



UOW
COLLEGE
AUSTRALIA

—
PATHWAYS TO
UNIVERSITY OF
WOLLONGONG

Diploma of Education Studies

Course Code: 3348 Diploma of Education Studies
Fast Track

Year of Issue: 2027

Course Outline

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Diploma of Education Studies Fast Track Course Outline

1 Course Description

The UOW College Australia (UOWCA) Diploma of Education Studies is designed for students who aspire to become primary school teachers. Delivered in a supportive learning environment, the course builds strong academic and professional foundations in areas such as child development, literacy, numeracy, science, and education studies. Students develop the skills and knowledge needed to succeed in university-level education programs while exploring inclusive teaching practices, Aboriginal and Torres Strait Islander perspectives, and diverse classroom contexts.

Students who pass all requirements of the Diploma of Education Studies are eligible to progress to the **Bachelor of Primary Education** at the University of Wollongong, with 48 credit points of credit transfer. This diploma is a pathway qualification and does not lead to an **accredited** teaching qualification. Students who choose to exit after the Diploma of Education Studies may be eligible to pursue employment as a School Learning Support Officer, or in an education-related field in a role other than an **accredited** teacher.

Diploma qualifications are located at level 5 of the Australian Qualifications Framework. The purpose of the Diploma qualification type is to qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled or paraprofessional work and as a pathway for further learning.

2 Graduate Qualities

The Diploma of Education Studies course is designed to assist students in developing the UOW College Australia Graduate Qualities. It helps students become:

1. **Informed:** Have a basic knowledge of an area of study and understand its issues. Know how to apply this knowledge.
2. **Independent Learners:** Begin to engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing enquiry and active learning. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.
3. **Problem Solvers:** Demonstrate introductory levels of creative, logical and critical thinking skills to respond effectively to problems. Be flexible and thorough.
4. **Effective Communicators:** Articulate and convey ideas effectively using a range of media. Work collaboratively and engage with people in different settings.
5. **Responsible:** Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity and act with integrity. Take responsibility for one's own learning and completion of assessment tasks.

3 Course Learning Outcomes

Graduates will be able to:

1. Demonstrate foundational knowledge and awareness of the linguistic, cultural, religious and socio-economic diversity of children, families and communities in contemporary Australia, and recognise its importance in educational contexts.
2. Explain key concepts and theories of child development and describe their influence on learning and development in educational settings.
3. Demonstrate introductory knowledge of key concepts and content across the key primary learning areas of English, Mathematics, Science and Technology, and Human Society and its Environment.
4. Demonstrate foundational skills in communication, organisation, and adaptability to support participation in learning and teaching environments.
5. Demonstrate a foundational knowledge of the place and role of education in Australian society.

4 Course Learning Outcomes Mapped to Graduate Qualities

The table below shows how the graduate qualities are integrated into the course learning outcomes:

Course Learning Outcomes / Graduate Qualities	1. Informed	2. Independent Learners	3. Problem Solvers	4. Effective Communicators	5. Responsible
1. Demonstrate foundational knowledge and awareness of the linguistic, cultural, religious and socio-economic diversity of children, families and communities in contemporary Australia, and recognise its importance in educational contexts.	✓	✓		✓	✓
2. Explain key concepts and theories of child development and describe their influence on learning and development in educational settings.	✓	✓		✓	✓
3. Demonstrate introductory knowledge of key concepts and content across the key primary learning areas of English, Mathematics, Science and Technology, and Human Society and its Environment.	✓	✓	✓		
4. Demonstrate foundational skills in communication, organisation, and adaptability to support participation in learning and teaching environments.	✓	✓		✓	
5. Demonstrate a foundational knowledge of the place and role of education in Australian society.	✓				✓

5 Course Structure and Subjects

3348: DIPLOMA OF EDUCATION STUDIES Fast Track			
SESSION 1			
Subject Code	Subject Name (UOW Equivalent Subject Code)	Credit Points	Contact Hours a Week
DASH100	Learning in Higher Education (EDLE100)	6	4
DEPP100	Foundations of Human Development and Learning (EDFE150)	6	4
DEPP101	Language and Learning (EDLL101)	6	4
DEPP102	Mathematics Foundations (EDMM101)	6	5
Total Session 1		24	17
SESSION 2			
Subject Code	Subject Name (UOW Equivalent Subject Code)	Credit Points	Contact Hours a Week
DEPP103	Science Content Knowledge for Educators (EDSC102)	6	5
DEPP104	Education and Society (EDSO101)	6	4
DEPP105	Indigenous Geographies: Working with Country (INDS123)	6	5
DEPP106	Unlocking Mathematical and Statistical Tools for School Teachers (MATH132)	6	7
Total Session 2		24	21

Expected Course Workload

As a guide, the workload for your course is determined by the number of subjects you take each session. Attempting four subjects in a standard session is considered to be a fulltime load i.e. equivalent to working fulltime (35-45hrs a week).

Each subject in this course has designated contact hours where you are required to attend classes including lectures, tutorials, workshops or other structured learning experiences.

To be successful in this course you are also required to undertake independent learning activities outside of your scheduled classes, this includes:

- Preparing for classes: homework, readings and reviewing learning materials.
- Independently researching and/or practicing knowledge and skills.
- Completing all assessment tasks and studying for examinations.
- Attending learning support services.

6 Subjects Mapped to Course Learning Outcomes

Subject / Course Learning Outcomes	1. Demonstrate foundational knowledge and awareness of the linguistic, cultural, religious and socio-economic diversity of children, families and communities in contemporary Australia, and recognise its importance in educational contexts.	2. Explain key concepts and theories of child development and describe their influence on learning and development in educational settings.	3. Demonstrate introductory knowledge of key concepts and content across the key primary learning areas of English, Mathematics, Science and Technology, and Human Society and its Environment.	4. Demonstrate foundational skills in communication, organisation, and adaptability to support participation in learning and teaching environments.	5. Demonstrate a foundational knowledge of the place and role of education in Australian society.
DASH100 Learning in Higher Education	✓	✓	✓		✓
DEPP100 Foundations of Human Development and Learning		✓		✓	✓
DEPP101 Language and Learning	✓		✓	✓	
DEPP102 Mathematics Foundations			✓	✓	
DEPP103 Science Content Knowledge for Educators			✓	✓	
DEPP104 Education and Society	✓		✓		✓
DEPP105 Indigenous Geographies: Working with Country	✓		✓	✓	✓
DEPP106 Unlocking Mathematical and Statistical Tools for School Teachers			✓	✓	

7 Progression Guidelines

Course Progression Requirements

1. To qualify for the award of the Diploma of Primary Education Studies Fast Track, students must achieve a final minimum result of 50% for each subject.
2. Students who meet the requirements for the award of the Diploma can progress to the Bachelor of Primary Education at the University of Wollongong, with 48 points of credit transfer.

Please refer to the Credit transfer arrangements for more detailed information - <https://www.uowcollege.edu.au/courses-pathways/admissions-information/credit-transfer-arrangements/>

3. Students may exit the Diploma course early and enter the relevant degree ('Accelerated Exit') if they meet conditions. Please refer to the [UOW Admissions Procedures \(Coursework\)](#) document for more detailed information.

Note: Where a student has opted for Accelerated Exit – Incomplete Award, they will not be eligible for the Diploma award until they successfully complete the outstanding equivalent subjects in their UOW degree. Once a student has completed the equivalent subjects at UOW, the student can submit an [Application for Credit for Prior Learning](#) directly to UOW College for the Diploma qualification to be awarded. This diploma is a pathway qualification and does not lead to an independent teaching qualification. Students who choose to exit after the Diploma of Education Studies may pursue employment as a School Learning Support Officer, or in an education-related field in a role other than as a qualified teacher.

UOW Degree Pathways and Credit Transfer

Please refer to the UOW Credit Transfer and Articulation Arrangements webpage for detailed information on available degree pathways and eligibility requirements.

[Credit Transfer and Articulation arrangements](#)

8 Entry Requirements / Admissions Guidelines

Entry requirements for this course can be viewed online at:

[Search Courses - University of Wollongong – UOW](#)

9 Assessment

Students are required to complete a number and variety of assessment tasks related to their streams of study.

Each subject has a subject outline that is issued to students. Subject outlines contain an overview of subject objectives, an assessment schedule, a list of learning resources and a weekly topic outline. Subject outlines also contain an explanation of assessment components.

All assessment tasks with a weighting of 10% or greater have marking criteria and an answer/marking guide.

All aspects of assessment are governed by Policy, Procedures and Guidelines, which can be viewed at: <https://www.uowcollege.edu.au/support-resources/policies-procedures/>

10 Quality Assurance

The College applies formal quality assurance processes to its design of courses, subjects and their assessments. These processes include:

- Clear subject outlines that align with the objectives of the course and support consistent delivery of content.
- Mandatory inclusion of clear and appropriate marking criteria in assessment tasks.
- Moderation of marking of student assessment tasks, ensuring that the assessment criteria have been applied consistently and there is equity across individual markers.
- A regular schedule of audits on student assessment tasks using randomly-selected samples of student work; and
- The use of feedback from students and teachers to inform continuous improvement of curriculum, delivery, policies and procedures.

11 Subject Descriptions

DASH100 Learning in Higher Education

DASH100 explores what it means to be a student in higher education by examining the nature of higher education and its role in society, and the theories and practices that inform learning and teaching. Students will explore contemporary issues and key contributions in higher education, while developing a range of essential academic and digital literacy skills. This subject introduces, places into context, develops and applies a range of thinking, and communication skills that are the foundation of successful academic study at university.

DEPP100 Foundations of Human Development and Learning

This subject will introduce students to the biological, cognitive, and socio-emotional development of children and adolescents. The aim of the subject is to provide a sound theoretical foundation for further studies in education, and/or psychology. While the focus is on children's and adolescent's holistic development, the major focus is on concepts and theories related to children's and adolescents' cognitive development and learning. This course will require students to critically engage with the theoretical perspectives presented in order to inform their studies and development as prospective psychologists and/or educators.

DEPP101 Language and Learning

This subject recognises that language is central to the learning process. It develops understandings of the role of language in learning and the different roles played by spoken and written language. Students will become familiar with modern functional approaches to language and other forms of semiosis and investigate their contribution to educational curriculum in Australia. The place of language and literacy in individual and social transformation underpins the approach taken in the subject. The language needs of the students themselves will be addressed as they come to grips with the language demands of academic and professional contexts.

DEPP102 Mathematics Foundations

This subject focuses on the essential fundamental knowledge of mathematics content, and the associated skills, needed by pre-service primary teachers. This subject will cover fundamental mathematical concepts necessary for the effective teaching of Stages 1-4 (Year K-8) in the NSW K-10 Mathematics Syllabus. The chief topics covered in the subject are: problem solving; number and algebra; statistics and probability; and measurement and geometry.

DEPP103 Science Content Knowledge for Educators

This subject introduces preservice primary teachers to the science and technology content knowledge they will need to be effective classroom teachers. In DEPP103, pre-service teachers will develop their understanding of biology, chemistry, geology and physics and build skills related to conducting scientific investigations and the design process. This content knowledge provides a necessary foundation for EDSC301, which focuses on curriculum and pedagogy related to the K-6 Science & Technology Syllabus (NESA, 2017)

DEPP104 Education and Society

This subject introduces students to the role of education in contemporary society. The subject provides an overview of the Australian education system from the early years through to post-secondary education (including its history and philosophy), with an emphasis on school education; an introduction to Australian Indigenous knowledges and understandings of education; and key social, cultural, and ethical issues in contemporary education. The subject draws on sociological concepts to explore how education both shapes and is shaped by the society in which it is embedded.

DEPP105 Indigenous Geographies: Working with Country

Indigenous Geographies' focuses on the geographic perspectives of Indigenous belonging, reconciliation politics, Indigenous land, and environmental claims and disputes. Content is framed around social and ecological change, introducing students to appropriate ethical, cultural and research skills to respond to social inequities and environmental challenges. The primary focus is Australia, with an overview of the international context. The subject includes colonial history in relation to land, legal and policy processes, and the cultural dimensions of Indigenous relationships to land and environment in urban, regional and remote contexts.

This subject is related to the United Nations Sustainable Development Goals. Find out more: www.uow.edu.au/united-nations-sustainable-development-goals/sdg-subjects-and-courses/

DEPP106 Unlocking Mathematical and Statistical Tools for School Teachers

DEPP106 unlocks two useful mathematical tools for primary educators: extension work for gifted children and interpretation of statistical reports. Extension topics include a selection from stages 1-5 of the NSW K-10 syllabus (algebra, functions and coordinate geometry, serving also as preparation for statistics) and other mathematical ideas that may appeal to gifted children. The statistics component is motivated by the need of teachers to interpret educational reports provided to schools such as NAPLAN outcomes and other standardised tests. Taught using a visual approach, it reaches a sufficient depth to enable the analysis of these statistics and the writing of reports on student performance. (Pre-requisite is DEPP102)

12 Version Control Table

Version Control	Date Effective	Approved By	Amendment
2027_1.0	1308/2026	UOWCA Academic Board	Initial release – 2027 delivery