	
2 Professional Studies Electives			5	1, 2, 3				
TEA4302 Professional Studies Project*			6	1, 2, 3			Pre-requisite: TEA2301 and TEA3401 and students must be enrolled in one of the following Programs: BFET or ADFT or BEFT or GDFT	OE

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.

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

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.