

Kuring-gai
College
of Advanced
Education

Calendar



1985

**Kuring-gai College
of Advanced Education
Eton Road Lindfield N.S.W. 2070**

**Postal Address:
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PREFACE

Kuring-gai College is a new, multi-disciplinary college of advanced education which seeks, through scholarship and practice, to develop the knowledge and skills in its graduates which will enable them to contribute effectively to the vocational, cultural and creative needs of the community.

The award-winning College architecture and native bushland setting provide students with an opportunity to pursue their tertiary education in an attractive building and natural environment.

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Kuring-gai College
of Advanced Education

HISTORICAL BACKGROUND

Kuring-gai College of Advanced Education grew out of Balmain Teachers College (later William Balmain). This opened in March, 1946, in what had been the Smith Street Superior School erected in Balmain in 1880.

The college was established to provide more teachers to meet the post-war increase in school population and immigration.

From 1958 to 1971, the college, in addition to its normal teacher training courses, trained cadet education officers for the Territory of Papua and New Guinea and later for the Northern Territory.

Apart from the standard courses in teacher education which were extended in 1970 from two to three years, the college offered courses for supervisors of moderately mentally handicapped children and prepared graduate students for secondary schools teaching.

In 1971, the Balmain Teachers college became the William Balmain College and transferred to Eton Road, Lindfield. The strikingly modern building, awarded the Sulman medal for architecture in 1978, commands excellent views overlooking the Lane Cove River Valley.

On September 1, 1971, William Balmain was declared a College of Advanced Education and on July 1, 1973, it was announced that the College would become autonomous and multi-purpose. A Planning Committee was established by the Minister for Education to be responsible for the early stages of the College's development.

In April, 1974, the Minister endorsed the Planning Committee recommendation that the name be changed to Kuring-gai College of Advanced Education. This name was chosen to provide closer identification of the College with the community it serves, and tangible evidence of the College's accepting the responsibility of advanced education to meet the community's needs.

The name of the College, approved by the Geographical Names Board of New South Wales, reflects the original identity of the aboriginal word "Kuringgai", or "Guringgai", believed to be a generic term for tribes along the Eastern Coast, from Port Jackson, north beyond the Hawkesbury River and west to the Lane Cove River.

From November 1, 1974, the Minister constituted Kuring-gai College of Advanced Education as a body corporate. Eighteen members of the first Council of the College were appointed by the Minister to hold office until October 31, 1976. This period was subsequently extended to July 31, 1977.

On January 1, 1977, the College of Law at St. Leonards was affiliated with Kuring-gai College of Advanced Education, and became a new School of Practical Legal Training within the academic structure of Kuring-gai College.

The College By-Law was gazetted on July 1, 1977 and a new College Council was constituted from August 1, 1977. The Council includes nominees of the Minister, official College members, and elected student and staff members.

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Academic Year 1985

ACADEMIC CALENDAR 1985

SCHOOLS OF FINANCIAL AND ADMINISTRATIVE STUDIES, LIBRARY AND INFORMATION STUDIES, TEACHER EDUCATION, RECREATION AND COMMUNITY STUDIES AND DEPARTMENT OF NURSING.

	Semester	Week	
	Week	Commencing	
		18 February	Enrolment/Re-enrolment — February 18-21
FIRST SEMESTER	1	25 February	First Semester Commences
	2	4 March	
	3	11 March	
	4	18 March	
	5	25 March	
	6	1 April	Good Friday, 5 April
	7	8 April	Easter Monday, 8 April
	8	15 April	Prac. (T.Ed, L&I.S.); Classes suspended (F&A.S, R&C.S, Nsg)
	9	22 April	Prac. (T.Ed, L&I.S.); Classes suspended (F&A.S, R&C.S, Nsg) Anzac Day 25 April
	10	29 April	Prac. (T.Ed.)
	11	6 May	Fieldwork (R&C.S) or]
	12	13 May	Fieldwork (R&C.S) } Classes suspended (T.Ed., F&A.S.,L&I.S., Nsg)
	13	20 May	
	14	27 May	
	15	3 June	
	16	10 June	Queen's Birthday, 10 June
	17	17 June	
		24 June	Examinations
		1 July	Examinations
INTER-SEMESTER VACATION		8 July	Inter-semester Student Vacation
		15 July	
		22 July	Enrolment/Re-enrolment — July 22-23
SECOND SEMESTER	1	29 July	Second Semester Commences
	2	5 August	
	3	12 August	
	4	19 August	
	5	26 August	Fieldwork (R&C.S) or] Classes suspended (T.Ed,F&A.S,L&I.S,Nsg) Fieldwork (R&C.S);]
	6	2 September	
	7	9 September	
	8	16 September	
	9	23 September	
	10	30 September	Prac. (T.Ed, L&I.S.); Classes suspended (F&A.S, R&C.S, Nsg)
	11	7 October	Labour Day, 7 October — Prac. (T.Ed, L&I.S.); Classes suspended (F&A.S, R&C.S, Nsg)
	12	14 October	Prac. (T.Ed.)
	13	21 October	
	14	28 October	
	15	4 November	
	16	11 November	
	17	18 November	
		25 November	Examinations
		2 December	Examinations
		9 December	Student Vacation

Excursions may be taken during any period when classes are suspended

ACADEMIC YEAR 1985

SCHOOL OF PRACTICAL LEGAL TRAINING

**Practical Legal Training Course
(85/1) commences
Mid-course recess**

January 8 — June 21, 1985
April 5 — April 14, 1985

**Practical Legal Training Course
(85/2) commences
Mid-course recess**

July 9 — December 13, 1985
September 21 — September 30,
1985

Sandwich Course

First Sandwich Course (C185)

Session I

January 7 — February 15, 1985

Session II

August 26 — September 20, 1985

Session III

April 7 — May 6, 1986

Weekend Seminar

May 11 and 12, 1985

Second Sandwich Course (C285)

Session I

July 8 — August 16, 1985

Session II

February 26 — March 26, 1986

Session III

October 1 — October 28, 1986

Weekend Seminar

November 16 and 17, 1985

PRINCIPAL DATES 1985

JANUARY	WEDNESDAY	16	Resources Management Committee
	MONDAY	28	Australia Day
FEBRUARY	MONDAY	4	Staff Policy and Planning Committee Board of Studies in Financial and Administrative Studies
	WEDNESDAY	6	Resources Management Committee
	THURSDAY	7	Academic Board
	WEDNESDAY	13	Board of Studies in Library and Information Studies
	THURSDAY	14	Board of Studies in Teacher Education Finance and Works Committee
	MONDAY	18	Enrolment/Re-enrolment commences
	WEDNESDAY	20	Resources Management Committee
	THURSDAY	21	Council
	MONDAY	25	First Semester commences
	THURSDAY	28	Board of Studies in Recreation and Community Studies Equal Employment Opportunity Advisory Committee
MARCH	MONDAY	4	Staff Policy and Planning Committee Board of Studies in Financial and Administrative Studies
	WEDNESDAY	6	Resources Management Committee Board of Studies in Practical Legal Training
	THURSDAY	7	Academic Board Finance and Works Committee
	WEDNESDAY	13	Board of Studies in Library and Information Studies
	THURSDAY	14	Board of Studies in Teacher Education
	WEDNESDAY	20	Resources Management Committee
	THURSDAY	21	Council
	THURSDAY	28	Board of Studies in Recreation and Community Studies
APRIL	MONDAY	1	Board of Studies in Financial and Administrative Studies
	WEDNESDAY	3	Resources Management Committee Board of Studies in Teacher Education
	THURSDAY	4	Academic Board
	FRIDAY	5	Good Friday
	MONDAY	8	Easter Monday
	WEDNESDAY	10	Board of Studies in Library and Information Studies
	THURSDAY	11	Equal Employment Opportunity Advisory Committee
	WEDNESDAY	17	Resources Management Committee
	THURSDAY	18	Board of Studies in Recreation and Community Studies Finance and Works Committee
	THURSDAY	25	Anzac Day
MAY	WEDNESDAY	1	Resources Management Committee Board of Studies in Practical Legal Training
	THURSDAY	2	Academic Board
	MONDAY	6	Staff Policy and Planning Committee Board of Studies in Financial and Administrative Studies
	THURSDAY	9	Board of Studies in Teacher Education Finance and Works Committee
	WEDNESDAY	15	Resources Management Committee
	THURSDAY	16	Council
WEDNESDAY	22	Board of Studies in Library and Information Studies	

	THURSDAY	23	Equal Employment Opportunity Advisory Committee
	THURSDAY	30	Board of Studies in Recreation and Community Studies
JUNE	MONDAY	3	Board of Studies in Financial and Administrative Studies
	WEDNESDAY	5	Resources Management Committee
	THURSDAY	6	Academic Board
	MONDAY	10	Queen's Birthday
	THURSDAY	13	Board of Studies in Teacher Education Finance and Works Committee
	WEDNESDAY	19	Resources Management Committee
	THURSDAY	20	Council Board of Studies in Practical Legal Training
	MONDAY	24	Examinations commence
JULY	MONDAY	1	Staff Policy and Planning Committee
	WEDNESDAY	3	Resources Management Committee
	THURSDAY	4	Equal Employment Opportunity Advisory Committee
	MONDAY	8	Inter-semester Student Vacation Board of Studies in Financial and Administrative Studies
	THURSDAY	11	Finance and Works Committee
	WEDNESDAY	17	Resources Management Committee Board of Studies in Library and Information Studies
	THURSDAY	18	Council
	MONDAY	22	Enrolment/Re-enrolment commences
	THURSDAY	25	Board of Studies in Recreation and Community Studies
	MONDAY	29	Second Semester commences
AUGUST	THURSDAY	1	Academic Board
	MONDAY	5	Staff Policy and Planning Committee
	WEDNESDAY	7	Resources Management Committee
	THURSDAY	8	Board of Studies in Teacher Education Finance and Works Committee
	MONDAY	12	Board of Studies in Financial and Administrative Studies
	WEDNESDAY	14	Board of Studies in Library and Information Studies
	WEDNESDAY	21	Resources Management Committee
SEPTEMBER	MONDAY	2	Staff Policy and Planning Committee
	WEDNESDAY	4	Resources Management Committee Board of Studies in Practical Legal Training
	THURSDAY	5	Academic Board
	MONDAY	9	Board of Studies in Financial and Administrative Studies
	THURSDAY	12	Board of Studies in Teacher Education Finance and Works Committee
	WEDNESDAY	18	Resources Management Committee Board of Studies in Library and Information Studies
	THURSDAY	19	Council
	THURSDAY	26	Board of Studies in Recreation and Community Studies Equal Employment Opportunity Advisory Committee
	MONDAY	30	Staff Policy and Planning Committee
OCTOBER	WEDNESDAY	2	Resources Management Committee
	THURSDAY	3	Academic Board
	MONDAY	7	Labour Day
	THURSDAY	10	Finance and Works Committee
	MONDAY	14	Board of Studies in Financial and Administrative Studies

	WEDNESDAY	16	Resources Management Committee Board of Studies in Library and Information Studies
	THURSDAY	17	Council
	WEDNESDAY	23	Board of Studies in Practical Legal Training
	THURSDAY	24	Board of Studies in Teacher Education
	THURSDAY	31	Board of Studies in Recreation and Community Studies
NOVEMBER	MONDAY	4	Staff Policy and Planning Committee
	WEDNESDAY	6	Resources Management Committee
	THURSDAY	7	Board of Studies in Teacher Education Finance and Works Committee
	MONDAY	11	Board of Studies in Financial and Administrative Studies
	WEDNESDAY	13	Board of Studies in Library and Information Studies
	THURSDAY	14	Board of Studies in Recreation and Community Studies Equal Employment Opportunity Advisory Committee
	WEDNESDAY	20	Resources Management Committee
	THURSDAY	21	Council
	MONDAY	25	Examinations commence
DECEMBER	MONDAY	2	Staff Policy and Planning Committee
	WEDNESDAY	4	Resources Management Committee
	THURSDAY	5	Academic Board
	MONDAY	9	Student Vacation commences
	THURSDAY	12	Finance and Works Committee Board of Studies in Practical Legal Training
	WEDNESDAY	18	Resources Management Committee
	THURSDAY	19	Council

Council Committees and Staff of the College

Council of the College
Principal Officers of the College
Academic Staff
Resources Centre Staff
Counselling and Health Services Staff
Senior Administrative Staff
Committees of the College

COUNCIL OF THE COLLEGE

As at 1st January, 1985

MEMBERS OF COUNCIL

Appointed by the Minister

The Hon. Mr. Justice Ian Fitzhardinge SHEPPARD (**Chair**)
Mahla Liane PEARLMAN, BA, LLB(Syd) (**Deputy Chair**)
Margaret Atkin, RGN, RMN
Baiba Beatta BERZINS, BA(Syd), MA(NSW),
DipArchAdmin(NSW), ALAA, MASA
Ian Donald CAMERON, FAIM, FCDA
Janina Margaret CRANEY, BA, DipEd(Syd)
William Edwin DONNELLEY, BSc(Syd), MBA(NSW)
Ramon EVANS
Graham Reginald IRELAND, LLB(Syd)
Nancy Florence KEESING, AM, DipSocStud(Syd)
Natasha Duschene McNAMARA, MBE, DipBusAdmin(SAIT),
DipTeach(Torrens CAE)
Maurice Saul OXENBURGH, BSc(WA), PhD(NSW)
Kenneth Neville PEMBERTON, BCom(Melb), MICAA
Margaret Elizabeth D'Arcy POWER, MEc(Syd)
Julie SUTTON, BA, DipEd(UNE), MA(Macq)
Robert Bruce WINDER, BA(UNE)

Ex-officio Members

Kenneth Wilson KNIGHT, MEc(Syd), PhD(Qld), FRAIPA,
ALAA
Kevin DAWES, MSc(NSW), ASTC, ARACI, MACE, **Praefectus**
Christopher ROPER, BA(Melb), LLB(Syd), BDiv(MCD),
DipContEd(UNE) **Praefector**

Elected by the Staff

Tanya FORD, BA(Qld), DipTertiaryEd(UNE)
Margery HOURIHAN, BA, DipEd(Syd)
John McFARLANE, BA(UNE), MEd(Syd), MACE

Elected by the Students

Malcolm LEGGE
John STREET

Secretary to Council

Kenneth James DOYLE, MA(Syd), PhD(UN-L)

COMMITTEES OF COUNCIL

ACADEMIC POLICY AND PLANNING COMMITTEE

Dr M Oxenburgh **(Chair)**

Ms B Berzins

Mr K Dawes

Mrs M Hourihan

Ms N Keesing

FINANCE AND WORKS COMMITTEE

Mr W Donnelley **(Chair)**

Mr I Cameron

Mrs T Ford

Mrs M Hourihan

Mr M Legge

Mr J McFarlane

Miss M Pearlman

Mr K Pemberton

Ms M Power

Mr J Street

STAFF POLICY AND PLANNING COMMITTEE

Mr R Evans **(Chair)**

Ms J Craney

Mrs T Ford

Mrs M Hourihan

Mr J McFarlane

Mrs N McNamara

Mr C Roper

Mr J Street

Mr R Winder

LEGISLATIVE COMMITTEE

Mr Justice I F Sheppard **(Chair)**

Mrs T Ford

Mrs M Hourihan

Mr G Ireland

Miss M Pearlman

Mr J Street

**EQUAL EMPLOYMENT OPPORTUNITY
ADVISORY COMMITTEE**

Mr C Roper **(Chair)**
Ms S Bleach
Dr C Burton
Mr D Clampett
Ms J Craney
Ms L Gatfield
Ms S Gerozisis
Dr K Knight
Ms M Power
Ms T Seabrook

STUDENT AFFAIRS COMMITTEE

Ms N Keesing **(Chair)**
Ms J Craney
Mrs T Ford
Mrs M Hourihan
Mr M Legge
Mr J McFarlane
Miss W McKenzie
Mr J Street
Mrs J Sutton

The Chairman of Council and the College Principal are ex-officio members of all Committees and the Secretary to Council is ex-officio Secretary to all Committees.

Principal Officers of the College

Principal

Kenneth W. Knight, M Ec(Syd), PhD(Qld), FRAIPA, ALAA

Secretary

Kenneth Doyle, MA(Syd), PhD(UN-L)

Heads of Schools

Anthony Castagna, B Com(N'cle), MBA, PhD(NSW), FASA, CPA
(School of Financial & Administrative Studies)

John Clark, BA, DipEd(Tas), MA(Ed)(Lond), MACE
(School of Teacher Education)

Christopher Roper, BA(Melb), LLB(Syd), BDiv(MCD),
DipContEd(UNE) (School of Practical Legal Training)

Margaret Trask, AM, BA(UNE), M Lib(NSW), FLAA
(School of Library and Information Studies)

College Fellows

Thomas Kewley, MA, DipPubAdmin, DipSocStud(Syd),
OAM, FRAIPA

George Muir, AM, BSc(Syd), FACE

ACADEMIC STAFF

SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

Anthony Castagna, BCom(N'cle), MBA, PhD(NSW),
FASA, CPA (**Head and Director, Centre for
Management Studies**)
Christopher Hall, MEc(Syd), PhD(Macq)
(**Director of Undergraduate Studies**)
Philip Sallis, BA(VUW), PhD(Lond), MInfSc(Lond), MACS,
MNZORS, MALLC (**Director of Postgraduate Studies**)
Graeme Sheather, BArch(NSW), MSc(Israel),
CEkistics(Athens), AAIP, ARAPI
(**Director, Centre for Social Welfare Studies**)
Harvey Crapp, BCom(NSW), MEc(UNE), AASA(Snr)
(**Director, Centre for Securities Industry Studies**)
Barbara Bell, BA(Lanc) (**Administrative Assistant**)
Megan Fisher, BA(Syd) (**Administrative Assistant**)

SCHOOL OF LIBRARY AND INFORMATION STUDIES

Margaret Trask, AM, BA(UNE), MLib(NSW), FLAA (**Head**)
Ann Enderby, BEc(Syd), DipEd, DipLib(NSW), ALAA, MASA
(**Co-ordinator of Practice Studies**)
John Kerrisk, MSc(Flinders), DipLib(NSW)
(**Co-ordinator, Undergraduate Studies**)
Hilary Yerbury, BA(Southampton), MA(ANU), MLib(NSW),
ALAA (**Co-ordinator, Postgraduate Studies**)
Jan McMillan, BBS(LaTrobe) (**Administrative Assistant**)

SCHOOL OF PRACTICAL LEGAL TRAINING

Christopher Roper, BA(Melb), LLB(Syd), BDiv(MCD),
DipContEd(UNE) (**Head**)

SCHOOL OF TEACHER EDUCATION

John Clark, BA, DipEd(Tas), MA(Ed)(Lond), MACE (**Head**)
Laurence Brady, MA, MEd(Syd), PhD(Macq), DipEd(Syd),
DipESB, LTCL, MACE (**Co-ordinator, Graduate
Diploma in Education**)
Geoffrey Browne, RFD, ED, BA, DipEd(Syd), BEd(Melb),
MA(Macq), MEdAdmin(UNE), MACE
(**Director of Practical Experience**)
James McCawley, BA(Syd), MA(UNE), PhD(Oregon), MAPsS
(**Co-ordinator, Special Education Programme**)
John Moncrieff, MPE(BrCol), EdD(Berkely)
(**Co-ordinator, Physical Education Programmes**)
Gordon Winch, MA, MEd(Syd), PhD(Wis), MACE
(**Co-ordinator, Postgraduate Programmes in
Reading and Children's Literature**)

**DEPARTMENT OF
ADMINISTRATIVE,
SOCIAL AND
POLITICAL
STUDIES**

Senior Lecturers

Hal Colebatch, BA(Melb),MA(LaTrobe),DPhil(Sussex)
Mark Lyons, BA(NSW),PhD(ANU)
Graeme Sheather, BArch(NSW),MSc(Israel),
CEkistics(Athens),AAIP,ARAPI

Lecturers

Clare Burton, BA(Syd),PhD(Macq)
Bernard Carey, BA(Syd)
Karen Coleman, BA(NSW)
John Cornish, MEc,MEd(Syd)
Pieter Degeling, BA(Qld)
Richard Dunford, BCA,BA(VUW),PhD(ANU)
Kathleen Gillen, BA(Syd)
William Gwynne, BCom(NSW),MA(Lanc),MBA(Cran),
AAIM,AAITD
Frances Hausfeld, BA,PhD(Syd)
Gay Hawkins, BA(NSW)
Peter McGraw, BASocSc(Leicester),MA(IndReIs)
Warwick

Tutor

Alison Errington, BA(Syd),MBA(AGSM),ALAA

**DEPARTMENT OF
ART/CRAFT**

Senior Lecturers

Robert Polglase, BA(UNE),MEd(Syd),ASTC (**Head**)
Alan McBeth, GradDipIndDesign,ASTC

Lecturers

Michael Barnacoat,BA(Syd),MEd(Manch),
CertTeach(Shoreditch),MIIA
Lindsay Gordon, DipArtEd(ESTC),BEEd(Art)(AMCAE)
Ronald Hush, BA(Macq),ASTC,FIIA
John Lane, DipArtEd(ESTC),GradDipDesStud(SCA)
MIIA

**DEPARTMENT OF
COMMUNICATION
STUDIES**

Principal Lecturer

Harry Irwin, BA(UNE),MEd(Syd),MA(Macq),PhD(Macq)
(**Chair and Head**)

Senior Lecturers

Michael Kaye, MA(Macq),MEd,DipEd(Syd),MAPsS,MACE
Elizabeth More, BA,PhD(NSW)

Lecturers

Alex Gottshall, BA(Syd),LLB(NSWIT),
GradDipComm(NSWIT)
Samuel Heyman, CertPrimEd(STC),MSc,MEd(NSW),
ACC(Lond)
Glen Lewis, BEc,PhD(Qld)
Gregory Ticehurst, BSc(NSW),DipEd(Syd),
MSc(Macq),MEd(Syd)

Tutor

Patrick Peters, BA,MEd(Tol),PhD(Mich)

**DEPARTMENT OF
ECONOMICS**

Principal Lecturer

Hugh Pritchard, BA(Wales),PhD(Syd) **(Chair and Head)**

Senior Lecturer

Christopher Hall, MEc(Syd),PhD(Macq)

Lecturers

John Collins, MEc(Syd)

Michael McGrath, BEc(UNE),MEc(Macq)

William O'Connor, BA(NSW),MEc(ANU)

Peter O'Hanlon, MSc(Econ)(Lond)

Tutor

Anita Ferdinand, BA(NSW)

**DEPARTMENT OF
EDUCATION
STUDIES**

Principal Lecturer

Geoffrey Browne, RFD,ED,BA,DipEd(Syd),BEEd(Melb),
MA(Macq),MEdAdmin(UNE),MACE **(Head)**

Senior Lecturers

Laurence Brady, MA,MEd(Syd),PhD(Macq),DipEd(Syd),
DipESB,LTCL,MACE

Margot Higgins, MA(Syd),MACE

James McCawley, BA(Syd),MA(UNE),PhD(Oregon)

John McFarlane, BA(UNE),MEd(Syd),MACE

Lecturers

Noel Allan, BA(Syd),MA(Macq)

Frances Aspinall, BA,MEd(Syd)

Deidre Cobbin, BSc,MSc,PhD(Pharm)(Syd),PhD(Macq)

Maxwell Court, BA(Syd),DipEd(UNE),Lth(Melb)

Kathie Forster, BA,DipEd(Melb),BEEd,PhD(Monash),
MEd(Harvard)

Anthony Foster, BA,MEd(Syd),MA(Macq),ASTC,FIA

Bruce Hopper, BSc(NSW),MA(Syd)

Alexina Lambert, MA(Aberd),MA(Macq),ECTE

Carolyn Marsh, BEEd,MA(Macq)

Dagmar Neal, AUA,DipTech(Wattle Park),MA(Macq)

Valda Russo, BSc(ED)(Oregon),MA(Macq),MACE

**DEPARTMENT OF
ENGLISH**

Senior Lecturer

Gordon Winch, MA,MEd(Syd),PhD(Wis),MACE **(Head)**

Lecturers

Athol Berglund, BA(Syd),LTCL,MACE

Vere Drakeford, MA(Mass),ASDA,LSDA,PhD(NYU)

Margery Hourihan, BA,DipEd(Syd)

Leslie Ingram, BA,LittB(UNE),MEd(Syd),MA(Syd),MACE

Rosemary Lewis, BA,DipEd(Syd),MA(Macq),DipDramaEd
(N'Cstle on Tyne)

Louis Lodge, MA(Syd),MACE

Paul March, BA,LittB(UNE),FESB,ATCL,LTCL,FRSA,MACE

**DEPARTMENT OF
FINANCIAL AND
QUANTITATIVE
STUDIES**

Senior Lecturers

Harvey Crapp, BCom(NSW),MEc(UNE),AASA(Snr) **(Head)**
Philip Sallis, BA(VUW),PhD(Lond),MInfSc(Lond),
MACS,MNZORS,MALLC
Michael Wallace,BSc(Syd),MSc,MA(Macq),MACE,AFAIM

Lecturers

Alan Bridges, MEc(UNE),MA(Macq),AASA(Snr),AAIM
Geoffrey Kennedy, MSc(NSW),Msc(Macq),MA(Kent),
DipEd(Syd)
David McDonnell, MCom(NSW),ACA,AASA(Snr)
Peter O'Sullivan, BCom(NSW),AASA,CPA,MACS
Lindsay Smith, BA(Syd),MA(Macq)
Maxwell Stevenson, BA(UNE),MCom,MStat(NSW)
Barbara Syme, BA(Macq),AASA
Garry Twite, BA(Acc),GradDip(Acc)(CCA),
MCom(NSW),AASA

Senior Tutors

Mark Freeman,BA(Ec)(Macq)
Jayne Godfrey, BCom(Melb),DipEd(MSCV)
Jim Hussin, BSc,MSc(Mich)

Tutors

Dawn Cable, BCom(Qld),AASA
Warren Hart, BBus(NSWIT)
Jo Kelly, BA(Macq)
Sandra Pulley, BSc(NSW)
Lydia Segara, BBus(KCAE)

**DEPARTMENT OF
HEALTH
EDUCATION**

Senior Lecturer

Colin Yarham, MSc,MEd,PhD(Oregon),DipPE(STC),MACE
(Head)

Lecturer

James Keith, BSc,DipEd(Syd),MAppSc(NSW),MPH(Syd)

**DEPARTMENT OF
INFORMATION
STUDIES**

Principal Lecturer

Mairead Browne, BA,DipPsych(NUI),MLib(NSW),
ALAA

Senior Lecturers

Susan Edwards, BA(UCLA),MA(MichState),MSLS
(SouthCalif),ALAA **(Head)**
Joseph Hallein, BA(Wyoming),TeachCert(Dickinson),
MSc(WMU),GradDipEdAdmin(Nfld),ALAA
Janine Schmidt, BA(Qld),MLib(NSW),ALAA

Lecturers

Susan Burgess, BA(Canterbury),MLib(NSW),ALAA
Ann Enderby, BEc(Syd),DipEd,DipLib(NSW),ALAA,MASA
Allen Hall, BA,DipLib(NSW),ALAA
John Kerrisk, MSc(Flinders),DipLib(NSW)
Susan Nielsen, BA(Auck),DipLib(NSW),ALAA
Hilary Yerbury, BA(Southampton),MA(ANU),
MLib(NSW),ALAA

Tutor

Brenda Mattick, BA(Qld),DipLib(NSW),ALAA

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Robin Woellner, BA,LLM(Syd),FTIA **(Chair)**

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Richard Raftos,BCom,LLB(NSW),LLM(Queen's)

Tutors
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Pam Sherwin, LLB(NSWIT)

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Bruce Hayllar, TeachCert(N'ctle),BA(UNE),MA(Iowa)
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Fieldwork Co-ordinator
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MEd(NSW)
Ronald Fulcher, BA,BSc,AEEd(Qld),MA(Stats),MEd(Syd)
Vince Rider, BSc,DipEd(Syd),MSc(Macq)

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LTCL,FTCL
Noel Heading, FTCL,LTCL,AMusA(Singing),AMusA(Theory)
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Kuring-gai College of Advanced Education

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Ms Sue Nielsen, Lecturer, Department of Information
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Mr James O'Brien, Head, Resources Centre, Kuring-gai
College of Advanced Education

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Sydney College of the Arts
Mrs A Enderby, Lecturer and Co-ordinator of Practice
Studies, School of Library & Information Studies,
Kuring-gai College of Advanced Education
Ms Janet Hansen, Senior Education Officer,
School Library Services
Mrs G Hart, Librarian, Sydney Church of England
Grammar School, North Sydney
Mr P Kinsella, 598 George Street, Windsor
Ms J Knox, Associate University Librarian
(Reader Services), Macquarie University
Dr J Shaw, The Broken Hill Proprietary Co. Ltd., Shortland
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Kuring-gai College of Advanced Education
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Miss H Woodward, Assistant State Librarian, State Library
of NSW, Public Libraries Division

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Ms A Jack, Librarian, CSIRO National Measurement
Laboratory, Lindfield
Mr R Manley, Associate Librarian (Administration),
Department of TAFE, Sydney
Mr J O'Brien, Head, George Muir Library, Kuring-gai College
of Advanced Education
Mr R Preston, Director, Government Information Service,
Sydney
Mr E H Wilkinson, Librarian, Macquarie University Library
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Mrs Mairead Browne, Principal Lecturer, Department of
Information Studies, Kuring-gai College of Advanced
Education
Mr Kevin Dawes, Principal Lecturer and Head, Science
Department, Kuring-gai College of Advanced Education
Mrs Jean Gledhill, Equal Employment Opportunity
Co-ordinator, Kuring-gai College of Advanced Education

Sr Terri Golding, Deputy Director of Nursing,
Peat Island Hospital
Mrs Betty Hall, Nurses Education Board
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Social & Political Studies, Kuring-gai College of
Advanced Education
Sr Rosemary Kennedy, Central Coast and Area Health
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Ms Vivien Lane, Neringah Hospital, Wahroonga
Ms Karin Lines, Regional Nursing, Northern
Metropolitan Region, Health Department of NSW
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Sydney Home Nursing Service
Ms Kathleen Matthews, Executive Director,
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St Vincents Hospital
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Royal Ryde Rehabilitation Hospital
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Advanced Education

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This panel includes members of the teaching profession, academics engaged in teacher education, representatives of teacher employers, and related professional advisers who assist the School with advice on a task force basis as required.

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Mr Brian Cambourne, Riverina C.A.E.
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Mr Max Delaney, NSW Department of Education
Ms Jenny de Jonge, Drummoyne High School
Professor Des Drinkwater, University OF NSW
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Mr Ian Feneley, NSW Department of Education
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College Regulations

Student Regulations
General Rules for Masters Degrees
Traffic and Parking Regulations

STUDENT REGULATIONS

Admission to Undergraduate Courses

1. General requirements for admission to Kuring-gai College of Advanced Education.

Students shall normally be admitted for enrolment to an undergraduate course at Kuring-gai College of Advanced Education on the basis of their achievement in the Higher School Certificate examination or its equivalent. From 1978, admission requirements for NSW Higher School Certificate * candidates shall be as follows:

A candidate may qualify for admission by attaining in recognised matriculation subjects at a New South Wales Higher School Certificate examination, a level of performance determined by the Council from time to time subject to that level of performance having been obtained at one Higher School Certificate examination and the candidate having presented at least eleven units at the examination.

The following subjects shall be recognised matriculation subjects:

- Agriculture
- Ancient History
- Arabic
- Art
- Chinese
- Classical Greek
- Croatian
- Czech
- Dutch
- Economics
- English
- Estonian
- Farm Mechanics
- Food and Textile Science
- French
- General Studies
- Geography
- German
- Hebrew
- Home Science
- Hungarian
- Indonesian
- Industrial Arts (Engineering Science)
- Industrial Arts (Technology)
- Italian
- Japanese
- Latin
- Latvian
- Lithuanian
- Macedonian
- Mathematics
- Modern Greek
- Modern History
- Music
- Polish
- Russian

Science
Serbian
Sheep Husbandry and Wool Technology
Slovenian
Spanish
Textiles and Design
Turkish
Ukrainian

The candidate's performance shall be measured by the aggregate of the marks in the best ten units in recognised matriculation subjects, such marks being co-ordinated in a manner approved by the Council.

* Students demonstrably possessing severe physical handicap and permitted by the Board of Senior School Studies to sit for the Higher School Certificate examination, and to accumulate results over two successive years, and who subsequently are awarded a Higher School Certificate, are also eligible for admission.

2. Specific requirements for admission to undergraduate courses:

2.1 Bachelor of Education (Primary Education)
Sandwich Course, Phase I

Candidates must fulfil the general requirements and provide evidence of a satisfactory standard of English expression. Results in Higher School Certificate English, any course, may be used for this purpose.

2.2 Conversion Course for Bachelor of Education (Primary Education)
Sandwich Course.

Candidates must have completed a recognised Diploma of Teaching for Primary and/or Infants Education, or an equivalent qualification, and at least one year of satisfactory teaching experience.

2.3 Bachelor of Education (Primary Education) Sandwich Course, Phase III.

Candidates must have completed:

EITHER this College's Conversion Course for Bachelor of Education (Primary Education) Sandwich Course;

OR Phase I of an approved Bachelor of Education (Primary and/or Infants Education) Sandwich Course, and at least one year of satisfactory teaching experience.

2.4 Bachelor of Education (Physical Education).

Candidates must fulfil the general requirements and provide evidence of a satisfactory standard of English expression. Results in Higher School Certificate English, any course, may be used for this purpose.

2.5 Bachelor of Arts (Library Science)

Bachelor of Business

Associate Diploma in Recreation

There are no special requirements for these courses.

3. A person who holds a degree or award granted by a University or other tertiary level educational institution may be approved for admission to Kuring-gai College of Advanced Education.

4. Provision shall exist for admission to the College of mature students on the basis of other qualifications where, in the opinion of the Academic Board, the candidate for admission has reached a standard of education acceptable to the Board and has given evidence of probable success in the course chosen. For this purpose, consideration shall be given to such factors as academic background, relevant employment experience, satisfactory performance in a prescribed examination or test or other requirement determined by the Board.

**Admission
Requirements
for Post-
Graduate
Courses**

5. 5.1 Graduate Diploma in Education.
A recognised degree or equivalent award from a University or other tertiary level educational institution.
- 5.2 Graduate Diploma in Educational Studies: Special Education.
(a) A degree or three year diploma as defined by the Australian Council on Awards in Advanced Education.
(b) At least two years of successful teaching experience.
(c) Previous studies in Special Education or experience of teaching children with learning difficulties or handicaps. (Applicants who meet requirements (a) and (b) but not (c) may be provisionally enrolled and required to complete two additional units during their first semester of enrolment).
- 5.3 Graduate Diploma in Educational Studies : Reading Education.
(a) A degree or three year diploma as defined by the Australian Council on Awards in Advanced Education.
(b) At least two years of successful teaching experience. Applicants with qualifications which vary from the above may be considered for special entry to the course if they show evidence of exceptional work in publication, widely recognised leadership or other publicly acknowledged contributions to the field of Reading Education.
- 5.4 Graduate Diploma in Children's Literature.
(a) A degree or three year diploma as defined by the Australian Council on Awards in Advanced Education.
(b) At least two years of professional experience.
- 5.5 Graduate Diploma in Library Science.
Pre-requisite: a degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (ie three years of study).
- 5.6 Graduate Diploma in Teacher Librarianship.
Pre-requisites:
(a) a degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (ie three years of study);
PLUS
(b) a recognised teaching diploma or certificate, eg Dip.Ed;
PLUS
(c) a minimum of two years teaching experience.
- 5.7 Graduate Diploma in Information Studies (Child/ Young Adult)
Pre-requisites:
(a) A recognised degree or equivalent award in a discipline other than librarianship;
PLUS
(b) a recognised qualification in librarianship, eg. BA Dip.Lib.; OR a recognised degree in Librarianship, eg. BA (Lib.Sc.).
PLUS
(c) a minimum of two years experience in a recognised library or information agency.
- 5.8 Graduate Diploma in Leisure Studies.
(a) A degree or equivalent award, PLUS some experience in the planning, management or delivery of leisure related services.
(b) Applicants with a degree but no relevant experience should be prepared to submit a statement which makes clear their reasons for wishing to undertake the course.
(c) Applicants with no degree or equivalent award but long experience directly involving them in planning, management, or delivery of leisure services will be considered for entry.

5.9 Graduate Diploma in Administration

Pre-requisites:

- 1.(a) a recognised degree or equivalent award from a university or other tertiary level institution; and
(b) at least two years experience in an administrative position;
OR
- 2.(a) professional training to diploma level;
(b) at least two years experience in an administrative position, and
(c) evidence of capacity to proceed with a postgraduate diploma course;
OR
- 3.(a) other formal post-secondary qualifications;
(b) a minimum of two years experience in a senior administrative position, and five years prior experience leading to that position; and
(c) evidence of capacity to proceed with a postgraduate diploma course.

5.10 Graduate Diploma in Finance

1. Applicants with disciplinary training equivalent to UG1 degree level.

Further requirements:

- (a) A basic level of knowledge, technical and analytic skills, and descriptive information in accounting, economics and quantitative methods – as defined by the Foundation Subjects offered during the Preparatory Semester.
- (b) Work experience: At least two years experience in a financial specialist role in either the public or private sectors (eg. credit manager, corporate planner, investment analyst, project evaluation officer, commercial or professional accountant) consequent upon the attainment of a degree.

2. Applicants with professional training to UG2 diploma level.

Further requirements:

- (a) a basic level of knowledge, technical and analytic skills and descriptive information in accounting, economics and quantitative methods – as defined by the Foundation Subjects offered in the Preparatory Semester. It is possible that this level might have been obtained during prior study; many applicants in this category are likely to be required to satisfactorily complete all units in the Preparatory Semester.
- (b) Work experience: at least two years experience in a financial specialist role in either the public or private sector (eg. credit manager, corporate planner, investment analyst, project evaluation officer, commercial or professional accountant) for which the attainment of a UG2 Diploma was a re-requisite.
- (c) Evidence of capacity to proceed with a Postgraduate Diploma of the 18.3 type. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at the postgraduate level, and will need to show some awareness of financial problems that occur in their field.

5.11 Graduate Diploma in Communication Management

Applicants should possess qualifications as expressed for the Graduate Diploma in Administration, but work experience should be related to the area of communication management.

Miscellaneous Students

- 6.1 Students may be permitted to enrol for specific semester-units which do not necessarily lead to any award of the College or to the completion of any designated programme.
- 6.2 Such students, to be known as Miscellaneous Students, will be enrolled only if the Department or Departments concerned are willing to accept them and their enrolment does not disadvantage students enrolled in the College's programmes.
- 6.3 Miscellaneous Students must meet the normal admission requirements of the College and any relevant pre-requisite requirements of the Department or Departments concerned.

- 6.4 No Miscellaneous Student may enrol for more than two semester-units in any semester, except that overseas students visiting Australia for the purpose of study for one or two semesters only, and whose enrolment is expressly approved by a Head of School, may be permitted to enrol for more than two semester-units in any semester.
- 6.5 Miscellaneous Students enrolled for one or two semester-units in any semester will have the same status in the College as Part-time students and be required to pay the same fees; Miscellaneous Students enrolled for more than two semester-units in any semester will have the same status as Full-time students and be required to pay the same fees.

Advanced Standing

- 7. 7.1.1 Units of Study from universities, other colleges of advanced education or other institutions acceptable to the appropriate Board of Studies, and passed prior to enrolment at this College may be considered for Advanced Standing. Units of study from other programmes in this College may likewise be considered for Advanced Standing. In both cases, such units, which may include areas of study not offered in this College, will be evaluated on a pro-rata basis by the appropriate Board of Studies following submission of such evidence as the Board may require.
- 7.1.2 A student may petition the appropriate Board of Studies to take a semester-unit by enrolment at another institution either (i) in an area of studies not offered in this College, or (ii) in a situation where attendance at this College to complete requirements is not feasible, and shall not be required to enrol at this College to obtain such Advanced Standing.
- 7.1.3 Except with the approval of the Academic Board no student shall receive Advanced Standing for more than one half of the course in respect of the Clause 7.1.1 or one third of the course in respect of the Clause 7.1.2.

Petition to Challenge

- 7.2 With the written approval of the Head of Department concerned students may petition a Board of Studies to challenge a semester-unit in which they are not enrolled. If the petitions are granted the students will be permitted to undertake approved assessment requirements of the units and shall receive advanced standing on the basis of successful performance in such requirements.

Petition to Undertake Units by Individual Seminar or Practical Studies

- 7.3 Students may petition the appropriate Board of Studies for approval to undertake study in a unit, individually negotiated with one or more members of the academic staff. Such units could include units approved for a programme, but not presently offered, entirely new units offered for the purpose, programmes of research, travel or practical activity. They would be required to be equivalent in standard and scope to parallel units in the relevant programme and would receive a normal assessment grading.

Status of Students

- 8. Students shall be deemed to be registered students in the College from the time they complete their first enrolments and are given a registration number until they complete, withdraw from, are excluded from, or are deemed to have abandoned a course.
- 9. Students must enrol (or re-enrol) within a prescribed time as notified by the Secretary prior to the commencement of each semester. Late enrolment will be permitted up to one week after the normal close of enrolment on the payment of the prescribed late fee of \$20.00.
- 10. Students shall be deemed to be enrolled in the units approved on their current enrolment forms, subject to any variations later approved under Regulation 24, provided that all fees due have been paid.

Student Identity Card	11.	All new students are issued on enrolment with an Identity Card, which should be carried during attendance at the College. The card should be presented on request to an authorised officer of the College, when borrowing materials from the Resources Centre and when applying for transport concessions. It should also be presented for validation each semester when re-enrolling. Loss of an Identity Card should be reported to the Secretary. A new card will be issued by the Student Administration Centre on payment of the prescribed replacement charge of \$1.00. Students should note the number on the card is their student number which should be quoted on all correspondence.
Payment of Fees	12.	As part of enrolment, students are required to pay the annual Students' Representative Council Fee and this is the only fee required to be paid.
	13.	Scholarship holders or sponsored students who have not received an enrolment voucher or appropriate letter of authority from their sponsor at the time when they are enrolling must complete their enrolment and pay their own fees. A refund of fees will be made after the enrolment voucher or letter of authority has been lodged.
Extension of Time for Payment	14.	Any student who is unable to pay a fee which is a condition of enrolment by the due date may apply in writing to the Secretary for an extension of time. Such applications must clearly state the reasons why payment cannot be made and the duration of the extension sought. The application must be lodged before the date on which a late fee becomes payable. Normally the maximum extension of time for the payment of fees is one month from the date on which a late fee becomes payable.
Waiver of Late Fees	15.1	It is the responsibility of students to seek a waiver of late fees before they become due, excepting where the procedures of the College will make it impossible to complete enrolment before the due date, in which case, it shall be the responsibility of the Head of School or Head of Department to seek a waiver.
	15.2	Where students seek to enrol after the closing date for enrolment and no authorisation for a waiver of the late fee can be produced, they must pay the late fee. If a waiver is subsequently sought on any ground whatsoever, this should be presented in writing to the Secretary.
	15.3	Authority for the waiver of late fees shall rest in the Principal or the Principal's nominee.
Failure to Meet Liabilities	16.	Students who are indebted to the College by reason of non-payment of any fee or charge, and who have failed to discharge their indebtedness within a specified time, shall not be permitted to enrol or to pay any fees until such indebtedness is discharged.
Refund of Fees	17.	Where a student discontinues a course before the end of the fourth week of the semester in which the course commenced, a refund of the Students' Representative Council Fees shall be made. No refund shall be made where a student discontinues a course beyond this date.
Course Requirements	18.	Assignments, class exercises, practical work and other set work will be regarded as course requirements, will be assessed and will be included in the overall assessment of students at the conclusion of each semester. The relative weighting of components of the overall assessment will be the responsibility of the teaching department.
	19.	Failure to complete assignments, class exercises or other set work will mean that the student may not be eligible for assessment in the semester-unit concerned.
Attendance Requirements	20.	A student who has not satisfied the attendance requirements for a semester-unit laid down by the Department in which the semester-unit is offered may be refused permission to be considered for assessment or to sit for the examination in that semester-unit.

21. On petition to the appropriate Board of Studies, and with the written approval of the Head of Department concerned, students may be exempted from some or all of the attendance requirements in semester-units for which they are enrolled, and receive credit on the basis of successful performance in the assessment requirements.
22. In the case of protracted illness or of absence arising from some other unavoidable cause, a student may be released by the Head of the School from attendance requirements for a period of normally not more than one month.
- Leave of Absence**
23. A Board of Studies may, on application by a student, grant leave of absence for not more than two semesters in the first instance.
- Change in Course Programmes**
24. Students seeking approval to substitute one semester-unit for another, add one or more semester-units to their programmes or discontinue one or more semester-units, must complete the prescribed form for variation of initial enrolment after obtaining the endorsements of the Heads of Departments in which the semester-units are offered. The recommendation will be submitted to the Head of School for approval.
- Discontinuance of Studies**
25. Except in special circumstances, with the permission of the Head of School concerned, students may not enrol in any semester-unit after two weeks of teaching in that semester-unit.
26. Where students are permitted to change their programmes of study, pursuant to Regulations 24 and 25 above, and a change of programme includes discontinuance of a semester-unit or semester-units or where students discontinue all the semester units in their programmes of study, the following regulations shall apply:
- 26.1 Students may discontinue without penalty a semester-unit or semester-units of their courses before the end of the fourth week of the semester in which the course is commenced. First year students may discontinue without penalty a semester unit of their courses before the end of the eighth week of the semester in which the course commenced provided they remain enrolled in one or more semester units; this provision to operate for the first two semesters of enrolment.
- 26.2 In exceptional circumstances the Board of Studies on the recommendation of the Head of School may permit students to discontinue all the semester-units in their programmes without penalty after the time prescribed in 26.1 above.
- 26.3 In exceptional circumstances the Board of Studies, on the recommendation of the Head of Department in which the semester-unit is offered, may permit students to discontinue a semester-unit or semester-units without penalty after the time prescribed in 26.1 above.
- 26.4 Provided that where students claim that such discontinuance is due to illness or misadventure they may report the circumstances in writing (supported by a medical certificate or other proper evidence) to the Secretary. Whereupon the Board of Studies on the recommendation of the Head of the Department offering any semester-unit which a student has discontinued may, if in the circumstances it deems fit, determine that the student be not recorded as having failed in the course.
- 26.5 Students shall be deemed to have withdrawn from semester-units or programmes if they discontinue after the end of the fourth week of the semester in which the semester-unit or programme commenced. In such case they shall be deemed to have failed in the semester-unit or semester-units concerned.
- 26.6 Students re-enrolling in semester-units from which they have previously withdrawn shall not receive credit for any work previously completed in those semester-units.

		26.7 For the purpose of this Regulation, discontinuance includes failure to complete formal enrolment, failure to re-enrol, ceasing to attend classes or any other conduct which constitutes an abandonment of the course.
Maximum Time to Complete a Course	27.	A student shall be required to complete a course within a period that normally shall not exceed by two semesters the number of semesters laid down for the course, except in the case of the Bachelor of Education (Primary Education) Sandwich Course, where a student shall be required to complete the Diploma of Teaching phase of the course within a period that normally shall not exceed by two semesters the number of semesters laid down for that phase, and the fourth academic year phase within a period that normally shall not exceed by two semesters the number of semesters laid down for that phase. This may be extended at the discretion of the Board of Studies of the School in which the student is enrolled. Such application by the student must be made upon expiry of the time period and before re-enrolling in the course.
	28.	The maximum number of semesters in which students enrolled with advanced standing may be permitted to complete a course shall be determined by the Head of the School in which they are enrolled.
	29.	The total time allowed for completion of a course set out in 27 above shall not include periods of approved release from attendance requirements (see 22) or periods of exclusion from courses (see 33) or leave of absence (see 23).
Exclusion from Courses	30.	Double Failure in Semester Unit: Students shall "show cause" why they should not be debarred from repeating any semester-units in which they have failed more than once.
	31.	Maximum Time: Students, including students with advanced standing, shall be required to "show cause" why they should not be debarred from continuing a course which they will be unable to complete in the time set out in Regulation 27 above.
	32.	Withdrawal from Course: Students whose standard of performance is not acceptable to the Board of Studies in the School in which they are enrolled shall be asked to "show cause" why they should not be excluded. Students should obtain from the appropriate Board of Studies details of the criteria used to determine when students should be asked to "show cause" why they should not be excluded.
	33.1	Students who are required to "show cause" why they should not be excluded from a course or semester-unit under the above regulations shall submit their reasons in writing to the Board of Studies of the School in which they are enrolled.
	33.2	Students who do not satisfy the Board of Studies with their reasons for "show cause" or who neglect to submit their reasons shall be excluded from the course or semester-unit in which they were enrolled and shall not be eligible for re-admission to that course or semester- unit for at least one semester.
	34.1	Students excluded from a course as a result of the "show cause" regulations above, may apply to be re-enrolled in another course at the College within the exclusion period. Failure in any semester-unit in the first semester of the second course means that the student shall be required to "show cause".
	34.2	Students who have been excluded for one semester and who are permitted to re-enrol shall be required to "show cause" why they should be permitted to continue in that course if they fail in any semester-unit in the first semester after resumption of enrolment.
General Conduct	35.	Enrolment as a student of the College implies an under-taking to observe the regulations and other requirements of the College which are formed to enable staff and students to obtain the maximum benefit of College membership.
	36.	Members of staff of the College, both academic and non- academic, have a responsibility to maintain orderly and acceptable conduct in the College and to report any breach of regulations occurring in the College.
Correspondence	37.	All correspondence should be directed to the Secretary and students should quote their student numbers.

- Change of Address**
38. Students are required to notify the Secretary of any change of address as soon as possible. The College cannot accept responsibility if official communications fail to reach a student who has not notified the Secretary of a change of address.
39. Official College notices are displayed on the College Information Boards and students are expected to be acquainted with the contents of those announcements which concern them.
- Assessment Procedures**
40. Students shall normally be assessed on a progressive basis throughout their courses, by assignments, tests, practical or other work. In some semester-units an examination at the end of the semester will contribute to the assessments. Except as in 43.1 and 43.2 there will be no deferred assessments. Students will be notified in writing of all semester-unit requirements and assessment procedures at the beginning of each semester-unit. It is expected that a variety of assessment procedures will be used, depending on the objectives of the semester-unit. In certain circumstances, it is recognised that changes to semester-unit requirements and/or assessment procedures may be desirable after the beginning of the semester. In such cases, students will be notified. Any student suspected of cheating or of acting dishonestly in any examination or test or in the preparation of any essay, exercise or other work required for assessment, may be reported to the Board of Studies, which will consider the matter and take appropriate action.
- Final Assessments**
- 41.1 A final assessment, incorporating all the means of assessment adopted for the semester-unit, will be made at the conclusion of each semester unit, ie. normally at the end of the semester.
- 41.2 Final assessments generally will be made within the categories:
- Distinction
 - Credit
 - Pass
 - Fail
- Where assessment is made within the Pass/Fail categories only, this will be stated on the student's academic record.
- Notification of Assessments**
42. Students will be notified of their final assessments by mail to their last recorded address.
- Special Assessment**
- 43.1 Provision of Special Assessment: In the case of illness or misadventure, the appropriate Board of Studies may recommend provision of special assessments.
- 43.2 Illness or Misadventure During the Semester: Students who, because of illness or other circumstances, experience difficulty in meeting assessment requirements, or who believe that their performance in an examination will be affected, should bring the circumstances (supported by medical or other evidence) to the notice of the Head of School through the Secretary.
- Illness or Misadventure at the Time of an Examination**
- 44.1 During an Examination: Candidates who attempt an examination yet claim that their performance was prejudiced by sickness (or accident) on the day of the examination must notify the Secretary immediately after the examination and submit a medical certificate. A candidate prevented by illness or other reason from working continually during the paper shall not be allowed an extension of time at the end of the session to compensate for any time lost.
- 44.2 Absence from an Examination: Candidates who, through illness or other cause beyond their control, are unable to attend an examination are required to bring the circumstances to the notice of the Secretary prior to, or on the day of the examination and to provide supporting medical evidence, or other evidence no more than three days after the date of the original examination. The appropriate Board of Studies may extend this period in exceptional circumstances, until no later than the date of the Special Meeting to consider examination results.

- Examination Timetables** 45. Provisional and final timetables will be prominently displayed on the main notice boards. Students are required to notify the Secretary in writing of any clashes apparent in the provisional timetable. It is the responsibility of the candidate to ascertain the time and place of the examinations from the final timetable. No responsibility will be accepted for information concerning examination timetables given by telephone.
- Attendance at Examinations** 46. Students are required to be present at examinations at the correct time and place. Misreading or misunderstanding of final information cannot be accepted as a reason for failure to attend an examination.
- Admission to Examination Rooms** 47. No candidate shall be admitted into an examination room after one hour from the time of commencement of the examination. No additional time will be allowed for time lost.
- Leaving an Examination Room** 48. No candidate shall be permitted to leave an examination room before the expiry of one hour from the time the examination commences except under approved supervision.
- Reading Time** 49. Reading time of ten minutes prior to the commencement of the examination will be allowed.
- Conduct of Candidates** 50. Candidates shall not, by any improper means, obtain or endeavour to obtain assistance in their work, or endeavour to give assistance to any other candidate. A candidate shall not behave in such a way as will interfere with another candidate's right to sit for an examination. A candidate shall not do anything designed to disadvantage other students during an examination. Any student who contravenes the proper conduct of examinations will be reported to the appropriate Board of Studies which will consider the matter and take appropriate action. No bag, writing paper, blotting paper, manuscript or book, other than a specified aid, is to be brought into or removed from an examination room. Smoking is not permitted in an examination room.
- Student Appeals Procedure** 51.1 Students have the right to appeal against any decision of a Board of Studies affecting them.
- 51.2 In regard to any decision of a Board of Studies, students should first apply in writing to the Board of Studies. In the event of the appeal being dismissed, they may, if they wish, appeal to the Academic Board. Details of the procedures to be followed in making the appeal should be obtained from the appropriate Board.
- 51.3 Appeals Committee of the Academic Board:
- 51.3.1 There shall be an Appeals Committee of the Academic Board.
- 51.3.2 Membership of the Appeals Committee will consist of :
- 3 academic staff members of the Academic Board;
 - 2 student members of the Academic Board; elected annually by the members of the Academic Board. Members will hold office until the election of a new Committee except where they resign in writing to the Chairman of the Academic Board.
- 51.3.3 The members of the Committee shall be ranked by lot at the meeting of the Board at which they are elected.
- 51.3.4 The Appeals Committee shall elect a Chairman who shall be a member of academic staff.
- 51.3.5 The Appeals Panel of the Appeals Committee shall hear and determine all student appeals addressed to the Academic Board.
- 51.3.6 The Appeals Panel shall be composed of:
- the Chairman of the Appeals Committee; and
 - the first two persons available from the ranked committee, at least one of whom shall be a student; provided that no member of an Appeals Panel shall be drawn from the Appeals Committee of the Board of Studies which made the decision that the student's initial appeal to the Board of Studies be rejected.

- 51.4 Appeal Procedure:
- 51.4.1 Within one month from the dismissal of an appeal by a Board of Studies, students may lodge a Notice of Appeal to the Academic Board. Such Notice must be served upon the Secretary by leaving it at the Secretary's office.
- 51.4.2 A Notice of Appeal shall state:
- The full name and address of the student and the statement of appeal;
 - The decision in respect of which the appeal is brought;
 - The grounds of appeal. Any reasons for that appeal without prejudice to any submissions that might later be made.
 - An appeal should be supported by statements of material matters which the appeal raises.
- 51.4.3 A student may:
- Make wholly written submissions to the Committee;
 - Appear before the Committee personally;
 - Appear before the Committee through an agent.
- 51.4.4 The Appeals Committee should meet within one month of the receipt of the student's appeal and report to the next meeting of the Academic Board at which it is practical to do so.
- 51.4.5 If the student appears before the Committee personally or through an agent, then the Chairman of the relevant Board of Studies or the Chairman's nominee may also be present to provide information to the Committee at the request of the Chairman of the Appeals Committee.
- 51.4.6 The Appeals Committee has the right to request appropriate persons to give evidence if, prior to calling those persons, the Committee:
- Notifies the student of its intention and hears the student on that matter;
 - Examines those persons in the presence of the student;
 - Allows the student to cross-examine those persons.
- 51.4.7 Subject to the foregoing the Chairman shall determine the procedure to be followed in a hearing by the Panel after consultation with the parties.

GENERAL RULES FOR MASTERS DEGREES BY THESIS

(Wherever the word "Masters" appears in these rules, it should be taken to mean Masters Degree by Thesis).

- Application**
1. 1.1 An application for admission to a Masters Degree programme is accepted subject to the availability of facilities and supervision. Courses and arrangements for courses as stated in the Calendar or any publication, announcement or advice of the College, are an expression of intent only and are not to be taken as a firm offer or undertaking.
 - 1.2 An application shall be made on the prescribed form and shall be lodged with the Secretary.
 - 1.3 An application shall be made by the specified closing date as determined by the Secretary from time to time.
 - 1.4 An applicant shall seek admission to a Masters Degree programme by thesis as:
 - (a) a full-time student; or
 - (b) a part-time student; or
 - (c) an external student.
- General Admission Requirements**
2. 2.1 To qualify for admission to a Masters Degree programme, an applicant shall:
 - (a)(i) possess qualifications at least equivalent to that of a university honours graduate ; or
 - (ii) submit such other evidence of general and professional qualifications as will satisfy the Academic Board that the applicant possesses the educational preparation and capacity to pursue graduate studies;
 - (b) and shall satisfy such additional requirements for admission to a particular programme, if any, as may be prescribed by the Academic Board.
- Registration**
3. 3.1 The Academic Board may either
 - (a) permit an applicant to register as a Masters Degree Candidate, or
 - (b) permit the applicant to register as a Masters Qualifying Student for the purpose of preparation for candidature for a Masters Degree under Rule 2.1 (a) and (b).
 - 3.2 The Academic Board shall not permit an applicant to register as either a Masters Qualifying Student or as a Masters Degree Candidate unless it has received
 - (a) in the case of an applicant seeking admission as a full-time student, a certificate from the Head of School in which the applicant proposes to study stating that the applicant is a fit person to undertake a programme leading to the Masters Degree and that the School is willing to undertake the responsibility of supervising the work of the applicant, or
 - (b) in the case of an applicant seeking admission as a part-time student, a certificate from the Head of the School in which the applicant proposes to study stating that the applicant is a fit person to undertake a programme leading to the Masters Degree and that the School is willing to undertake the responsibility of supervising the work of the applicant within the School or in a work environment approved by the Academic Board, or

- (c) a certificate from the Head of the School in which the applicant proposes to study stating that the applicant is a fit person to undertake a programme leading to the Masters Degree and that, after examination of the external facilities and supervision available, the School is willing to share the responsibility of supervising the work of the applicant.
- Change of Registration**
- 3.3 (a) A Masters Qualifying Student may apply for registration as a Masters Degree Candidate provided a programme approved by the Academic Board is completed at a level of performance prescribed by the Board.
- (b) A Masters Qualifying Student shall not be eligible for registration as a Masters Degree Candidate until a period of at least one semester has elapsed from initial registration.
- (c) A Masters Qualifying Student shall apply in writing to the Secretary to be registered as a Masters Degree Candidate.
- (d) The Academic Board shall, in the case of a Masters Qualifying Student applying for registration as a Masters Degree Candidate, either
- (i) permit the student to register as a Masters Degree Candidate, or
- (ii) permit the student to continue registration as a Masters Qualifying Student with a programme approved by the Academic Board, or
- (iii) recommend to the Academic Board that the student's registration as a Masters Qualifying Student be discontinued.
- Requirements for Registration as a Masters Degree Candidate**
- 3.4 The Academic Board shall not permit an applicant to register as a Masters Degree Candidate unless the applicant has
- (a)(i) qualified for admission in terms of Rule 2.1; or
- (ii) has enrolled as a Masters Qualifying Student in Kuring-gai College of Advanced Education, and has subsequently carried out such work, passed such examinations and reached such standards as the Academic Board shall prescribe, and has not previously been denied registration as a Masters Degree Candidate on two occasions; and
- (b) satisfied the Academic Board that sufficient time can be devoted to advanced study and research.
- Other Studies**
4. 4.1 An applicant registered as a Masters Degree Candidate or as a Masters Qualifying Student will not be permitted to undertake other graduate or under-graduate studies concurrently with studies in the College except with the approval of the Academic Board.(See also Rule 6.2).
- Eligibility for Admission to Degree**
5. 5.1 A Masters Degree Candidate shall be eligible for the award of a Masters Degree by Thesis subject to:
- (a) completion of the prescribed programme involving an original investigation, review, criticism or design; and
- (b) submission and acceptance of a Thesis prepared under the supervision of the Principal Supervisor nominated by the Academic Board; and
- (c) completion of such other work as may be prescribed by the Academic Board.
- Minimum Time**
- 5.2 A Masters Degree Candidate shall not normally be eligible for the award of a Masters Degree by Thesis until,
- (a) in the case of a full-time student, at least four semesters have elapsed from the time of registration as a Masters Degree Candidate, or
- (b) in the case of a part-time or external student, at least six semesters have elapsed from the time of registration as a Masters Degree Candidate,

except that a student who is specially qualified in the relevant discipline may with the approval of the Academic Board, be eligible for the award in less than the normal minimum time.

- 5.3 Rule 5.2 notwithstanding,
- (a) a Masters Degree Candidate shall not be eligible for the award of a Masters Degree by Thesis unless,
 - (i) in the case of a full-time student, at least two semesters have elapsed from the time of registration as a Masters Degree Candidate, and
 - (ii) in the case of a part-time or external student, at least four semesters have elapsed from the time of registration as a Masters Degree Candidate; and
 - (b) a student proceeding to a Masters Degree by Thesis immediately following the completion of a degree or diploma course of three years duration on a full-time basis or five years duration on a part-time basis will not be eligible for an award in less than the normal minimum time as provided in Rule 5.2.

Maximum Time

- 5.4 A Masters Degree Candidate shall present for examination
- (a) in the case of a full-time student, not later than six semesters from the date of registration as a Masters Degree Candidate, or
 - (b) in the case of a part-time student, not later than ten semesters from the date of registration as a Masters Degree Candidate, or
 - (c) in the case of an external student, not later than ten semesters from the date of registration as a Masters Degree Candidate, unless special permission for an extension of time be granted by the Academic Board. Maximum time allowed to complete a course shall not include periods of approved leave of absence.

Discontinuance of Registration

- 5.5 Notwithstanding the provisions of 5.4 the Academic Board may discontinue the registration of a Masters Degree Candidate in less than the maximum time allowed, if the Academic Board is dissatisfied with progress.

Work Environment and Supervision

- 5.6 (a) In respect of a full-time student,
- (i) The work, other than field work, shall Supervision be carried out in a School of the College or under such conditions as the Academic Board may determine, and
 - (ii) The Academic Board shall provide for adequate supervision of the student and shall appoint a member of Academic Staff who will act as a Principal Supervisor of the student.
 - (iii) The Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.
- (b) In respect of a part-time student,
- (i) the major portion of the work shall be carried out in a School of the College or under such conditions as the Academic Board may determine, and
 - (ii) The Academic Board shall provide for adequate supervision of the student and shall appoint a member of Academic Staff who will act as a Principal Supervisor of the student.
 - (iii) The Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.
- (c) In respect of an external student,
- (i) the major portion of the work shall be carried out in a work environment approved by the Academic Board, and
 - (ii) the Academic Board shall provide for adequate supervision of the student and shall appoint a member of Academic Staff who will act as a Principal Supervisor of the student, and

		(iii) The Academic Board may appoint additional supervisors to meet special requirements and may establish regulations governing the responsibilities of supervisors in each case.
Progress Reports	5.7	(a) Every Masters Degree Candidate shall submit a report of work undertaken to the Principal Supervisor at the end of each semester for transmission to the Academic Board. (b) The Principal Supervisor shall submit to the Academic Board a report on the candidate's progress and, where applicable, on the suitability of the candidate's work environment at the end of each semester.
Thesis Subject	6. 6.1	(a) Not later than one semester after registration as a Masters Degree Candidate, the candidate shall submit the subject of a Thesis for approval by the Academic Board. (b) After the subject has been approved it may Thesis not be changed except with the permission of Subject the Academic Board.
Change of Thesis Subject		
Formal Course Work	6.2	A Masters Degree Candidate may be required by the Academic Board to undertake concurrently with the Thesis a formal course of study appropriate to the work undertaken.
Thesis Requirements	6.3	On completion of studies, a Masters Degree Requirements Candidate shall submit a Thesis which complies with the following requirements: (a) the greater proportion of the work described must have been completed subsequent to initial registration, and (b) it must be a distinct contribution to the knowledge of the subject whether by original investigation or by review, criticism or design, and (c) it must be in English or in a language approved by the Academic Board and reach a satisfactory standard of presentation, and (d) it must be embodied in the form of a written Thesis unless an alternative form of the Thesis is approved by the Academic Board.
Joint Work	6.4	The Thesis shall consist of the candidate's own account of the work except that in special cases work done jointly with other persons may be accepted provided the Academic Board is satisfied on the candidate's part in the joint work.
Thesis Abstract	6.5	Every candidate shall submit with a Thesis a short abstract of the Thesis comprising not more than 400 words and written in a form suitable for publication.
Work Previously Submitted for a Degree	6.6	A candidate may not submit as the main content of the Thesis any work or material which has been previously submitted for a degree or other similar award but shall not be precluded from incorporating such in the Thesis, provided it is indicated generally in the preface and specifically in the notes, the work which has been so incorporated.
Supporting Documents	6.7	The candidate may submit as supporting documents any published work by the candidate but only if it bears on the subject of the Thesis.
Notification of Intention to Submit Thesis	6.8	The candidate shall give in writing to the Secretary two months notice of intention to submit the Thesis and such notice shall be accompanied by the appropriate fee, if any.
Submission of Thesis	6.9	Three copies of the Thesis shall be submitted by the candidate and may be retained by the College. In some circumstances a fourth copy of the Thesis may be requested but, if so, will be returned to the candidate.
Supervisors' Certification	6.10	(a) The Thesis shall be submitted to the Secretary by the Head of School with a certificate signed by the Principal Supervisor certifying that the candidate's work, including the Thesis, has been completed to the satisfaction of the Principal Supervisor and is ready for examination. (b) If the Head of School declines to submit a Thesis, the Principal Supervisor may appeal to the Academic Board.

- (c) If the Principal Supervisor declines to certify a Thesis as ready for examination and the Head of School declines to submit the Thesis, a candidate may appeal to the Academic Board.
- 6.11 A written Thesis shall be prepared in a format prescribed by the Academic Board.
- Access to Thesis**
7. 7.1 The original or an acceptable copy of each Thesis for which the candidate is admitted to a Masters Degree by Thesis, shall be deposited with the Resources Centre.
- 7.2 (a) The copy of the Thesis deposited with the Resources Centre will be available for consultation, loan, or copying at the discretion of the Head of the Resources Centre. The College, on the application of the candidate, may determine that it shall not be available until after the expiry of a period, which period shall not normally exceed two years.
- (b) The Head of the Resources Centre shall require each user and recipient of a copy of a Thesis to undertake in writing to respect the author's rights under the law relating to Copyright.
- (c) A candidate for a higher degree may, when lodging a thesis, state that the thesis contains restricted or confidential information and request that this information be not disclosed freely and that it be released to other persons only on the authorisation of the Secretary after consultation with the appropriate Head of School. Such requests will be considered on behalf of the Academic Board by a Committee consisting of the candidate's supervisor, the Head of the School concerned and an academic staff member nominated by the Academic Board. Should such a request be denied, the student shall have the right to withdraw such information notwithstanding the provision of Rule 5.4.
- (d) Where the Thesis contains material which the Academic Board considers should have restricted distribution, the Principal Supervisor, the Head of School and the examiners shall be informed which parts are classified. If further precautions are required, eg. more secure transmissions than registered post, costs will be borne by the candidate.
- (e) Where a candidate states that a Thesis contains confidential information which the candidate does not desire to be disclosed freely, the candidate may, to the extent that it is possible, place that information in an appendix to the Thesis.
- (f) The Head, Resources Centre, shall not disclose to any person an appendix to a Thesis where the Academic Board states that the Appendix contains restricted or confidential information unless the Secretary, after consultation with the appropriate Head of School, has authorised such disclosure. Where assurances of confidentiality have been given to informants, the candidate may notify the Head of School of these in writing and the Head of School shall take them into account in making a decision to authorise disclosure.
- Examination of Thesis**
8. 8.1 The Academic Board shall appoint at least two examiners of whom at least one shall not be a member of the staff of the College. The supervisor of the candidate at the time of submission of the Thesis shall not be an examiner.
- Oral Examination Admission to Degree**
- 8.2 The candidate may be required to undertake an oral examination of the Thesis under such conditions as determined by the Academic Board.
- 8.3 The reports of the examiners shall be forwarded to Degree to the Academic Board
- (a) in turn to recommend to Council that the student be admitted to the Degree, or

- (b) that the student be permitted to resubmit the Thesis within two semesters for reexamination, or
- (c) that the student's registration as a Masters Degree Candidate be discontinued.

TRAFFIC AND PARKING REGULATIONS

- General**
- 1.1 The College grounds are private property and the College has the right to regulate the entry of any person, and vehicles and their operation within the grounds.
 - 1.2 Any vehicle brought onto the grounds is required to be driven, parked and managed in compliance with the College Traffic and Parking Rules and signs and in observance of the directions of authorised persons.
 - 1.3 The College accepts no responsibility for any damage caused to vehicles while travelling, standing or parked in the grounds nor for damage to or loss of accessories or contents.
 - 1.4 The bringing and driving of vehicles, cycles or scooters on paths, grassed areas or elsewhere on the site, save for College roads and car parks is prohibited, except with the permission of the Principal or the Principal's authorised representative.
 - 1.5 Subject to the above, the provisions of the Motor Traffic Act and the regulations made under it shall be observed in the College site so far as these can be applied to the circumstances.
 - 1.6 Notwithstanding any of the following provisions, the bringing and management of any vehicle, conveyance or animal onto, and while on the College site shall be subject to the directions of any authorised person.
 - 1.7 Failure to observe the Traffic and Parking Rules may result in the loss of parking privileges.
 - 1.8 Animals are not permitted on campus except with the permission of the Principal or the Principal's authorised representative.
- Entry into Grounds**
- The following vehicles only are ordinarily permitted to enter the College Grounds:
- 2.1 Vehicles in the charge of staff if the appropriate transfer authorising parking is permanently affixed to the driver's side of the windscreen (or conspicuously on the front of a motor cycle or scooter).
 - 2.2 Vehicles of members of the public having business or attending meetings or functions within the College.
 - 2.3 Buses, taxi-cabs or other vehicles carrying passengers with business or attending meetings or functions within the College.
 - 2.4 Vehicles making delivery of goods ordered by the College and contractors to the College.
 - 2.5 Students' cars are to be parked only in the lower Eastern car park and North-Western car park.
- Traffic**
- 3.1 Parking and standing is prohibited on all roads and in access lanes on College owned land, except to the extent specifically authorised by notice or by an attendant. This prohibition applies irrespective of whether a "No Standing" notice is or is not displayed. These notices when displayed, are directed rather to non-College personnel not expected to be completely aware of the College Traffic and Parking Rules. The prohibition against parking and standing means that vehicles may be stationary for a sufficient minimum time to set down and pick up passengers, but no longer.
 - 3.2 The speed limit in the College grounds is 25 KPH.
 - 3.3 Vehicles must give way to pedestrian traffic in all circumstances.
- Parking**
- 4.1 At all times parking is permitted only in established car parks and not on College roads or elsewhere on the site, except that:
 - 4.1.1 Builders' vehicles may be parked within the assigned areas;
 - 4.1.2 Cycles and scooters may park only in areas reserved for them; other vehicles may not use these areas.

- 4.2 Within car parks, vehicles are to be parked or placed wholly within the parking spaces denoted by painted lines or other marking and are not to be parked or placed so as to obstruct the free passage of vehicles in the access lanes.

Parking Permits

- 5.1 Separate identifying transfers authorising parking will be issued to members of staff, Council Members, visitors.
- 5.2 A parking transfer must be affixed as specified in paragraph 2.1 to the vehicle in respect of which it was issued but remains the property of the College. Acceptance of a transfer involves an undertaking by the receiver to accept responsibility for the vehicle in respect of which it was issued while on the College site. In the event of the disposal of the vehicle the transfer must be removed and the College notified. The College reserves the right to withdraw any transfer.

Parking Infringement – Penalties

- 6.1 Students and staff committing a second parking infringement or offence shall be required to pay a fine of \$5.00.
- 6.2 Students committing a second or subsequent offence will be excluded from parking within the College.
- 6.3 Students may appeal in writing to the Principal against imposition of any penalty.

Student Affairs

Students' Representative Council
Sports Association
Student Facilities

Students' Representative Council

The Students' Representative Council (SRC) is the students' elected body which consists of an Executive and a Council of Representatives, all members of which are bona fide students of the college. The Council of Representatives is elected by each of the four schools in the College so that each school has its own representatives. Executive members are elected by all students.

The purpose of the SRC is to promote the interest of students through its representations to College staff and administration and to provide a wide variety of services, amenities and functions of direct value to all students.

The SRC operates through regular fortnightly meetings of the full Council with day-to-day affairs being handled by the Executive. Council meetings are open to all students, the date and times of which can be found on the SRC notice board on the 5th level.

1985 Executive

President:	Swinder Pigott
Vice President/Education Officer:	Leonard Gay
Executive Secretary:	Jane Buckley
Treasurer:	Peter Chaseling
Director of Cultural Activities:	Bob Kassel
Chairperson Clubs & Societies:	Fiona McNeil
Media Director:	Scott Wiseman

The S.R.C. determines the amount of dues to be levied on students in order that the programme of activities of the various affiliated clubs may be carried out. The full S.R.C. dues are required to be paid at enrolment. A proportion of the S.R.C. fee is administered conjointly by the Students' Representative Council and the College for planned student amenities.

The S.R.C. allocates the balance of the Students' Representative Council fees to affiliated student clubs for operating costs. The Treasurer submits all books and statements of accounts, duly audited, and exhibiting a true and fair view of the financial position and transactions of the S.R.C. to the annual general meeting after 30th September, each year.

Representatives and Executive members can be contacted through the SRC office which is located on the 5th level and is open from 9 am - 3 pm and 4 pm - 7 pm for part-time student access.

There are a number of clubs and societies available to cater for varying interests of students. These are co-ordinated by the Clubs and Societies Chairperson and a full time Activities Officer.

Affiliated Student Clubs:

Library Society
Business Society
College of Law Students Association
Christian Fellowship
Publications Committee
Sports Association
Film Club
Teacher Education Society
Womens' Group

Sports Association

The Sports Association controls and promotes sporting and recreational clubs within the College, providing subsidies for equipment, competition fees, intercollegiate and other operational expenses of clubs.

All students are automatically members of the Sports Association on paying their student fees, which entitles students to participate in any number of the activities offered by the Sports Association. Staff and ex-students can join by paying an annual subscription fee. Team membership is open to all Association members.

Office Bearers for 1985:

President:	Louise Bird
Vice President:	Mandy Jeffery
Vice President:	Sue Clay
Vice President:	Louise Bennett
Secretary:	Ann Arundell
Treasurer:	Greg Whitmore

Contact with club officials can be arranged through the notices on the Bulletin Boards or through the Sports Association Executive.

The following clubs are affiliated with KCSA and compete in intercollegiate matches: Rugby Union; Rugby League; Mens and Womens Soccer; Table Tennis; Tennis; Indoor Soccer; Orienteering; Fencing; Volleyball; Mens and Womens Basketball; Netball; Softball; Hockey; Squash; Athletics; Swimming; Water Polo; Touch Football.

Several of the Sports mentioned above have clubs involved in regular local competition.

Special Activities Clubs include: Outdoors; Surfing; Fencing; Scuba Diving; Golf; Fishing and Ski-ing.

Student Facilities

Students facilities include an agency of the State Bank, providing banking facilities between 10 am and 2 pm during semester, a spacious dining hall and canteen, providing hot meals and light refreshments during semester, and a bookshop in the SRC area, where texts can be ordered and purchased.

A second-hand bookshop is also operated by the S.R.C. on level 5. It is the outlet for all College publications as well as various items of clothing with the College insignia. The secondhand bookshop also provides photocopying facilities and sells postage stamps.

General Information

College Shield and Colours
Teacher Education Scholarships (Advisory Office)
Tertiary Education Assistance Scheme
Aboriginal Study Grants Scheme
Handicapped Students
Medical Service
Student Counselling Service
The Resources Centre
Centres for Research and Development

COLLEGE SHIELD AND COLOURS



The shield contains symbols which represent the old and new Kuring-gai College. The new Kuring-gai College is indicated by a spear and two boomerangs. These demonstrate the College's link, through its name, with the aboriginal tribe which used to live on the east coast of New South Wales, north of Sydney Harbour to Gosford. The sword and the laurel wreath demonstrate the College's link with Balmain Teacher's College and are a representation of that College's motto, 'Luctor et Emergo', where the sword signifies struggle or effort and the laurel wreath signifies victory.

College Colours

The College Colours are Green and Silver.

School Colours

Financial and Administrative Studies	Gold
Library and Information Studies	Parchment
Practical Legal Training	Pale Blue
Teacher Education	Maroon

TEACHER EDUCATION ADVISORY OFFICE (Scholarships)

The New South Wales Department of Education has established an Advisory Office at this College situated in Room 496, on Level 4. The primary function of this office is to assist students who are in receipt of Teacher Education Scholarships. Students who are not funded by the Department of Education are also welcome to call to discuss matters relative to employment in the Teaching Service. Deployed teachers may use the office as their school base during their studentship.

Scholarship students and deployed teachers should enrol separately with both the College and the Advisory Office. In cases of withdrawal from course, variations of programs of study, notification of illness etc., both College and Advisory Office should be informed.

TERTIARY EDUCATION ASSISTANCE SCHEME

The Tertiary Education Assistance Scheme was first introduced in 1974 as the Tertiary Allowances Scheme (replacing the Commonwealth University, Advanced Education and Technical Scholarships Scheme). Under the scheme, assistance is available subject to a means test for students who are pursuing a course of full time study in an approved course. Such assistance is provided on a non-competitive basis without reference to a student's age.

To be eligible for assistance, a student must not be under bond and must satisfy certain residential and academic requirements. Benefits may include living allowance, incidentals allowance, allowances for a dependent spouse and/or child, and travelling allowance. A student must be eligible for a living allowance in order to receive any of the other benefits. For students living with parents while attending courses, the maximum rate of living allowance is \$2,321 per annum. Where students must live away from home the maximum rate is \$3,581 per annum.

Students eligible for a full or part living allowance will be granted the full incidentals allowance of \$70 to cover the cost of those fees which have not been abolished, such as Students' Representative Council fees. Part of the allowance could also assist in meeting expenses associated with the purchase of books and equipment.

A student who qualifies for a living allowance may also receive an allowance of \$42.70 per week for a dependent spouse, and \$14 per week for each dependent child.

Students living away from their normal place of residence may be reimbursed the cost of three return trips per annum during vacation periods between their homes and the College. This will only be provided for students who qualify for assistance under the means test.

An independent rate of \$3,581 per annum applies to people who:

- are twenty-five years of age or over;
- are married;
- are a ward of the State or an orphan;
- have spent two full time years in the workforce at any stage in the last five years;
- have been previously granted independence under TEAS or a similar scheme.

Applications received before March, 1985 are eligible to have assistance backpaid to January 1, 1985. After March 31 they are only eligible from the date at which the application is received.

Application forms for assistance will be distributed by mail in January to all students who apply for enrolment through the Universities and Colleges Admissions Centre.

Students who wish to apply for assistance should apply for forms to the College or to the Regional Director, New South Wales Office, Department of Education, Sydney Plaza Building, 11th Floor, 59 Goulburn Street, Sydney NSW 2000. (Telephone: 218-8800).

POSTGRADUATE AWARDS SCHEME (PGA)

Following a recommendation of the (Williams) Committee of Inquiry into Education and Training, the number of new Postgraduate Awards offered annually has been increased to 800 new Awards provided throughout Australia in 1985. This will allow for 80 extra Research Awards, 15 Extra Course Awards and 5 Advanced Education Institution Awards. These Awards are for Masters degrees and PhD's only.

The stipend and dependent's allowances under the Scheme will be as follows:

	(1985 annual)
Stipend	\$ 7,330.00
Dependent spouse allowance	2,220.40
Dependent child allowance	728.00

ABORIGINAL STUDY GRANTS SCHEME

The Commonwealth Department of Education runs this scheme to help Aboriginals and Torres Strait Islanders to study after leaving school. For any approved full time course of study a grant can provide living, textbook, establishment, clothing and travel allowances. It can also assist with fees.

For further information about the scheme, and how to apply for a grant contact the Commonwealth Department of Education, Sydney Plaza Building, 59 Goulburn Street, Sydney NSW (Telephone: (02) 2-0929).

HANDICAPPED STUDENTS

Kuring-gai College is a compact campus with one main building. All major areas are accessible by lift. Facilities have been adapted for wheelchair access, and doorways are of adequate width.

The policy of the College regarding handicapped students is as follows:

- Selection for, and admission to, any course will be based on the criteria which apply to all students.
- The College will endeavour to provide an educational environment which minimises the handicapping effects of disability.
- It will be the student's responsibility, but not obligation, to submit a written statement to the Student Counsellor indicating the nature and degree of handicap. In consultation with the Counsellor, decisions will be made regarding academic and administrative assistance.

MEDICAL SERVICE

The Medical Centre is located on Level 5, along the corridor leading to the Gymnasium. Medical Services are available to students, staff and visitors to the College, and are provided by a full time Nursing Sister and a visiting General Practitioner.

STUDENT COUNSELLING SERVICE

A Student Counselling service is provided by the College to give assistance to students experiencing either personal or academic problems. The Counselling Service is independent of both administration and academic direction, and therefore functions with complete professional autonomy and confidentiality. The Service is located in the Medical Centre on Level 5, and the Counsellor is available every day.

THE RESOURCES CENTRE

The Resources Centre is the information and media service centre of the College and has two sections, the George Muir Library and the Department of Production Services.

The library services section is responsible for the acquisition, organisation and distribution of all forms of learning materials, whether in print, microform or audio-visual formats. Most material is on open access for use in the Resources Centre or is available for loan.

The Centre is open seven days a week during semester and Monday to Friday at other times. Seating for over 350 readers is available within the Resources Centre and users have the option of group or private areas. Photocopying, microform copying and cassette fast copying facilities for lecture tapes are also available.

Professional reference service is available to individual students, while Reader Education programmes are available from groups, on request. Services to staff include inter-library loans, a current awareness programme and on-line and manual bibliographic searches.

The (audio-visual) production services branch of the Centre provides graphic, photographic, television and general technological services to the College, producing resource materials both for use within the Centre and by teaching departments.

Further information on the use of the Resources Centre is given in the College brochure Guide to the Resources Centre and the Department of Production Services Information brochure.

CENTRES FOR RESEARCH AND DEVELOPMENT WITHIN THE COLLEGE, 1985

Centre for Community Environmental Studies

Established to develop in members of the community an awareness of, and concern for, the natural and the built environment; to promote skills in studying the environment through field research; to foster an understanding of issues concerning environmental quality and thus to facilitate the decision making process.

DIRECTOR: J. WEBB

Centre for Computer Education and Services

Established to create links between the College and the business and professional community by providing fully qualified expertise in areas relating to computing. The major areas of concern would be the provision of educational services, by way of courses, seminars, etc; the provision of professional services and advice across a range of disciplinary areas; and the publication of books and notes for users. The advantage of this centre to the community is seen in its independence from computer hardware and software houses, and its ability to provide multi-disciplinary expertise.

DIRECTOR: L. SMITH

Centre for Information Resources Studies

Established to conduct research into areas related to information resources, such as generation of information, use of information resources, and collection building in libraries; to make available the results of research to the information community through publication, consultation and seminars; to promote the effective use of information resources by the provision of workshops aimed at specific groups of information users, for example, people in business, students and parents; to provide short courses for librarians and other information workers in specific areas of information resources related to types of materials, subject areas, and groups of users.

DIRECTOR: J. SCHMIDT

Centre for Labour Studies

Established to provide closer links between academic research and those industrial and community organisations concerned with the development of the labour market, labour organisations and labour issues.

Centre for Leisure and Tourism Studies

Established to conduct research and undertake consultancy work on the development of leisure service systems in the community; to establish a leisure data base available to researchers, educators and industry; to provide a forum for interaction between tourism and recreation service practitioners, researchers and educators; to foster an understanding of contemporary issues relating to leisure behaviour and the organisational responses to that behaviour.

DIRECTOR: R.W. ROBERTSON

Centre for Library Systems

Established to conduct research into library systems; to design and evaluate specific systems for use by library and information agencies, systems concerned with acquisitions, cataloging, circulation and information retrieval; to develop and evaluate software applicable to computer based information systems; to design and evaluate models for the organisational structure of library and information agencies; to look into implications of technological advances on the provision of information services. The Centre will provide services in the form of research studies, consultancies, seminars and workshops.

DIRECTOR: J. KERRISK

Centre for Management Studies

Established to provide short courses in continuing education for practicing professionals and managers; to undertake specific business research in the areas of finance, marketing, personnel management, etc, for both the public and private sectors; to run 'in-company' short courses that meet specific needs.

DIRECTOR: DR. A.D. CASTAGNA

Centre for Reading Education – CENFOREAD

Established to evaluate and develop curriculum and coordinate courses in Reading Education at the College; to plan and implement research in the teaching of reading and children's literature; to establish a continuing professional liaison between the College, other academic institutions, resource centres, the Department of Education and the schools; to develop a Centre to accommodate resources in reading education and children's literature, related media including film and audio visual equipment

DIRECTOR: DR. G.C. WINCH

Centre for Research and Innovation in Library Education

Established to conduct research into the objectives, design, teaching and evaluation of education in library and information science. The centre develops, evaluates and disseminates teaching materials of significance to library education. The Centre investigates and promotes innovative developments and activities related to the various roles of library educators.

CO-DIRECTORS: S. EDWARDS, J. HALLEIN

Centre for Securities Industry Studies

Established to permit the creation of library and computer based resource materials related to the finance industry; to provide an avenue for the publication of rigorous descriptive and empirical research reports related to aspects of the finance industry; to provide for interaction between the finance industry and participants in the education process serving the industry.

DIRECTOR: H.R. CRAPP

Centre for Social Welfare Studies

Established to conduct research in the area of social welfare provision and social administration; permit the creation and development of resource materials and data bases specifically related to the social welfare sector; provide a medium for interaction between the social welfare sector and educational processes; facilitate the exchange of ideas between educators, practitioners and researchers.

DIRECTOR: G.D. SHEATHER

Centre for Talented Children

The Centre seeks to create an awareness of the needs of talented children. It is concerned with establishing a recognition of the diversity of abilities amongst children and encouraging activities through which children may develop potential. The Centre services College courses aimed at increasing understanding of talented children as well as acting in consultation with school, community and public organisations. The Centre is currently a co-sponsor, together with Ashton Scholastics of the Applied Minds Award, an annual competition for Primary Schools throughout Australia. The competition provides opportunity for the production of a creative unit in such areas as computer awareness, video productions etc., in order to recognise the contribution of more able children to the school community.

DIRECTOR: B. HOPPER

Child Study Centre

A Play Centre has been established in the College to provide both a service to families in the community and practical experience for students, especially those in Teacher Education programs. The service is offered to young children and their parents, where the child presents a developmental or behavioural problem, and prepares the child for integration into a normal pre-school. College students from several courses have the opportunity to use the Centre to develop observation and intervention skills.

DIRECTOR: DR. J.W. McCAWLEY

TEACHER: MRS. P. LONGWORTH

Course Information

The School of Financial and Administrative Studies

SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

The formation of the School of Financial and Administrative Studies in January 1974 marked the first major step in the multi-disciplinary development of Kuring-gai College of Advanced Education.

The School offers courses of varying duration and rigour in the areas of financial and administrative studies. Courses are offered at Degree, Graduate Diploma and Masters Degree levels. A comprehensive range of shorter extension courses has been developed to serve recognised areas of community need.

In 1985 the School is offering the following programs:

- Bachelor of Business Degree
- Graduate Diploma in Administration
- Graduate Diploma in Finance
- Graduate Diploma in Communication Management
- Masters in Administration Degree

The focus of each of the Schools' programs is on the development of the capacities of individual students, by providing learning experiences which are rich, diverse, challenging and initiating. To this end the programs incorporate the following features:

- The meeting of vocational and professional needs while emphasising also the personal development of students and the development of their analytic skills through concentrated disciplinary study
- The association of disciplinary depth with inter-disciplinary perspective
- A variety of teaching approaches to provide the most effective learning experiences for the wide range of subject areas.
- Encouragement of student initiated projects, including team projects
- Provision of electives to provide flexibility for students in suiting their capacities and interests
- Encouragement of mature age students without formal matriculation requirements

Associated with the School are a number of centres for research and development:

- Centre for Management Studies
- Centre for Securities Industry Studies
- Centre for Social Welfare Studies
- Centre for Labour Studies
- Centre for Computing Education and Services

Bachelor of Business

The School offers a range of programs leading to the award of a Bachelor of Business degree. These specialised programs of study are designed to develop the intellectual and personal competences necessary for a professional career in either ACCOUNTING or MANAGEMENT.

By appropriate choice of electives, students may further specialise in:

- Communication
- Computer Studies
- Discrimination in Organisations
- Economics

- Employee Relations
- Finance
- Marketing
- Professional Accounting Practice

Each program normally involves three years full time study or six years part time study, though part time students may accelerate their progression in a number of ways.

The Bachelor of Business Degree at Kuring-gai College has been designed to provide a business education that is at once:

- Vocational — providing the minimum competences necessary for entry to a professional career in accounting and management.
- Disciplinary — providing training in the application of analytic techniques and through this, some understanding of the patterning of social activity, the processes of social change, the relation between ideas and phenomena, and the nature of extant social anomalies.
- Professional — providing an understanding of the present position of the accounting or management professions, focussing on their present problems and on an evaluation of the best of the solutions proposed to these problems, and discriminating between the political processes by which professions adapt and the social and other processes through which knowledge is developed.
- Personal — providing development of understandings and competences which assist the individual in dealing with the world in either a personal or professional capacity, in tackling problems and dealing with change — personal or social.

Structure of the Course

The award of the Bachelor of Business degree requires satisfactory completion of 30 semester units, grouped as follows:

- a common CORE 18 units
- a MAJOR sequence 8 units
- a SPECIALISATION and/or elective units 4 units

Common Core

All students enrolled in the Bachelor of Business course are required to complete a common CORE of 18 semester units. These core units provide students with a grounding in:

- the handling of quantitative data, covered in Quantitative Methods I & II; Computing I; Corporate Finance; and Accounting I, II & IV
- the study of organisations and managerial work, in the units: Work Organisation & Society; Organisation Behaviour; Political Behaviour; and Communication I & II
- the disciplines of economics and law in: Economy & Society I, II & III; Financial Institutions and Markets; Law and Society; and Company Law

The Major Sequence

The major sequences — available in Accounting and Management — provide a detailed and extensive coverage of the modes of practice and bodies of knowledge necessary for a professional career in either Accounting or Management.

The **Accounting major** is designed to meet the professional educational requirements of both the Institute of Chartered Accountants and the Australian Society of Accountants.

In addition to the core units, students are required to complete: four semester units in accounting — Accounting III, Accounting V, Accounting VI, Auditing; two semester units in finance — Security Analysis & Portfolio Management, Securities Market Regulation; and two semester units in law — Commercial Law, Revenue Law.

The **Management major** is designed to develop the intellectual and personal competences, and provide the disciplinary background, necessary for a career in the private or public sector.

In addition to the core units, students are required to complete a sequence of six semester units in the field of management studies: Government and Business, Industrial Sociology, Bureaucracy, Structure Adaptation and Change in Organisations, Organisation Design, The Management Process; and undertake two units which develop skills integral to organising in societal and managerial contexts: Corporate Strategy, Law and the Manager.

Electives

Students may tailor the course to their particular capacities and interests by choosing units as electives from the wide range offered within the College, subject to the approval of the Board of Studies in the School of Financial and Administrative Studies.

Any pattern of electives may be chosen, provided normal pre-requisites are observed.

Students may wish to undertake an elective **specialisation** — a defined sequence of units which provides vocational and disciplinary training in one field. The specialisations enhance the professional employment opportunities available to students by providing access to additional specialist training within the degree program. Completion of a recognised sequence of units will be acknowledged on the student's academic transcript.

The elective components of the specialisations offered by the School of Financial and Administrative Studies are:

Communication

Communication IIIA — Communication in Small Groups

Communication IVA — Organisational Communication

Communication VA — Mass Communication

Communication VIA — Applications of Communication Theory & Research

Computer Studies

Computing II(A)

Computing III

Computing IV

Discrimination in Organisations

Employment Practices and Discrimination
Discrimination and Organisations
Managing Discrimination
Anti-Discrimination Law

Economics

Competition and Welfare
International Economics

Employee Relations

Employee Relations I
Employee Relations II
Employee Relations III
Industrial and Labour Law

Finance

Advanced Quantitative Methods
Advanced Corporate Finance
International Finance
Modern Finance Theory

Marketing

Marketing for Managers
Research for Marketing Problems
Marketing Planning and Management
Consumer Behaviour

Professional Accounting Practice

Advanced Company Law
Special Topics in Auditing
Advanced Financial Accounting
Advanced Revenue Law

Specialisations will be offered each year subject to student demand and staff availability.

Students may undertake any of the semester units listed in a specialisation sequence as a single unit, and they may build a program which incorporates semester units from a number of specialisation sequences, as long as the defined pre-requisites are observed.

Details of the subjects listed in the specialisation sequences are shown under the relevant department 'Semester Unit Outlines'.

Semester-Unit Weightings

In the section, 'Semester-Unit Outlines' at the back of the calendar, each semester-unit is described in terms of Class Contact Hours and Week Hours. These approximately indicate the amount of time a student can expect to devote to the various aspects of the unit; ie, in formal class contact and overall study per week.

Class Contact Hours: The number of hours per week in which students enrolled in a particular unit are in formal contact with fellow students and teaching staff. Such contact may take the form of lectures, tutorials, workshop classes, laboratory sessions, seminars or discussions or a combination of these sessions. All units in the degree programs require nominally three hours per week class contact. However, the number of weekly hours and the form of class contact used may be varied, depending on their educative value in the study of a particular unit or their necessity for a particular pattern or style of teaching. Some units, for example, may require no class contact.

Week Hours: The approximate amount of time a student is expected to work in the given unit per week, *including* class contact. Week hours can be seen as the minimum amount of work required per week. Courses have been designed so that generally speaking a full-time student will be required to do between 36 and 44 hours per week in the program, ie, the total number of week hours of all semester units in which a full-time student is enrolled in any one semester should total between 36 and 44 hours. A part time program is approximately half this.

Patterns of Attendance

The course may be taken on a full time basis over a minimum of three years (six semesters) or on a part time basis over six years (normally twelve semesters), or by a combination of full time and part time study. Experience has shown that students may find it necessary or advantageous to switch from one pattern of attendance to another during the duration of the course. This flexibility will be permitted to the extent practicable to meet the needs of both students and employers. Where possible, it is desirable that part time students obtain 'day release' from their employment for attendance at classes. Class times will be arranged where practicable, so that 'day release' causes minimal interference with employment duties. For example, early morning or late afternoon classes will be provided as an alternative to evening attendance.

Advanced Standing and Accelerated Progression

It is also considered desirable that part time students be able to 'accelerate their progression' so that they can complete the course in less than twelve semesters. At present this may be attained by students:

1. 'challenging' a unit if they consider that they possess the competence to be developed through its study;
2. demonstrating that they possess the capacity to undertake more than the normal number of semester hours of study in a particular semester;
3. attaining Advanced Standing and Accreditation in particular units;
4. undertaking during vacations or at other times units which are of a reading/essay type and which have minimal class contact;
5. taking units in a specially organised intensive study period (eg. during vacation).

Students should consult the lecturer in charge of the unit or the Head of the relevant department for further information.

Award of the Degree

1. In order to qualify for the award of the Degree of Bachelor of Business, a student must complete a minimum of 30 semester units, including the semester units required to complete at least one of the Majors — Accounting or Management — offered within the Degree. The semester units required for each Major are listed elsewhere in the College Calendar.
2. A student who fails in a unit must repeat it in a later semester or take another in its place where this is permitted.
3. A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of the degree program is six semesters (full time) or twelve semesters (part time). Once normal time has elapsed, students will be granted a maximum of four semesters (either full-time or part-time) to satisfy degree requirements.
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies in accordance with the student regulations of the College.
6. The academic transcript of students shall indicate, in addition to the Major, any defined sequence of units undertaken as an elective specialisation.

Procedures and Criteria for Student Appeals against Assessment Results

The following procedures and criteria for student appeals against assessment results have been approved by the Board of Studies of the School of Financial & Administrative Studies.

These procedures and criteria have been designed to encourage feedback between students and members of the academic staff in the hope that everyone will benefit from staff/student discussion of any queries or problems relating to assessment results. It is firmly believed that it is most desirable educationally for students to approach staff shortly after the receipt of notification of a mark or grade in order to resolve any dispute of interpretation, doubt or uncertainty which may affect the performance of the student.

The procedures and criteria also make provision for students to present documentation of illness or misadventure which could not have been made available to the lecturer(s) concerned when the mark or grade was determined.

Procedures for Appeal against Assessment

If students receive a grade or mark in any assessment component (class test, essay, examination and so on) which is regarded as unacceptable, the following procedures should be followed:

The students should contact the lecturer(s) concerned so that the reasons for the particular grade or mark may be explained. It is important that the lecturer(s) be consulted promptly to receive feedback so that the students' performance may not be affected.

Where failing work has not been double-marked, the students may ask the lecturer(s) who marked their work to arrange for a remark by another member of the academic staff. If, for any reason, the students are unable to contact the lecturer(s) concerned, they may write to the Chairman of the relevant Department in order to arrange for consultation about their grade or mark.

If the grade or mark is still considered to be unacceptable, the students may make a written appeal to the Board of Studies. This written appeal must be lodged with the Secretary of the Board by no later than the end of the first teaching week of the following semester in the case of final results, or 10 days from receipt of result in the case of a continuous assessment component.

There are four possible grounds of appeal, as stated below. The appeal must be written and should contain all relevant documentation in support of one or more of the possible grounds.

1. At least two members of the academic staff of the appropriate Department had not assessed the students' work in a component of assessment which by its nature was capable of reassessment.
2. Modes of assessment were not publicised and conducted in accordance with College or Board of Studies policy. College policy is outlined in Student Regulation 40. The Board of Studies of the School requires that assessment components of a semester unit be formalised in writing within the first two weeks of a semester. Subsequent changes may only be made with the approval of students enrolled in the unit, and must be confirmed in writing by the lecturer in charge of the semester unit. If students do not object formally to changes in the assessment components in a semester unit within 10 days of their publication, their right of objection lapses.
3. There existed relevant information regarding illness or misadventure which, by its nature, could not have been made available to the examiners or the Board of Studies at the time a result was determined so that a fair decision was reached. Appeals will be disallowed on this ground if they are out of time. Documentation relating to illness or misadventure should be presented within 10 days of the receipt of a grade in assessment components during a semester; or prior to, or immediately after, a final examination and definitely no later than the date of the Examiners' Meeting of the Board of Studies which determines the final overall grade for a semester unit.
4. There existed any other relevant circumstances (including the manner in which the unit was conducted or mode(s) of assessment used) which were unduly prejudicial to the students' performance and did not fairly reflect the students' competence in the unit. The onus is on the student to demonstrate that such a relevant circumstance existed.

PLEASE NOTE THE FOLLOWING POINTS

- A right of appeal against final assessment lapses after the end of the first teaching week of the semester immediately following that in which the unit was assessed.
- A student has no avenue of advocacy except via a written appeal submission. Therefore, letters of appeal should be comprehensive, and directed at permissible appeal grounds.

- If the Board of Studies upholds an appeal it will refer the matter to the examiner concerned and the relevant academic department for reconsideration. The examiner may wish to discuss the matter with the student concerned and may involve the student in the deliberations. The examiner will then report any outcome to the Board of Studies for ratification. Please note that the Board is not bound to amend a grade following an upheld appeal.
- If the appeal to the Board of Studies is unsuccessful and the student wishes to take the matter further he or she may appeal to the Academic Board in accordance with Student Regulation 51.2.

Results of Formal Examinations

1. It is normal practice for staff to add the results of formal examinations at the end of a semester to other assessment components in order to arrive at a final grade, which is then considered by the Board of Studies meeting as a Board of Examiners. Consequently students may not know the results of the examination component of the assessment package until it is publicised as part of the final grade. If the final grade, including the grade in an end-of-semester examination, is regarded as unacceptable, the students should contact the lecturer(s) concerned or the Chairman of the relevant Department to discuss their performance in the final examination component of the assessment package within ten (10) days of receiving final results. The Procedures for Appeal against Assessment, outlined above, then apply.
2. Appeals against unacceptable grades in end of semester examinations, based on evidence of illness or misadventure, will not be upheld if this evidence, by its nature, could have been presented prior to the determination of the final grade in a semester unit.
3. Students should consult the College's Student Regulations on Assessment, Sections 40-50.
4. When the final grade in a semester unit is publicised, the students should bear in mind that they cannot appeal against any marks or grades received in assessment components conducted during the semester, as these grades should have been discussed or reconsidered with the lecturer(s) concerned within ten (10) days of their receipt.

Typical Course Programs

Typical course programs by major for both full time and part time students are shown on the following pages.

BACHELOR OF BUSINESS — TYPICAL FULL-TIME PROGRAMME

Accounting Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	3	6
	32101	Economy and Society I	3	6
	35102	Political Behaviour	3	6
	35103	Work, Organisation and Society	3	6
	37101	Quantitative Methods I	3	6
II	37103	Computing I	3	6
	11111	Communication I	3	6
	31205	Accounting II	4	6
	32201	Economy and Society II	3	6
	34101	Law and Society	3	6
III	36202	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
	11211	Communication II	3	6
	31305	Accounting III	3	8
	31504	Corporate Finance	3	8
IV	32301	Economy and Society III	3	8
	34301	Company Law	3	8
	31405	Accounting IV	3	8
	31406	Auditing	3	8
	32402	Financial Institutions and Markets	3	8
V	34201	Commercial Law	3	8
		Electives* (at least one)		
	31502	Security Analysis and Portfolio Management	3	10
	31505	Accounting V	4	10
	34401	Revenue Law	3	10
VI		Electives* (at least one)		
	31601	Securities Market Regulation	3	10
	31605	Accounting VI	3	10
	Electives* (at least one)			

*A minimum of four electives must be taken

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS — TYPICAL FULL-TIME PROGRAMME

Management Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	3	6
	32101	Economy and Society I	3	6
	35102	Political Behaviour	3	6
	35103	Work, Organisation and Society	3	6
	37101	Quantitative Methods I	3	6
	37103	Computing I	3	6
II	11111	Communication I	3	6
	31205	Accounting II	4	6
	32201	Economy and Society II	3	6
	34101	Law and Society	3	6
	36202	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
III	11211	Communication II	3	6
	31504	Corporate Finance	3	8
	32301	Economy and Society III	3	8
	34301	Company Law	3	8
	36302	Government and Business	3	8
IV	31405	Accounting IV	3	8
	32402	Financial Institutions and Markets	3	8
	36301	Industrial Sociology	3	8
	36404	Bureaucracy Electives* (at least one)	3	8
V	34403	Law and the Manager	3	10
	36507	Structure, Adaptation and Change in Organisations	3	10
	36508	Organisation Design Electives* (at least one)	3	10
VI	36402	Corporate Strategy	3	10
	36607	The Management Process Electives* (at least one)	3	10

*A minimum of four electives must be taken

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS — TYPICAL PART-TIME PROGRAMME

Accounting Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	3	6
	32101	Economy and Society I	3	6
	—	**	3	6
II	31205	Accounting II	4	6
	37103	Computing I	3	6
	—	**	3	6
III	37101	Quantitative Methods I	3	6
	—	**	3	6
	—	**	3	6
IV	36202	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
	—	**	3	6
V	11211	Communication II	3	6
	31305	Accounting III	3	8
	32301	Economy and Society III	3	8
VI	31405	Accounting IV	3	8
	32402	Financial Institutions and Markets Elective*	3	8
VII	31504	Corporate Finance	3	8
	34301	Company Law	3	8
VIII	31406	Auditing	3	8
	34201	Commercial Law	3	8
IX	31505	Accounting V	4	10
	34401	Revenue Law	3	10
X		Elective* Elective*		
XI	31502	Securities Analysis & Portfolio Management Elective*	3	10
XII	31601	Securities Market Regulation	3	10
	31605	Accounting VI	3	10

*A minimum of four electives must be taken

** Students must complete all of the following units: IIIII Communication I; 32201 Economy & Society II; 34101 Law & Society; 35102 Political Behaviour; 35103 Work, Organisation & Society. Where indicated, students should choose one (or two, in semester III) of these subjects, ensuring that normal pre-requisites are observed.

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

BACHELOR OF BUSINESS — TYPICAL PART-TIME PROGRAMME

Management Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	3	6
	32101	Economy & Society I	3	6
	—	**	3	6
II	31205	Accounting II	4	6
	37103	Computing I	3	6
	—	**	3	6
III	37101	Quantitative Methods 1	3	6
	—	**	3	6
	—	**	3	6
IV	36202	Organisation Behaviour	3	6
	37201	Quantitative Methods II	3	6
	—	**	3	6
V	11211	Communication II	3	6
	32301	Economy and Society III	3	8
	36302	Government & Business	3	8
VI	31405	Accounting IV	3	8
	32402	Financial Institutions and Markets	3	8
	36301	Industrial Sociology	3	8
VII	31504	Corporate Finance	3	8
	34301	Company Law	3	8
VIII	36404	Bureaucracy Elective*	3	8
IX	36507	Structure, Adaptation & Change in Organisations	3	10
	36508	Organisation Design	3	10
X	36607	The Management Process Elective*	3	10
XI	34403	Law & the Manager Elective*	3	10
XII	36402	Corporate Strategy Elective*	3	10

*A minimum of four electives must be taken

** Students must complete all of the following units: IIII Communication I; 32201 Economy & Society II; 34101 Law & Society; 35102 Political Behaviour; 35103 Work, Organisation & Society. Where indicated, students should choose one (or two, in semester III) of these subjects, ensuring that normal pre-requisites are observed.

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

GRADUATE DIPLOMA IN ADMINISTRATION

The Graduate Diploma in Administration provides generalist training in management and an orientation to a specialist institutional or functional setting. The programme is offered over five semesters of part-time study (four semesters for persons with appropriate backgrounds) and leads to a postgraduate award in the A.C.A.A.E. category PG1.

The programme caters for people with a variety of academic and vocational backgrounds who are engaged in, or who are contemplating careers in administration. The programme provides an orientation to:

- Management in a specialised institutional setting (in fields such as social services and health); or
- Management at the middle management level (in either the public or private sector); or
- Management of specialised functional areas in public or private sector organisations (such as finance, data management etc.).

Entrants to the programme may have first qualifications in Arts, Economics, Commerce, Social Work, Education, Science, Engineering or other fields, and they may be employed in government or in the private sector. The programme provides particularly for the acquisition of the necessary skills for a career re-orientation towards management and administration where previous training has been inadequate, and for improvement in skills for practitioners already in the field. The programme is offered only on a part-time basis.

In broad terms the programme has the following objectives:

- | | |
|----------------|--|
| Professional — | To develop generalist professional/vocational skills required for management. |
| Disciplinary — | To provide further disciplinary training through the study of extant knowledge about organisations and their administration. |
| Specialist — | To provide an appropriate intellectual orientation to managerial practice in defined institutional or functional settings. |
| Personal — | To develop personal and intellectual capacities of students. |

Admission Requirements

It is anticipated that most students seeking admission to the programme will be graduates. However, some non-graduates with considerable and appropriate administrative experience may be accepted. At the same time, a certain minimum level of postgraduate experience will be required of graduate applicants. Applicants will be graded into one of three categories according to the level of formal education they have obtained. Further requirements for each category are listed below.

Category 1

Applicants with disciplinary training to U.G.1 (Degree) level.

Further Requirements:

- (a) A basic level of knowledge and skills in social, economic, political, and quantitative analysis. This might have been obtained during degree level study and/or during the preparatory semester to the Graduate Diploma .
- (b) Work experience. At least **two years** in an administrative position appropriate to a tertiary educated student, or in professional activities consequent upon the attainment of the degree (e.g. social work, engineering, teaching, accounting, stockbroking, merchant banking) which might be expected to lead to an administrative position.

Category 2

Applicants with professional training to U.G.2 (Diploma) level.

Further Requirements:

- (a) A basic level of knowledge and skills in social, economic, political and quantitative analysis. It is possible that this level might have been obtained during the course of study leading to the U.G.2 Diploma, but generally applicants will be required to satisfactorily complete all three units in the preparatory semester.
- (b) Work experience. A minimum of **two years** in an administrative position for which possession of the Diploma was pre-requisite, or two years professional practice with appointment to an administrative position ensured (e.g. on list of appointment as Deputy or Subject Master) or an accountant, stockbroker, merchant banker, etc.
- (c) Evidence of capacity to proceed with a Graduate Diploma programme. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at postgraduate level, and will need to show some awareness of administrative/management problems that occur in their field.

Category 3

Applicants with any other formal post-secondary qualifications, whether obtained from an educational institution or professional associations (e.g. AASA; ACA) or otherwise (e.g. in-service certificates).

Further Requirements:

- (a) A basic level of knowledge and skills in social, economic, political and quantitative analysis. This could be obtained only by successful completion of all three units in the preparatory semester.
- (b) Work experience. A minimum of **two years** in a senior administrative position and at least **five years** prior experience leading to that position. A senior administrative position is taken to be Level or Grade 7, or higher, within the Commonwealth or State Public Service, or its equivalent; a Subject Master or Deputy Head Master; a Clerk or Deputy Clerk in Local Government; financial controller, treasurer, company secretary, financial manager, investment manager; or an agency or programme head or co-ordinator where the agency or programme employs at least 10 full-time staff (or their part-time equivalent) or performs at least five separate functions.
- (c) Evidence of capacity to proceed with a Graduate Diploma programme. Candidates must demonstrate in an interview that they have an ability to undertake a course of study at postgraduate level. They will need to demonstrate an awareness of administrative/management problems that occur in their field and a familiarity with administrative/management concepts generally. They will be further required to provide evidence of administrative skills via papers/reports etc. to be reviewed by the interviewers.

Award of the Graduate Diploma

1. The award of the Graduate Diploma normally will require the satisfactory completion of a defined programme of 15 semester units divided as follows:

	Semester Units
Preparatory Units	3
Disciplinary Sequence	4
Orientation Sequence	4
Elective Units	2
Skills Units	2

2. Where students' academic backgrounds are such that study of one or more of the 15 defined units would involve duplication of previous training, they may be exempted from such units by the Board of Studies of the School. This exemption is obtained by applying for advanced standing in that unit. It is expected that many students, because of previous undergraduate study will gain exemption from one or more of the preparatory units. It is less likely that advanced standing would be granted in other units. If the number of exemptions granted exceeds three, then the units taken must be increased to at least 12 by the selection of the required number of units from others offered within the programme, conditional on pre-requisites being satisfied. Hence a minimum of 12 or a maximum of 15 subjects would need to be satisfactorily completed for the Graduate Diploma to be awarded.
3. The programme normally involves five semesters (two and one half years) of part-time study. With exemptions a student may complete it in two years. With the permission of the Board of Studies, students may seek to extend their progress by taking a reduced workload in some semesters. This would only be permitted on a semester by semester basis and would be limited by the requirement that the maximum time allowed for completion of the programme is seven semesters.
4. A student who fails a unit must repeat it in a later semester or take another in its place if it is an elective.
5. A student who fails in a unit in a sequence must repeat the unit failed before continuing the sequence.

Structure of the Programme

There are three categories of units. After the Preparatory Semester, students will normally undertake, each semester, one unit from each category.

The structure of the course can be represented as follows:

Preparatory *# Semester	Social Dynamics	Social Statistics A or B	Social Economics A or B
Semester I			
Semester II	Disciplinary	Skills	Orientation
Semester III	Sequence	Subjects and	Sequence
Semester IV		Electives	

The *Preparatory Semester* consists of three preparatory units designed to equip students with a basic level of knowledge and analytical skills in economic analysis, statistical analysis, and social and political analysis. These units are titled Social Economics A or B, Social Statistics A or B and Social Dynamics. Students who have acquired a basic level of knowledge and skills in one or more of these areas will be exempted where appropriate from components of these units or from one or more of the units in their entirety.

* Students enrolled in the Financial Administration specialisation are also expected to possess a basic level of knowledge and analytical skills in finance and accounting. Where this is not the case, students will be required to successfully undertake a unit entitled Accounting, Finance and Management.

#The Preparatory Semester for Students enrolled in the Data Management specialisation is:

Social Dynamics	Accounting Finance & Management	Computer Systems and Programming
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These subjects are designed to accommodate the variety of backgrounds of students and provide them with a basic common level of knowledge and skills in accounting, finance, and management; computing principles; and social and political analysis.

Disciplinary Sequence: A thorough grounding in Administrative Studies is obtained in a disciplinary sequence consisting of four units of study in successive semesters. In order, these units are: Organisation and Management, Individual and Organisation, Organisation Structure and Change, and Organisation Design. This sequence is taken by all students. The final unit of the sequence, Organisation Design, is orientated towards the student's field of specialisation.

Skills Subjects: Provision is made for the development of appropriate managerial skills through a set of defined subjects. Two units from this category are compulsory for all students, though the required subjects vary according to the specialisations in which students are enrolled. Financial Administration students are required to complete Corporate Financial Policy and Advanced Corporate Financial Policy. Data Management students are required to complete Data Management IA: Law & Data Management, and Data Management II(A): Management Science Methods. Students enrolled in all other specialisations are required to complete Managerial Decision-making and Management Information Systems.

Other skills subjects may be taken as electives. Subjects in this category include: Community Studies; Law and Administration; Accounting Finance and Management; Computer Systems; Systems Design; Research Project; Curriculum Design; Media Management; Public Financial Control; Topics in Finance, Law or Accounting; and Financial and Managerial Applications of Computers.

Orientation Sequence: The orientation sequence of the course provides students with a set of four consecutive units appropriate to their chosen specialisation. For the Social Administration specialisation these units are, in order, Deprivation and Intervention, Social Service Systems, Social Policy and Social Administration. For the Public Administration specialisation, the orientation units are the Public/Private Domain, Public Institutions and Systems, The Policy Process and Management in the Public Sector. For the Financial Administration specialisation, the orientation units are Capital Markets, Portfolio Management, Contemporary Issues in Accounting, and Capital Market Regulation.

For the Data Management specialisation, the orientation units are Data Management I(B): Comparative Systems Analysis and Design; Data Management II(B): Database Design and Database Management Science; Data Management III: Software Engineering and Decision Support Systems; and Data Management IV: Microcomputers, Data Communications, Networks and Data Centre Management. In all cases further specialisation may be obtained by the orientation given to the final disciplinary unit (Organisation Design), by selection of appropriate electives, and by undertaking specialist projects within units in any category.

Electives: Students may choose elective subjects in two ways: they may choose from the semester-units categorised as Skills Subjects, listed above; or they may choose to take subjects listed in Orientation Sequences other than the one appropriate to the specialisation in which they are enrolled. In all cases, defined pre-requisites must be satisfied.

Electives are offered subject to subject to student demand and staff availability.

Patterns of Attendance

The course is offered on a part-time basis with evening attendance. Normally students will attend College two evenings per week during each of two fourteen week semesters per year. Attendance will generally be six hours per week.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progress consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for completion of the Graduate Diploma.

Procedures and Criteria for Student Appeals Against Assessment Results

See description in Bachelor of Business Section

Programme Administration

The programme is administered by the Director of Postgraduate Studies, School of Financial & Administrative Studies, on behalf of the Head of the School of Financial & Administrative Studies, in conjunction with the Board of Studies of the School.

Typical Course Programmes

Typical course programmes by specialisation are shown on the following pages.

GRADUATE DIPLOMA IN ADMINISTRATION

Social Administration Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	37701	Social Statistics A	2	7
	32701	Social Economics A	2	7
I	36702	Organisation and Management	2	7
	31702	Managerial Decision-making	2	7
	35704	Deprivation and Intervention	2	7
II	36701	Individual and Organisation	2	7
	31703	Management Information Systems	2	7
	35705	Social Service Systems	2	7
III	36801	Organisation Structure and Change	2	7
	35804	Social Policy Elective Unit*	2	7
			2	7
IV	36802	Organisation Design – Social Administration	2	7
	35805	Social Administration Elective Unit*	2	7

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* Elective Units

Electives may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design and Public Finance.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

GRADUATE DIPLOMA IN ADMINISTRATION

Public Administration Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	37701	Social Statistics A	2	7
	32701	Social Economics A	2	7
I	36702	Organisation and Management	2	7
	31702	Managerial Decision-making	2	7
	35709	The Public/Private Domain	2	7
II	36701	Individual and Organisation	2	7
	31703	Management Information Systems	2	7
	35710	Public Institutions and Systems	2	7
III	36801	Organisation Structure and Change	2	7
	35809	The Policy Process	2	7
		Elective Unit*	2	7
IV	36802	Organisation Design — Public Administration	2	7
	35810	Management in the Public Sector	2	7
		Elective Unit*	2	7

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* Elective Units

Electives may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design and Public Finance.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

GRADUATE DIPLOMA IN ADMINISTRATION

Financial Administration Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics **	2	7
	37703	Social Statistics B	2	7
	32704	Social Economics B	2	7
I	36702	Organisation and Management	2	7
	31705	Corporate Financial Policy	2	7
	32702	Capital Markets	2	7
II	36701	Individual and Organisation	2	7
	31806	Advanced Corporate Financial Policy	2	7
	31707	Portfolio Management	2	7
III	36801	Organisation Structure and Change Elective Unit*	2 2	7 7
	31706	Contemporary Issues in Accounting	2	7
	IV	36802	Organisation Design — Financial Administration Elective Unit*	2 2
31808		Capital Market Regulation	2	7

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

**Applicants to the programme would normally be expected to have basic skills in Accounting. If they have not, then they would be required to substitute the unit Accounting, Finance and Management for Social Dynamics in the Preparatory Semester; Social Dynamics would then be taken as an elective in a later semester. It may be possible for some students to take both Social Dynamics and Accounting, Finance and Management in the preparatory semester (by learning contracts, or if they receive advanced standing in other units).

* Elective Units

Electives may be chosen from:

Community Studies; Accounting, Finance & Management; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Research Project; Employee Relations; Managerial Communication; Computer Systems; Systems Design and Public Finance.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one. In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability.

GRADUATE DIPLOMA IN ADMINISTRATION

Data Management Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
Preparatory	35701	Social Dynamics	2	7
	31704	Accounting, Finance and Management	2	7
	37705	Computer Systems and Programming	2	7
I	36702	Organisation and Management	2	7
	37708	Data Management I(B): Comparative Systems Analysis & Design	2	7
	34707	Data Management I(A): Law & Data Management	2	7
II	36701	Individual and Organisation	2	7
	37808	Data Management II(B): Database Design & Database Management Science	2	7
	37807	Data Management II(A): Management Science Methods	2	7
III	36801	Organisation Structure and Change	2	7
		Elective Unit*	2	7
	37907	Data Management III: Software Engineering & Decision Support Systems	2	7
IV	36802	Organisation Design — Data Management	2	7
		Elective Unit*	2	7
	37908	Data Management IV: Microcomputers, Data Communications, Networks & Data Centre Management.	2	7

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* Elective Units

Electives may be chosen from:

Community Studies; Topics in Finance, Law & Accounting; Theory of Corporate Finance; Law & Administration; Media Management; Finance — Contemporary Perspectives & Quantitative Techniques; Social Economics A or B: Research Project; Social Statistics A or B; Employee Relations; Managerial Communication and Public Finance.

In addition students may choose electives from the semester units categorised as Skills Subjects (other than those prescribed for their specialisation), or they may choose subjects listed in Orientation Sequences other than the one prescribed for the specialisation in which they are enrolled.

In all cases defined pre-requisites must be satisfied.

Elective units are offered subject to student demand and staff availability

THE MASTER IN ADMINISTRATION DEGREE

The Master in Administration Degree is designed for persons who are taking roles as administrators in either the public or private sectors. It is likely that such persons will have diverse educational backgrounds, but they would not have received formal or extended training in administration.

The objectives of the Master in Administration degree are:

- to develop professional skills and perspectives required by managers working in either the public or private sectors;
- to extend and reinforce disciplinary skills through the study of extant knowledge about organisations and their administration;
- to provide an orientation to management in specialist institutional settings, or at middle management level in either public or business sector settings, or in specialist functional settings;
- to develop an appreciation of the tensions, difficulties and values associated with the conduct of applied research and the use of research findings as inputs to 'policy formation' or 'administrative problem solving' in complex organisational settings as a result of the different expectations and requirements imposed on research processes and outcomes by professionals in 'action' settings and researchers in 'disciplinary' settings;
- to develop both the personal and intellectual capacities of students through the use of appropriate learning strategies, including opportunities for students to orient the programme to their perceived needs.

Structure of the Programme

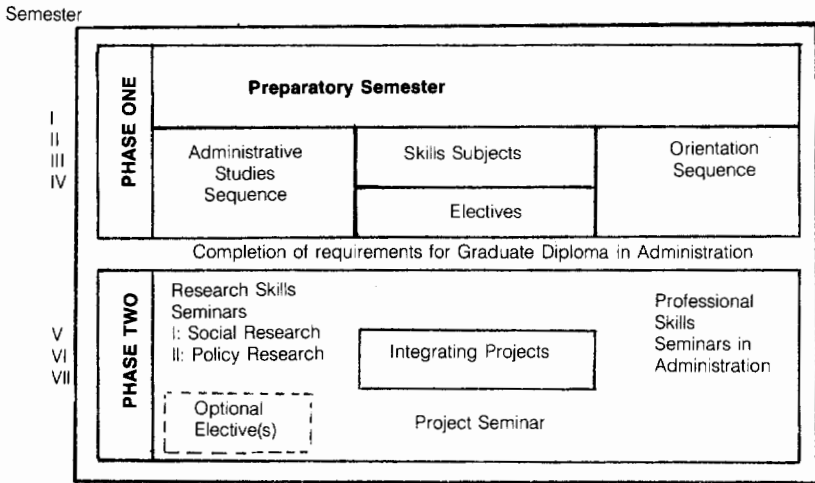
The Master in Administration degree has been designed in two phases. Phase 1 consists of the Graduate Diploma in Administration, which is offered over four or five semesters of part time study (depending on the student's background). Phase 2 extends the skills and understandings developed in Phase 1, over three semesters of part time study.

Phase 1, the Graduate Diploma in Administration, is discussed on pages p.93-101.

In Phase 2, students undertake two sequential Research Skills seminars, two sequential Professional Skills in Administration seminars, and a one semester Project seminar. Provision is made for students to undertake additional electives if they wish. A number of integrating projects may be designed to draw together and explore connections between research processes and outcomes, and the ways in which these become manifest in organisational settings and are used by professional administrators.

The programme is schematically represented below.

MASTER IN ADMINISTRATION



Patterns of Attendance

The course is offered on a part-time basis with evening attendance. In some cases weekend attendance may be required, and will substitute for evening attendance with the agreement of the class.

All subjects in Phase One of the course require two hours of classes per week, in each of the two fourteen week semesters per year. In Phase Two, the Project Seminar requires attendance for four hours per week, while other seminars require attendance for three hours per week.

Admission Requirements

Only applicants holding a recognised degree may enrol directly in the Masters course. Since the number of places in this programme is limited, entry into Phase Two will be competitive.

Graduates may also enrol in the Graduate Diploma programme, or they may transfer, on application, from the Masters programme to the Graduate Diploma programme.

Those applicants who hold a diploma or who gain entry to the postgraduate programme on the basis of senior management experience may **only** enrol in the Graduate Diploma. However, any student who completes the Graduate Diploma in Administration with credit may apply to enrol in the Masters programme, and complete Phase Two of the course. Before enrolling in the Masters programme, students will be required to resign their Graduate Diploma in Administration. Generally, those who have completed the Graduate Diploma in Administration more than four years previously will not be eligible to apply for entry to the Masters programme. Selection for Phase Two of the programme will be competitive with all those completing Phase One being eligible to apply.

Progress of Students

Students shall be assessed formally in each subject and in each semester of their programme. Progression is dependent upon success in each subject in each semester, and the general rules of the Board of Studies of the School governing progression are applicable.

The Award of the Masters in Administration Degree

In addition to the relevant rules relating to the award of the Graduate Diploma in Administration, the following rules will govern the award of a Masters in Administration Degree.

1. A student who has been awarded a Graduate Diploma in Administration from Kuring-gai College of Advanced Education will not be eligible for an award of a Masters in Administration Degree unless the former award is relinquished.
2. A student must successfully complete the requirements for a Graduate Diploma in Administration.
3. A student must successfully complete the requirements of a further five defined subjects, including the successful completion of a project.
4. The normal time for the completion of the requirements of a Masters Degree programme will be eight semesters (part time). However, the Masters degree will be awarded to students who complete the requirements in ten semesters (part time).
5. In special circumstances, the Board of Studies of the School may grant an extension beyond these times or may permit students to complete their programmes in less than the normal time.

Procedures and Criteria for Student Appeals against Assessment Results

See description in Bachelor of Business section.

GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT

The Graduate Diploma in Communication Management provides training in the management and administration of communication resources and communication processes. It is concerned with the management of human and technical resources at all levels to facilitate the understanding, designing and performing of communication functions in organisation-related contexts. To achieve optimal results it is important to understand communication processes, appropriate technology, management and administration practices.

The programme is offered over four semesters of part-time study and leads to a postgraduate award in the A.C.A.A.E. category PG1.

The course is designed to extend the professional preparation of people located in diverse occupational settings who are engaged in, or anticipate engagement in, the broad field of communication management as:

- **communication technologists and teachers** involved in such areas as: preparation of audio visual material, including videotape; preparation of computing resources; advising and consulting in relation to curriculum development and instructional design and educational contexts, broadly viewed; and those involved in the development and implementation of mass media education within the schools system
- **training and development personnel** engaged in such positions as training officer, industry training and development officer, training resources officer, training co-ordinator or training manager
- **public relations and publicity personnel** engaged in such positions as public relations officer, publicity officer, information co-ordinator, public affairs/communication consultant, corporate communications officer, manager/director of public relations.

It is envisaged that the particular organisational contexts in which such professionals are likely to be engaged include: training centres and departments, both in private industry and the public service; publicity and public relations departments and offices; T.A.F.E.; community information agencies; schools and educational media centres; universities and colleges of advanced education; libraries; publishing organisations; radio, television, and press organisations.

The objectives of the course are:

- To develop the professional skills necessary for undertaking the tasks associated with communication management in terms of the management and administration of communication resources and processes for facilitating communication in organisation-related contexts;
- To acquire the conceptual and analytic skills required by communication managers from the differing perspectives of individual, group, organisational, and mass communication;
- To understand communication manager and client as individuals responding to interpersonal, intraorganisational, and social forces determining the effective practice of communication management;
- To investigate the dynamics of the social, political, and economic forces affecting the nature and practices of communication management in contemporary Australian society;
- To examine the nature of management functions and administrative practices in organisations and the implications of these for practising communication managers;

- To extend knowledge and skills in a specialist area of communication management related to particular professional needs.

Admission Requirements

It is anticipated that most students seeking admission to the programme will be graduates. However the requirements are designed to allow some students without graduate status, but with relevant work experience, to be admitted to the programme.

Applicants will be classified into one of the following categories according to the level of formal education they have obtained.

Further requirements for each category are listed below.

Category 1

Applicants with disciplinary training to U.G.1. Degree level.

Further requirements

Work experience. At least two years working in an appropriate area and at a level of responsibility in communication management in either the public or private sector (e.g. as a communication technologist, in publicity and public relations, or in training and development) consequent upon the attainment of a Degree.

Category 2

Applicants with professional training to U.G.2. Diploma level.

Further requirements

(a) Work experience. At least two years working in an appropriate area and at a level of responsibility in communication management in either the public or private sector (e.g. as a communication technologist, in publicity and public relations, or in training and development) for which the attainment of a U.G.2 Diploma was recognised.

(b) Evidence of a capacity to proceed with a graduate diploma programme. Candidates must demonstrate in an interview that they have an understanding of the problems of communication management in their field.

Category 3

Applicants with any other post-secondary qualifications, whether obtained from an educational institution or professional association.

Further requirements

(a) Work experience. At least two years working in an appropriate area and at a level of responsibility in communication management and at least five years prior experience leading to that position, in either the public or private sector (e.g. as a communication technologist, in publicity and public relations, or in training and development).

(b) Evidence of a capacity to proceed with a graduate diploma programme. Candidates must demonstrate in an interview that they have understanding of the problems of communication management in their field.

STRUCTURE OF THE PROGRAMME

The course is designed to enable persons working as communication technologists, communication specialists, or communication managers in educational, business, or public service environments to pursue studies in a way that integrates:

- communication studies, across a full spectrum of communication contexts from interpersonal, through group and organisational, to mass communication
- associated studies in working with adults, organisation and management and in social dynamics, which explore the social, political, and economic forces affecting individuals and organisations
- elective studies relevant to professional specialisations in communication technology, training and development, or publicity and public relations
- elective studies of a more general nature as relevant to particular vocational situations (and concerned, for example, with law and administration, introductory accounting, computing, community studies).

The course has been structured to provide three areas of study, which run parallel to one another over four semesters. Students are required to take one unit from each area of study each semester.

Semester

I	CORE STUDIES	ASSOCIATED STUDIES	SPECIALIST ELECTIVES
II			GENERAL ELECTIVES
III			
IV			

Core Studies form a sequence of Communication Studies common to all specialisations and provide the background against which the electives are taught. The core units are, in order: Managerial Communication, Group and Organisational Communication, Mass Communication Analysis, and Applications of Communication Theory.

Associated Studies complement the Core Studies in the development of the professional skills necessary for those working in the field of Communication Management. The units are, in order: Working With Adults, Social Dynamics, Organisation and Management, and Individual and Organisation.

Elective Studies allow students to extend their skills and become competent in a specialist area of Communication Management. Depending on their work experience students may specialise in one of three areas — Communication Technology, Training and Development, or Publicity and Public Relations — by selecting the appropriate semester units in Semester I and II. In Semesters III and IV students may choose either general electives which they perceive to be relevant to the professional tasks of communication management in the context in which they are working, or additional specialist electives which would enable them to specialise in two areas of communication management. The unit Communication Management Project is also available for students who wish to undertake a project in their specialist field of Communication Management.

Attendance Patterns

The programme is offered on a part-time basis with evening attendance. In some units weekend attendance may be required and if so it will substitute for some evening attendance with the agreement of the classes concerned.

Progression of Students

Progression in the programme will be by subject (semester-unit), rather than by semester. However, in determining a student's progress, consideration will be given to subject pre-requisites and the maximum time permitted for completion of the Graduate Diploma.

Specific regulations governing students' progression, particularly in relation to the granting of exemptions, will be determined by the Board of Studies in the School of Financial & Administrative Studies.

Award of the Graduate Diploma in Communication Management

- (i) In order to qualify for the award of the Graduate Diploma in Communication Management, a student must complete a programme of 12 defined units, unless exemptions are granted or substitutions permitted as defined in (ii) and (iii) below — in which case not less than 10 approved units must be satisfactorily completed.
- (ii) Credit for relevant studies completed in other institutions may be granted by the Board of Studies up to a maximum of two units. Each case will be considered on its merits, though normally on a unit for unit basis.
- (iii) Students may be permitted to substitute other units offered in the School for those in the defined programme. Each case will be considered on its merits, normally on a unit for unit basis.
- (iv) A student who fails in a unit must repeat it in a later semester or take another unit in its place, where this is permitted.
- (v) A student who fails in a unit in a sequence in which its passing is a pre-requisite of the next unit in the sequence must repeat the unit failed.
- (vi) The normal time for the completion of all the requirements of the Graduate Diploma programme will be four semesters (part-time). However, the Graduate Diploma will be awarded to students who complete the requirements in six semesters (part-time).

In special circumstances, the Board of Studies of the School may grant an extension beyond these times, or may permit students to complete their programmes in less than the normal time.

Procedures and Criteria for Student Appeals Against Assessment Results

See description in Bachelor of Business section.

Programme Administration

The programme is administered by the Director of Postgraduate Studies, School of Financial and Administrative Studies, on behalf of the Head of the School of Financial and Administrative Studies, in conjunction with the Board of Studies of the School.

Typical Course Programmes

Typical course programmes by specialisation are shown on the following pages.

GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT

Training and Development Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	11706	Managerial Communication	2	7
	11710	Working With Adults	2	7
	11720	Training: Methods & Strategies	2	7
II	11707	Group and Organisational Communication	2	7
	35701	Social Dynamics	2	7
	11721	Managing Training & Development	2	7
III	11805	Mass Communication Analysis	2	7
	36702	Organisation and Management	2	7
		Elective (from Group A)*	2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation	2	7
		Elective (from Group B)*	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Group A electives

Communication Media
Publicity & Public Relations
Computer Systems
Community Studies
Information Resources IB
Information Methods IB
Accounting Finance & Management
Law and Administration S
Social Statistics A

Group B electives

Video Production
Communication Management Project
Systems Design
Curriculum Design
Information Resources IIIB

* By selecting the units Communication Media (Semester III), and Video Production (Semester IV), students are able to specialise in Communication Technology as well as in Training and Development.

GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT

Communication Technology Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	11706	Managerial Communication	2	7
	11710	Working With Adults	2	7
	11730	Communication Media	2	7
II	11707	Group and Organisational Communication	2	7
	35701	Social Dynamics	2	7
	11731	Video Production	2	7
III	11805	Mass Communication Analysis	2	7
	36702	Organisation and Management	2	7
		Elective (from Group A)*	2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation	2	7
		Elective (from Group B)*	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Group A electives

Training: Methods & Strategies
 Publicity & Public Relations
 Computer Systems
 Community Studies
 Information Resources IB
 Information Methods IB
 Accounting Finance & Management
 Law and Administration S
 Social Statistics A

Group B electives

Managing Training and Development
 Communication Management Project
 Systems Design
 Curriculum Design
 Information Resources IIIB

* By selecting the units Training: Methods and Strategies (Semester III), and Managing Training & Development (Semester IV), the student is able to specialise in Training & Development as well as in Communication Technology.

GRADUATE DIPLOMA IN COMMUNICATION MANAGEMENT

Publicity and Public Relations Specialisation

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	11706	Managerial Communication	2	7
	11710	Working With Adults	2	7
	11730	Communication Media	2	7
II	11707	Group and Organisational Communication	2	7
	35701	Social Dynamics	2	7
	11731	Video Production	2	7
III	11805	Mass Communication Analysis	2	7
	36702	Organisation and Management	2	7
	11810	*Publicity and Public Relations	2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation	2	7
		Elective (from Group B)	2	7

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* Students are **required** to take Publicity and Public Relations as an elective from Group A in Semester III. They may choose any elective from Group B in Semester IV. This programme allows for specialisation in Publicity and Public Relations through an initial specialisation in Communication Technology via the specialist electives in Semesters I and II. Thus the route of the Publicity and Public Relations specialisation differs from the other two specialisations.

Group B electives

Managing Training and Development
Communication Management Project
Systems Design
Curriculum Design
Information Resources IIIB

GRADUATE DIPLOMA IN FINANCE

The Graduate Diploma in Finance provides specialist training in Finance. The programme is offered over five semesters of part-time study (four semesters for persons with appropriate backgrounds) and leads to a postgraduate award in the A.C.A.A.E. category PG1.

The programme caters for people with a variety of academic and vocational backgrounds who are engaged in or who are contemplating careers as financial specialists in either the public or private sectors (e.g. cash flow managers, corporate planners, investment analysts, portfolio managers, financial analysts, etc.). Entrants to the programme may have first qualifications in accounting, economics, commerce or law; but they would not have recent exposure to contemporary thought in accounting or finance. Entrants may not have received prior disciplinary training in Finance through undergraduate study.

In broad terms the programme has the following objectives:

- Professional** – To develop the professional skills and perspectives necessary for the finance practitioner working in either the public or private sector.
- To review contemporary developments in accounting thought and practice.
 - To develop skills in the use of modern techniques of financial analysis and calculation in both public and private sector settings.
- Disciplinary** – To extend and reinforce disciplinary skills by concentrated disciplinary training in Finance.

Admission Requirements

To be eligible for admission to the programme applicants must have disciplinary training to U.G.1 (Degree) level. In addition applicants must have a certain minimum level of appropriate work experience.

Further Requirements:

- (a) A basic level of knowledge, technical and analytic skills, and descriptive information in accounting, economics and quantitative methods – as defined by the subjects offered during the Preparatory Semester.
- (b) **Work experience:** At least two years experience in a financial specialist role in either the public or private sectors (e.g. credit manager, corporate planner, investment analyst, project evaluation officer, commercial or professional accountant), consequent upon the attainment of a degree.

Award of the Graduate Diploma

- (i) In order to qualify for the award of the Graduate Diploma in Finance, a student must complete a programme of 15 defined subjects, unless exemptions are granted or substitutions permitted as defined in (ii) and (iii) below – in which case not less than 12 approved subjects must be satisfactorily completed.
- (ii) Credit for relevant studies completed in other institutions may be granted by the Board of Studies up to a maximum exemption of three subjects. Each case will be considered on its merits, though normally on a subject for subject basis.

- (iii) Students may be permitted to substitute other subjects offered at postgraduate level in the School for those in the defined programme. Each case will be considered on its merits, normally on a subject for subject basis.
- (iv) A student who fails in a subject must repeat it in a later semester or take another subject in its place, where this is permitted.
- (v) A student who fails in a unit in a sequence in which its passing is a prerequisite of the next unit in the sequence must repeat the unit failed.
- (vi) The normal time for the completion of all the requirements of the Graduate Diploma programme will be five semesters (part-time). However, the Graduate Diploma will be awarded to students who complete the requirements in seven semesters (part-time). In special circumstances, the Board of Studies of the School may grant an extension beyond these times, or may permit students to complete their programmes in less than the normal time.

Structure of the Programme

The structure of the course can be represented as follows:

	Semester-Unit
Preparatory Semester	3
Disciplinary Sequence - Finance	4
Other Accounting/Finance Units	6
Electives	2

The Preparatory Semester consists of three foundation units designed to equip students with a basic level of knowledge, analytic skills, descriptive and technical skills, defined in Social Economics B, Social Statistics B and Accounting Finance and Management. Students who have acquired a basic level of knowledge and skills in one or more of these areas will be exempted where appropriate from components of these units or from one or more of the units in their entirety.

Disciplinary Sequence: A thorough grounding in Financial Studies is obtained in a disciplinary sequence consisting of four units studied in successive semesters. In order, these units are: Finance — Contemporary Perspectives and Quantitative Techniques, Public Finance, Theory of Corporate Finance, and Finance Project — Public or Private Sector. The final unit of the sequence would be orientated towards the student's field of specialisation.

Other Accounting/Finance Units: These units provide an orientation to finance as a social phenomenon and the institutional settings in which it is operable or practised, while at the same time developing appropriate computational and analytic skills. The units in this category are: Corporate Financial Policy, Capital Markets, Contemporary Issues in Accounting, Portfolio Management, Advanced Corporate Financial Policy, and Capital Market Regulation.

Electives: Students may choose elective units in two ways; they may choose from semester-units categorised as Skills Subjects within the Graduate Diploma in Administration programme, listed below; or they may choose to take units listed in Orientation Sequences in the Graduate Diploma in Administration. In all cases, defined pre-requisites must be satisfied.

The following Skills Subjects may be taken as electives: Law and Administration; Computer Systems; Systems Design; Research Project; Public Finance; Topics in Finance, Law or Accounting; Media Management; Social Dynamics; Managerial Decision Making; Management Information Systems; Community Studies; and Managerial Communication.

Patterns of Attendance

The course is offered on a part-time basis with evening attendance. Normally students will attend College two evenings per week during each of two fourteen week semesters per year. Attendance will generally be six hours per week.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progress consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for completion of the Graduate Diploma.

Programme Administration

The programme is administered by the Director of Postgraduate Studies, School of Financial and Administrative Studies, on behalf of the Head of the School of Financial and Administrative Studies, in conjunction with the Board of Studies of School.

Procedures and Criteria for Student Appeals Against Assessment Results

See description in Bachelor of Business Section.

GRADUATE DIPLOMA IN FINANCE

Semester	Unit Number Unit†	Nominal Class Contact	Week Hours
Preparatory	31704	Accounting Finance and Management	2 7
	37703	Social Statistics B	2 7
	32704	Social Economics B	2 7
I	37702	Finance — Contemporary Perspectives & Quantitative Techniques	2 7
	31705	Corporate Financial Policy	2 7
	32702	Capital Markets	2 7
II	32703	Public Finance	2 7
	31806	Advanced Corporate Financial Policy	2 7
	31707	Portfolio Management	2 7
III	31805	Theory of Corporate Finance Elective	2 7
	31706	Contemporary Issues in Accounting	2 7
	IV	31804	Finance Project — Public or Private Sector Elective
31808		Capital Market Regulation	2 7

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Course Information

THE COLLEGE OF LAW
functioning as
The School of Practical Legal Training

THE COLLEGE OF LAW SCHOOL OF PRACTICAL LEGAL TRAINING

Those eligible:

Students who have graduated in Law at the University of Sydney, University of New South Wales, Macquarie University, Australian National University, N.S.W. Institute of Technology or have otherwise fulfilled the academic requirements laid down by the N.S.W. Solicitors' Admission Board.

Full-time Course:

The course comprises six months full-time intensive training designed to prepare legally qualified people for entry into practice as solicitors. Two courses are offered each year; one in each semester.

Co-operative (Sandwich) Course:

The Practical Legal Training Course is also offered by "sandwich" mode of study. This course has been designed particularly to meet the needs of country and employed students. Entry is open only to those in legal and law related work. The course involves three periods of full-time attendance; for six weeks, four weeks, and a final four weeks. The three full-time periods are to be undertaken at intervals of approximately six months, during which time the students are in employment. External work will also be required between periods of full-time attendance.

Curriculum:

The Practical Legal Training Course provides training relevant to the following aspects of legal practice:

Accounting, Administration of Estates, Advocacy, Civil Litigation, Commercial Law Practice, Company Practice, Creditors' Remedies and Bankruptcy, Criminal Practice, Family Relations Practice, Landlord & Tenant, Legal Aid, Legal Drafting, Legal Interviewing, Legal Profession, Office Management, Professional Responsibility, Real Estate Transactions, Revenue Law, Specialised Services, Will Drafting and Workers' Compensation. There are no options within the programme, apart from a choice of seminars at the conclusion of the course.

Features of Instruction:

Members of the full-time professional instructing staff are drawn from the practising profession.

Visiting instructors drawn from the practising profession and other relevant fields, also contribute to the programme.

Student groupings are limited to obtain maximum individual attention and participation.

Students work in syndicate groups of fifteen, the members changing groups at least three times during a full-time course.

The ratio of instructors to students is currently 1:15.

Students are issued extensive course materials and practice papers for all topics.

Students participate in practice courts covering advocacy in various areas of civil and criminal litigation.

Each student's work is assessed regularly throughout the course.

No accredited award is issued. A Certificate of Satisfactory Completion is issued, which is a necessary qualification for admission as a solicitor in New South Wales.

Course Information

The School of
Library and Information Studies

SCHOOL OF LIBRARY AND INFORMATION STUDIES

The formation of the School of Library and Information Studies in 1976 marked a further step in the multi-disciplinary development of the Kuring-gai College of Advanced Education.

The School provides general and special programmes for education and training in library and information services which will allow for normal and mature age entry, basic and advanced study with varied patterns of attendance.

1. The general programmes are:
 - (a) a three year degree course in general studies and library and information studies with the opportunity of a specialist graduate diploma to follow after 2 years of professional experience;
 - (b) a one year graduate diploma course in library and information studies for persons with a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study).
2. The special programmes are:

A one year graduate diploma course in library and information studies with special emphasis on teacher librarianship, for persons with a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study), a recognised teaching diploma or certificate and a minimum of two years teaching experience.

A two year part-time advanced programme with special emphasis on child/young adult information programmes and services for persons with a degree or equivalent in a discipline other than librarianship together with a recognised qualification in librarianship, e.g. B.A., Dip.Lib. **OR** a recognised degree in librarianship, e.g. B.A.(Lib.Sc.), and a minimum of two years experience in a recognised library or information agency.

A two year or 3½ year masters degree course in library and information science for persons already professionally qualified in library or information science who wish to undertake advanced study in relation to a conceptual understanding of library and information science and its developments as a field of study.

The School also provides:

Continuing Education programmes for librarians with basic professional qualifications and other information specialists.

- specialist and refresher courses
- short term (2-3 days)

Consultancy Services for library authorities, information agencies and government departments.

All programmes are designed to assist students to further develop their intellectual capacity, initiative and creativity and analytical approaches to problem solving through basic disciplinary studies and professional studies.

The study of librarianship is understood to include:

- a knowledge of the content of human records
- the professional methods of indication, classification and control
- service to special publics

- the application of organisation theory and management and machine based information storage and retrieval
- user and system studies.

All programmes are designed on the premise that librarianship is the art and science of relating information resources to users through information methods. The professional studies in each programme comprise three main areas of study:

Information Users

Information Resources

Information Methods

GENERAL PROGRAMMES

BACHELOR OF ARTS (LIBRARY SCIENCE)

The programme provides initial career preparation in library and information studies suited to a range of library and information agencies.

This programme normally will involve three years full-time study or five to six years part-time study.

Structure of the Course

A. General Studies — students elect one of the following:

NOTE: not all electives are available every year.

(a) Education		
	Foundations of Educational Analysis I	12124
	Foundations of Educational Analysis II	12224
	Approaches to Education	12324
	Education in Australia	12424
	Comparative and International Studies in Education	12524
	Education and Development	12624
(b) Law		
	Law and Society	34101
	Judicial Process	34205
	Foundations of Law I	34305
	Foundations of Law II	34405
	Foundations of Law III	34505
	Law and Justice	34605
(c) Political Science		
	Political Behaviour	35102
	An Introduction to American Politics	35202
	Politics and Information	35403
	Community Politics	35301
	Politics and Welfare	35402
	The Modern State: Theory & Practice	35502
	Australian Political Issues	35501

(d) Accounting	
Financial Accounting I	31101
Financial Accounting II	31201
Managerial Decision Making	31301
Managerial Accounting	31401
Contemporary Professional Issues in Accounting	31302
Contemporary Theoretical Issues in Accounting	31303
(e) Administrative Studies	
Political Behaviour	35102
Organisation Behaviour	36201
Industrial Sociology	36301
Bureaucracy	36404
Organisation Adaptation and Change	36601
Management Theory	36603
(f) Economics	
Economy and Society I	32101
Economy and Society II	32201
Economy and Society III	32301
Financial Institutions and Markets	32402
Competition and Welfare	32502
International Economics	32602

B. Professional Studies

(a) Background Subjects	
Psychology IA	12125
Psychology IIA	12225
Psychology IIIA	12325
Psychology IVA	12425
Society and Culture	35101
Sociology of Community	35203
Communication IB	11112
Communication IIB	11212
(b) Information Subjects	
Information Agencies IA	41105
Information Users IA	41107
Information Users IIA	41207
Information Users IIIA	41307
Information Users IVA	41407
Information Resources IA	41106
Information Resources IIA	41213
Information Resources IIIA	41313
Information Resources IVA	41404
Information Resources IVB	41405
Information Resources IVC	41406
Information Methods IA	41108
Information Methods IIA	41208
Information Methods IIIA	41308
Information Methods IVA	41408
Issues in Librarianship IA	41508

C. Practice Studies

Practice Studies, includes field visits, field trips, field projects as well as placement in libraries and information agencies. Each full-time student is required to undertake a block period of two weeks Practice Studies within each Semester. It is expected that part-time students will be in employment which may necessitate some adaptation to the Practice Studies requirement. Special field work trips (up to 5 days) to libraries and similar agencies either in a region or a state or national centre will be required for all students in the second and third year of their full-time programme (corresponding year for part-time programme). A number of the subjects in the course include compulsory visits to libraries, information centres and related institutions.

SEMESTER-UNIT WEIGHTINGS

CLASS CONTACT HOURS, WEEK-HOURS, SEMESTER-HOURS

In the section, "Semester-Unit Outlines" at the back of the calendar, each semester-unit is described in terms of Class Contact Hours and Week Hours. These approximately indicate the amount of time a student can expect to devote to the various aspects of the unit: i.e., in formal class contact and overall study per week.

Class Contact Hours: The number of hours per week in which students enrolled in a particular unit are in formal contact with fellow students and teaching staff. Such contact may take the form of lectures, tutorials, workshop classes, laboratory sessions, seminars or discussions or a combination of these sessions.

Week Hours: The approximate amount of time a student is expected to work in the given unit per week, *including* class contact. Week hours can be seen as the minimum amount of work required per week.

Courses have been designed so that generally speaking a student will be required to do between 36 and 44 hours per week in the programme, i.e., the total number of week hours of all semester units in which a student is enrolled in any one semester should total between 36 and 44 hours in a full-time programme. A part-time programme is approximately half this.

POLICIES OF THE SCHOOL WHICH AFFECT STUDENTS:

"SHOW CAUSE" POLICY

The conditions under which a student will be required to "show cause" are:

- (i) a student enrolled in 5 or 6 semester units should pass 3 or be required to show cause.
- (ii) a student enrolled in 3 or 4 semester units should pass 2 or be required to show cause.
- (iii) a student enrolled in 1 or 2 semester units should pass 1 or be required to show cause.
- (iv) a student be required to show cause after unsatisfactory completion of two Practice Studies segments, one of which may be a supplementary segment.

CRITERIA FOR CONSIDERATION OF "SHOW CAUSE"

1. The onus of proof is on the student to present properly attested evidence such as a doctor's certificate, a letter from the College Counsellor, or employer.
2. All reasons for show cause cannot be defined in advance, but:
 - (a) serious ill-health or misadventure will be considered;
 - (b) demands of employers, pressure of employment or time devoted to non-academic activity may be accepted.
3. In addition, a student's general record will be taken into account and should show evidence of strong motivation to complete the course.

AWARD OF THE DEGREE

1. In order to qualify for the award of the Degree of Bachelor of Arts (Library Science) a student must complete a total of 30 semester units of study, of which 720 semester hours are in one General Studies elective. 700 semester hours are prescribed Background Units for Professional Studies, 1274 semester hours are prescribed and 208 semester hours are elective Information Studies units. Students must undertake and successfully complete 60 semester hours Practice Studies in each Semester.
2. A student who fails in a unit must repeat it in a later semester or take another in its place, where this is permitted.
3. A student who fails in a unit in a sequence in which its passing is a prerequisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of the Degree programme is six semesters (full-time) or twelve semesters (part-time). However, the Degree will be awarded to students who complete the requirements in eight semesters (full-time) or fourteen semesters (part-time). In special circumstances, the Board of Studies may grant an extension beyond this time.
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

Bachelor of Arts (Library Science) — FULL-TIME PROGRAMME

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I		General Studies Elective	3	6
	35101	Society and Culture	3	6
	11112	Communication IB	3	6
	41105	Information Agencies IA	3	6
	41106	Information Resources IA	3	6
II		General Studies Elective	3	6
	12125	Psychology IA	3	6
	35203	Sociology of Community	3	6
	11212	Communication IIB	3	6
	41213	Information Resources IIA	3	8
	41108	Information Methods IA	3	6
III		General Studies Elective	3or4	6 or 8
	12225	Psychology IIA	3	6
	41107	Information Users IA	3	6
	41313	Information Resources IIIA	3	6
	41208	Information Methods IIA	3	6
IV		General Studies Elective	3or4	6 or 8
	12325	Psychology IIIA	3	8
	41207	Information Users IIA	3	6
	41404	Information Resources IVA	2	8
	41308	Information Methods IIIA	3	8
V		General Studies Elective	3or4	6 or 8
	12425	Psychology IVA	3	8
	41307	Information Users IIIA	2	8
	41405	Information Resources IVB	2	8
	41408	Information Methods IVA	3	8
VI		General Studies Elective	3or4	6 or 8
	41407	Information Users IVA	2	8
	41406	Information Resources IVC	2	8
	41508	Issues in Librarianship IA	2	8

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Bachelor of Arts (Library Science) — PART-TIME PROGRAMME

Semester	Unit Number	Unit †	Class Contact Hours	Week Hours
I	11112	Communication IB	3	6
	41105	Information Agencies IA	3	6
II	41106	Information Resources IA	3	6
	12125	Psychology IA	3	6
	11212	Communication IIB	3	6
III	12225	Psychology IIA	3	6
	35101	Society and Culture	3	6
	41213	Information Resources IIA	3	8
IV	12325	Psychology IIIA	3	8
	35203	Sociology of Community	3	6
V		General Studies Elective	3	6
	12425	Psychology IVA	3	8
	41313	Information Resources IIIA	3	6
VI		General Studies Elective	3	6
	41108	Information Methods IA	3	6
VII		General Studies Elective	3or4	6 or 8
	41404	Information Resources IVA	2	8
	41208	Information Methods IIA	3	6
VIII		General Studies Elective	3or4	6 or 8
	41308	Information Methods IIIA	3	8
IX		General Studies Elective	3or4	6 or 8
	41107	Information Users IA	3	6
	41408	Information Methods IVA	3	8
X		General Studies Elective	3or4	6 or 8
	41207	Information Users IIA	3	6
XI	41307	Information Users IIIA	2	8
	41405	Information Resources IVB	2	8
	41406	Information Resources IVC	2	8
XII	41407	Information Users IVA	2	8
	41508	Issues in Librarianship IA	2	8

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

GRADUATE DIPLOMA IN LIBRARY SCIENCE

Pre-requisite, a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study).

The programme provides initial career preparation at graduate level in library and information studies suited to a range of library and information agencies.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

Structure of the Course

Communication IC	11702
Information Agencies IB	41101
Information Users IB	41114
Information Users IIB	41214
Information Resources IB	41103
Information Resources IIB	41112
Information Resources IIIB	41215
Information Resources IIIC	41216
Information Methods IB	41104
Information Methods IIB	41204
Issues in Librarianship IB	41201

Practice Studies (see Section C under Bachelor of Arts (Library Science). For Graduate Diploma, only one special field trip required).

Graduate Diploma in Library Science — FULL-TIME PROGRAMME

Semester	Unit Number	Unit†	Class Contact Hours	Week Hours
I	11702	Communication IC	2	4
	41101	Information Agencies IB	2	6
	41114	Information Users IB	4	8
	41103	Information Resources IB	3	6
	41112	Information Resources IIB	2	5
	41104	Information Methods IB	3	6
II	41215	Information Resources IIIB	2	10
	41216	Information Resources IIIC	2	5
	41204	Information Methods IIB	6	15
	41214	Information Users IIB	2	4
	41201	Issues in Librarianship IB	2	6

Graduate Diploma in Library Science — PART-TIME PROGRAMME

Semester	Unit Number	Unit†	Class Contact Hours	Week Hours
I	41101	Information Agencies IB	2	6
	11702	Communication IC	2	4
	41103	Information Resources IB	3	6
II	41112	Information Resources IIB	2	5
	41114	Information Users IB	4	8
	41215	Information Resources IIIB	2	5
III	41104	Information Methods IB	3	6
	41216	Information Resources IIIC	2	5
	41214	Information Users IIB	2	4
IV	41204	Information Methods IIB	6	15
	41201	Issues in Librarianship IB	2	6

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

SPECIAL PROGRAMMES

GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

Pre-requisite, a recognised degree or equivalent award in a discipline other than librarianship with at least one subject in that award being taken as a major sequence of study (i.e. three years of study), a recognised teaching diploma or certificate and a minimum of two years teaching experience.

The programme provides initial career preparation at graduate level in library and information studies with special emphasis on school librarianship.

Structure of the Course

Communication IC	11702
Information Agencies IB	41101
Information Users IB	41114
Information Users IIB	41214
Information Resources IB	41103
Information Resources IIB	41112
Information Resources IIIB	41215
Information Resources IIIC	41216
Information Methods IB	41104
Information Methods IIB	41204
Issues in Librarianship IB	41201

Practice Studies (see Section C under Bachelor of Arts (Library Science)). For Graduate Diploma, only one special field trip required.

Graduate Diploma in Teacher Librarianship — FULL-TIME PROGRAMME

Semester	Unit Number Unit†	Class Contact Hours	Week Hours
I	11702 Communication IC	2	4
	41101 Information Agencies IB	2	6
	41114 Information Users IB	4	8
	41103 Information Resources IB	3	6
	41112 Information Resources IIB	2	5
	41104 Information Methods IB	3	6
II	41215 Information Resources IIIB	2	5
	41216 Information Resources IIIC	2	5
	41204 Information Methods IIB	6	15
	41214 Information Users IIB	2	4
	41201 Issues in Librarianship IB	2	6

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

Graduate Diploma in Teacher Librarianship — PART-TIME PROGRAMME

Semester	Unit Number Unit†	Class Contact Hours	Week Hours
I	41101 Information Agencies IB	2	6
	11702 Communication IC	2	4
	41103 Information Resources IB	3	6
II	41112 Information Resources IIB	2	5
	41114 Information Users IB	4	8
	* 41215 Information Resources IIIB	2	5
III	41104 Information Methods IB	3	6
	41216 Information Resources IIIC	2	5
	41214 Information Users IIB	2	4
IV	41204 Information Methods IIB	6	15
	41201 Issues in Librarianship IB	2	6

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

*Available day — Part-time only

Students in this programme and the Graduate Diploma in Library Science have common lectures, but all tutorials, group work, assignments, projects and practice studies must be undertaken within the general area of educational libraries, their users, services, resources, and methods and within the specific area of the school library.

This programme has been designed to meet the requirements of the Library Association of Australia which has granted full recognition and accreditation.

AWARD OF THE GRADUATE DIPLOMA IN LIBRARY SCIENCE AND THE GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

1. In order to qualify for the award of the Graduate Diploma in Library Science and a Graduate Diploma in Teacher Librarianship, a student must complete a total of 780 semester hours of study, of which 728 semester hours are prescribed units and 52 semester hours comprise an elective unit. Students must undertake and successfully complete 60 semester hours of Practice Studies in each semester.
2. A student who fails in a unit must repeat in a later semester or take another in its place, where this is permitted.
3. A student who fails in a unit in a sequence in which passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of both the Graduate Diploma programmes is two semesters (full-time) or four semesters (part-time). However, the respective Diploma will be awarded to students who complete the requirements in four semesters (full-time) or six semesters (part-time). In special circumstances, the Board of Studies in Library and Information Studies may grant an extension beyond this time.
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

GRADUATE DIPLOMA IN INFORMATION STUDIES (CHILD/YOUNG ADULT)

Pre-requisite, a recognised degree or equivalent in a discipline other than librarianship together with a recognised qualification in librarianship, e.g., B.A., Dip.Lib
OR a recognised degree in librarianship, e.g. B.A.(Lib.Sc.).

The programme provides specialisation beyond a base level qualification in library and information studies with special emphasis on child and young adult information studies.

Structure of the Course

- (a) Introduction to Child/Young Adult Information Studies
 - Development in Childhood
 - Social Dynamics
 - Development in Adolescence
 - Communication (Child/Young Adult)
 - Information Resources (Child/Young Adult)
 - Information Services (Child/Young Adult)
 - Programme Design and Management
- (b) Practice Studies: includes skills development, e.g. storytelling, creative drama; planning inservice courses, e.g. staff, parents; attendance at conferences, seminars. Each student is required to undertake a total of 120 hours of Practice Studies.
- (c) Seminar Programme: includes preparation and presentation of seminars on critical issues in child/young adult information services. Each student is required to undertake two seminars, a total of six hours face-to-face presentation.

AWARD OF THE GRADUATE DIPLOMA IN INFORMATION STUDIES (CHILD/YOUNG ADULT)

1. In order to qualify for the award of the Graduate Diploma in Information Studies (Child/Young Adult), a student must complete a total of 328 semester hours of study. In addition students must undertake and successfully complete:
 - Introduction to Child/Young Adult Information Studies (20 hours total),
 - Seminar Programmes (1) and (2) (3 hours total in Semesters I and II), and
 - Practice Studies (1) and (2) (60 hours total in Semesters II and III).
2. A student who fails in a unit must repeat in a later semester or take another in its place, where this is permitted.
3. A student who fails in a unit in a sequence in which passing is a pre-requisite of the next unit in the sequence must repeat the unit failed, or abandon the sequence.
4. The normal time for the completion of all the requirements of the Graduate Diploma in Information Studies (Child/Young Adult) is four semesters part-time. However, the Diploma will be awarded to students who complete the requirements in six semesters part-time. In special circumstances, the Board of Studies in Library and Information Studies may grant an extension beyond this time.

5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

**Graduate Diploma in Information Studies
(Child/Young Adult) —
PART-TIME PROGRAMME**

Semester	Unit Number	Unit†	Class Contact Hours	Week Hours
Background study prior to course:				
		Introduction to Child/Young Adult Information Studies		Total 20 hrs
I	41712	Development in Childhood	3	9
	35701	Social Dynamics	2	4
	41713	Seminar Programme (1)		Total 3hrs
II	41721	Development in Adolescence	2	6
	41722	Communication (Child/Young Adult)	3	6
	41723	Seminar Programme (2)		Total 3hrs
	42703	Practice Studies (1)		Total 60hrs
III	41731	Information Resources (Child/Young Adult)	3	6
	41732	Information Services (Child/Young Adult)	3	6
	42703	Practice Studies (2)		Total 60hrs
IV	41741	Programme Design and Management (Child/Young Adult)	6	12

†Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

MASTER OF ARTS (LIBRARY SCIENCE)

- (a) Pre-requisite, a degree in librarianship OR a degree in a discipline other than librarianship and a post graduate diploma in librarianship, archives or information science and
- (b) At least three years professional experience in librarianship, archives or information science.

The programme has been designed for persons who wish to undertake advanced study in relation to a conceptual understanding of library and information science and its development as a field of study.

Structure of the Course

The course is offered over four semesters (2 years) full-time study and seven semesters (3½ years) part-time study.

SUGGESTED PATTERNS

Full-time Programme (4 Semesters)

YEAR 1	Library and Information Science	2 sessions, semester 1 & 2
	Research Design and Methods	1 session, semester 1 & 2
YEAR 2	Learning Process and Curriculum Design	2 sessions, semester 1
	Research Project	2 sessions, semester 2

Part-time Programme (7 Semesters)

Year 1	Library and Information Science	2 sessions, semester 1 & 2
YEAR 2	Research Design and Methods	1 session, semester 1 & 2
YEAR 3	Learning Process and Curriculum Design	2 sessions, semester 1
	Research Project	1 session, semester 2
YEAR 4	Research Project	1 session, semester 1

AWARD OF THE MASTER OF ARTS (LIBRARY SCIENCE) DEGREE

1. In order to qualify for the award of the Degree of Master of Arts (Library Science) a student must complete a programme of six defined units, unless exemptions are granted as indicated under (5) below.
2. A student who fails in a unit must repeat that unit in a later semester.
3. A student who fails in a unit which is a pre-requisite for a later unit in the sequence or the Research Project must repeat and pass the unit failed before proceeding.
4. The normal time for the completion of all requirements for the Master of Arts (Library Science) is four semesters (full-time) or seven semesters (part-time). However the Degree will be awarded to students who complete the requirements in six semesters (full-time) or nine semesters (part-time). In special circumstances the Board of Studies in Library and Information Studies may grant an extension beyond this time.
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

Course Information

Department of Nursing

DEPARTMENT OF NURSING

The Department of Nursing at Kuring-gai College of Advanced Education was founded by College Council on May 17, 1984, in response to the movement by the Government of N.S.W. of nursing education out of Hospitals and into Colleges of Advanced Education. In 1985 the Department of Nursing is offering the following programme:

- Diploma of Applied Science (Nursing).

The Diploma in Applied Science (Nursing) offered by Kuring-gai College is a programme of studies intended to prepare people for registration as comprehensive nursing practitioners. The philosophical foundations of nursing as laid down by the Department of Nursing, Kuring-gai College are reflected in the purpose, aims and content of the programme. The assessed needs of the prospective student, the health care sector, and society are linked with the philosophy, thereby stating a balance between a declared value system and a needs assessment approach to establishing and stating the educative processes.

The aims of the course are to prepare people -

- (i) who are intellectually able to provide effective nursing practice in a culturally, technologically, and bureaucratically complex society;
- (ii) who perceive themselves as a responsible people, possessing the attributes of professionalism and who are personally committed to achieving as full a development as possible of their own, as well as others' optimal health. Implicit in this concept of health, is not only physical health, but personal maturity and authenticity.

To these ends the prospective nurse is provided with opportunities to engage in disciplined investigations of:

- (i) the nature of the unique relationship that characterises the nurse/patient interaction;
- (ii) the structure and function of the human body;
- (iii) the meaning of health and disease, pain and suffering;
- (iv) the problems created, eliminated or minimised by the increasing application of technology in the delivery of health care services;
- (v) aspects of the disciplines of law and moral philosophy, social and political behaviour.

The programme consists of 30 semester units across 5 courses of studies:-

- Studies in the discipline of nursing.
- Studies in the biological sciences.
- Studies in social sciences.
- Studies in ethics, life sciences and sociality.
- Legal studies for nursing practice.

These units are organised over six semesters; students in the nursing programme share units of study common to some other programmes within the College. Students have the opportunity of electives within the programme.

Electives

The Social Sciences strand offers elective disciplinary sequences in four fields:

- | | |
|-------------------|--------------------|
| (1) Communication | (2) Sociology |
| (3) Politics | (4) Administration |

Students are required to take Communication I and II and an elective disciplinary sequence is obtained by taking Communication IIIA and IVA.

There is a core of two units introducing major concepts in Sociology, Politics and Administration, namely Political Behaviour and Work, Organisation and Society; these form a foundation to which students may build a disciplinary sequence in Sociology, Politics or Administration.

Elective Disciplinary Sequences

Communication

Communication I — Interpersonal Communication.
Communication II — Argumentation and Reasoning.
Communication IIIA — Communication in small groups
Communication IVA — Organisational Communication.

Sociology

Work, Organisation and Society.
Sociology of Community
Social Inequality and Social Action.

Politics

Political Behaviour
Community Politics
Politics and Welfare.

Administration

Work, Organisation and Society
Political Behaviour
Organisation Behaviour
Organisation of Human Services.

Admission to the programme

General requirements for admission to Kuring-gai College of Advanced Education will pertain to this course, i.e. students shall normally be admitted for enrolment to an undergraduate course at Kuring-gai College of Advanced Education on the basis of their achievement in the Higher School Certificate examination or its equivalent.

Provision shall exist for admission to the College of mature-age students on the basis of other qualifications where, in the opinion of the Academic Board, the candidate for admission has reached a standard of education acceptable to the Board and has given evidence of probable success in the course chosen. For this purpose consideration shall be given to such factors as academic background, relevant employment experience and evidence of interest in personal and social development.

Semester Unit Weightings

Class Contact Hours, Week Hours.

In the section 'Semester-Unit Outlines' at the back of the calendar, each semester unit is described in terms of Class Contact Hours and Week Hours. These approximately indicate the amount of time a student can expect to devote to the various aspects of the unit, ie, in formal class contact and overall study per week.

Class Contact Hours: The number of hours per week in which students enrolled in a particular unit are in formal contact with fellow students and teaching staff. Such contact may take the form of lectures, tutorials, workshops, laboratory sessions, seminars or discussions or a combination of these sessions. All units in the programme require nominally three hours per week, class contact. However, the number of weekly hours and the form of class contact used may be varied, depending on their educative value in the study of a particular unit or their necessity for a particular pattern or style of teaching. Some units, for example, may require no class contact.

Week Hours: The approximate amount of time a student is expected to work in the given unit per week, including class contact. Week hours can be seen as the minimum amount of work required per week. Courses have been designed so that generally speaking a student will be required to do between 36 and 44 hours per week in the programme, ie, the total number of week hours of all semester units in which a student is enrolled in any one semester should total between 36 and 44 hours in a full time programme. A part time programme is approximately half this.

Award of the Diploma

1. In order to qualify for the award of the Diploma of Applied Science (Nursing) a student must complete a total of 30 semester units of study.
2. Pre-requisite units must be passed before proceeding to the next unit.
3. The normal time for the completion of all the requirements of the Diploma programme is six semesters (full time). However, the Diploma will be awarded to students who complete the requirements in eight semesters (full-time). In special circumstances, the Board of Studies may grant an extension beyond this time.
4. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, but it is expected that a maximum credit will be determined by the Board of Studies.

**DIPLOMA OF APPLIED SCIENCE (NURSING) —
Full-time Programme**

Semester	Unit Number	Unit†	Class Contact Hours	Week Hours
I	61101	Nursing Studies I	4	10
	61201	Ethics, Life Sciences and Sociality I	3	6
	18105	Biological Sciences I	5	8
	11111	Communication I	3	6
	35103	Work, Organisation and Society*	3	6
II	61102	Nursing Studies II	4	10
	61202	Ethics, Life Sciences and Sociality II	3	6
	18205	Biological Sciences II	5	8
	11211	Communication II	3	6
	35102	Political Behaviour	3	6
III	61103	Nursing Studies III	4	10
	61203	Ethics, Life Sciences and Sociality III	3	6
	18305	Biological Sciences III	5	8
		Social Science Elective •	3	8
	34101	Law and Society	3	6
IV	61104	Nursing Studies IV	5	12
	61105	Nursing Studies V	5	10
	61204	Ethics, Life Sciences and Sociality IV	3	8
		Social Science Elective •	3	8
	34209	Health and Welfare Law	3	6
V	61106	Nursing Studies VI	5	10
	61107	Nursing Studies VII	5	10
	61108	Nursing Studies VIII	2	8
	61205	Ethics, Life Sciences and Sociality V	3	8
	34307	Law and Nursing Practice I	3	8
VI	61109	Nursing Studies IX	3	8
	61110	Nursing Studies X	0	8
	61111	Nursing Studies XI	4	8
	61206	Ethics, Life Sciences and Sociality VI	3	6
	34407	Law and Nursing Practice II	4	8

• See "course information" for details on elective sequences.

† Unit outlines: see section at rear of calendar where semester-unit details are shown in numerical order within teaching departments.

* Work Organisation and Society and Political Behaviour may be taken interchangeably in either Semester I or II.

Course Information

Board of Studies in Recreation and Community Studies

BOARD OF STUDIES IN RECREATION AND COMMUNITY STUDIES

A Board of Studies in Recreation and Community Studies was established late in 1979. It was to take charge of the Associate Diploma in Recreation which had enrolled its first students in second semester that year, and to plan and co-ordinate developments of further initiatives by the College in the area of recreation and community studies. Subsequently, a Graduate Diploma in Leisure Studies has been added to the Board's responsibilities.

In 1985, subject to the approval of the Higher Education Board, a Bachelor of Arts (Leisure Studies) degree course will be offered.

ASSOCIATE DIPLOMA IN RECREATION

The Associate Diploma in Recreation is one of two courses at present offered by the Board of Studies in Recreation and Community Studies and the only course of its kind in New South Wales.

Prospective students should note that with the development of the Bachelor of Arts (Leisure Studies) degree, the Associate Diploma will undergo some structural changes.

Students entering the programme in 1985 will be provided with up-to-date course material at time of enrolment. Students already enrolled (i.e., prior to 1985) will be given the opportunity to convert to the revised Associate Diploma.

It is designed for people engaged or seeking employment in the delivery of recreation services.

More specifically, the course is for those wishing to work...

- with groups of people: pre-schoolers, children, youth, adults, the aged, unemployed, disabled, ethnic groups.
- leading, organising and programming activities: sport, games, art and crafts, music, drama, dance, camping and outdoor pursuits, concerts and festivals, cultural and special events.
- in a range of settings: hospitals, children's homes, clubs, local councils, government departments, schools, industry, the outdoors, the armed services.

Course Design

The course is built around a core of units designed to equip the student with the knowledge and skill required for the organisation and delivery of recreation services. These units are seen as a means of developing the technical, analytical, appreciative, instrumental, personal and interpersonal skills thought to be basic to professional competence, such as skill in:

- Relating techniques and practices of recreation to all types of people. Developing knowledge and skill in a broad range of recreation activities.
- Appraising existing community structures in relation to the needs of particular groups for the requirements of a broad range of activities. Assessing the ability and availability of resource persons.
- Appreciating current trends in leisure/recreation.
- Developing structures for mounting particular recreation programmes, teaching specific activities, and introducing new and innovative forms of recreation activities.
- Liaising with professional and voluntary personnel.

This core of units consists of four strands classified as:

- *Professional Studies in Recreation*: Introduction to Leisure and Recreation, Recreation Leadership, Recreation Programming, Recreation for Population Sub-Groups, Organising and Managing for Recreation, Work and Leisure.
- *Participant and Programming Skills*: any nine of the following – Dance in Recreation I, II, Drama in Recreation I, II, Electronics for Recreation, Leisure Craft I, II, Martial Arts and Eastern Civilisation Sports, Music in Recreation, Outdoor Recreation I, II and Fitness Leadership I, II, Water Based Recreation 1a, 1b and Sport in Recreation I, II, Video in Recreation.
- *Fieldwork*: provides progressively graded experiences in wide range of recreation agencies. Fieldwork I – Leadership Skills in Recreation, Fieldwork II – Programming skills in Recreation, Fieldwork III – Organisation and Administration of Recreation Services.
- *Foundation Studies*: Communication I, An Introduction to Educational and Developmental Psychology, Organisation Behaviour, Society and Culture, Sociology of Community.

Finally, students are offered the opportunity to pursue an area of individual interest through the choice of two electives. Electives may be selected from a wide range of subject areas: art, accounting, adolescent education, child development, community politics, drama, economics, education, environmental education, geography, health, history, information resources, literature, music, political behaviour, human kinetics and quantitative methods.

Admission Requirements

The programme draws students from two groups:

1. Students who have completed their secondary education in New South Wales and gained the Higher School Certificate, and
2. Students, who have achieved equivalent status as determined by the Academic Board of the College.

Admission to the programme is initially on the basis of academic merit as evidenced by performance in the Higher School Certificate, or equivalent examination. However, provision will be made for admission on other grounds, if a standard of education acceptable to the Academic Board has been reached or evidence of probable success in the programme can be given.

For this purpose such factors as age, scholastic background, motivation, relevant employment or professional experience will be taken into consideration.

The course is open to both mature-age persons and school leavers with H.S.C. However, applicants with paid or voluntary work experience in recreation, or related areas, are especially welcome to apply.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progression, consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for the completion of the Associate Diploma.

Assessment

Assessment is progressive throughout the course. Most individual units also incorporate a system of continuous progressive evaluation. Methods include

reports, essays, tutorials, seminar and workshop presentations, resource development, activity leadership and organisation, tests, and, in the case of some units, examinations.

Award of the Associate Diploma

1. In order to qualify for the award of the Associate Diploma in Recreation, a student must complete six Professional Studies units, five Foundation Studies units, nine elected participant and programming skills units, two electives and three Fieldwork units.
2. A student who fails in a subject must repeat it in a later semester or take another subject in its place, where this is permitted.
3. Pre-requisite units must be passed before proceeding to the next unit.
3. The normal time for the completion of all the requirements for the Associate Diploma will be four semesters (full-time) or eight semesters (part-time).
4. The normal time for the completion of all the requirements for the Associate Diploma will be four semesters (full-time) or eight semesters (part-time).
5. Credit for relevant studies completed in other institutions may be granted by the Board of Studies. Each case will be considered on its merits, and on an individual unit basis.

The granting of credit largely depends upon the extent to which the subject nominated parallels its Kuring-gai equivalent, the level at which the subject was completed, and the time lapse between completion of the subject and application for advanced standing.

Patterns of Attendance

The course is taught on both a full and part-time basis and would normally take two and four years respectively to complete. Units are offered both during the day and in the evening to allow students flexibility in their scheduling. Part-time students could expect an average of three, three-hour evenings each week of the semester. Typical full and part-time programmes are listed below.

Class Contact and Semester Hours Weightings

All units in the Associate Diploma specify three hours per week class contact. Such contact involves lectures, tutorials, workshops, seminars or a combination of these. However, the number of weekly hours and the form of class contact may be varied, depending on their educative value in the study of a particular subject or the necessity for a particular pattern or style of teaching.

The total work load per week for each unit is defined in terms of a 'week-hours' weighting which recognises that class contact is only one part of course work. Each unit is given a 'week hour' weighting of between six and eight hours.

ASSOCIATE DIPLOMA IN RECREATION

A Typical Full-Time Programme

Semester	Unit Number	Unit*	Class Contact Hours	Week Hours
1	51103	Introduction to Leisure and Recreation	3	6
	51104	Recreation Leadership	3	6
	11111	Communication I	3	6
	12105	An Introduction to Developmental and Educational Psychology	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
2	51203	Recreation Programming	3	6
	35101	Society and Culture	3	6
	36201	Organisation Behaviour	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Fieldwork I	1	6
3	51303	Recreation for Population Sub-Groups	3	6
	35203	Sociology of Community	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Elective	3	6
		Fieldwork II	.5	8
4	51204	Organising and Managing for Recreation	3	6
	51304	Work and Leisure	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
		Elective	3	6
		Fieldwork III	5	8

* Unit outlines: see section at rear of Calendar where semester-unit details are shown in numerical order within teaching departments.

ASSOCIATE DIPLOMA IN RECREATION

A Typical Part-Time Programme

Semester	Unit Number	Unit*	Class Contact Hours	Week Hours
1	51103	Introduction to Leisure and Recreation	3	6
	11111	Communication I	3	6
		Participant and Programming Skill	3	6
2	51104	Recreation Leadership	3	6
	12105	An Introduction to Developmental and Educational Psychology	3	6
		Participant and Programming Skill	3	6
3	51203	Recreation Programming	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
4	35101	Society and Culture	3	6
		Participant and Programming Skill	3	6
		Fieldwork I	1	6
5	51303	Recreation for Population Sub-groups	3	6
		Participant and Programming Skill	3	6
		Participant and Programming Skill	3	6
6	36201	Organisation Behaviour	3	6
		Participant and Programming Skill	3	6
		Fieldwork II	5	8
7	51204	Organising and Managing for Recreation	3	6
	35203	Sociology of Community	3	6
		Elective	3	6
8	51304	Work and Leisure	3	6
		Participant and Programming Skill	3	6
		Elective	3	6
		Fieldwork III	5	8

* Unit outlines: see section at rear of Calendar where semester-unit details are shown in numerical order within teaching department.

BACHELOR OF ARTS (LEISURE STUDIES)*

The Bachelor of Arts in Leisure Studies has been designed to complement both the Associate Diploma in Recreation and the Graduate Diploma in Leisure Studies.

It has been introduced to meet the growing demand from both the private and public sector for professional personnel able to cope with the fast growing and increasingly complex leisure industry.

Course Design

The course is built around three major components.

- *Professional Studies:* Introduction to Leisure and Recreation, Social Psychology of Leisure and Recreation, Recreation Programming, Managing Small Leisure Service Organisations, Leisure – Equity and Planning, Recreation and Special Populations, Theoretical Issues in Leisure, Work and Leisure, Marketing and Leisure Services, Leisure Research, Contemporary Issues in Leisure, Field Experience, Financial Management and Leisure Services.
- *Foundation Studies:* Developmental and Educational Psychology, Communication, Sociology of Community, Organisation Behaviour, Political Behaviour, Economy and Society, Organising Human Services, Work Organisation and Society.
- *Leisure Specialisms:* Tourism Management, Parks Management, Arts and Entertainment, Sports Administration, Wildlands Management, Leisure and the Law, Recreation Facility Design and Management, Recreation Planning, Programming with Special Populations, Special Project, Human Ecology, Programming Methods.

Admission Requirements

Students may enter the programme by two methods:

1. on the basis of performance in the Higher School Certificate
2. as a mature age entrant where preference will be given to people currently employed or with past experience in the field.

Progression of Students

Progression in the programme will be by unit, rather than by semester. However, in determining a student's progression, consideration will be given to unit pre-requisites or co-requisites, and the maximum time permitted for the completion of the Bachelor of Arts (Leisure Studies).

Assessment

Assessment is progressive throughout the course. Typical methods would include reports, essays, seminar and workshop presentations, resource development and examinations.

Patterns of Attendance

The course is taught on both a full and part-time basis and would normally take three and six years respectively to complete. In general, courses will be taught during the day, however, some evening classes will be scheduled to facilitate part-time study.

Unit Sequence and Outlines

Detailed unit sequence and outlines will be available on enrolment

- * Subject to Higher Education Board Approval.

BACHELOR OF ARTS (LEISURE STUDIES)

Proposed Typical Full-Time Programme

Semester	Unit
I	Introduction to Leisure and Recreation Recreation Programming Developmental and Educational Psychology Work Organisation and Society (or Political Behaviour) Economy and Society Communication I
II	Social Psychology of Leisure and Recreation Work and Leisure Field Experience I Political Behaviour (or Work Organisation and Society) Communication IIIA Elective
III	Leisure Research I Managing Small Leisure Service Organisations Sociology of Community Organisation Behaviour Elective (Sub-major or Leisure Specialism)
IV	Leisure Research II Recreation and Special Populations Field Experience II Elective (Sub-major or Leisure Specialism) Elective (Leisure Specialism)
V	Marketing and Leisure Services Theoretical Issues in Leisure Leisure — Equity and Planning Elective (Sub-major or Leisure Specialism) Elective (Leisure Specialism)
VI	Financial Management and Leisure Services Contemporary Issues in Leisure Organising Human Services Elective (Leisure Specialism) Elective (Leisure Specialism)

BACHELOR OF ARTS (LEISURE STUDIES)

Proposed Typical Part-Time Programme

Semester	Unit
I	Introduction to Leisure and Recreation Developmental and Educational Psychology Communication I
II	Social Psychology of Leisure and Recreation Work Organisation and Society (or Political Behaviour) Communication IIIA
III	Recreation Programming Economy and Society Sociology of Community
IV	Political Behaviour (or Work Organisation and Society) Elective
V	Field Experience I Elective (Sub-major or Leisure Specialism)
VI	Work and Leisure Elective (Leisure Specialism)
VII	Management of Small Leisure Service Organisations Organisation Behaviour Elective (Sub-major or Leisure Specialism)
VIII	Recreation and Special Populations Elective (Leisure Specialism)
IX	Leisure Research I Marketing and Leisure Services Theoretical Issues in Leisure
X	Leisure Research II Field Experience II Financial Management and Leisure Services
XI	Leisure — Equity and Planning Elective (Sub-major or Leisure Specialism) Elective (Leisure Specialism)
XII	Contemporary Issues in Leisure Organising Human Services Elective (Leisure Specialism)

GRADUATE DIPLOMA IN LEISURE STUDIES

The graduate Diploma in Leisure Studies is offered over four semesters of part-time study and leads to a postgraduate award in the ACAAE category (PG1(19.3)). The programme provides an understanding of contemporary demand for leisure services and the private and public sector response to this demand (in a no-growth or slow-growth economy). Leisure is an all pervasive element of modern society arising with increasing frequency as a matter of concern in a wide range of fields from health to forestry, from jurisprudence to economics, from horticulture to coastal engineering. The course will thus accept entrants from a range of academic and employment backgrounds with the secondary objective of making apparent the meaning, implications and relevance of the changing role of leisure in modern society to the potentially wide ranging disciplinary, professional, employment and personal backgrounds of the participants. The course will provide an opportunity for participants to acquire the necessary skills and knowledge to reorientate their thinking, and perhaps their careers, to take account of the rapid growth of the leisure sector of modern industrial society.

Objectives

The objectives of the programme are to:

- Develop a broad understanding of the philosophy and concepts of leisure as they pertain to modern industrial society.
- Extend and reinforce disciplinary skills related to the management and administration of leisure services.
- Provide a specific understanding of the role and function of leisure services within the gamut of contemporary Australian economic, social and political systems.
- Facilitate the reorientation of people with various academic and career backgrounds and from a variety of educational settings toward the effective planning, development and management of leisure service delivery systems.
- To develop analytic and problem solving skills relevant to recreation and leisure issues where an extensive information and knowledge base has not yet been established.

Admission Requirements

Applicants should hold a degree or equivalent award. They should have some experience in the planning, management or delivery of leisure related services or be about to undertake a career shift in this direction. Applicants with a degree but no relevant experience should be prepared to submit a statement which makes clear their reasons for wishing to undertake such a programme. Applicants with no degree or equivalent award but long experience directly involving them in the planning, management, or delivery of leisure services will be considered for entry. Prospective entrants to the programme may be interviewed.

Course Structure

This Graduate Diploma programme begins in July rather than February. The award of the Graduate Diploma will require the satisfactory completion of a programme comprising a minimum of 1200 semester hours of course work as follows:

Unit No.	Semester Hours	Availability	Prerequisites
Foundation Units			
51701	*Leisure: Philosophy & Concepts	150	Sem 2 none
51702	*Leisure: Organisations & Strategies	150	Sem2 none
51801	*Equity in Leisure & Recreation	150	Sem 1 Philosophy & Concepts or Organisations & Strategies
Applied Units			
51703	*Leisure Research and Evaluation	150	Sem 1 2 Foundation units
51803	Leisure Research Project	150	Sem 2 Leisure Research & Evaluation
51802	Leisure Planning & Design	150	Sem 2 2 Foundation units
51704	Economics of Leisure & Tourism	150	Sem 1 2 Foundation units
Extension Units			
51805	Applied Methods	50 to 100	Sem 1 or 2 Approval of Head of Department
	Electives (from other Departments)	100	Sem1 or 2 Approval of Head of Department

* All students will be expected to complete the four units marked by an asterisk resulting in a total of 600 semester hours.

A contractual programme arrangement will be established with each student to suit their specific interests and objectives. Students may draw from a wide range of elective units available from other Departments in the College.

The total of 1200 semester hours required to complete the programme can be made up (or exceeded) through a variety of combinations of units. Each unit offered by the Leisure Studies Department in this programme will require 150 hours of work (including 42 classroom contact hours), while units offered by other Departments normally entail about 100 semester hours of work (including 28 contact hours). Applied Methods may be taken as a 50, 100, or 150 hour unit, depending on the particular programme contract established. For instance, this unit will allow a student to tailor an extension of the Leisure Research Project, a field work programme, or an application of material and concepts covered in elective unit(s) taken in other Departments, to their particular programme objectives. Detailed course arrangements will be established for each student on an individual basis.

Where a student's academic background is such that study of one or more of the subjects in the programme would involve duplication of previous training, they may be granted status in such subjects by the Board of Studies of the School and thus will be able to expand the number of electives taken. Regardless of such 'status' it is expected that all students (except those who have transferred from an equivalent postgraduate course) will undertake a total of 1200 semester hours in order to qualify for the award.

Typical Course Programme

It is expected that each entrant to the part-time programme will undertake approximately three hundred semester hours of work each semester and thus complete the course in two years. The selection of electives will arise from consultations with each participant at the start of the course, leading to a programme contract. Following are three possible course outlines which could be undertaken within the programme.

For a student wishing to concentrate entirely on Leisure Studies units the following programme could apply.

Semester	Unit Number	Unit	Semester Hours
I	51701	Leisure: Philosophy and Concepts	150
	51702	Leisure: Organisations & Strategies	150
II	51801	Equity in Leisure & Recreation	150
	36702	Organisation & Management	100
	51805	Applied Methods (Related to Org. & Man.)	50
III	51703	Leisure Research and Evaluation	150
	51704	Economics of Leisure and Tourism	150
IV	51803	Leisure Research Project	150
	51802	Leisure Planning and Design	150
			1200 hours

For a student wishing to supplement a basic leisure studies programme with economics and finance.

Semester	Unit Number	Unit	Semester Hours
I	51701	Leisure: Philosophy and Concepts	150
	51702	Leisure: Organisations & Strategies	150
II	51801	Equity in Leisure & Recreation	150
	32701	Social Economics A	100
	31704	Accounting Finance & Management	100
III	51703	Leisure Research and Evaluation	150
	51704	Economics of Leisure and Tourism	150
IV	51803	Leisure Research Project	150
	32703	Public Finance	100
			1200 hours

For a student wishing to supplement a basic leisure studies programme with management studies.

Semester	Unit Number	Unit	Semester Hours
I	51701	Leisure: Philosophy and Concepts	150
	51702	Leisure: Organisations & Strategies	150
II	51801	Equity in Leisure and Recreation	150
	36702	Organisation and Management	100
	31704	Accounting Finance and Management	100
III	51703	Leisure Research and Evaluation,	150
	51805	Applied Methods (Related to Leisure Res. & Eval.)	50
	36701	Individual and Organisation	100
IV	51802	Leisure Planning and Design	150
	36703	Employee Relations Administration	100
			1200 hours

Alternate Teaching Mode

The Department of Leisure Studies will offer several units in the programme in an alternative format to the traditional semester package. Each of these units will require a total of 150 semester hours of work of which 42 hours will be formal contact hours. However, the class contact hours will occur during seven full-day workshops distributed throughout the semester. Dates of these sessions will be announced on enrolment day prior to the beginning of each semester. These workshops will be rigorous in their expectation that pre and post-reading is completed according to schedule.

Progression of Students

Progression in the programme will be by unit, rather than semester. Pre-requisites and co-requisites will be specified for some units and will govern entry to those units. Specific regulations governing students' progression, particularly in relation to maximum time for programme completion and the granting of 'exemptions' or 'advanced standing' will be determined by the Board of Studies of the School of Recreation and Community Studies.

Award of Graduate Diploma

- i) In order to qualify for the award of the Graduate Diploma in Leisure Studies a student must complete a programme of at least eight defined units, unless exemptions are granted or substitutions permitted as defined in (ii) and (iii) below.
- ii) Credit for relevant studies completed at the post-graduate level in other institutions may be granted by the Board of Studies up to a maximum of four units. Each case will be considered on its own merits, normally on a unit by unit basis.

- iii) Students may be permitted to substitute other units offered in the College for those in the defined programme where duplication of previous studies would result from following the normally prescribed programme. Again each case will be considered on its merits and on a unit by unit basis.
- iv) A student who fails a unit must repeat it in a later semester or take another unit in its place where this is permitted.
- v) A student who fails a unit in a sequence in which its passing is a prerequisite of the next unit in the sequence must repeat the unit failed before taking the next unit in the sequence.
- vi) The normal time for the completion of all the requirements of the Graduate Diploma programme will be four semesters (part-time). However, the Graduate Diploma may be awarded to students who complete the requirements in six semesters (part-time). In special circumstances the Board of Studies of the School may grant an extension beyond these times, or may permit students to complete their programmes in less than the normal time.

Course Information

The School of Teacher Education

SCHOOL OF TEACHER EDUCATION

The School of Teacher Education offers courses at both undergraduate and Graduate Diploma levels. Courses at undergraduate level are designed for people with no previous training or experience who wish to become teachers. The Graduate Diploma in Education is designed to provide preparation for secondary teaching to University or College graduates. Other Graduate Diploma courses are designed to provide for trained and experienced teachers, an extension or enlargement of their professional skills to enable them to take on new roles.

Courses offered to new students in 1985 at undergraduate level are:

- Bachelor of Education (Primary Education) Sandwich Course
- Bachelor of Education (Physical Education)

Graduate Diploma courses to be offered in 1985 are:

- Graduate Diploma in Educational Studies: Special Education
- Graduate Diploma in Educational Studies: Reading Education
- Graduate Diploma in Children's Literature.
- Graduate Diploma in Education
- Graduate Diploma in Educational Studies —
Primary Music
- Master of Arts in Childrens' Literature and Reading

Students awarded the Diploma of Teaching or Bachelor of Education are qualified to be employed as teachers in New South Wales and in other States of Australia.

SEMESTER-UNIT WEIGHTINGS

In the section "Semester-Unit Outlines" later in the Calendar, each semester-unit is described in terms of Class Contact Hours and Week Hours. The figure for Week Hours for each unit indicates the amount of time a student is expected to work in the unit during a week. The figure given includes any scheduled hours of class contact, such as lectures, seminars, workshops, laboratory sessions, or a combination of these. The figure for Class Contact Hours for each unit is nominal, and may be varied, depending on the teaching and learning activities required and the stage of development reached by the students.

Courses have been designed so that generally a full-time student will be required to work for 36 to 44 hours per week, and a part-time student half this amount.

DIPLOMA OF TEACHING/BACHELOR OF EDUCATION (PRIMARY EDUCATION)

This is a "sandwich" type programme, with three distinct phases:

- Phase I** : 3 years full-time, leading to the award of a Diploma of Teaching;
- Phase II** : 120 days satisfactory professional experience including 60 days continuous experience;
- Phase III** : 2 years part-time, leading to the award of the Bachelor of Education degree.

The Diploma of Teaching awarded at the end of Phase I will for some students be a terminal award; that is, teachers need not return to Phase III if they do not wish to, the Diploma being the only necessary qualification for primary teachers.

The structure of the Degree is as follows:

- PHASE I**
- A disciplinary sequence in Education Studies over six semesters.
 - A group of units of Teaching Studies in all the areas of the Primary School curriculum.
 - Several units of Background Studies, including a sequence of two units in Australian Studies and an elective unit.
 - A disciplinary sequence in elective General Studies over six semesters.
- PHASE III**
- A continuation of the disciplinary sequence in Education Studies (four units.)
 - Four units of Advanced Teaching Studies.

PHASE I

Semester	Education Studies	Teaching Studies	Background Studies	General Studies	Class/Week Contact/Hours
I	IA IB	English I, Maths I, Science I, Music I	Australian Studies I † Computer Awareness	I	*21/44 or 18/35
II	IIA IIIB	English II, Maths II, Art/Craft I, Health I	Australian Studies II † Computer Awareness	II	*21/44 or 18/35
III	IIIA IIIB IIIC	Social Studies I, Art/Craft II, Physical Education I	—	III	16/39
IV	IV	English III, Maths III, Science II, Music II	—	IV	18/42
V	V	English IV, English V, Maths IV, Health II	—	V	16/40
VI	VIA VIB	Social Studies II, Physical Education II	Elective	VI	15/40

† To be studied in either Semester I or Semester II

* Depending on whether Computer Awareness is taken in Semester I or Semester II.

PHASE II

120 days satisfactory professional experience, including 60 days continuous experience.

PHASE III

VII	VII	Advanced Teaching Studies A	6/20
VIII	VIII	Advanced Teaching Studies B	6/20
IX	IX	Advanced Teaching Studies C	6/20
X	X	Advanced Teaching Studies D	6/20

CONCENTRATION

While the programme does not provide for formal specialisation in either early childhood or primary education, there are opportunities within the course structure for students to concentrate on the infants area of the primary school or the Class 3 to 6 area. In some Teaching Studies areas alternative units are provided, while in other areas concentration may occur within common units. In the Practicum element of Education Studies a concentration on one area may be made in Semesters IV, V and VI.

THE EDUCATION STUDIES SEQUENCE

This is the central disciplinary backbone of the programme. It is designed to ensure that teachers can practise their profession in a thoroughly informed and competent fashion, soundly directed by theoretical principles drawn from all relevant fields of study.

The sequence consists of two integrated strands. Strand A is concerned with the principles and practices of teaching, while Strand B requires students to achieve an understanding of education as a social process and of their potential involvement in that process.

SEMESTER	STRAND A	STRAND B
I	Education IA Principles & Practices of Teaching I	Education IB Developmental Psychology I
II	Education IIA Principles & Practices of Teaching II	Education IIB Developmental Psychology II
III	Education IIIA Principles & Practices of Teaching III Education IIIC Instructional Technology	Education IIIB Social Bases of Education I
IV	Education IV Principles & Practices of Teaching IV	
V	Education V Teaching Children with Learning Difficulties	
VI	Education VIA Design of Educational Programmes.	Education VIB Philosophical Bases of Education I.

PRACTICUM

In-school activities are basic components of the Education Studies sequence. The activities are undertaken in a Practicum which provides for a graded sequence of experiences across the six semesters of the Diploma phase of the programme. There is a systematic progression in the scope and sophistication of

the teaching competencies which the practicum experiences demand, in order to cater for the progressive development of the student's understanding of the educative process and his increasing competence in planning learning situations.

A special feature of the Practicum is the Community Experience in Semester III. This is designed to give students the opportunity to broaden their professional competencies in an educational setting that is not necessarily a school.

GENERAL STUDIES

Each student is required to select a sequence of six units in a General Studies subject chosen from this list: Art Studies; Drama and the Theatre Arts; Economics; English; Health Studies; History; Law; Mathematics; Music Studies; Politics; Science.

It should be noted that all of these may not be available in any given year; and that, even if listed, a subject may not be offered if insufficient students elect it.

BACKGROUND STUDIES

Two units of Australian Studies and a unit in Computer Awareness are taken in Semesters I and II. In Semester VI students may develop their skills in a particular area of interest to them by choosing one elective from this list; Art in Australian Natural History; The Crafts in Australia; Educational Drama; Introductory Statistics; Musical Theatre; Music and Society; Oral Interpretation; Urban Studies; Family History Studies; Video in Education; Sexism in Australia.

BACHELOR OF EDUCATION: PHASE III

The programme for this final phase of the degree is devoted entirely to advanced professional studies. The sequence in Education Studies is continued from the Diploma phase in both of the Strands A and B. In addition four units of Advanced Teaching Studies will be selected from elective lists.

CONVERSION COURSE FOR BACHELOR OF EDUCATION (PRIMARY)

The School will offer in 1985, a part-time conversion course to enable holders of a recognised Diploma of Teaching (Primary, Infants, or Early Childhood Education) to qualify to enter Phase III of the B.Ed. (Primary Education) programme. Holders of such a Diploma who have at least 120 days satisfactory professional experience, or who expect to have it by the end of 1985 may apply for entry to this Conversion Course.

The Conversion Course consists of three semester-units:

- Education Studies (Conversion)
- English Teaching (Conversion)
- Mathematics Teaching (Conversion)

While the English Teaching (C) and Mathematics Teaching (C) units are specially written for the Conversion Course, the Education Studies (C) requirement will be met by a student taking, after consultation with the Head of the Education Studies Department, **either** Education IIIIB **or** Education VIB from Phase I of the Degree programme. Selection will depend upon the student's previous academic background.

On the successful completion of these three units a student will be eligible to enrol in Phase III of the B.Ed. (Primary) programme.

All three units will be offered in the latter part of 1985. Applications will be invited before the end of the first school term.

BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

This is a four-year full-time programme. Its structure is as follows:

- a series of Preparatory Studies units, to lay the foundations of study in Human Movement and Education;
- a disciplinary sequence in Human Movement Studies;
- a disciplinary sequence of Education Studies over six semesters;
- a sequence of Curriculum Studies, concerned with methods and approaches in the teaching of Physical Education;
- a disciplinary sequence of elective General Studies over at least four semesters.

In 1985, 1st year students will commence the revised BEd.(P.E.) schedule listed below.

* Subject to H.E.B. approval.

Semester	Unit Number	Unit Name	Class Contact Hours	Week Hours
I	12130	Education IA (Principles of Teaching I)	3	5
	12131	Education IB (Developmental Psychology I)	2	5
	17135	Principles and Practices of Teaching Physical Education I (Teaching P.E. in the Primary School)	3	4
	17136	Performance Studies IA (Conditioning and Developmental Gymnastics)	2	3
	17137	Performance Studies IB (Dance I)	2	3
	17139	Performance Studies IC (Basic Motor Skills)	2	3
	18137	Science I (Human Biology)	3	6
	11111	Communication I (Making Sense)	2	6
		General Study Unit (Unit (Level I)	3	6
	II	12233	Education IIAP (Teaching in the Secondary School I)	2
12231		Education IIB (Developmental Psychology II)	2	5
17235		Principles and Practices of Teaching Physical Education II (Intro. to P.E. in the Secondary School)	2	4
17132		Functional Anatomy	3	6
17236		Performance Studies IIA (Gymnastics II)	2	3
17239		Performance Studies IIC (Track and Field)	2	3
18202		Mechanics of Human Motion	3	6
15515		Computer Awareness	3	6
		General Studies Unit (Level II)	3	6

Details of the complete B.Ed. (Physical Education) schedule for 1985 first year enrollees will be distributed to students as soon as approval is received from the Higher Education Board.

Students currently enrolled (ie, prior to 1985), must complete the original B.Ed. (P.E.) programme, as listed below.

Semester	Education Studies	Human Movement Studies	Curriculum Studies	General Studies	Class/Week Contact/Hours
III	IIIA IIIB IIIC	Human Physiology, Kinesiology, Performance Studies III Outdoor Pursuits I	—	III	22/46
IV	IVP	Physiological Efficiency, Performance Studies IV	Organisation/ Administration of P.E	IV	20/39
V	VP	Biomechanical Efficiency, Performance Studies V	Curriculum P.E. IA Curriculum P.E. IB	Elective	22/46
VI	VIA VIB	Psychology of Physical Activity Performance Studies VI	Adapted P.E. Curriculum P.E. IC	Elective	17/39
VII	VIIA	Measurement & Development Performance Studies VII Prevention and Care of Injuries.	Method (2nd Teaching Subject)	—	18/41
VIII	VIIIB IX	Directed Study, Performance Studies VIII Outdoor Pursuits IIA and IIB. Social Basis OR History of Sport.	Method (2nd Teaching Subject)	—	15/43

BACHELOR OF EDUCATION (PHYSICAL EDUCATION) CONVERSION

A one semester part-time course for holders of a recognised Diploma of Teaching (Physical Education). Successful completion of the course allows entry to the final phase of the B.Ed.(P.E.)

POSTGRADUATE STUDIES

GRADUATE DIPLOMA IN EDUCATION

This is a programme for graduates of Universities or Colleges of Advanced Education, or persons with equivalent qualifications, who have had no previous teacher training, but who wish to prepare for secondary school teaching. The essential aim of the programme is to provide a sound theoretical basis for effective decision making in any learning situation, and to focus on the practice of teaching and classroom management.

The programme is available on a full-time and a part-time basis.

Students need to satisfy requirements in three strands:

EDUCATION STUDIES

The aim of these studies is to provide students with a broad understanding of educational issues and of the general concept of "Education". Particular aspects of education, for example, learning theories, child growth and development and curriculum construction, will be examined in depth.

CURRICULUM STUDIES

Elective Curriculum Studies are available in these secondary school subject groupings: Science; Mathematics.

Students must elect to undertake studies in the Curriculum Studies area in which they have academic qualifications at degree level (or equivalent pre-requisites), e.g., students will be admitted to the Science major course only if they have a Science degree or an equivalent qualification.

PRACTICAL EXPERIENCE

All students are required to undertake practical experience in both semesters. This involves demonstration lessons and school visits. Students must successfully complete periods of practice teaching as required.

PART I (SEMESTER I)

Education Studies and Practical Experience:

Unit Number	Unit Name	Class Contact Hours	Week Hours
12702	Psychological Bases of Secondary Education	3	6
12803	Philosophical Bases of Secondary Education	2	4
15810	Computer Education	2	4
17701	Sport in the Secondary School	2	4
09701	Practical Experience (20 days + school visits)	0	0

In addition, students undertake subjects in the Curriculum areas which they have elected.

Curriculum Electives:

Unit Number	Unit Name	Class Contact Hours	Week Hours
18702	Science Method I	5	10
	Two of:—		
18706	Advanced Science Method IA	3	6
18707	Advanced Science Method IB	3	6
18708	Advanced Science Method IC	3	6
18709	Advanced Science Method ID	3	6
15703	Secondary Mathematics IA	4	10
15704	Secondary Mathematics IB	4	10
13706	Drama in Education I	5	10
13704	English Method I	5	10
19702	History Method I	5	10

PART II (SEMESTER II)

Education Studies and Practical Experience:

Unit Number	Unit Name	Class Contact Hours	Week Hours
12802	Sociological Bases of Secondary Education	2	4
12804	Curriculum Development in Secondary Education	3	6
11802	Communication and Media Studies	2	2
14701	Health Education	1	2
09801	Practical Experience (20 days + school visits)	0	0

In addition, students undertake subjects in the Curriculum areas which they have elected.

Curriculum Electives:

Unit Number	Unit Name	Class Contact Hours	Week Hours
18802	Science Method II	4	10
	Two of:—		
18706	Advanced Science Method IA	3	6
18707	Advanced Science Method IB	3	6
18708	Advanced Science Method IC	3	6
18709	Advanced Science Method ID	3	6
15803	Secondary Mathematics IIA	4	10
15804	Secondary Mathematics IIB	4	10
13806	Drama in Education II	5	10
13804	English Method II	5	10
19801	History Method II	5	10

GRADUATE DIPLOMA IN CHILDREN'S LITERATURE

This is a part-time programme extending over 4 or 6 semesters designed for qualified teachers, librarians and youth workers who wish to acquire specialist qualifications in children's literature.

It will be of value to practising teachers involved with implementing literature programs, school and children's librarians responsible for reading guidance and library extension activities. It will also prepare consultants concerned with the role of literature in language and reading development, and be of value to writers, editors and publishers of children's literature.

Entry requirements include a degree or a 3 year diploma and at least 2 years professional experience.

A 4 SEMESTER PART-TIME SEQUENCE

SEMESTER 1

Unit Number	Unit Name	Class Contact Hours	Week Hours
13721	The Reader and Reading 1	2	4
13723	Literature 1	2	4
13725	Literature and Response 1	2	4
09711	Practicum I		

SEMESTER II

Unit Number	Unit Name	Class Contact Hours	Week Hours
13722	The Reader and Reading II	1	4
13724	Literature II	2	4
13726	Literature and Response II	1	4
09712	Practicum II		

SEMESTER III

Unit Number	Unit Name	Class Contact Hours	Week Hours
13821	The Reader and Reading III	1	4
13823	Literature III	2	4
13825	Literature and Response III	1	4
09811	Practicum III		

SEMESTER IV

Unit Number	Unit Name	Class Contact Hours	Week Hours
13820	Literature in Action	2	8
09812	Practicum IV		

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: PRIMARY MUSIC

This is a part-time programme of four semesters duration and is designed for practising teachers who wish to acquire specialist qualifications in the area of primary school music teaching. The course is a vocational specialisation which will enable participating students to pursue in-depth studies in the areas of theoretical and practical musicianship and music education so that they can act primarily as music reference teachers who are capable of organising and implementing a school-based, sequential programme in music education from K to 6.

Entry requirements include a degree or a 3 year diploma and at least one year of successful teaching experience.

SEMESTER I

Unit Number	Unit Name	Class Contact Hours	Week Hours
16706	Vocal Studies I	1	3
16708	Recorder I	1	3
16610	Musicianship I	1	3
16702	Music and Movement	1	3
16612	Music Curriculum I)	2	6
16705	Educational Enquiry Techniques)		

SEMESTER II

Unit Number	Unit Name	Class Contact Hours	Week Hours
16806	Vocal Studies II	1	3
16808	Recorder II	1	3
16710	Musicianship II	1	3
16709	Percussion I	1	3
16712	Music Curriculum II)	2	6
16805	Music Project I)		

SEMESTER III

Unit Number	Unit Name	Class Contact Hours	Week Hours
16707	Integrated Classroom Activities I	1	3
16620	Guitar I	1	3
16810	Musicianship III	1	3
16809	Percussion II	1	3
16812	Music Curriculum III)	2	6
16905	Music Project II)		

SEMESTER IV

Unit Number	Unit Name	Class Contact Hours	Week Hours
16807	Integrated Classroom Activities II	1	3
16720	Guitar II	1	3
16910	Musicianship IV	1	3
16703	Instrumentarium	1	3
16912	Music Curriculum IV	2	6

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: READING EDUCATION

This is a part-time programme extending over 4 or 6 semesters designed to provide a specialist qualification in Reading Education for teachers of infants, primary and secondary school children.

The course will prepare graduates to take up positions in schools as Reading specialist, to act as curriculum advisers or to lecture in tertiary institutions.

Entry requirements include a degree or 3 year diploma and at least 2 years of successful teaching.

A 4 SEMESTER PART-TIME SEQUENCE:

Semester 1			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13709	Reading Process I	2	4
13710	Evaluation in Reading I	1	2
13711	Language and Reading I	1	2
13712	Literature and Reading I	2	4
09702	Practicum in Reading I		

Semester II			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13713	Reading Process II	2	4
13714	Evaluation in Reading II	1	2
13715	Language and Reading II	1	2
13716	Literature and Reading II	2	4
13717	Research in Reading I	1	2
09703	Practicum in Reading II		

Semester III			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13809	Reading Process III	2	4
13810	Evaluation in Reading III	1	2
13811	Language and Reading III	1	2
13812	Literature and Reading III	2	4
13817	Research in Reading II	1	2
09802	Practicum in Reading III		

Semester IV			
Unit No.	Unit Name	Class Contact Hours	Week Hours
13818	Research Project	3	6
13819	Implementing Reading	3	6
09803	Practicum in Reading IV		

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: SPECIAL EDUCATION

This is a programme extending over two semesters (full-time) or four semesters (part-time). It is designed to extend the competencies of qualified teachers who intend to teach in special classes, special centres or other situations where there are pupils with significant behaviour problems, learning difficulties, and/or general intellectual retardation.

Although most of the students in the full-time programme will be teachers released from Department of Education schools, applications for admission to both full-time and part-time programmes would be welcomed from other qualified applicants. Applicants for admission will be required to have

1. satisfactorily completed an appropriate degree or diploma course;
2. completed at least two years of satisfactory teaching experience.

The full-time structure of the course is as follows:

SEMESTER I

Unit Number	Unit Name	Class Contact Hours	Week Hours
12707	Teaching Exceptional Children	3	8
12719	Teaching Practicum I	4	10
12740	Teaching Basic Skills I	3	8
12741	Teaching Basic Skills II	2	6
12747	Introduction to Statistics	1	2
12808	Behaviour Management	3	8

SEMESTER II

Unit Number	Unit Name	Class Contact Hours	Week Hours
12722	Parent & Teacher Consultancy	2	6
12819	Teaching Practicum II	4	10
12811	Research Review	2	6
12840	[Teaching the Severely Handicapped I	3	8]
12841	[Teaching the Severely Handicapped II	3	8]
12847	[Development and Disability	2	6]
	OR		
12850	[Assessment and Remediation I	3	8]
12851	[Assessment and Remediation II	3	8]
12821	[Resource Teaching Services	2	6]

MASTER OF ARTS IN CHILDREN'S LITERATURE AND READING

This Masters degree by course work is designed to produce graduates with a high degree of appreciation of literature for children and young adults and an equally high level of competence in reading education. Students with backgrounds in teaching, librarianship, writing, editing and the book industry, generally, will find the course particularly suited to their professional needs.

Entry requirements will be a Bachelor's degree **and** a postgraduate diploma in either children's literature or reading education. Applicants with equivalent qualifications will be considered. The course will be offered full-time (1 year) and part-time (2 years).

Students will be expected to extend their previous studies in breadth and depth by completing a range of courses and by preparing a final paper of a critical nature. Flexibility will be permitted to cater for a variety of backgrounds and interests. An elective studies segment is offered. The following units are offered in the Course.

Unit Number	Unit Name	Class Contact Hours	
13730	Studies in Related Discipline: Children's Literature	3)1 to be)completed
13830	Studies in Related Discipline: Reading Education	3	
13731	Seminar on Advanced Children's Literature	3)
13831	Seminar on Advanced Reading Education	3)
13732	Curriculum, Literature and Literacy	3)
13733	Drama, Literature and Literacy	3)
13734	Library, Literature and Literacy	3) 2 to be completed
13735	Media, Literature and Literacy	3)
13736	Writing, Literature and Literacy	3)
13828	Seminar on Research Methodology	2	
13829	Major Study	-	

Semester Unit Outlines

Semester units are generally presented in numerical order, except in some cases where sequences of units are presented consecutively, regardless of unit number.

Subject numbers are compiled on the following basis:

- The first two numerals refer to the Department which is offering the unit.
- The third numeral refers to the semester in which the unit may first be taken within a programme of study.
- The last two numerals distinguish the unit from those offered within the Department in the same semester, e.g. Number 12345: the numerals 1 and 2 refer to the Education Studies Department, the numeral 3 to the third semester of a programme of study and the numerals 4 and 5 distinguish this unit from those offered by the Department in the same semester.

The following are the teaching departments, showing the pages on which their units commence:

Administrative, Social and Political Studies	321
Art/Craft	192
Communication Studies	197
Economic Studies	309
Education Studies	205
English	221
Financial and Quantitative Studies	288
Health Education	239
Information Studies	341
Legal Studies	314
Leisure Studies	353
Mathematics	243
Music	252
Nursing	362
Physical Education	262
Practical Experience	180
Science	271
Social Science	281

BACHELOR OF EDUCATION (PRIMARY EDUCATION)

THE PRACTICUM:

In-school activities are basic components of the teaching and assessment within the Education Studies sequence. The activities are undertaken in a practicum which provides for a graded sequence of experiences across six semesters of the course. The nature of the practicum experiences is determined by the objectives of the Education units and by the requirements of the various Teaching Studies units.

ORGANISATION OF THE PRACTICUM:

09911	Teaching Practicum I	Semester I	Distributed and block
09912	Teaching Practicum II	Semester II	Block
09913	Teaching Practicum III	Semester III	Community practice
09914	Teaching Practicum IV	Semester IV	Distributed and block: infants and primary concentration
09915	Teaching Practicum V	Semester V	Distributed and block: infants and primary con- centration; children with special needs
09916	Teaching Practicum VI	Semester VI	Distributed and block

09911 TEACHING PRACTICUM I

Semester: I

12 days

Co-requisite:

12130: Education IA: Principles & Practices of Teaching I

Organisation:

Distributed and block

Objectives:

Students will plan, implement and evaluate teaching based on the exposition model.

09912 TEACHING PRACTICUM II

Semester: II

15 days

Co-requisite:

12230: Education IIA: Principles & Practices of Teaching II

Organisation:

Block

Objectives:

In addition to the objectives of Practicum I, students will implement relevant principles from reinforcement theory in analysing significant problems associated with classroom management and discipline.

09913 TEACHING PRACTICUM III**Semester: III**

90 hours minimum

Organisation:

(Community Practice) Distributed and/or block

Objectives:

The purpose of the Community Practice is to enable students to work within a broad educational environment, generally outside a school, so that they will gain an understanding of the aims, activities, organisation and structure of agencies, institutions and people whose work complements that of schools.

09914 TEACHING PRACTICUM IV**Semester: IV**

15 days

Co-requisite:

12430: Education IV: Principles & Practices of Teaching IV

Organisation:

Distributed and block

Objectives:

This unit in the Infants concentration will provide students with opportunities to assess children's performance on entering school and in the stages of early school achievement, and demonstrate competence in preparing appropriate teaching/learning tasks; examine two teaching models, cognitive-developmental and exploratory, and apply them to teaching in the infants school; develop skills in organising activity-oriented classrooms; review all teaching models and make appropriate selections: demonstrate proficiency in using technological and other forms of educational aids. The Primary concentration will provide students with the opportunity to show competence in selecting and organising appropriate teaching/learning experience for the child in the primary school; design suitable systems for evaluating and recording pupil progress; show skill in planning and programming appropriately for specific classroom contexts, demonstrate proficiency in using technological and other forms of educational aids.

09915 TEACHING PRACTICUM V**Semester: V**

15 days

Co-requisite:

12530: Education V: Teaching Children with Learning Difficulties

Organisation:

Distributed and block

Objectives:

As for Practicum IV, plus — this unit will provide students with opportunities to demonstrate skills in the teaching of special groups of pupils, including the skills of selecting appropriate reinforcers, selecting instructional materials and activities, communicating thoughts and feelings, and keeping detailed records of performance.

09916 TEACHING PRACTICUM VI

Semester: VI

15 days

Co-requisite:

12630: Education VI: Design of Educational Programmes

Organisation:

Distributed and block

Objectives:

As for Practicum V, plus — this unit will provide students with opportunities to undertake an examination and evaluation of the curriculum operating in the school, using principles drawn from theory work related to programming.

09121 THEATRE PRACTICUM: CHILDREN'S THEATRE

Semester: III

Pre-requisite:

Audition and permission of lecturer

Objectives:

Students will demonstrate ability in production, design and acting for annual public performances to school children in the metropolitan area.

GRADUATE DIPLOMA (CHILDREN'S LITERATURE)

09711 PRACTICUM I

(Graduate Diploma in Children's Literature)

Objectives:

With reference to a child who is a beginning reader, the student will:

Assess that child's reading readiness in terms of linguistic development, cognitive skills, interest and motivation; bring to that child a variety of literary experiences; the sharing of books, story reading, story telling, poetry speaking/reading; observe, record and analyse response; employ discussion and/or activity appropriate to the child and the occasion.

09712 PRACTICUM II

(Graduate Diploma in Children's Literature)

Pre-requisite:

Practicum I

Objectives:

With reference to individuals and groups of developing readers, the student will:

Assess the range of individual differences, the needs and interests of the group, any special needs within the group; select literature, both print and non-print, suitable for the group and individuals within the group; share that literature appropriately; explore the possibility of individual and group activity as a means of measuring response and/or deepening response; demonstrate the ability to guide reading and stimulate an interest in a wide range of literature.

09811 PRACTICUM III

(Graduate Diploma in Children's Literature)

Pre-requisite:

Practicum II

Objectives:

With reference to individuals and groups of advanced readers the student will:

Assess the range of individual differences, the developmental needs and capabilities of the group, and any special need within the group; select literature, both print and non-print, suited to the needs and interests of the group and individuals within the group; devise and introduce strategies for developing both extensive and intensive reading; explore the possibility of individual and/or group activity as a means of both measuring and deepening response — orally, in writing, through art, drama or other forms of expression; demonstrate the ability to guide reading and stimulate an interest in a wide range of literature.

09812 PRACTICUM IV

(Graduate Diploma in Children's Literature)

Pre-requisite:

Practicum III

Objectives:

Practicum IV is closely linked with the Literature in Action unit which is the focal activity of the semester. The aim of the practicum is to provide an opportunity for students to put their investigations into action; to work through the practical aspects of the project undertaken.

GRADUATE DIPLOMA IN EDUCATION

12719 TEACHING PRACTICUM I

Semester: I

Objectives:

Students will undertake approximately 20 days of practice teaching in secondary schools in their appropriate subject(s).

12819 TEACHING PRACTICUM II

Semester: II

Objectives:

Students will undertake approximately 20 days of practice teaching in secondary schools in their appropriate subject(s).

GRADUATE DIPLOMA (LEARNING DIFFICULTIES)

09804 PRACTICAL EXPERIENCE III

(Graduate Diploma, Learning Difficulties)

Semester: III equivalent to 2 class contact hours

Objectives:

To assess and record pupil performance daily, to use recorded data to modify the teaching programme; to communicate effectively with parents and with other professional personnel.

09805 PRACTICAL EXPERIENCE IV

(Graduate Diploma, Learning Difficulties)

Semester: IV equivalent to 2 class contact hours

Objectives:

To design individual programmes for pupils with learning difficulties; to write reports and recommendations on individual pupils; to plan school-wide services for low-achieving pupils.

GRADUATE DIPLOMA (READING EDUCATION)

09702 PRACTICUM IN READING I

(Graduate Diploma, Reading Education)

Pre-requisites:

None

Objectives:

With reference to a child who is a beginning reader the student will select and use appropriate evaluation techniques and carry out an effective teaching programme relevant to a child at this stage.

09703 PRACTICUM IN READING II

(Graduate Diploma, Reading Education)

Pre-requisites:

Practicum in Reading I

Objectives:

With reference to individuals and groups of developing readers and remedial readers the student will select and use appropriate evaluation techniques and carry out an effective teaching programme relevant to children at this stage.

09802 PRACTICUM IN READING III

(Graduate Diploma, Reading Education)

Pre-requisites:

Practicum in Reading I

Objectives:

With reference to individuals and groups of advanced readers and remedial readers the student will select and use appropriate evaluation techniques and carry out an effective teaching programme relevant to children and adults at this stage.

09803 PRACTICUM IN READING IV

(Graduate Diploma, Reading Education)

Pre-requisites:

Practicum in Reading I, II, III

Objectives:

To carry out the practical outcomes of the Reading Project and Implementing Reading.

BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

THE PRACTICUM:

In-school activities are basic components of the teaching and assessment within the Education Studies sequence. The activities are undertaken in a practicum which provides for a graded sequence of experiences across the eight semesters of the course. The nature of the practicum experiences is determined by the objectives of the Education units and the requirements of the various Curriculum Studies units.

ORGANISATION OF THE PRACTICUM:

09901	Teaching Practicum I	Semester I	Block practice in primary school
09902	Teaching Practicum II	Semester II	Block practice in secondary school (physical education)
09903	Teaching Practicum III	Semester III	Block practice in secondary school (physical education)
09904	Teaching Practicum IV	Semester IV	Block practice in secondary school
09905	Teaching Practicum V	Semester V	Camping or community or special practice
09906	Teaching Practicum VI	Semester VI	Camping or community or special practice
09907	Teaching Practicum VII	Semester VII	Block practice in secondary school; physical education, and second methodology
09908	Teaching Practicum VIII	Semester VIII	Block practice in secondary school; physical educational and second methodology

09901 TEACHING PRACTICUM I

Semester: I

12 days

Co-requisite:

12130: Education 1AP: Principles of Teaching I; Principles and Practices of Teaching P.E. I.

Organisation:

Block practice in primary school

Objectives:

Students will plan, implement and evaluate teaching based on the exposition model.

09902 TEACHING PRACTICUM II

Semester: II

approx. 15 days

Co-requisite:

12230: Education IAP: Principles of Teaching II; Principles and Practices of Teaching P.E. II.

Organisation:

Block practice in secondary school (Physical Education)

Objectives:

In addition to the objectives of Practicum I, students will implement relevant principles from reinforcement theory in analysing significant problems associated with classroom management and discipline.

09903 TEACHING PRACTICUM III

Semester: III

approx. 15 days

Co-requisite:

12330: Education IIIA: Principles and Practices of Teaching III

Organisation:

Block practice in secondary school (Physical Education)

Objectives:

In addition to the objectives of Practicum II, students will undertake an analysis of student behaviour, apply appropriate techniques in the study and evaluation of teacher-pupil interactions; and demonstrate competence in small-group and individual teaching in physical education.

09904 TEACHING PRACTICUM IV

Semester: IV

approx. 15 days

Co-requisite:

12433: Education IVP: Principles and Practices of Teaching Physical Education.

Organisation:

Block practice in secondary school (physical education)

Objectives:

In addition to the objectives for Practicum III, students will show competence in selecting and organising appropriate teaching/learning experiences for the child in secondary school (physical education), design suitable systems for evaluating and recording pupil progress; show skill in planning and programming for specific classroom contexts.

09905 TEACHING PRACTICUM V

Semester: V

approx. 15 days

Organisation:

Camping or Community or Special

Objectives:

For the Camping or Community Practice, in addition to the objectives for Practicum IV, students will demonstrate developing professional competencies in whatever teaching/learning situation is selected, especially the skills of self-evaluation. For the Special Practice, students will demonstrate skills in the teaching of special groups of pupils including the skills of selecting appropriate reinforcers, selecting instructional materials and activities, communicating thoughts and feelings, and keeping detailed records of performances.

09906 TEACHING PRACTICUM VI

Semester: VI

approx. 15 days

Organisation:

Camping or Community or Special

Objectives:

As for 09905 Teaching Practicum V

09907 TEACHING PRACTICUM VII

Semester: VII

approx. 15 days

Co-requisite:

12733 Education VIIAP: Analysing Classroom Interaction

Organisation:

Block (Secondary School)

Objectives:

Concentration is on secondary school teaching with major emphasis on Physical Education and a Second Methodology. In addition to the objectives of Practicum V, students will undertake an examination and evaluation of the curriculum operating in the school, using principles drawn from Curriculum Theory. Students will also undertake teaching in their second specified subject area in line with the stated objectives of the subject taken in this semester.

09908 TEACHING PRACTICUM VIII

Semester: VIII

approx. 15 days

Organisation:

Block (Secondary School)

Objectives:

As for 09907 Teaching Practicum VII

ART/CRAFT

This Department offers a major disciplinary sequence in Art Studies. The sequence focuses on people as makers of objects, and selects from a broad field of practical and theoretical experience in the visual arts and crafts.

The units in the sequence are as follows:

10120	Art Studies I	— Western Art 1940-1984 — The Articulation of Surfaces
10220	Art Studies II	— Western Art 1940-1984 — The Definition of Space
10320	Art Studies III	— Makers and their Societies — Cultures and their Traditions
10420	Art Studies IV	— Makers and their Societies — Artisans, Artists and Industrial Designers
10520	Art Studies V	— Communication and Marketing
10620	Art Studies VI	— Aesthetics and Problem Solving

It should be noted that practical hours additional to the notional number of class hours will be required in some units. Where this is applicable it is indicated in the unit description.

10112 ART IA: CERAMICS

Semester: II

3 class contact hours

6 week hours

Objectives:

To construct a range of studies made from clay which will involve and develop the art and craft experience of the beginner; to introduce methods of decorating those structures in traditional and not so traditional modes; to experience the setting, firing and drawing of simple kilns, and in elementary Kiln building; to examine the logistics of group ceramics; to evaluate the place of ceramics in Recreation & Leisure.

10117 ART IF: GRAPHIC ARTS

Semester: I

3 class contact hours

Objectives:

At the completion of the course the students should have: An understanding of some of the problems and techniques of attracting the attention of the public, of conveying information and marketing ideas through a variety of print media; a working knowledge of design methods, printing on paper and fabric, some photographic processes and display techniques; an understanding of the organisational problems involved in producing a publicity campaign; a number of practical examples of their work throughout the course.

10120 ART STUDIES I – Western Art 1940-1984
The Articulation of Surfaces

(Bachelor of Education (Primary Education))

Semester: I 3+1 class contact hours
6 week hours

Objectives:

Students will achieve perspectives on significant changes and, by implication, important continuities evident in the history of Western Art, Craft and associated Technology in the period from the Second World War to the present; establish nodes within these perspectives to act as focal points for the multitude of isms and technical developments which characterise this period; begin an investigation of the major interpretations of Art History in order that they may develop an awareness of the techniques of evaluation as a basis for informed criticism.

10220 ART STUDIES II – Western Art 1940-1984
The Definition of Space

(Bachelor of Education (Primary Education))

Semester: II 3+1 class contact hours
6 week hours

Objectives:

Further development in objectives stated for Art Studies I.

10320 ART STUDIES III – Makers and their Societies
Cultures and their Traditions

(Bachelor of Education (Primary Education))

Semester: III 3+1 class contact hours
8 week hours

Pre-requisite:

Art Studies II

Objectives:

Students will develop an understanding of all the relationships between Artists and Craftpersons within the societies in which they work. Due consideration will be given to the aesthetic, ergonomic, technical, economic and environmental implications.

10420 ART STUDIES IV – Makers and their Societies
Artisans, Artists and Industrial Designers

(Bachelor of Education (Primary Education))

Semester: IV 3+1 class contact hours
9 week hours

Pre-requisite:

Art Studies III

Objectives:

To make a detailed examination of the relationships between craftpersons, artists and industrial designers in Western Society; to examine the impact of industrialisation on craftpersons and artists; continue the practical investigations of media, using more complex tools and techniques.

**10520 ART STUDIES V — Communication and Marketing
The Industry of Art and Craft Consumerism**

Semester: V 3+2 class contact hours
10 week hours

Pre-requisite:
Art Studies I, II, III and IV

Objectives:
Students will develop a basic understanding of the major institutions associated with the preservation, promotion and marketing of the products of Art, Craft and Industry; have the capacity to identify a problem, evolve a solution and to market the product or idea; develop a frame of reference as informed consumers.

**10620 ART STUDIES VI — Aesthetics and Problem Solving
Art Modes Interpretation, Attitudes and Beliefs**

Semester: VI 3+2 class contact hours
10 week hours

Pre-requisite:
Art Studies I, II, III, IV and V

Objectives:
Students will develop a basic understanding of the ideas that have been and are being expressed about Art in its various manifestations; exercise opportunities to solve design problems.

10121 ART AND CRAFT TEACHING I
(Bachelor of Education (Primary Education))

Semester: I or II 2 class contact hours
4 week hours

Objectives:
Students will demonstrate an understanding of basic media and associated skill sequences for teaching children, and for further personal and professional development of the student; develop an academic basis for the teaching of the above skills by examining the artistic development of children, adolescents and adults; develop a frame of reference for evaluation and appreciation.

10221 ART AND CRAFT TEACHING II
(Bachelor of Education (Primary Education))

Semester: III 3 class contact hours
7 week hours

Pre-requisite:
Art and Craft Teaching I

Objectives:
Students will extend the basic media and associated skill sequences in Art and Craft I by evaluating the concepts of expression and creativity; undertake media sequences appropriate to various developmental levels of children, with attention to contemporary cultural influences; develop their design and composition skills in two and three dimensions, with the associated Perception Theory; appreciate an appropriate historical background for evaluation and criticism.

Background Studies

10618 ART IN AUSTRALIA — The Australian Australian

Semester: VI 3 class contact hours
8 week hours

Objectives:

To introduce and consider the development of Australian figurative art, with specific reference to current art work in both 2D and 3D forms. Factors to be evaluated will include social, political, economic influences in the 30–50's and their direct bearing on art now. Intrusive art forms (mass media) and non-art forms will be considered, as will the critics, their work and their function. Both practical and theoretical will be completed with the emphasis on practical work being painting, design and drawing as a direct result of studies and research in the work of realists, symbolists, abstractionists and primitives. To identify, understand, develop awareness and to appreciate.

10619 THE CRAFTS IN AUSTRALIA — The Australian at Home

Semester: VI 3 class contact hours
8 week hours

Objectives:

To examine the historical background of Australian housing and architecture, the influences on Australian design, and specific influences in the revival of crafts. Practical expression will involve model making of early colonial buildings and pioneer furniture, spinning and weaving, leather work and exercises in other early Australian crafts.

Advanced Teaching Studies

10901 CRAFT AND THE PERFORMING ARTS

Semester: II 3 class contact hours
6 week hours

Objectives:

To show how Art/Craft may be used to enrich classroom experiences in the expressive and performing arts; to make an analysis of the teaching strategies and learning processes during interdisciplinary experiences; develop confidence and practical ability through problem solving exercises involving constructional design.

Leisure Studies

10130 LEISURE CRAFT I

Semester: I or II

3 class contact hours
6 week hours

Objectives:

To provide prospective students with understanding and appreciation of the value of art experiences, recreation and leisure and the ability to foster creative expression; to examine art and craft organisation for exhibition, marketing and other consumer modes; to examine political infrastructures in art and craft and their influence on the artist/craftperson as well as the consumer.

10230 LEISURE CRAFT II

Semester: II

3 class contact hours
6 week hours

Objectives:

To make students more aware of Art and Craft value in enriching leisure and recreational activities; to examine current trends in teaching philosophies associated with Art and Craft; to develop the student's practical and creative ability through participation in group activities and the completion of a range of practical exercises; to make a study of woodcraft and associated media as recreation for all ages.

10330 LEISURE CRAFT III

Semester: III

3 class contact hours
6 week hours

Pre-requisite:

Leisure Craft I or II

Objectives:

To further develop practical skills and provide opportunities for creative expression through individual exercises in ceramics, printing, weaving and modelling; to provide graded activities and examine resource material and logistics for each craft studied; to plan and develop programmes for teaching group work in recreation, leisure and craft centres.

COMMUNICATION STUDIES

The Department of Communication Studies offers a specialisation in Communication Studies, as follows:

11111	Communication I	— Interpersonal Communication
11211	Communication II	— Argumentation and Reasoning
11314	Communication IIIA	— Communication in Small Groups
11414	Communication IVA	— Organisational Communication
11514	Communication VA	— Mass Communication
11614	Communication VIA	— Applied Communication Theory and Research.

11111 COMMUNICATION I — INTERPERSONAL COMMUNICATION

(Bachelor of Business); (Bachelor of Education (Physical Education));
(Bachelor of Arts — Leisure Studies); (Associate Diploma in Recreation);
(Diploma of Applied Science (Nursing)).

Semester: I and II 3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To affect willingness to participate in quality interpersonal communication; to develop understanding of the nature of face-to-face interaction; to examine the factors influencing interpersonal communication; to develop interpersonal communication skills.

11112 COMMUNICATION IB

(Bachelor of Arts (Library Science))

Semester: I 3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To examine the role and nature of communication, both intra-and interpersonal and of various models of the communication process; to study the nature, potential and limitations of communication media against a background of their historical development.

11211 COMMUNICATION II — ARGUMENTATION AND REASONING

(Bachelor of Business); (Bachelor of Education (Physical Education));
(Bachelor of Arts — Leisure Studies); (Associate Diploma in Recreation);
(Diploma of Applied Science (Nursing)).

Semester: I 3 class contact hours
6 week hours

Pre-requisite:

Communication I

Objectives:

To develop understanding of argumentation and reasoning as a factor in communicating; to develop analytical skills, with particular reference to the fallacies of argument, the assessment of evidence, and the truth of statements; to develop skills in constructing written and oral argument in presenting a reasoned assessment of evidence.

11212 COMMUNICATION IIB

(Bachelor of Arts (Library Science))

Semester: II

3 class contact hours

6 week hours

Pre-requisite:

Communication IB

Objectives:

To appraise the costs and benefits of present and future technological developments and to identify basic forecasting techniques; to examine the nature of efficient and lucid communication, information preparation and presentation; to assess the mutually reinforcing effects of the mass media and social attitudes; to examine the roles and applications of specific media; to evaluate the major research evidence in mass communications and related fields;

11314 COMMUNICATION IIIA — COMMUNICATION IN SMALL GROUPS

(Bachelor of Business); (Bachelor of Education (Physical Education));

(Bachelor of Arts — Leisure Studies); (Associate Diploma in Recreation);

(Diploma of Applied Science (Nursing)).

Semester:II

3 class contact hours

8 week hours

Pre-requisite:

Communication II

Objectives:

To create an awareness of groups as part of the wider structural contexts in which they operate; to provide an understanding of the major concepts, theories and current research in small group communication; to develop a conceptual framework from which to observe small group behaviour and communication performance; to develop insights and skills in the presentation of self in small group contexts.

11414 COMMUNICATION IVA — ORGANISATIONAL COMMUNICATION

(Bachelor of Business); (Bachelor of Education (Physical Education));

(Bachelor of Arts — Leisure Studies);

(Diploma of Applied Science (Nursing)).

Semester: I

3 class contact hours

8 week hours

Pre-requisite:

Communication II

Objectives:

To determine the nature and scope of communication in organisational contexts; to analyse the purposes of organisational communication; to analyse the relationship between organisational communication processes and relevant theoretical frameworks; to define and analyse elements of the communication process in organisational contexts in order to build a theoretical perspective; to analyse the impact of communications technology upon organisation; to illustrate specific professional applications of communication processes in organisational contexts.

11514 COMMUNICATION VA — MASS COMMUNICATION

(Bachelor of Business); (Bachelor of Education (Physical Education));
(Bachelor of Arts — Leisure Studies).

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Communication II

Objectives:

To determine the nature and scope of mass communication technologies; to analyse the relationship between mass communication processes and relevant theoretical frameworks; to explore the theoretical bases of mass communication research; to analyse the socio-cultural impact of the mass communication media as revealed by research; to examine the control and support of mass communication media with particular reference to the Australian experience.

11614 COMMUNICATION VIA — APPLIED COMMUNICATION THEORY AND RESEARCH

(Bachelor of Business); (Bachelor of Education (Physical Education));
(Bachelor of Arts — Leisure Studies).

Semester:II

3 class contact hours
10 week hours

Pre-requisite:

Communication IIIA, IVA, VA or any two with the other as co-requisite.

Objectives:

To examine the varying assumptive positions which form the basis of communication theory building and associated research and practice and to develop an understanding of the methodologies used in communication research; to explore the obstacles to the development of holistic communication theory and to analyse attempts to integrate communication theories originating from varying communication contexts; to apply knowledge of communication theory and research to address issues and problems in professional fields such as staff training and development, publicity and public relations, and information campaigns.

11702 COMMUNICATION IC

(Graduate Diploma in Library Science)

Semester: I

2 class contact hours
4 week hours

Pre-requisite:

None

Objectives:

To examine the role and nature of communication, both intra and inter-personal and of various models of the communication process; to study the nature, potential and limitations of communication media against a background of their historical development; to assess the mutually reinforcing effects of the mass media and attitude formation and social behaviour; to examine the roles and applications of specific media in the context of present and future technological developments and assess their costs and benefits.

11704 MEDIA MANAGEMENT

(Graduate Diploma in Administration)

Semester:II

2 class contact hours

7 week hours

Pre-requisite:

None

Objectives:

To develop an appreciation of the range and potential of media in a wide range of administrative settings; to analyse the impact of developments in media technology on the administrative process; to make known and to evaluate research procedures appropriate to media evaluation and to develop skills in evaluating research findings concerning media use; to examine major theories of communication and assess the use of media in improving the effectiveness of the communication process in administrative settings.

11706 MANAGERIAL COMMUNICATION

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

None

Objectives:

To demonstrate the importance and extent of interactive face-to-face communication at the interpersonal-organisational interface; to develop understanding of the factors affecting interpersonal communication in management/administrative settings, with particular attention to the role of person perception and impression formation; to explore the notion of communication competence as it applies in management/administrative settings, and to identify components of managerial communication competence; to provide practice in selected interpersonal-organisational communication skills with the objective of affecting the students' willingness to transfer them to improve the quality of interpersonal communication in work environments.

11707 GROUP AND ORGANISATIONAL COMMUNICATION

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Managerial Communication

Objectives:

To develop an understanding of small group and organisation communication practice and theory as a tool in communication management; to understand methods of assessing the communication needs and performances of groups and organisations by examining appropriate methodologies; to delineate the impact of factors such as structural and environmental properties and new communications technologies upon human resources within groups and organisations; to acquire and practise skills in techniques used for analysing and improving group and organisational communication; to acquire and develop competencies in managing communication in groups and organisations.

11710 WORKING WITH ADULTS

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: I 2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To acquire an appreciation of the factors that are important in working with adults in different types of educational settings; to develop an understanding of the interrelationship between adult development and learning; to examine theories of learning and assess their relevance in working with adults; to study different approaches to the development of adult learning theory, and examine the implications for practice; to examine the strategies used in working with adults, assessing their advantages and limitations in particular situations; to gain experience in program planning for working with adults particularly in a non-formal learning context; to apply the concepts and skills acquired to the practice of communication management in the areas of communication technology, training and development, and publicity and public relations.

11720 TRAINING: METHODS AND STRATEGIES

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: I 2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To examine the role of training in the practice of communication management; to examine training as a method for meeting organisational needs and goals; to identify and examine important competencies and skills needed by training professionals; to consider and evaluate a variety of specific training techniques; to demonstrate effectiveness in the delivery of selected training techniques.

11721 MANAGING TRAINING AND DEVELOPMENT

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: II 2 class contact hours
7 week hours

Pre-requisite:

Training: Methods and Strategies

Objectives:

To examine the contribution of training and development programmes to the practice of communication management; to explore facets of administering and managing training and development functions; to analyse training and development functions; to analyse training and development programmes as they relate to the attainment of organisational goals; to understand differing methods of organisational assessment and diagnosis as they relate to training and development programmes; to examine the process of planning, implementing and evaluating training and development programmes in organisations.

11730 COMMUNICATION MEDIA

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: I 2 class contact hours
7 week hours

Pre-requisite:
None

Objectives:

To provide an overview of modern communication media and associated technologies; to develop skills in the analysis, selection, use, and evaluation of communication media software resources; to develop skills in the design and production of selected communication media software; to develop skills in the management of communication systems and resources.

11731 VIDEO PRODUCTION

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: II 2 class contact hours
7 week hours

Pre-requisite:
Nil.

Objectives:

To provide an awareness of the potential and limitations of television as a communication medium; to develop skills fundamental to the production and presentation of quality television programmes; to encourage a creative and innovative approach to the conception, scripting and production of television programmes; to understand basic technical principles underlying television production; to develop skills in the management of resources and personnel associated with television production.

11802 COMMUNICATION AND MEDIA STUDIES IN EDUCATION

(Graduate Diploma in Education)

Semester: II 2 class contact hours
4 week hours

Objectives:

This unit aims to develop an understanding of interpersonal and mass communication practice and theory within the applied context of contemporary education. Students will also examine the implications of new communication technology and research evidence on the impact of media on children, and investigate communication education in Australian schools.

11805 MASS COMMUNICATION ANALYSIS

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: I 2 class contact hours
7 week hours

Pre-requisite:
Group and Organisational Communication

Objectives:

To develop an understanding of mass communication practice and theory as an integral component of communication management; to assess the

impact of mass communication media with respect to managing communication within the organisational and wider social context; to acquire an understanding of, and skills in, using differing modes of analysing the content of mass mediated messages and to show how such approaches assist in the effective management of communication; to explore various approaches to audience analysis, complementing message analysis in communication management; to examine media organisation in terms of internal and external constraints on media production and distribution, with particular emphasis on the Australian context.

11806 APPLICATIONS OF COMMUNICATION THEORY

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Mass Communication Analysis

Objectives:

To examine the influences of varying assumptive positions or conceptual perspectives upon communication theory building and associated research and practice; to analyse attempts to integrate communication theories originating from different assumptive positions and/or communication contexts; to apply knowledge of communication theory and research to address a variety of communication issues and problems, including communication management problems.

11809 COMMUNICATION MANAGEMENT PROJECT

(Graduate Diploma in Communication Management)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Applications of Communication Theory

Objectives:

To provide an opportunity for students to undertake a project in the field of communication management individually or as a member of a small group; to identify, analyse, and evaluate the literature in the student's chosen project area; to identify methodologies appropriate to the execution of the project; to provide a forum in which students may share their experiences.

11810 PUBLICITY AND PUBLIC RELATIONS

(Graduate Diploma in: Administration/Communication Management/Leisure Studies)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

None.

Objectives:

To develop understanding of publicity and public relations as communication processes and as forms of communication management; to analyse the nature of public opinion, its measurement, and its influence; to develop competencies in publicity and public relations in relation to objective setting, planning, implementation, and evaluation; to examine ethical considerations relevant in the practice of publicity and public relations.

11901 HUMAN COMMUNICATION IN THE EDUCATIONAL ENVIRONMENT

(Bachelor of Education (Primary) — (Sandwich/Conversion Course)).

Semester: I

2 class contact hours

4 week hours

Pre-requisite:

None

Objectives:

To understand the processes of interpersonal communication and its influence in the school; to understand the importance of non-verbal communication in the classroom; to be able to identify the variables that affect information processing in the classroom; to develop skills in, and evaluate the process of, small group communication; to identify variables that affect teacher influence in the classroom; to understand the nature of communication barriers in the classroom; to become familiar with the educational ramifications of intercultural communication.

11902 MASS MEDIA IN EDUCATION

(Bachelor of Education (Primary) — (Sandwich/Conversion Course)).

Semester: I and II

2 class contact hours

4 week hours

Pre-requisite:

None

Objectives:

To understand the processes of mass communication and their influences on schools; to examine ways in which the media of mass communication affect children and their learning; to analyse the implications of present and future technological developments for mass communication and their relevance to education; to develop skills in the design of media studies programmes for schools; to explore the potential of different forms of media for communication within the school, and between the school and its client groups.

11903 VIDEO IN EDUCATION

(Bachelor of Education (Primary) — (Sandwich/Conversion Course)).

Semester: I

2 class contact hours

4 week hours

Pre-requisite:

None. However, students are advised to complete (11901) Human Communication in the Educational Environment and (11902) Mass Media in Education in that order, **before** undertaking this unit.

Objectives;

The aim of this unit is to provide educators with practical production experience, informed by an understanding of relevant, related theory. Specifically, students will be expected to analyse, evaluate and use educational television material in the classroom setting. They will also be required to produce their own programmes.

EDUCATION STUDIES

The Department of Education Studies offers a major sequence in Education, as follows.

- 12124 Foundations of Educational Analysis I
- 12224 Foundations of Educational Analysis II
- 12324 Approaches to Education
- 12424 Education in Australia
- 12524 Comparative Studies in Education
- 12624 Education and Development

The major is designed as a disciplinary sequence for students in the Bachelor of Arts (Library Science) and Bachelor of Business programmes. It is not available to Diploma of Teaching or Bachelor of Education students.

12105 AN INTRODUCTION TO DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

(Associate Diploma in Recreation)

Semester: I and II

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

By the end of the unit students should be able to: indicate how a study of psychology — educational and developmental, assists in understanding human behaviour and in making professional decisions; describe and discuss the determinants and general features of human growth and development across the life span; identify and describe the determinants and general features of physical, cognitive and social/emotional growth and development across the life span; employ appropriate general principles of learning to sustain or modify the behaviour of target populations.

12124 FOUNDATIONS OF EDUCATIONAL ANALYSIS I

(Bachelor of Arts (Library Science))

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To provide students with the opportunity to secure an experimentally based awareness of the general structural; operational and contextual features of educational agencies and systems; to foster an awareness of the nature, scope and purpose of education as a field of study; to introduce students to a philosophical perspective upon education.

12125 PSYCHOLOGY IA: AN INTRODUCTION TO A PSYCHOLOGICAL STUDY OF THE PERSON

(Bachelor of Arts (Library Science))

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To introduce students to the study of Psychology as a set of developing views of the person; to develop a framework within which to present an account of the person as actively engaged in the development and maintenance of competencies and skills which will enable the person to "cope effectively" with the intellectual, personal and inter-personal dimensions of experience across the life-span; to consider the contribution of particular areas of psychological investigation to an understanding of the person as a whole; to indicate and evaluate the extent to which psychological knowledge is used/abused in various areas of human interaction; to acquaint students with basic methods of data collection and analysis in Psychology.

12130 EDUCATION IA: PRINCIPLES AND PRACTICES OF TEACHING

(Bachelor of Education (Physical Education)
(Bachelor of Education (Primary Education))

Semester: I

3 class contact hours
5 week hours

Pre-requisite:

None

Objectives:

To describe the basic elements in the teaching-learning process; to indicate the major factors influencing contemporary approaches to teaching; to state the distinguishing features of major teaching models or approaches; to discuss the psychological rationale underlying the exposition approach to teaching; to plan, implement and evaluate teaching based on the exposition model.

12131 EDUCATION IB: DEVELOPMENTAL PSYCHOLOGY I

(Bachelor of Education (Physical Education)
(Bachelor of Education (Primary Education))

Semester: I

2 class contact hours
5 week hours

Pre-requisite:

None

Objectives:

To develop the general features of human growth and development from conception to adulthood; to identify and describe the intra-individual and environmental determinants of human growth and development; to demonstrate proficiency in gathering and interpreting observational information relating to human behaviour.

12224 FOUNDATIONS OF EDUCATIONAL ANALYSIS II

(Bachelor of Arts (Library Science))

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Foundations of Educational Analysis I

Objectives:

To develop a critical understanding of significant historical and modern concepts of the nature of learning and knowledge and of the human learner; to encourage an awareness and appreciation of the influence such concepts have had, and are having, on educational theory, policies and practices; to involve students in the formulation of a personal concept of the human learner and of the learning process and to have them undertake an educational interpretation of their viewpoints.

**12225 PSYCHOLOGY IIA:
COGNITIVE PROCESSES IN THE PERSON**

(Bachelor of Arts (Library Science))

Semester: III

3 class contact hours
6 week hours

Pre-requisite:

Psychology IA — Introduction to a Psychological Study of the Person

Objectives:

To demonstrate how individuals cope with the problem of "knowing" their environment through a study of current theory and research into the nature and functioning of cognitive and higher mental processes; to trace developmental aspects and individual differences in these processes across the life-span as a function of maturation, decline, deficit or deterioration of competence, performance or skill; to foster an awareness of basic problems in the investigation of higher mental processes through practical research experience; to guide students to undertake a critical analysis of conceptual issues in each of the areas studied.

**12230 EDUCATION IIA:
PRINCIPLES AND PRACTICES OF TEACHING II**

(Bachelor of Education (Primary Education))

Semester: II

3 class contact hours
5 week hours

Pre-requisite:

None

Objectives:

To explain the teaching-learning process in terms of reinforcement theory; to identify and select principles from reinforcement theory in analysing problems associated with classroom management and discipline; to devise suitable strategies to solve these problems; to evaluate the effects of these strategies to establish and/or maintain effective management in the classroom; to deduce implications for professional self-development in practical teaching situations.

**12231 EDUCATION IIB:
DEVELOPMENTAL PSYCHOLOGY II**

(Bachelor of Education (Primary Education))

Semester: II

2 class contact hours
5 week hours

Pre-requisite:

None

Objectives:

To indicate and explain the nature and extent of individual differences in development; to outline the major theories of development and describe the concept of the person implied in each; to describe and justify the research methods used in the study of human behaviour and development.

**12233 EDUCATION II AP:
PRINCIPLES OF TEACHING II**
(Bachelor of Education (Physical Education))

Semester: II

2 class contact hours
5 week hours

Pre-requisite:

Education IAP: Principles of Teaching I
Practices of Teaching Physical Education I

Co-requisites:

Practices of Teaching Physical Education II
Education IIB: Human Development

Objectives:

Students will: describe the administrative structure of New South Wales Secondary schools; identify the factors of Secondary School organisation which relate to the teaching of Physical Education; state the basic principles and concepts of Behavioural Theories of learning; relate behaviour modification theory to teacher centred models of teaching and teaching styles in Physical Education; apply behaviour management principles to the management of class behaviour and problems with discipline.

**12234 EDUCATION II BP:
DEVELOPMENTAL PSYCHOLOGY II**
(Bachelor of Education (Primary Education))

Semester: II

2 class hours
5 week hours

Pre-requisites:

None

Objectives:

This unit is designed to help students examine the nature and extent of individual differences and how such differences may be provided for both in the school context and beyond. Particular emphasis will be given to differences in: the physical and motor domain; the cognitive domain; motivation, and the nurturance of social competence. The unit also presents a number of different views of "the person" associated with selected major theories of development so that students are required to examine individual differences from a range of theoretical perspectives.

12324 APPROACHES TO EDUCATION

(Bachelor of Arts (Library Science))

Semester: III

3 class contact hours
6 week hours

Pre-requisite:

Foundations of Educational Analysis I
Foundations of Educational Analysis II

Objectives:

To investigate major contemporary approaches to educational design and practice from the standpoint of philosophy, psychology and socio-cultural influences; with reference to the concepts and processes considered in Foundations of Educational Analysis I and II; to analyse and evaluate the philosophical and psychological assumptions on which the various approaches are based; to examine curricular implications of each approach; to identify, in general terms, the teaching strategies most commonly associated with each approach.

**12325 PSYCHOLOGY IIIA:
PERSONAL GROWTH, MATURITY AND CHANGE**
(Bachelor of Arts (Library Science))
Semester: IV 4 class contact hours
8 week hours

Pre-requisite:
Psychology IA — Introduction to a Psychological Study of the Person
Psychology IIA — Cognitive Processes in the Person

Objectives:
To continue the general theme of development and maintenance of "coping skills" across the life-span in terms of personal growth, maturity, change and disruption in the context of normative life crises; to encourage students to explore and consider their own ways of classifying people as well as psychological models and theories of personality and personality development; to examine the concepts of stress, conflict, defence in relation to the self-concept; to analyse methods of assessment in personality, the notions of normality, deviance and the ethics of intervention.

**12330 EDUCATION IIIA:
PRINCIPLES AND PRACTICES OF TEACHING III**
(Bachelor of Education (Primary Education))

Semester: III 2 class contact hours
4 week hours

Pre-requisite:
Education IIA and any **two** of Education IA, IB, IIB.

Objectives:
To know the basic concepts and principles of the group-process and inquiry models of teaching; to understand the theory of group dynamics; to observe and analyse the nature of class-room interaction; to increase pupil participation in the teaching-learning process through planning of appropriate strategies such as class/small group discussion, role-playing, problem-solving and individual study.

**12331 EDUCATION IIIB:
SOCIAL BASES OF EDUCATION I**
(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: III 2 class contact hours
5 week hours

Pre-requisite:
None

Objectives:
To identify and analyse the characteristics of social systems in a variety of contexts; to demonstrate a knowledge of how the established child rearing/educational practices of a culture produce functionally recognisable members of that culture; to analyse education in both formal and informal contexts in terms of its socio-cultural determinants, with specific reference to the home, the school and the media; to interpret the significance of social classification data for education; to account for the development of Australian valuations of education; to interpret the directions of social change, and the educational implications of such.

**12332 EDUCATION IIIC:
INSTRUCTIONAL TECHNOLOGY**

(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: III

0 class contact hours

3 week hours

Objectives:

To introduce the principles underlying the use of audio-visual equipment in the classroom, and to permit students to achieve competency in the operation of this equipment.

**12333 EDUCATION IIIAP:
PRINCIPLES AND PRACTICES OF TEACHING III**

(Bachelor of Education(Physical Education))

Semester: III

3 class contact hours

5 week hours

Pre-requisite:

Education IIA and any **two** of Education IA, IB, IIB

Objectives:

Students will apply the concepts and principles of teacher directed teaching methods to the teaching of Physical Education in Secondary Schools; integrate their knowledge of Secondary School organisation in the preparation and planning of lessons; apply the systems approach to content planning; demonstrate competence in the planning of discussion and role-playing strategies.

12424 EDUCATION IN AUSTRALIA

(Bachelor of Arts (Library Science))

Semester: IV

4 class contact hours

8 week hours

Pre-requisite:

Foundations of Educational Analysis I and II
Approaches to Education

Objectives:

To consider the development of education in the Australian context, using the conceptual framework and critical skills established in previous units; to undertake a critical-examination, analysis and evaluation of the contemporary scene in Australian education with particular reference to the nature and implications of change and to salient issues and controversies; to develop skills in the selection and use of primary materials and sources of information.

**12425 PSYCHOLOGY IVA
THE INTER-PERSONAL CONTEXT**

(Bachelor of Arts (Library Science))

Semester: V

4 class contact hours

8 week hours

Pre-requisite:

Psychology IA — Introduction to a Psychological Study of the Person

Psychology IIA — Cognitive Processes in the Person

Psychology IIIA — Personal Growth, Maturity and Change

Objectives:

To explore the relationship between persons and the social world in which they live; to examine in detail the processes involved in coping inter-personally, "knowing" the world and communication with others; to develop an understanding of the nature of group structure and processes and the ways these affect the individual; to analyse broader cultural and social processes in terms of such concepts as roles, rules, values and social change; to foster a critical awareness of current social issues and competence in social research methods.

**12430 EDUCATION IV:
PRINCIPLES AND PRACTICES OF TEACHING IV**

(Bachelor of Education (Primary Education))

Semester: IV

3 class contact hours
9 week hours

Pre-requisite:

Education IA, IIA, IIIA, IB, IIB

Objectives:

Students will be drawing on child development data, as well as their understanding of teaching models, principles and practices in order to review and apply features of cognitive and social-emotional growth of the child from 4 to 12 years; to analyse the cognitive developmental and exploratory teaching models; to assess children's performance; to show skill in planning and organising for children within classroom contexts in the infants and primary school.

**12433 EDUCATION IVP:
PRINCIPLES AND PRACTICES OF TEACHING
PHYSICAL EDUCATION**

(Bachelor of Education (Physical Education))

Semester: IV

4 class contact hours
8 week hours

Pre-requisite:

Education IA, IB, IIA, IIB, IIIAP

Objectives:

To outline the areas and objectives of physical education from K to 12; to describe the scope of the K to 12 curriculum; to plan lessons and units and apply effective teaching procedures; to evaluate this teaching, and to plan programmes for sport and physical education.

**12524 COMPARATIVE AND INTERNATIONAL STUDIES
IN EDUCATION**

(Bachelor of Arts (Library Science))

Semester: V

4 class contact hours
8 week hours

Pre-requisite:

Foundations of Educational Analysis I: Foundations of Educational Analysis II; Approaches to Education: Education in Australia

Objectives:

To utilise the conceptual framework and analytical skills gained in preceding course units in order to critically examine aspects of educational systems and their societal contexts, and to evolve educational policy or planning strategies designed to assist perceived developments.

**12530 EDUCATION V:
TEACHING CHILDREN WITH LEARNING DIFFICULTIES**

(Bachelor of Education (Primary Education))

Semester: V

3 class contact hours
8 week hours

Pre-requisite:

Education IA, IB, IIA, IIB, IIIA, IV, Maths. Teaching III (15313),
English Teaching III (13312)

Objectives:

Students will demonstrate awareness of individual differences and of the problems of socially devalued children; assess pupils' performance in basic skills; write individual mastery programs in the basic skills; describe strategies for improving language performance of pupils with different language backgrounds or with learning difficulties; describe ways of developing the self-esteem of children who are socially devalued or who have a history of failure.

**12533 EDUCATION VP:
HUMAN ABILITY AND DISABILITY**

(Bachelor of Education (Physical Education))

Semester: V

3 class contact hours
6 week hours

Pre-requisite:

Education IB, IIB

Objectives:

This is an introductory unit for studies relating to services for people who are disabled or socially devalued. The unit aims to challenge attitudes towards "different" people as well as to provide basic information about special needs and special services. Students will describe significant deviations from expected patterns of development; relate variations in human development to constitutional and environmental factors; and describe special services currently provided. Also, through a variety of media and experiences, students will be made aware of the personal significance of handicaps and of the universality of human needs and aspirations.

12624 EDUCATION AND DEVELOPMENT

(Bachelor of Arts (Library Science))

Semester: VI

4 class contact hours
8 week hours

Pre-requisite:

Foundations of Educational Analysis I; Foundations of Educational Analysis II; Approaches to Education; Education in Australia; Comparative and International Studies in Education.

Objectives:

To examine assumptions underlying cross-cultural educational planning and concurrent theories of development. With the employment of this frame of reference, to study developments in theory and practice in international education, and the influence of such activities on the provision of formal education in Australian States. To further examine a particular educational context through this framework, and with the assistance of primary sources and materials.

**12630 EDUCATION VIA:
DESIGN OF EDUCATIONAL PROGRAMMES**
(Bachelor of Education (Primary Education))
Semester: VI 2 class contact hours
6 week hours

Pre-requisite:

Education IA, IB, IIA, IIB, IIIA, IV, V

Objectives:

Students will: translate general aims of education into statements of objectives that are appropriate to particular class situations with due regard to specialist implementation at infants/primary levels of instruction; formulate behavioural objectives; select and design teaching/learning programmes; evaluate teaching/learning programmes; and modify programmes in the light of feed-back gained from evaluation procedures.

**12631 EDUCATION VIB:
PHILOSOPHICAL BASES OF EDUCATION I**
(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))
Semester: VI 2 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To develop a reasoned and informed approach to teaching based on an understanding of some major educational issues that confront teachers today; to analyse alternative approaches to key educational problems in terms of their conceptual underpinning; to evaluate alternative educational aims which emerge from the adoption of certain educational policies, and thereby to begin the process of determining the educational stance which they as teachers intend to adopt.

**12633 EDUCATION VIA P:
DESIGN OF EDUCATIONAL PROGRAMMES**
(Bachelor of Education, Physical Education)
Semester: VI 2 class contact hours
6 week hours

Pre-requisite:

Education IA, IB, IIA, IIB, IIIAP, IVP, VP.

Objectives:

Students will: translate general aims of education into statements of objectives that are appropriate to particular class situations with due regard to specialist implementation at the secondary level of instruction; formulate behavioural objectives; select and design teaching/learning programmes; evaluate teaching/learning programmes; and modify programmes in the light of feed-back gained from evaluation procedures.

12702 PSYCHOLOGICAL BASES OF SECONDARY EDUCATION

(Graduate Diploma in Education)

Semester: I

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

Strand A — By the end of the unit, students should be able to:

indicate how a study of psychology assists in understanding learning behaviour; explain the processes of teaching and learning in terms of selected theoretical models; identify variables which account for individual differences; apply knowledge of the learner and learning processes to achieve changes in behaviour in the classroom

Strand B — By the end of the unit, students should be able to:

state appropriate objectives when planning lessons; identify the major elements in any teaching-learning situation; plan lessons and justify decisions made; indicate basic control strategies to maintain effective order and discipline in the classroom.

12707 TEACHING EXCEPTIONAL CHILDREN

(Graduate Diploma in Special Education)

Semester: I

3 class contact hours

8 week hours

Objectives:

This unit aims at assisting students: to develop skill in observing and interpreting children's behaviour; to apply the procedures of behaviour analysis and data-based instruction to individual pupils and small groups, and to examine research on the learning performance of exceptional children.

12719 TEACHING PRACTICUM I

(Graduate Diploma in Special Education)

Semester: I

4 class contact hours

10 week hours

Objectives:

Students will demonstrate their skills in assessing the performance of developmentally disabled or learning disabled pupils, establishing objectives, planning and organising the conditions of learning, and managing pupils and the learning environment.

12747 INTRODUCTORY STATISTICS FOR TEACHERS

(Graduate Diploma, Special Education)

Semester: I

1 class contact hour

2 week hours

Objectives:

To increase students' comprehension of research articles in special education journals; introduce the initial treatment, analysis and presentation of data and the study of a probability distribution curve.

- 12721 SYSTEMATIC TEACHING**
(Graduate Diploma, Learning Difficulties)
Semester: III 3 class contact hours
6 week hours
- Pre-requisite:**
Behaviour Management
- Objectives:**
To demonstrate skill in observing and interpreting children's behaviour; to apply the procedures of behaviour analysis and data based instruction to individual pupils and small groups; to analyse and interpret research on the learning performance of exceptional children.
- 12722 PARENT AND TEACHER CONSULTANCY**
(Graduate Diploma, Special Education)
(Graduate Diploma, Learning Difficulties)
Semester: III 2 class contact hours
Pre-requisite 6 week hours
None
- Objectives:**
To observe and recognise the attitudes of parents and siblings to children with disabilities; to increase parents' and teachers' skill in managing problem behaviour; to guide parents and teachers in the selection and teaching of developmental activities; to communicate effectively with other professionals in the team situation; to develop effective teacher-parent and teacher-teacher co-operation.
- 12730 EDUCATION VIIA:
ANALYSING CLASSROOM INTERACTION**
(Bachelor of Education (Primary Education))
Semester: VII 3 class contact hours
10 week hours
- Pre-requisite:**
None
- Objectives:**
This unit is based on the notions of professional decision making and accountability. Students will analyse the teaching/learning process in terms of instructional style and teacher/pupil interaction; demonstrate an understanding of research into classroom climate, classroom interaction; analyse teaching in terms of verbal-nonverbal interaction and episodic models; review research on teacher effectiveness; and demonstrate skill in systematic observation of teacher/pupil interaction.
- 12733 EDUCATION VIIAP:
ANALYSING CLASSROOM INTERACTION**
(Bachelor of Education (Physical Education))
Semester: VII 3 class contact hours
10 week hours
- Pre-requisite:**
Education IA, IIA, IB, IIB, IIIAP, IVP
- Objectives:**
Students will analyse teacher-pupil interaction inside and outside the classroom in terms of group dynamics and verbal and non-verbal communication patterns; evaluate research into teacher effectiveness; evaluate their own teaching style and strategies by applying the techniques of systematic observation and analysis.

12740 TEACHING BASIC SKILLS I

(Graduate Diploma, Special Education)

3 class contact hours

Semester: I

8 week hours

Objectives:

To study the language performance of children with disabilities or with learning difficulties; to examine techniques for observation, assessment, programming and management of language learning.

12741 TEACHING BASIC SKILLS II

(Graduate Diploma, Special Education)

Semester: I

2 class contact hours

6 week hours

Objectives:

To develop efficient procedures and techniques for the teaching of mathematical concepts and skills to atypical children; examine ways in which children learn mathematics; select and develop programs for remediating specific difficulties in mathematics and for re-patterning problem-solving approaches.

12802 SOCIOLOGICAL BASES OF EDUCATION

(Graduate Diploma in Education)

Semester: II

2 class contact hours

4 week hours

Objectives:

Students will: relate relevant sociological concepts and theories to the description of the social structure of secondary schools in Australia; analyse Australian society in terms of social class, race, religion, sex, family and the work force; identify the social organisation of Australian Education in its community setting; explain the directions of social change and the educational implications of change for Social Policy and Educational Planning; interpret the implication of these factors for the "function of schools".

12803 PHILOSOPHICAL BASES OF SECONDARY EDUCATION

(Graduate Diploma in Education)

Semester: I

2 class contact hours

4 week hours

Objectives:

To develop a reasoned and informed approach to teaching based on an understanding of some major educational issues that confront secondary teachers today; analyse alternative approaches to key educational problems in terms of their philosophical underpinnings; begin the process of determining the educational stance which they as teachers intend to adopt in relation to some current and contentious areas of educational policy.

12804 CURRICULUM DEVELOPMENT IN SECONDARY EDUCATION

(Graduate Diploma in Education)

Semester: II

3 class contact hours
6 week hours

Objectives:

Students will: participate meaningfully in a curriculum team to develop a curriculum appropriate to a particular school and community situation; formulate and justify appropriate aims and objectives for a specific school and community situation; select appropriate content and teaching/learning experiences to fulfil particular aims and objectives; adopt appropriate techniques of assessment; develop a curriculum in such a way that: (i) a knowledge of the major curriculum models is demonstrated, and (ii) a knowledge of the interrelationship of the curriculum elements is demonstrated; analyse methods for evaluating both curricula and curricula-in-action.

12808 BEHAVIOUR MANAGEMENT

(Graduate Diploma in Special Education)

Semester: I

3 class contact hours
8 week hours

Objectives:

The unit provides opportunities for students to: analyse operant behaviour and the conditions for changing behaviour; examine some systematic applications of procedures for behaviour change; examine some alternative to the behaviour-analysis approach; and develop skills in the management of behaviour in classrooms.

12819 TEACHING PRACTICUM II

(Graduate Diploma in Special Education)

Semester: I

4 class contact hours
10 week hours

Pre-requisite:

Teaching Practicum I

Objectives:

The second practicum unit will provide students with opportunities to develop and demonstrate the following competencies; design individual programs for learners with disabilities; use recorded data to modify the teaching program; provide in-service education for teachers and other professionals.

12811 RESEARCH REVIEW

(Graduate Diploma in Special Education)

Semester: II

2 class contact hours
6 week hours

Pre-requisite:

Introductory Statistics for Teachers

Objectives:

To study intensively the research on a specific topic in special education

which is seen by the individual student as being important in that student's professional development; improve skills and knowledge of conventions in preparing material for a journal article or for a proposal for project funding.

12821 RESOURCE TEACHING SERVICES

(Graduate Diploma in Special Education)

Semester: III

2 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

To define the population of school pupils for whom resource teacher services are appropriate; to design programs and management systems for individual progress in the basic skills; to compare and evaluate ways of organising services within the school for pupils with learning difficulties; to plan a resource room, given a defined cluster of problems in a school; to describe ways of enhancing pupils' self-concept; to establish priorities, and justify them for teaching across a wide range of individual differences.

12822 INDEPENDENT STUDY

(Graduate Diploma, Learning Difficulties)

Semester: IV

equivalent to 2 class contact hours

4 week hours

Pre-requisite:

None

Objectives:

To conduct an intensive study of a topic in special education, using literature surveys, primary sources, survey techniques, or research methodology, or any combination of these; to report the results of their study in an approved manner.

12830 EDUCATION VIIIA: INDIVIDUALISING INSTRUCTION

(Bachelor of Education (Primary Education))

Semester: VIII

3 class contact hours

10 week hours

Pre-requisite:

None

Objectives:

To interpret, analyse and evaluate the literature on assessment and teaching strategies as related to individualising instruction; to identify the learning needs of individuals through the application of appropriate assessment procedures; to prepare a case study report based upon assessment; to prescribe learning goals according to the perceived characteristics of the learner; to plan appropriate intervention strategies based upon assessment of learning needs and abilities of the individual and the availability of teaching resources.

12840 TEACHING THE SEVERELY HANDICAPPED I

(Graduate Diploma, Special Education)

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Teaching Exceptional Children

Objectives:

This unit will introduce teacher-students to issues in providing educational services to developmentally delayed learners. The design, development and evaluation of instructional materials and programmes for students traditionally labelled as moderately, severely and profoundly retarded will be stressed. The major activities will include readings and class discussion; participation in a group "task force", investigation and evaluation of published curriculum materials; construction, implementation and evaluation of an instructional programme emphasising task analysis, data based programme modifications and programming for generalisation and maintenance of a functional age-appropriate skill

12841 TEACHING THE SEVERELY HANDICAPPED II

(Graduate Diploma, Special Education)

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Teaching Basic Skills I

Objectives:

To provide teachers with assessment, programming and management techniques to improve the communication skills and repertoire of severely or multiply handicapped people; the unit will be concerned with both the elicitation of speech and the teaching of non-speech alternatives.

12847 DEVELOPMENT AND DISABILITY

(Graduate Diploma, Special Education)

Semester: II

2 class contact hours

6 week hours

Objectives:

To provide teachers with detailed knowledge of the development of young children so that they will be able to identify sequences in physical, intellectual, social and emotional development; to study the causes and correlates of major disabling conditions; to relate both of these sets of information to programming and management of exceptional children.

12850 ASSESSMENT AND REMEDIATION I

(Graduate Diploma, Special Education)

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Teaching Basic Skills I

Objectives:

To examine issues in the teaching of reading and other language skills to pupils with learning problems or disabilities; to study relevant assessment techniques, programming, teaching techniques and materials; to develop skills in these areas.

12851 ASSESSMENT AND REMEDIATION II

(Graduate Diploma, Special Education)

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Teaching Basic Skills II

Objectives:

To analyse and develop curricula which are appropriate to intellectually disabled learners; undertake task analyses of various mathematical activities; develop and evaluate instructional materials; implement a diagnostic/remediation program or a mathematical research project.

12933 EDUCATION IXA: ANALYSIS OF EDUCATIONAL PRACTICE

(Bachelor of Education (Physical Education))

Semester: VIII

3 class contact hours

10 week hours

Pre-requisite:

Education VIB

Objectives:

To bring together the descriptive emphasis of Sociology and the analytical emphasis of Philosophy for the critical analysis of the parameters of selected educational theory and practice in Australia. Students will be expected to demonstrate a commitment to the activity of critically analysing the sociological and philosophical assumptions that underpin theory and practice in the Australian schools.

12993 EDUCATION XA: CURRICULUM DEVELOPMENT

(Bachelor of Education (Primary Education))

Semester: VIII

3 class contact hours

10 week hours

Pre-requisite:

Education VIAP, VIB, (B.Ed.(P.E.) only)

Objectives:

To consider contemporary issues and trends in curriculum development and to develop skills in the application of appropriate models of curriculum development and organisation to the design of school-based curriculum. Competency in school-based curriculum development will be fostered by group workshop activities and field studies.

ENGLISH

The Department of English offers two sequences of General Studies, available to students in the Bachelor of Education (Primary Education) and the Bachelor of Education (Physical Education). They may also be taken by other students in the College requiring a major disciplinary sequence.

• DRAMA AND THE THEATRE ARTS

This sequence involves students in both the theory and practice of drama. It provides a general survey of world theatre, both ancient and modern, and moves towards an understanding of the drama of today. Stage crafts and design skills in terms of light, space, function and style are developed.

The sequence is as follows:

13140 Drama and the Theatre Arts I	— Introduction to World Theatre
13240 Drama and the Theatre Arts II	— Acting
13340 Drama and the Theatre Arts III	— The Craft of the Theatre
13440 Drama and the Theatre Arts IV	— Themes, Symbols and Archetypes in Drama
13540 Drama and the Theatre Arts V	— Dramatic Form
13640 Drama and the Theatre Arts VI	— Direction, Production and Acting

It should be noted that practical hours additional to the notional number of class hours will be required in all units. This is indicated in unit descriptions.

• ENGLISH

This sequence seeks to deepen students' understanding of the functions of language and to develop and refine their response to literature, which, including its extensions in the modern mass media, is considered in the context of the society which produced it and upon which it is a major influence.

The units in the sequence are as follows:

13141 English I	— Language and Literature
13241 English II	— Form and Meaning
13341 English III	— The Victorians and After
13441 English IV	— Revolution and Romanticism
13541 English V	— Elizabethans and Jacobeans: The Emergence of Modern Language and Literature
13641 English VI	— Australian Literature and Language

A sequence of English Teaching units is also offered to students within the Bachelor of Education (Primary) and Bachelor of Education (Physical Education) degree.

Other sequences of units are offered by the Department of English within the various graduate courses provided by the School of Teacher Education.

These courses are:

- Graduate Diploma in Children's Literature
- Graduate Diploma in Educational Studies (Reading Education)
- Master of Arts in Children's Literature and Reading (subject to approval by Higher Education Board).

(See index for page location of detail on these courses).

13140 DRAMA AND THE THEATRE ARTS I INTRODUCTION TO WORLD THEATRE

(Bachelor of Education, (Primary Education))

(Bachelor of Education (Physical Education))

Semester: I

3 + 1 class contact hours

6 week hours

Objectives:

Students will be able to identify and assess differences between the origins, place and nature of drama in different societies and different periods; to recognise and assess influences which have affected modern theatre; and to evaluate their own position through performance.

13240 DRAMA AND THE THEATRE ARTS II — ACTING

(Bachelor of Education, (Primary Education))

(Bachelor of Education (Physical Education))

Semester: II

3 + 1 class contact hours

6 week hours

Pre-requisite:

Nil

Objectives:

Students should recognise and demonstrate different styles of acting and assess and develop relationships between movement, language and location, in historical perspective.

13340 DRAMA AND THE THEATRE ARTS III THE CRAFT OF THE THEATRE

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: III

3 + 1 class contact hours

8 week hours

Pre-requisite:

Drama and the Theatre Arts I or II

Objectives:

Students will be able to select and use appropriate costume, scenery, lighting and make-up for specific stage productions; be able to work as a theatre team in the production process and be able to produce drawings, models and stage details for a production.

- 13440 DRAMA AND THE THEATRE ARTS IV
THEMES, SYMBOLS AND ARCHETYPES IN DRAMA**
(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))
Semester: IV 3 + 1 class contact hours
9 week hours
- Pre-requisite:**
Drama and the Theatre Arts I, II, & III
- Objectives:**
Students will be able to identify the source and significance of themes and symbols in drama; to evaluate archetypes in drama and to use themes symbols and archetypes in production.
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- 13540 DRAMA AND THE THEATRE ARTS V
DRAMATIC FORM**
(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))
Semester: V 3 + 1 class contact hours
10 week hours
- Pre-requisite:**
Drama and the Theatre Arts, I, II, III, & IV
- Objectives:**
Students will come to understand, through a study of recent critical commentary, the nature of tragedy and comedy and the relationship between tragedy and comedy and changes in society. They will relate critically, language function and effect in writing for the theatre and will participate in the production of a tragedy or comedy, and will interpret the comic and tragic elements in drama.
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- 13640 DRAMA AND THE THEATRE ARTS VI
DIRECTION, PRODUCTION AND ACTING**
(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))
Semester: VI 3 + 1 class contact hours
10 week hours
- Pre-requisite:**
Drama and the Theatre Arts V
- Objectives:**
Students will demonstrate acting, direction and production ability in a theatre form not previously studied in detail. These forms could include puppet theatre, reader's theatre, children's theatre, street theatre, experimental theatre and theatre-in-education. They will select a genre and script appropriate to the available resources and demonstrate the ability to create the dramatic moment and to relate this to the work of the playwright.

13141 ENGLISH I — LANGUAGE AND LITERATURE

(Bachelor of Education, (Primary Education))

(Bachelor of Education (Physical Education))

Semester: I

3 class contact hours

6 week hours

Objectives:

To provide insights into the operation of language, and to examine its uses and development in different periods; to examine some literature of different periods and to show how a knowledge of language can enlighten the appreciation of literature and a reading of literature can deepen the understanding of language; to show the relationship between the language and literature of a period and its social context; to foster critical perception; to develop the ability to support a considered point of view.

13241 ENGLISH II — FORM AND MEANING

(Bachelor of Education, (Primary Education))

(Bachelor of Education (Physical Education))

Semester: II

3 class contact hours

6 week hours

Pre-requisite:

Nil

Objectives:

To show how meaning is a function of form, structure and content; to show how form as well as content, is a product of the society and culture from which it emerges; to study, in the light of the above, some major literary works of different periods, with special emphasis on twentieth century literature and its relationship to modern mass media.

13341 ENGLISH III — THE VICTORIANS AND AFTER

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: III

3 class contact hours

8 week hours

Pre-requisite:

English I or II

Objectives:

To study in depth some of the major works of Victorian and early modern English, American and Australian literature in the context of the social and intellectual forces which shaped them; to consider the language of the works studied both in the context of the shaping social and intellectual forces, and as the expression of the thought and feeling of the individual writer concerned; to consider the critical approaches to literature in the Victorian and modern periods, so as to show how these are also the product of the culture of the time. Critical and creative writing will be studied in conjunction.

13441 ENGLISH IV — REVOLUTION AND ROMANTICISM

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Pre-requisite:

English I, II and III

3 class contact hours

9 week hours

Objectives:

To introduce students to the social and intellectual forces which shaped English literature in the late 18th and early 19th centuries, and to compare them to the forces which have shaped the culture of 20th century western society; to consider the aesthetic theories which emerged from these social and intellectual forces and their embodiment in the literature of the period; to consider the theories of language, especially the theories of poetic and literary language which emerged in the period and to relate them to the literature of the time; to study closely some of the major works of literature of the late 18th and early 19th centuries in the light of above objectives; to consider relationships between the literature and culture of the Romantic period and that of our own time.

13541 ENGLISH V ELIZABETHANS AND JACOBEANS: THE EMERGENCE OF MODERN LANGUAGE AND LITERATURE

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: V

3 class contact hours

10 week hours

Pre-requisite:

English I, II, III and IV.

Objectives:

Students will be introduced to the pre-Renaissance "picture" of human kind, society and the cosmos, and consider the social and intellectual forces which began to modify this picture in England during the 16th and 17th centuries, leading to modern concepts of humanity and the universe. They will study some of the major works of English literature of the Elizabethan and Jacobean periods in the light of the above object, and bring out their relevance for an understanding of society today; and will consider some of the major critical approaches to Elizabethan and Jacobean literature (especially to the study of Shakespeare), thus developing an awareness of the way each age interprets the culture of the past in terms of its own needs and insights.

13641 ENGLISH VI AUSTRALIAN LITERATURE AND LANGUAGE

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: VI

3 class contact hours

10 week hours

Pre-requisite:

English V

Objectives:

Students will explore the development of Australian language and literature in the context of its origins in the culture of Britain, Europe and North America. They will consider the relationship between Australian literature and language and the development of Australian society and culture (with some emphasis on modern mass media) and study selected works of Australian poets, dramatists and prose writers in the light of the above objectives.

13112 ENGLISH TEACHING I

(Bachelor of Education (Primary Education))

Semester: I

2 class contact hours

4 week hours

Pre-requisites:

None:

Objectives:

Students will demonstrate some knowledge of the nature and functions of language; recognise the relationship of language to learning; recognise the skills of listening, speaking and drama; demonstrate personal competence in these skills and apply this competence to teaching.

13212 ENGLISH TEACHING II

(Bachelor of Education (Primary Education))

Semester: II

2 class contact hours

4 week hours

Pre-requisite:

Nil

Objectives:

Students will recognise the skills of literacy and develop personal competence in these skills, demonstrate knowledge of the development of early reading and writing, and the experience, teaching and resources necessary to the development of those skills, demonstrate an understanding of the role of literature in the development of literacy skills.

13312 ENGLISH TEACHING III

(Bachelor of Education (Primary Education))

Semester: III or IV

3 class contact hours

6 week hours

Pre-requisite:

English Teaching I or II

Objectives:

Students will develop an understanding of the specific skills required by the developing reader and the techniques of teaching these skills to preprimary and primary children. They will examine the place of reading in the total language environment, reading across the curriculum and some special problems in reading.

13412 ENGLISH TEACHING IV

(Bachelor of Education (Primary Education))

Semester: V or VI

2 class contact hours

4 week hours

Pre-requisite:

English Teaching I or II

Objectives:

Students will develop an understanding of the reading interests of children and young people and of the literature which best meets and extends these interests. They will develop an awareness of the role of literature in the growth of language skills and personal growth, and the uses of literature in the classroom.

**13414 ENGLISH TEACHING V — TEACHING ENGLISH AS
A SECOND LANGUAGE**

(Bachelor of Education (Primary Education))

Semester: V or VI

2 class contact hours

4 week hours

Pre-requisite:

English Teaching I or II

Objectives:

To develop understanding of the language difficulties of the migrant child; to develop contrastive analysis skills across languages; to provide practical experience in Teaching English as a Second Language.

13618 EDUCATIONAL DRAMA

(Bachelor of Education (Primary Education))

Background Studies

Semester: VI

Pre-requisites:

None

Objectives:

To study drama as a means of self development and as a tool to promote learning through drama. Students will identify the skills required in working in educational drama, demonstrate competency in those skills and produce source material suitable for use in professional activities.

13542 SECONDARY ENGLISH METHOD I

(Bachelor of Education (Physical Education))

Pre-requisite:

At least 4 units of English

5 class contact hours

10 week hours

Objectives:

To develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved; to examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; to give the students the competency to translate the syllabus into reality by developing imaginative, creative and sound class-room procedures.

13642 SECONDARY ENGLISH METHOD II

(Bachelor of Education (Physical Education))

5 class contact hours

10 week hours

Pre-requisites:

Secondary English Method I

Objectives:

To further develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how an appreciation of literature is achieved; to further examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; to give the students further competency to translate the syllabus into reality by developing imaginative, creative and sound classroom procedures.

13543 DRAMA IN EDUCATION I

(Bachelor of Education (Physical Education))

Pre-requisite: English I and II or Drama and the Theatre Arts I and II

5 class contact hours

10 week hours

Objectives:

To give students knowledge of and experience in the use of drama in education by providing: the historical background of drama and theatre in education; a consideration of the role of drama in the classroom and community; understanding the nature of dramatic form; the elements of theatre in education; verbal and non-verbal communication in learning and teaching; skills in drama as a teaching method across the curriculum; practice in the modes of drama such as games, simulation, role-play, mime, movement, improvisation.

13643 DRAMA IN EDUCATION II

(Bachelor of Education (Physical Education))

Pre-requisite: Drama in Education I

5 class contact hours

10 week hours

Objectives:

To extend students' knowledge of educational drama and theatre by: bringing a text to life through the use of varied dramatic techniques; producing a play, a film or videotape; planning and managing a drama experience; scripting an improvised drama.

13104 DRAMA IN RECREATION I

(Associate Diploma in Recreation)

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

At the end of this course students will be able to: use and understand the function of different modes of drama e.g., games, role play, analogy, improvisation, simulation mime, movement; exercise some discrimination in the choice of drama mode for use with various community groups with differing orientations; select and adapt resource material to the demands of dramatic form and the needs of community groups; evaluate the potential of drama as theatre and drama as a medium in recreation; identify and use the elements of theatre in a variety of recreational contexts.

13204 DRAMA IN RECREATION II

(Associate Diploma in Recreation)

3 class contact hours

6 week hours

Pre-requisites:

Drama and Recreation I

Objectives:

At the end of this course students will be able to plan, execute and assess short term and long-term drama projects in various recreational contexts; participate in the production of a piece of theatre; select and use drama techniques in specific community contexts; identify number of uses of drama in the community and diagnose their suitability for recreational purposes.

13520 ENGLISH TEACHING (CONVERSION)

(Conversion Course, Bachelor of Education, Primary)

3 class contact hours

6 week hours

Pre-requisites:

None

Objectives:

Students will re-examine the nature and aims of the teaching of English and its place in the total curriculum, and explore the interaction of the language arts as a mode of thought, expression and communication. They will examine specifically the areas of listening, speaking, reading, writing, literature and the mass media, and explore the processes of programming and evaluating in the English curriculum.

13903 ISSUES IN THE DEVELOPMENT OF LANGUAGE

(Bachelor of Education (Primary) Phase III)

Advanced Teaching Studies

Semester: IX, X

3 class contact hours

6 week hours

Pre-requisites:

Diploma of Teaching Phase, Bachelor of Education

Objectives:

To examine the role of the teacher in the development of language skills; to examine language across the curriculum; to examine the relationship of literature and language; to apply the above factors to specific areas of the English curriculum.

13709 READING PROCESS I

(Graduate Diploma, Reading Education)

2 class contact hours

4 week hours

Objectives:

Students will identify the processes operating in fluent reading and the factors influencing these; analyse and compare selected models of reading; identify the processes and the major tasks operating in beginning reading with special reference to perceptual, cognitive, linguistic and other development factors; identify the range of individual differences among children aged 4 to 6 and consider the implications of these for teaching reading; evaluate approaches, materials and strategies used in beginning reading.

13713 READING PROCESS II

(Graduate Diploma, Reading Education)

Pre-requisite:

Reading Process I

2 class contact hours

4 week hours

Objectives:

Students will identify the processes operating in the developing reader with special reference to perceptual, cognitive and linguistic factors; relate developing reading to the child aged 7 to 11; identify the range of individual differences among developing readers and consider the implications for practice; select and make use of varied approaches, materials and strategies for teaching the developing reader.

13809 READING PROCESS III

(Graduate Diploma, Reading Education)

Pre-requisite:

Reading Process I

1 class contact hours

2 contact hours

Objectives:

Students will examine in depth the processes and major tasks operating in the advanced reader; relate social and emotional behaviours to the reader at this stage; analyse and evaluate materials and strategies used in the secondary schools with a view to maximum use; show awareness of the range of individual differences and make provisions for these in the classroom and across school organisation.

13710 EVALUATION IN READING I

(Graduate Diploma, Reading Education)

1 class contact hours

2 week hours

Objectives:

Students will make use of reliable observational techniques in drawing valid inferences in regard to early reading behaviours: apply tests of reading readiness and associated behaviours; select appropriate techniques for the evaluation of materials and programmes for the teaching of reading.

13714 EVALUATION IN READING II

(Graduate Diploma, Reading Education)

Pre-requisite:

Evaluation in Reading I

1 class contact hours

2 week hours

Objectives:

Students will apply appropriate observational techniques and published tests in assessment of the developing reader; construct, administer and interpret the results of teacher-made tests in the evaluation of reading; expand and refine techniques of evaluation of materials and programmes in reading education; develop techniques for monitoring, recording and reporting the progress of developing readers.

13810 EVALUATION IN READING EDUCATION III

(Graduate Diploma, Reading Education)

Pre-requisite:

Evaluation in Reading Education II

1 class contact hours

2 week hours

Objectives:

Students will be able to apply appropriate achievement and diagnostic tests to the assessment of reading behaviours in the secondary school; make use of suitable techniques in monitoring, recording and reporting pupil progress in reading; apply appropriate techniques to the evaluation of tests and testing techniques; evaluate materials, methods and programmes for reading education in the secondary school; apply suitable techniques to teacher self-evaluation in the teaching of reading.

13711 LANGUAGE AND READING I
(Graduate Diploma, Reading Education)

1 class contact hours
2 week hours

Objectives:

Students will examine the central role of language in the reading process; analyse English orthography with special reference to its relevance to the reading process; study selected linguistic aspects of early reading materials process of writing material and to have practice in writing for children; examine language skills related to the reading process with emphasis on the competence of the oral language ability of the child and the teacher's language model.

13715 LANGUAGE AND READING II
(Graduate Diploma, Reading Education)

Pre-requisite:

Language and Reading I

1 class contact hours
2 week hours

Objectives:

Students will examine the language development of the child in the middle years; examine the language of reading matter throughout the curriculum and have practice in writing for children; study related language and reading aspects peculiar to the bilingual child; examine the language limitations of the printed word as a communication medium.

13811 LANGUAGE AND READING III
(Graduate Diploma, Reading Education)

Pre-requisite:

Language and Reading I

1 class contact hours
2 week hours

Objectives:

Students will examine language development during the secondary years with special emphasis on the problems of differences in dialect and the effects of the mass media upon the language and, hence, reading ability of the child; examine the language of reading materials across the curriculum in the secondary school and the resultant problems associated with language and learning; detailed analyses of materials will ensue; examine the role of language in the study of literature, the synthesis of language and literature; explore the relationship between speech and oral reading.

13712 LITERATURE AND READING I
(Graduate Diploma, Reading Education)

2 class contact hours
4 week hours

Objectives:

Students will examine closely the art of writing for children and be encouraged to practise the art; explore the relationship of literature and language development, including the 'mechanical' skills of reading; develop a first-hand knowledge of oral, printed and pictorial literature appropriate to the pre-reader and the beginning reader and will examine the ways children can be helped to interact with such literature; explore a wide sampling of that traditional and modern literature suitable for the early reader and his cognitive and psychological development; analyse and practise methods of presenting young children with a worthwhile literary experience.

13716 LITERATURE AND READING II
(Graduate Diploma, Reading Education)

Pre-requisite: Literature and Reading I 2 class contact hours
4 week hours

Objectives:

Students will read widely in the various genres within the broad category of literature that is read by children; further examine traditional modern literature as it meets the needs of pre-adolescents; relate the literature studied to the patterns of growth in language and reading ability and personality, social and moral development; further explore methods of presenting literature, especially as part of a total language experience.

13812 LITERATURE AND READING III
(Graduate Diploma, Reading Education)

Pre-requisite: Language and Reading I 2 class contact hours
4 week hours

Objectives:

Students will read widely in literature that appeals to young adults, both 'popular' adult literature, literature written specifically for young adults and so-called adult literature which particularly meets the personal and social needs of this age group; consider the place of form, style and techniques in literary appreciation; be made aware of approaches to literary criticism by a careful examination of some of the primary literary sources recommended at the beginning of the course; develop techniques of promoting both extensive and intensive reading especially with reluctant or disadvantaged readers.

13717 RESEARCH IN READING I
(Graduate Diploma, Reading Education)

Pre-requisite: None 1 class contact hours
2 week hours

Objectives:

Students will consolidate introductory statistical concepts; gain an appreciation of the application of these in reading research; be able to use calculators efficiently in computation.

13817 RESEARCH IN READING II
(Graduate Diploma, Reading Education)

Semester: III Inferential Statistics 1 class contact hours
2 week hours

Pre-requisite: Research in Reading I

Objectives:

Students will gain an appreciation of the usefulness of the statistical method in professional fields; develop an understanding of assumptions and logic underlying the application of introductory statistical methods to analysing data and drawing conclusions; be able to use calculators in the analysing of some research data; read applications of introductory experimental designs selected from research literature with an appreciation of the logic underlying the method of research, the choice of the experimental design, the analysis of the data; design and be able to implement the research project in reading required in level IV.

13818 RESEARCH PROJECT

(Graduate Diploma, Reading Education)

Pre-requisite:

Levels I, II and III

3 class contact hours

6 week hours

In general the pre-requisites will be as the above. For certain research proposals further pre-requisites or co-requisites may be specified.

Objectives:

Students will survey the current trends and progress in the literature concerned with the particular specialisation chosen; propose and justify a research problem in that specialisation; design and carry out an individual research project to solve the problem, or investigate the issue; report the research in an approved scientific manner.

13819 IMPLEMENTING READING

(Graduate Diploma, Reading Education)

Pre-requisite:

Levels I, II, III.

3 class contact hours

6 week hours

Objectives:

The student will isolate practical applications of Reading Education within an area of specialisation and the implications of these for institutions, groups and individuals; evaluate existing curriculum/programmes for the teaching of reading and make valid decisions concerning education to curriculum/programme development teams in the school; seek the understanding and endorsement of those involved directly and indirectly in the developing curriculum (students, parents, teachers); promote the involvement of key educational personnel, and provide procedural guidelines for curriculum development and appraisal; develop a specific reading curriculum/programme for an actual school setting.

13721 THE READER AND READING I

(Graduate Diploma in Children's Literature)

2 class contact hours

4 week hours

Objectives:

This unit is designed to develop an understanding of readers — their needs, interests, abilities and the way in which literature can not only match but extend and develop those needs, interests and abilities. It is, in essence, a study of the audience — the place of literature in the life of children, and the re-creative act which literature demands.

13722 THE READER AND READING II

(Graduate Diploma in Children's Literature)

Pre-requisite:

The Reader and Reading I

1 class contact hours

4 week hours

Objectives:

By providing both a historical view of the evolution of childhood and an analysis of the contemporary interests, needs and stages of development of children in the primary grades, this unit is designed to further the understanding of the reader begun in the first unit of this sequence. In addition, emphasis will be given to the developing relationships between the reader and literature which continue to grow during the primary years.

13821 THE READER AND READING III

(Graduate Diploma in Children's Literature)

Pre-requisite:
The Reader and Reading II

1 class contact hours
4 week hours

Objectives:

With the first two units of this sequence as background, this unit is designed to further understanding of the youth as a reader, with special emphasis on those interests and problems characteristic of this stage of development. In addition, the relationships between the reader and literature during the teenage years will be stressed.

13723 LITERATURE I

(Graduate Diploma in Children's Literature)

2 class contact hours
4 week hours

Objectives:

To develop a thorough understanding of the literary process — literature (both traditional and contemporary) as a means of ordering experience, exploring the physical, emotional and intellectual environment; to develop a critical appreciation of literature; to make students thoroughly conversant with the body of literature most suited to the needs of pre-school and early school age children.

13724 LITERATURE II

(Graduate Diploma in Children's Literature)

Pre-requisite:
Literature I

2 class contact hours
4 week hours

Objectives:

In this unit consideration will be given to the evolution of the modern children's novel beginning with motifs and archetypes which first occur in ancient myths and legends (e.g. the hero figure) which are developed in the "classics" of children's literature and which are now embodied in contemporary novels.

13823 LITERATURE III

(Graduate Diploma in Children's Literature)

Pre-requisite:
Literature II

2 class contact hours
8 week hours

Objectives:

In this unit there will be a return to a consideration of the nature of literature, but with specific reference to the area of teenage literature: the so-called novel for young adults; the teen-age problem novel; adult novels with a strong appeal to youth.

13725 LITERATURE AND RESPONSE I
(Graduate Diploma in Children's Literature)

2 class contact hours
4 week hours

Objectives:

To develop an understanding of the reader's potential response to literature; of the educative value of literature; ways of using literature in an educational programme; and techniques of sharing literature with young children; to provide an opportunity for guided practice in writing (and possibly, illustrating) for young children.

13726 LITERATURE AND RESPONSE II
(Graduate Diploma in Children's Literature)

Pre-requisite:

Literature and Response I

2 class contact hours
4 week hours

Objectives:

To further the understanding of the reader's potential response to literature; the educative value of literature; the contribution of literature in an educational programme for primary-school age children and techniques of sharing literature with children; to provide a continued opportunity for guided practice in writing and illustrating for children.

13825 LITERATURE AND RESPONSE III
(Graduate Diploma in Children's Literature)

Pre-requisite:

Literature and Response II

1 class contact hours
4 week hours

Objectives:

This unit is designed to develop an understanding of mature literary response — 'the complete reader' — but at the same time to investigate and assess community standards of literary taste, particularly the societal values that shape the young adult's reading world and affect personal response.

13820 LITERATURE IN ACTION
(Graduate Diploma in Children's Literature)

Pre-requisite:

At least 8 of the units.

The Reader & Reading I, II, & III, Literature I, II & III, Literature & Response I, II & III

Objectives:

The unit is designed so that the student can demonstrate a first-hand and thorough knowledge of a wide variety of literature; an appreciation of its audience; and the techniques of bringing reader and literature together in a growth situation. The student will need to investigate an educational problem or issue arising out of the concerns of the programme or a facet of literature associated with the student's own interest and professional/vocational situation.

2 class contact hours
8 week hours

**13730 STUDIES IN RELATED DISCIPLINE:
Children's Literature**

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To extend the knowledge of children's literature gained while completing the Postgraduate Diploma in Reading Education. Students will take selected aspects of literature for the early reader, the developing reader and the young adult and deal with them in depth.

**13830 STUDIES IN RELATED DISCIPLINE:
Reading Education**

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To extend the knowledge of Reading Education gained while completing the Postgraduate Diploma in Children's Literature. Students will consider the nature of the reading process as it is seen in current theory and research and transfer this into strategies, procedures and resources to assist children.

13731 SEMINAR ON ADVANCED CHILDREN'S LITERATURE

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To apply critical theory to children's literature. Students will examine the concepts of linguistics, stylistics and literary criticism from historical and current points of view, and apply these to examples of children's literature.

13831 SEMINAR ON ADVANCED READING

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To focus on critical issues in Reading Education and current thought and practice which relate to them. Students will identify and investigate critical issues and explore the theory, research and practice relating to them.

13732 CURRICULUM, LITERATURE AND LITERACY

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To develop an understanding of curriculum and its relation to literature and literacy. Students will analyse elements in curriculum development, evaluate issues in literature/literacy programs, and develop a curriculum in children's literature or reading education.

13733 DRAMA, LITERATURE AND LITERACY

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To explore the relationship between drama and literature and the role of drama in the development of language skills. Students will develop an understanding of drama and its relationship to literary forms; explore the development of reading skills in theory and practice.

13734 LIBRARY, LITERATURE AND LITERACY

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To familiarise children's literature and reading specialists with the broad range of resources and services provided by libraries and the potential of these resources to support literary development and literary appreciation. Students will develop an understanding of the role of libraries and librarians in the provision of literary and literacy services of a print and non-print nature.

13735 MEDIA, LITERATURE AND LITERACY

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To examine the nature of communications media and its relation to literary and literacy development. Students will consider a variety of media and media texts and assess the impact of communications media on literature and literacy.

13736 WRITING, LITERATURE AND LITERACY

(Master of Arts in Children's Literature and Reading)

3 class contact hours

Objectives:

To explore the relationship between writing and reading and discover the place of both in the development of literacy and the appreciation of literature. Students will analyse current theories of teaching children to write, examine the role of writing in the process of teaching children to read, develop personal writing skills which can provide reading material for children, consider the art of writing literature for children and view literature as a context for reading.

13828 SEMINAR ON RESEARCH METHODOLOGY

(Master of Arts in Children's Literature and Reading)

2 class contact hours

Objectives:

To develop a basic understanding of qualitative and empirical research. Students will apply introductory concepts in statistics to the collection, presentation and analysis of data, plan and develop an appropriate research project.

13829 MAJOR STUDY

(Master of Arts in Children's Literature and Reading)

Objectives:

To allow students to carry out a study in an area of choice within the field. They will identify a topic in the area of children's literature or reading which justifies investigation and an extension of understanding, survey the current information pertaining to the topic, propose and develop the study and report the work in an appropriate manner.

HEALTH EDUCATION

Health Studies is a degree level, free standing general studies sequence which is available on application in any degree programme. The Health Studies course consists of six units designed and sequenced to form a unified course of study with a focus on the development of physical, emotional and social health. They stress a preventive as distinct from a curative health care model and emphasise the raising of individual and community awareness about factors involved in healthy living, in attitude change and community responsibility for health.

The units in the sequence are:

14111	Health Studies I:	Physical Health
14211	Health Studies II:	Human Safety
14311	Health Studies III:	Environmental Health
14411	Health Studies IV:	Social Health
14511	Health Studies V:	Mental Health & Drugs
14611	Health Studies VI:	Health in the Community

It should be noted that practical hours additional to the notional number of class hours will be required in some units. Where this is applicable it is indicated in the unit description.

14103 HEALTH EDUCATION TEACHING I

(Bachelor of Education (Primary Education))

Semester: I or II

2 class contact hours

4 week hours

Objectives:

Students will appreciate the meaning of health as a multi-dimensional state of well-being that includes physical, emotional and social aspects; become acquainted with health concepts which may enhance wise decision making, effective enjoyable living and personal development; recognise the importance of the school health programme in society; and appreciate the scope of modern approaches and contemporary teaching methods in health education.

14111 HEALTH STUDIES I:

Physical Health

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: I

3 class contact hours

6 week hours

Objectives:

Students will develop a personal concept of health and an understanding of the problems of personal health care; develop an awareness of the nature, scope and purpose of health education; and develop a critical understanding of the significance of nutrition in the attainment of health.

14203 HEALTH EDUCATION TEACHING II

(Bachelor of Education (Primary Education))

Semester: I or II

3 class contact hours

7 week hours

Pre-requisite:

Health Education Teaching I

Objectives:

Students will understand the significance of children's health programmes, and be able to promote a meaningful instructional programme and healthful school living conditions; develop an exemplary standard of personal health practice; organise a health instruction programme around the needs and interests of students; identify and use sources of current health information; use a variety of evaluative procedures in health teaching.

14209 HEALTH EDUCATION II

(Bachelor of Education (Physical Education))

Semester: V or VII

3 class contact hours

6 week hours

Pre-requisite:

At least four units of Health Studies

Objectives:

Students will understand the significance of children's health programmes, and be able to promote a meaningful instructional programme and healthful school living conditions; develop an exemplary standard of personal health practice; organise a health instruction programme around the needs and interests of students; identify and use sources of current health information; use a variety of evaluative procedures in health teaching.

14211 HEALTH STUDIES II:

Human Safety

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: II

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

Students will understand individual and societal attitudes to accidents, accident causation, and accident prevention; develop a systematic methodology for studying accidents; and be aware of the nature, scope and purpose of safety education in maintaining health.

14311 HEALTH STUDIES III:

Environmental Health

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: III

3 class contact hours

8 week hours

Pre-requisite:

Health Studies I or II

Objectives:

Students will understand the interaction between the environment and human health through epidemiological approaches; relate this interaction to social as well as technical issues; and investigate human health in defined environments.

14409 HEALTH EDUCATION IV

(Bachelor of Education (Physical Education))

Semester: VI or VIII

4 class contact hours

8 week hours

Pre-requisite:

Health Education II

Objectives:

Students will promote methods to help them act as facilitators, resource teachers or coordinators of health education in their schools; be familiar with standards for hygiene, sanitation, food services and safety in schools; understand policies and procedures in schools in regard to accidents, emergency care, and disease control; and plan school health programmes in the light of all these factors.

14411 HEALTH STUDIES IV:

Social Health

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: IV

3+1 class contact hours

9 week hours

Pre-requisite:

Health Studies I, II, and III

Objectives:

Students will understand the interaction of physical, emotional and social health through all stages of human development; and use skills from previous units to analyse relevant health problems in this area.

**14511 HEALTH STUDIES V:
Mental Health & Drugs**
(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: V

3+1 class contact hours

10 week hours

Pre-requisite:

Health Studies IV

Objectives:

Students will investigate aspects of mental health and mental illness, including stress and anxiety; understand basic facts concerning drugs and their uses and abuses; explore drug related community resources; and appreciate the relatedness of mental health and drug usage.

**14611 HEALTH STUDIES VI:
Health in the Community**
(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: VI

3+1 class contact hours

10 week hours

Pre-requisite:

Health Studies V

Objectives:

Students will evaluate health information, services and products affecting health and safety; investigate community access to health services; and carry out an investigation of a community health problem.

**14701 HEALTH EDUCATION
Health and Personal Development in the Secondary
School**
(Graduate Diploma in Education)

Semester: I

1 class contact hour

2 week hours

Objectives:

Students will develop an understanding of social and personal factors leading to poor physical, social and mental health in the school and in the community; understand the factors that can help teachers to promote physical, social and mental health in pupils; and understand the contribution all teachers can make to the health and development of students in the secondary school.

MATHEMATICS

The Department of Mathematics offers a General Studies sequence for students in the Bachelor of Education (Primary Education) and Bachelor of Education (Physical Education) programmes and to students in other degree programmes desiring a major disciplinary sequence.

- Mathematics I – Statistics A
- Mathematics II – Algebra
- Mathematics III – Calculus A
- * Mathematics IV – Computing A
- * Mathematics V – Computing B
- * Mathematics VI – Calculus B
- * Mathematics VI – Statistics B
- * **In these units an additional workshop hour is required**

15112 MATHEMATICS I – STATISTICS A

(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: I

3 class contact hours
6 week hours

Objectives:

This unit provides an introduction to the concepts, computational procedures and applications of statistics; students will be able to select and apply appropriate statistical techniques in the analysis of problems and will develop some facility in the interpretation of statistical information included in the literature of education and other professional studies.

15113 MATHEMATICS TEACHING I

(Bachelor of Education (Primary Education))

Semester: I

2 class contact hours
4 week hours

Objectives:

Students will demonstrate understanding of the concepts of sets, number and operations, knowledge of the development and principles of numeration systems, understanding of the algorithms for the basic operations with counting numbers, knowledge of the laws of number and some appreciation of mathematical systems. In these areas, students will demonstrate the ability to formulate instructional objectives, to plan learning programmes, to select and use appropriate learning materials, and to employ appropriate principles of teaching and learning for guiding discovery, for providing explanations and for practice of facts and skills, and to show some awareness of difficulties experienced by children in attaining these goals.

15212 MATHEMATICS II – ALGEBRA

(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

This unit provides an examination of some important mathematical systems and is designed to develop some awareness of the role played by Algebra in providing a systematic, logical framework within which quantitative relations can be described and analysed.

15213 MATHEMATICS TEACHING II

(Bachelor of Education (Primary Education))

Semester: II

2 class contact hours
4 week hours

Pre-requisite:

None

Objectives:

Students will demonstrate understanding of the rational number system, knowledge of the applications of mathematical operations and of mathematical patterns, and will have knowledge of expected levels of understanding and performance in these areas. They will be able to formulate appropriate instructional objectives, to plan learning programs, to select and use appropriate learning materials and methods, taking account of learning difficulties experienced by children. They will also demonstrate awareness of the place of mathematics in the school program and appreciation of the integrated development of mathematical knowledge.

15312 MATHEMATICS III – CALCULUS A

(Bachelor of Education (Physical Education))

(Bachelor of Education (Primary Education))

Semester: III

3 class contact hours
8 week hours

Pre-requisite:

Mathematics I or II

Objectives:

This unit provides an introduction to the basic principles and methods of Calculus. Applications are considered in selected areas of the physical and social sciences and in studies in business administration and in economics.

15313 MATHEMATICS TEACHING III

(Bachelor of Education (Primary Education))

Semester: IV

3 class contact hours
6 week hours

Pre-requisite:

Mathematics Teaching I

Objectives:

Students will develop understanding and knowledge of the metric system. They will demonstrate: a knowledge of the nature and common causes of children's learning difficulties in mathematics; knowledge of methods for identifying differing levels of mathematical performance, and for isolating specific deficits in concept and skill attainments; ability to select, develop

and operate programs for remediating specific difficulties in mathematics; expertise in the process of materials development and evaluation; awareness of professional support services.

15412 MATHEMATICS IV – COMPUTING A

(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: IV

3+1 class contact hours
9 week hours

Pre-requisite:

Mathematics I, II, III

Objectives:

This unit in computing introduces students to basic machine concepts and software principles; students will develop competence in the use of the Fortran language and will gain an understanding of an operating system and facility in using a job control language.

15413 MATHEMATICS TEACHING IVA (INFANTS)

(Bachelor of Education (Primary Education))

Semester: V

2 class contact hours
5 week hours

Pre-requisite:

Mathematics Teaching I, II, III

Objectives:

To enable students to develop the competence to analyse the content and teaching methods of topics from early childhood programmes in mathematics; to consider the development of early childhood programmes in mathematics and the influence of mathematics educators on both content and teaching methods.

15414 MATHEMATICS TEACHING IVB (PRIMARY)

(Bachelor of Education (Primary Education))

Semester: V

2 class contact hours
5 week hours

Pre-requisite:

Mathematics Teaching I, II, III

Objectives:

Students will demonstrate understanding of the development of concepts and methods of teaching selected areas of geometry, basic statistics and mathematical systems. They will display awareness and knowledge of procedures and resources applicable to the enrichment and extension of the child's mathematical experiences. They will be aware of current research findings relating to the learning of mathematics at the Primary School level and be able to translate these findings to the development and selection of appropriate instructional procedures and learning materials. Students will be aware of principles and methods of programming, curriculum development and evaluation specifically related to mathematics in the Primary School.

15512 MATHEMATICS V – COMPUTING B

(Bachelor of Education (Physical Education))

(Bachelor of Education (Primary Education))

Semester: V

3+1 class contact hours

10 week hours

Pre-requisite:

Mathematics IV

Objectives:

This unit is designed to extend the student's knowledge of computing by: extending the BASIC language to allow advanced screen formatting techniques and file manipulation; giving students facility in the use of microcomputers and an awareness of their applications.

15515 COMPUTER AWARENESS

(Bachelor of Education (Physical Education))

(Bachelor of Education (Primary Education))

Semester: I, II

3 class contact hours

6 week hours

Objectives:

This is an introductory unit designed to provide students with basic skills in the operation of a microcomputer, together with an appreciation of the potential of the microcomputer for application in schools. In addition, the unit aims to provide students with an awareness of the role of computers in our society. The method of presentation will emphasise hands-on experience with microcomputers.

15520 MATHEMATICS TEACHING (Conversion)

(Conversion Course, Bachelor of Education (Primary Education))

3 class contact hours

8 week hours

Objectives:

Students will re-examine various views on how children learn mathematics, analyse and develop mathematics curricula, and undertake task analyses of various mathematical activities. They will identify specific deficits in concept of skill attainment, and select, develop, modify and operate programmes for remediating specific difficulties in mathematics.

15601 INTRODUCTORY STATISTICS (Elective)

Bachelor of Education (Primary Education)

Semester: VI

3 class contact hours

8 week hours

Pre-requisite:

None: Students who have completed Mathematics I – Statistics A will not be permitted to select this unit.

Objectives:

To provide an introduction to the language and methods of statistics so that students can read research literature in education with some understanding of the techniques of statistical analysis used and the methods of deriving conclusions.

15602 MICROCOMPUTING (Elective)
(Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours
6 week hours

Pre-requisite:

None — Students who have completed or intend to include Mathematics IV Computing A are not permitted to select this unit.

Objectives:

Students will develop skill in the operation of a microcomputer system; have a working knowledge of the language BASIC sufficient to write both linear and branching programmes in this language; demonstrate expertise in designing algorithms for the solution of appropriate problems and writing programmes to accomplish the task; have the ability to evaluate and use effectively commercially available programmes; have an appreciation of some of the applications of microcomputers in our society; be aware of the available range of microcomputers and associated hardware and software.

15612 MATHEMATICS VI – CALCULUS B
(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: VI

3+1 class contact hours
10 week hours

Pre-requisite:

Mathematics V

Objectives:

To extend the examination of the principles, methods of differentiation and integration to functions of more than one variable and to explore further the applications of calculus to selected topics of particular interest and relevance to the students of the course.

15613 MATHEMATICS VI – STATISTICS B
(Bachelor of Education (Physical Education))
(Bachelor of Education (Primary Education))

Semester: VI

3+1 class contact hours
10 week hours

Pre-requisite:

Mathematics V

This unit is an alternate to Mathematics VI – Calculus B.

Objectives:

To extend understanding of the concepts and techniques of the statistical procedures used in introductory educational research; to develop appreciation of the problems of the educational researcher and an awareness of the limitations of conclusions reached and to enable the student to read educational research literature critically.

15703 SECONDARY MATHEMATICS IA

(Bachelor of Education (Physical Education))
(Graduate Diploma in Education)

Semester: VII

4 class hours
10 week hours

Pre-requisite:

Mathematics I to IV

Objectives:

Students will demonstrate understanding of the development of concepts and methods of teaching selected areas of mathematics in the Primary School. They will be aware of the aims, content and structure of mathematics curricula for years 7 and 8. They will begin to develop expertise in the planning and implementation of suitable learning experiences including the involvement of appropriate resources in the teaching of mathematics in years 7 and 8.

15704 SECONDARY MATHEMATICS IB

(Graduate Diploma in Education)

Semester: I

4 class contact hours
8 week hours

Co-requisite:

Mathematics IA

Objectives:

Through consideration of the objectives and some methods of teaching mathematics and a study of the principles underlying curriculum construction, this unit is designed to encourage the student to develop his own consistent philosophy of teaching mathematics and to provide a framework on which he may base his teaching of mathematics in Secondary School. Particular emphasis will be placed on a detailed study of the content and methods of teaching current Senior Secondary School curricula in mathematics.

15711 DIAGNOSIS AND REMEDIATION IN MATHEMATICS I Primary and Secondary

(Graduate Diploma (Learning Difficulties) Educational Studies)

Semester: II

3 class contact hours
6 week hours

Objectives:

Students will be able to describe theories and research relating to mathematical learning and development in typical and atypical children and to causes of difficulties in mathematics; identify different levels of mathematical performance and isolate specific deficits in concept and skill attainment; develop, select, modify and operate programs for remediating specific difficulties in mathematics and for re-patterning the child's problem-solving approaches and mathematical experiences; apply diagnostic and remedial techniques in teaching children; interpret relevant research on learning and teaching mathematics.

15741 TEACHING BASIC SKILLS II
(Graduate Diploma, Special Education)

Semester: I

2 class contact hours
6 week hours

Objectives:

To assist teachers to develop efficient procedures and techniques for the teaching of mathematical concepts and skills to both typical and atypical children. Specifically the unit aims to: communicate and discuss the observations of mathematicians, educational psychologists and educators concerning the ways in which children, both typical and atypical, learn mathematics; develop a better understanding of the reasons for failure and success in mathematics; enable students to develop, select, modify and operate programs for teaching specific concepts and skills; enable students to examine methods of identifying different levels of mathematical performance and of isolating specific deficits in concept and skill attainment.

15803 SECONDARY MATHEMATICS IIA
(Bachelor of Education (Physical Education)
(Graduate Diploma in Education)

Semester: VIII

4 class contact hours
10 week hours

Pre-requisite:

Secondary Mathematics I

Objectives:

Students will develop an awareness of the aims, content and structure of mathematics curricula for years 9 and 10. They will continue to develop expertise in the planning and implementation of suitable learning experiences and the selection of appropriate resources. They will have an awareness of the goals and design of mathematics curricula in the Senior Secondary School. They will develop some ability in the identification of, and provision for the needs of, talented and low achieving children in mathematics.

15804 SECONDARY MATHEMATICS IIB
(Graduate Diploma in Education)

Semester: II

4 class contact hours
8 week hours

Co-requisite:

Secondary Mathematics IIA

Objectives:

As for 15704

15810 COMPUTERS IN EDUCATION

(Graduate Diploma in Education)

Semester: I

2 class contact hours

5 week hours

Objectives:

Students will develop basic skills in the operation of a microcomputer and its peripheral devices and become aware of the available range of microcomputers and associated hardware and software. They will have a working knowledge of the language BASIC, have the ability to evaluate and use effectively commercially available programs and have an appreciation of some of the applications of microcomputers in our society, in particular in the secondary school. They will be introduced to facilities such as database and word processing and demonstrate expertise in designing algorithms for the solution of appropriate problems and writing programmes to accomplish the task.

15811 DIAGNOSIS AND REMEDIATION – MATHEMATICS IIA (PRIMARY)

(Graduate Diploma in Educational Studies (Learning Difficulties))

Semester: IV

2 class contact hours

Objectives:

Students will continue to develop procedures for the teaching of mathematical concepts and skills to children with learning difficulties in mathematics to Senior Primary level. Specifically, students will be able to perform task analyses of various mathematical activities; develop and evaluate materials for instruction in mathematics; develop individualised remedial programmes in mathematics; analyse and evaluate the roles of electronic aids and computers in education and in society; design a Mathematics Resource Room.

15812 DIAGNOSIS AND REMEDIATION – MATHEMATICS IIB (SECONDARY)

(Graduate Diploma in Educational Studies (Learning Difficulties))

Semester: IV

2 class contact hours

Objectives:

Students will continue to develop procedures for the teaching of mathematical concepts and skills to children with learning difficulties in mathematics to Junior Secondary level. Specifically, students will be able to perform task analyses of various mathematical activities; develop and evaluate materials for instruction in mathematics; develop individualised remedial programmes in mathematics; analyse and evaluate the roles of electronic aids and computers in education and in society; design a Mathematics Resource Room.

15851 ASSESSMENT AND REMEDIATION II

(Graduate Diploma, Special Education)

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Teaching Basic Skills II

Objectives:

To consolidate and extend the competencies gained in Teaching Basic Skills II and to provide opportunities for the application of methods and theories. Specifically the unit aims to: enable students to analyse and modify curricula; prepare students to perform task analyses of various mathematical activities and to incorporate research findings; enable students to select, develop and evaluate materials for mathematics instruction; prepare students to design the mathematics component of a Resource Room.

15901 COMPUTER BASED LEARNING (Advanced Teaching Studies)

(Bachelor of Education (Primary Education))

Semester: VII, VIII, IX or X

3 class contact hours

10 week hours

Objectives:

This unit provides an introduction to the use of computers in instructional programmes. Students will develop skill in designing suitable teaching sequences and writing programmes to accomplish the objectives of the sequences, and gain knowledge of the range of computer facilities available for use in schools, and develop ability to evaluate and use effectively commercially available programmes.

15902 CURRICULUM AND RESOURCE DESIGN IN MATHEMATICS (Advanced Teaching Studies)

(Bachelor of Education (Primary Education))

Semester: VII, VIII, IX or X

3 class contact hours

10 week hours

Objectives:

Students will develop an awareness of theories and research relating to mathematical learning and development. They will develop skills in the analysis and development of mathematical curricula. They will design and evaluate materials for instruction in mathematics.

MUSIC

The Music Department offers a major disciplinary sequence in Music Studies. The sequence is centred upon developing musicianship and skills in performance. The sequence is designed as follows:

Semester	Musicianship	Musicology	Practical Studies		Contact Hours
	1 hr/wk	1 hr/wk	2 hrs/wk		
I	This progressive course in Musicianship will run for all six semesters.		* Piano I	Wind I	3 + 1
II			* Piano II	Wind II	3 + 1
III		Baroque		Choral I	3 + 1
IV		Classical		Choral II	3 + 1
V		Romantic		Guitar I	3 + 1
VI		20th Century		Guitar II	3 + 1

In alternate years, Choral I & II will interchange with Guitar I & II

It is anticipated that students entering for this sequence will show keen interest in the serious study of music. As it is possible that there may be people with varying standards of ability wishing to enter the course, each student will be interviewed to ascertain background, standard and potential.

Because of the very special nature of musical skills, it is recognised that students in the course may commence with different levels of ability in musicianship. For this reason, allowance will be made within the course for students to work at their own level in this strand, but will be expected to attain a highly satisfactory standard according to their entering ability.

Course requirements provide for specific learning experiences. In addition to these, class excursions to opera, concert and recital performances are planned as an important facet of the students' musical development.

- * All students taking the course should already have, or will be expected to acquire, a basic ability in piano, as this is the most useful and approachable harmonic instrument. To this end, all students will be given an entrance test on the piano, and those that need it will be given one or two semesters instruction on the instrument. These students will be required for 4 contact hours in semester I and/or II.

The practical strand will be taught using a variety of learning experiences. Some of the time will be devoted to the teaching of the chosen instrument, some will be spent on working in the ensemble situation, some will be spent on workshops, etc.

In alternate years, second and third year students will combine for two semesters of choral work.

It should be noted that practical hours additional to the notional number of class hours will be required in all units. This is indicated in unit descriptions.

16106 MUSIC IN RECREATION I

(Associate Diploma in Recreation)

3 class contact hours
6 week hours

Objectives:

To provide an understanding of the structures supporting music in the community; to provide students with experiences in music, as an introduction to the development of skills which will relate to Music in Recreation.

16107 MUSIC TEACHING I

(Bachelor of Education (Primary Education))

Semester: I or II

2 class contact hours
4 week hours

Objectives:

Students will demonstrate basic skills in musical literacy; demonstrate elementary performing skills; apply knowledge of movement, music drama and speech as integrated activities with musical development.

16121 MUSIC STUDIES I

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: I

3 + 1 class contact hours
6 week hours

Objectives:

Students will demonstrate skills in basic notation, musical terminology and elementary aural perception; have developed some skills associated with the study of at least one wind instrument; have, or have acquired, some skills associated with the study of the piano; have acquired skills in performing in ensemble situations.

16207 MUSIC TEACHING IIA

(Bachelor of Education (Primary Education))

Semester: III or IV

3 class contact hours
6 week hours

Pre-requisite:

Music Teaching I

Objectives:

Students will gain knowledge of the role of music as a continuing educational process and its role in the total culture of our society; have a sound knowledge of how musical skills are acquired and developed in order to plan a programme exhibiting logical development of subject matter; have a further understanding of the use of movement, music drama and speech as integrated activities with music education; have an understanding of content, repertoire and approaches suitable for music at the early childhood level.

16208 MUSIC TEACHING IIB

(Bachelor of Education (Primary Education))

Semester: III or IV

3 class contact hours

6 week hours

Pre-requisite:

Music Teaching I

Objectives:

Students will gain knowledge of the role of music as a continuing educational process and its role in the total culture of our society; have a sound knowledge of how musical skills are acquired and developed in order to plan a programme exhibiting logical development of subject matter; have a further understanding of the use of movement, music drama and speech as integrated activities with music education; have an understanding of content, repertoire and approaches suitable for music at the middle childhood level.

16221 MUSIC STUDIES II

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: II

3 + 1 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

Students will demonstrate written and oral skill in the use of diatonic tonality, elementary transposition and modulation, and use of compound time; have developed further skills associated with the study of at least one wind instrument; have, or have acquired, further skills associated with the study of the piano; have acquired further skills in performing in ensemble situations.

16321 MUSIC STUDIES III

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: III

3 + 1 class contact hours

8 week hours

Pre-requisite:

Music Studies I or II

Objectives:

Students will demonstrate basic skill in the use of diatonic primary chord construction and melody writing; display extended aural perception including minor tonality and cadences; have knowledge of basic musical forms; have an understanding of the historical and musical developments of the Baroque period; be able to perform in choral music from various periods of musical history; demonstrate a knowledge of the essentials of good voice production and technique.

16421 MUSIC STUDIES IV

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: IV

3 + 1 class contact hours
9 week hours

Pre-requisite:

Music Studies I, II and III

Objectives:

Students will demonstrate aural written skills in elementary harmonic construction; have an understanding of the historical and musical developments of the classical period; be able to perform in choral music from various periods of musical history; demonstrate a further knowledge of the essentials of good voice production and technique.

16521 MUSIC STUDIES V

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: V

3 + 1 class contact hours
10 week hours

Pre-requisite:

Music Studies IV

Objectives:

Students will display extended knowledge of diatonic harmonisation and modulation to related keys; have an understanding of historical and musical developments of the Romantic period; demonstrate skills in the techniques of classical and folk guitar playing; have acquired skills in performing in ensemble situations.

16604 MUSIC AND SOCIETY

(Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours
8 week hours

Objectives:

Students will study the influence of social history on the development of Western Music; examine the relationship between selected aspects of society (e.g. political, religious, economic) and styles of music; develop a sensitivity to the musically significant aspects of selected works.

16610 MUSICIANSHIP I

(Graduate Diploma: Primary Music)

Semester: I

1 class contact hours
3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop: competency and fluency in basic music skills; knowledge at a basic level of the conceptual components of music through listening and performing; knowledge of how children learn music; song-writing skills.

16612 MUSIC CURRICULUM I
and
16705 EDUCATIONAL ENQUIRY TECHNIQUES

(Graduate Diploma: Primary Music)

Semester: I

2 class contact hours

6 week hours

Pre-requisite:

Nil

Objectives:

Students will, by an analysis of musicality, recognise and appreciate musical skills and abilities at various stages of development, from early childhood response points to those of a highly developed nature; discover the underlying principles pertaining to concept presentation for successful development of the musical mind; enquire into the philosophies and approaches of Dalcroze, Suzuki, Orff and Kodaly, various curricula of Australian states, and in particular the N.S.W. Department of Education Syllabus in Music K-6 (1984), to form a personal philosophy from which to function as a music reference teacher. Consider various types of approaches which can be made in the programming of music in order to appreciate the relevance of a conceptual developmental approach; appreciate the nature of intensive developmental programmes for specialized teaching of classroom music; undertake a project to ascertain at first hand those factors which will need to be considered in the event of implementing and sustaining the working of a school based programme.

16620 GUITAR I

(Graduate Diploma: Primary Music)

Semester: III

1 class contact hours

3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop basic performing skills on the acoustic guitar; skills in reading guitar music; skills in a variety of accompaniment styles; will gain a knowledge of chord construction and progression as applied to appropriate vocal repertoire.

16621 MUSIC STUDIES VI

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: VI

3 + 1 class contact hours

10 week hours

Pre-requisite:

Music Studies V

Objectives:

Students will have a knowledge of orchestration and arrangement for various ensembles; have an understanding of historical and musical developments of 20th century music; demonstrate further skills in the techniques of classical and folk guitar playing; have acquired skills in performing in ensemble situations.

16702 MUSIC AND MOVEMENT

(Graduate Diploma: Primary Music)

Semester: I

1 class contact hours

3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop a knowledge of the roles of movement and dance as aids to learning in the overall music programme; knowledge of movement activities in the areas of body awareness, spatial awareness, locomotor and non-locomotor movements and qualities of movement; use movement as a medium of expression; will develop skills in effective and musical techniques of teaching folk dance; and knowledge of a repertoire of appropriate folk dances for classroom use.

16703 INSTRUMENTARIUM

(Graduate Diploma: Primary Music)

Semester: IV

1 class contact hours

3 week hours

Pre-requisite:

Percussion I or II

Recorder I or II

Objectives:

Students will develop knowledge of the components of the Orff instrumentarium and its role in Orff-Schulwerk; performance skills using all components of the instrumentarium; skills in arrangement and composition for the instrumentarium.

16706 VOCAL STUDIES I

(Graduate Diploma: Primary Music)

Semester: I

1 class contact hours

3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop confidence in singing; and a knowledge of the basics of good singing and its application to class singing; gain a knowledge of voices and their development from birth to puberty; develop familiarity with criteria for song selection.

16707 INTEGRATED CLASSROOM ACTIVITIES I

(Graduate Diploma: Primary Music)

Semester: III

1 class contact hours

3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop a knowledge of appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; devise and implement programme modules for organising the musical experiences of children from K to 2; develop a knowledge of appropriate repertoire and teaching strategies for sequential concept acquisition in the K to 2 classroom through the integration of the music activity areas of listening, performing and organising sound.

16708 RECORDER I

(Graduate Diploma: Primary Music)

Semester: I

1 class contact hours

3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop skills in playing C and F recorders; and relate acquired performance skills to the teaching of recorders.

16709 PERCUSSION I

(Graduate Diploma: Primary Music)

Semester: II

1 class contact hours

3 week hours

Pre-requisite:

Nil

Objectives:

Students will develop body percussion skills; skills in playing tuned and untuned percussion instruments; and skills in writing percussion arrangements.

16710 MUSICIANSHIP II

(Graduate Diploma: Primary Music)

Semester: II

1 class contact hours

3 week hours

Pre-requisite:

Musicianship I

Objectives:

Students will develop knowledge of further aspects of conceptual components of music through listening and performing; will continue to develop skills in music composition.

**16712 MUSIC CURRICULUM II
and**

16805 MUSIC PROJECT I

(Graduate Diploma: Primary Music)

Semester: II

2 class contact hours

6 week hours

Pre-requisite:

Nil

Objectives:

Students will develop an overall perspective of a basic conceptual developmental programme with special reference to the N.S.W. Department of Education Music Syllabus 1984; the ability to ascertain the criteria determining the content and nature of an activity called for in the presentation or reinforcement of a given concept at a given stage; the ability to devise creatively, satisfying and enjoyable activities pertinent to each phase and aspect of development; expertise in the application of musical skills to classroom music teaching; acquire a knowledge of the scope, aims and methods of evaluation in music teaching and learning; present data from the survey project and compile a research report.

- 16720 GUITAR II**
 (Graduate Diploma: Primary Music)
Semester: IV 1 class contact hour
 3 week hours
- Pre-requisite:**
 Guitar I
- Objectives:**
 Students will perform in ensemble works; further develop skills in accompaniment styles; gain a knowledge of chord progressions using secondary chords; develop programme modules for the use of the guitar in the classroom.
- 16806 VOCAL STUDIES II**
 (Graduate Diploma: Primary Music)
Semester: II 1 class contact hour
 3 week hours
- Pre-requisite:**
 Vocal Studies I
- Objectives:**
 Students will develop a knowledge of the basics of good singing and its application to part singing; a knowledge of part singing in the classroom; skills in organising, training and conducting choirs.
- 16807 INTEGRATED CLASSROOM ACTIVITIES II**
 (Graduate Diploma: Primary Music)
Semester: IV 1 class contact hour
 3 week hours
- Pre-requisite:**
 Integrated Classroom Activities I
- Objectives:**
 Students will develop a knowledge of appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; devise and implement programme modules for organising the musical experiences of children from Years 3 to 6; develop a knowledge of appropriate repertoire and teaching strategies for sequential concept acquisition in the 3 to 6 classroom, through the integration of the music activity areas of listening, performing and organising sound, and gain a knowledge of music programming difficulties.
- 16808 RECORDER II**
 (Graduate Diploma: Primary Music)
Semester: II 1 class contact hour
 3 week hours
- Pre-requisite:**
 Recorder I
- Objectives:**
 Students will develop further skills in playing C and F recorders; utilise acquired performance skills in recorder consort works; develop a knowledge of the organisation of recorder consorts in schools.

16809 PERCUSSION II

(Graduate Diploma: Primary Music)

Semester: III

1 class contact hour

3 week hours

Pre-requisite:

Percussion I

Objectives:

Students will develop further skills in playing tuned and untuned percussion; further develop their skills in writing percussion arrangements; relate acquired skills of performance to the class music programme.

16810 MUSICIANSHIP III

(Graduate Diploma: Primary Music)

Semester: III

1 class contact hour

3 week hours

Pre-requisite:

Musicianship II

Objectives:

Students will develop an expertise in the use and understanding of more complex rhythm patterns, tonal and harmonic concepts; an awareness of selected techniques in 20th Century music composition; ability in composition and arrangement of music for classroom use.

16812 MUSIC CURRICULUM III and

16905 MUSIC PROJECT II

(Graduate Diploma: Primary Music)

Semester: III

2 class contact hours

6 week hours

Pre-requisite:

Music Curriculum I or II;

Educational Enquiry Techniques **or** Music Project I.

Objectives:

Students will acquire an understanding of an intensive developmental approach to the teaching of music; consider the concomitant needs of an intensive developmental programme, and the appropriateness of implementing such a course; develop music teaching skills to the degree of fluency demanded for the teaching of music in an intensive developmental programme; devise a flexible content and sequence base chart for an intensive programme; acquire resource material pertinent to the working of an intensive developmental music programme; discuss and collate reports submitted in MRPII.

16901 TEACHING MUSIC

(Bachelor of Education (Primary Education))

Semester: VII, VIII, IX or X

3 class contact hours

10 week hours

Pre-requisite:

Music Teaching IIA or IIB

Objectives:

Students will develop an understanding of the nature of the development of musical concepts and skills, and their relationship to the programming of work in the classroom and school; develop an understanding of the utilisation and availability of equipment and resource material; attain skill and confidence in the organisation of choral and instrumental groups and musical productions.

16902 TEACHING MUSIC: PERFORMANCE

(Bachelor of Education (Primary Education))

Semester: VII, VIII, IX or X

3 class contact hour
10 week hours

Pre-requisite:

Music Teaching II A or II B

Objectives:

Students will develop an understanding of Orff Schulwerk; develop performance and teaching techniques on the recorder; acquire skills in teaching part-singing and in choir training.

16910 MUSICIANSHIP IV

(Graduate Diploma: Primary Music)

Semester: IV

1 class contact hour
3 week hours

Pre-requisite:

Musicianship III

Objectives:

Students will develop, through an application of auditory skills and conceptual awareness gained in Musicianship I, II and III, a knowledge of (a) the stylistic characteristics of a variety of music genres, (b) the musically significant aspects of selected works, (c) a variety of performing media and sound sources; will develop a knowledge of a repertoire of appropriate listening material for concept acquisition in the K to 6 music programme.

16912 MUSIC CURRICULUM IV

(Graduate Diploma: Primary Music)

Semester: IV

2 class contact hours
6 week hours

Pre-requisite:

Music Curriculum I, II and III;

Educational Enquiry Techniques; Music Project I and II.

Objectives:

Students will consider the implications of research findings in order to ascertain steps by which a school based music programme may be effectively organised, implemented and sustained; with respect to the role of the Music Reference Teachers, develop expertise in (a) providing guidance to teachers (b) providing help to individual teachers (c) team teaching (d) organising in-school inservice training (e) providing resource material (f) assessment, evaluation and monitoring; be able to respond to the demands of extra curricula musical activities of a school; review music teaching philosophy.

PHYSICAL EDUCATION

17104 WATER SAFETY

Bachelor of Education, (Primary Education))

2 class contact hours
2 week hours

Objectives:

To develop understanding of and proficiency in the skills related to Life Saving, Resuscitation, Swimming Stroke Mechanics, Learn to Swim Methods, Water Safety and Elementary First Aid.

17106 PHYSICAL EDUCATION TEACHING I

Bachelor of Education, (Primary Education))

3 class contact hours
6 week hours

Objectives:

To be able to describe the aims of physical education; to understand the scope of physical education in early to middle childhood; to be able to analyse mechanical principles of movement and apply these to the techniques of basic skills; to be able to construct a perceptual-motor developmental programme for specific weaknesses; to know the teaching methods used in physical education; to understand the principles of organisation of class, apparatus and teaching aids; to plan lessons using a variety of teaching methods.

17127 DANCE IN RECREATION I

(Associate Diploma in Recreation)

3 class contact hours
6 week hours

Semester: I or II

Objectives:

To study five forms of dance with an historical perspective; to develop the self through expression in dance; to choreograph and perform the five dance forms; to become aware of the aesthetics of dance; to become aware of the socialisation process involved in the study of dance; to become aware of the scope and organisation of dance in the community.

17136 PERFORMANCE STUDIES IA Conditioning and Developmental Gymnastics

(Bachelor of Education (Physical Education))

Semester: I

2 class contact hours
3 week hours

Pre-requisite:

Nil

Objectives:

Be introduced to basic gymnastic skills in a variety of learning situations eg. floor and apparatus; develop an understanding of appropriate techniques of performances and develop the ability to perform basic skills and combinations with style, rhythm and confidence; develop their physical preparedness for gymnastic performances through appropriate conditioning activities; develop a basic method of learning gymnastics at different ability levels.

**17137 PERFORMANCE STUDIES IB
Dance I**

Semester: I 2 class contact hours
3 week hours

Pre-requisite:
Nil

Objectives:
To demonstrate proficiency and versatility in the skills of creative and national dance.

**17139 PERFORMANCE STUDIES IC
Basic Motor Skills**

Semester: I 2 class contact hours
3 week hours

Pre-requisite:
Nil

Objectives:
To demonstrate skill in selected fundamental movement techniques; running, dodging, jumping, catching, throwing, stroking and swimming. To show knowledge of suitable practices and minor games using these skills.

**17135 PRINCIPLES AND PRACTICES OF TEACHING PHYSICAL
EDUCATION I**

Semester: I 2 class contact hours
4 week hours

Pre-requisite:
Nil

Co-requisite: Education IA, Education IB, Performance Studies IA,
Performance Studies IB, Performance Studies IC

Objectives:
This unit gives students an overview of teaching physical education in the primary school, introducing them to many areas that will be dealt with in more depth in future units. In addition it is designed to relate relevant sections from the co-requisite units to the selection of content and the planning of physical education lessons for primary school children.

**17235 PRINCIPLES AND PRACTICES OF TEACHING PHYSICAL
EDUCATION II**

Semester: II 2 class contact hours
4 week hours

Pre-requisite:
Education IAP, Principles and Practices of
Teaching Physical Education I.

Co-requisite:
Education IIAP

Objectives:

To state the aims and objectives of physical education in N.S.W. Secondary Schools; to outline the main features of the curriculum of physical education in N.S.W. Secondary Schools; to show competence in stating behavioural objectives and planning lessons using expository models; to show understanding of strategies relating to class organisation, class management and discipline in physical education.

17132 FUNCTION ANATOMY

(Bachelor of Education (Physical Education))

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Nil

Objectives:

To understand the major anatomical systems of the body; to learn and identify the various anatomical structures and their functions; to develop a sound structural basis for subsequent physiological and human movement science studies; to analyse the anatomical fundamentals of human motion.

**17236 PERFORMANCE STUDIES IIA
Gymnastics II****Semester: II**

2 class contact hours
3 week hours

Pre-requisite:

Gymnastics I

Objectives:

To develop an awareness of safety in performing gymnastics; to extend their knowledge and understanding of techniques of performance for basic gymnastics skills; to develop quality of performance of basic gymnastic skills on floor and selected apparatus; to develop ability to design sequences of gymnastic movements and perform them with confidence, style, rhythm and flow.

**17239 PERFORMANCE STUDIES IIC
Track and Field****Semester: II**

2 class contact hours
3 week hours

Pre-requisite:

Nil

Objectives:

To demonstrate skill in track and field events to a prescribed level; to show understanding of the principles of technique, the rules of competition and principles of training for track and field.

17206 PHYSICAL EDUCATION TEACHING II

(Bachelor of Education (Primary Education))

2 class contact hours
5 week hours

Pre-requisite:

Physical Education Teaching I

Objectives:

To understand the role of the teacher in supervision, observation, coaching, diagnosis of error and evaluation procedures; to plan lessons and units of lessons of various types in physical education; to understand the principles for programming physical education in the primary school.

17227 DANCE IN RECREATION II

(Associate Diploma in Recreation)

Semester: I or II

3 class contact hours
6 week hours

Pre-requisite:

Dance in Recreation I

Objectives:

To study two forms of dance at an advanced level; to become aware of the aesthetics of dance; to develop the self through expression in dance; to become aware of the socialisation process involved in the study of dance.

17230 KINESIOLOGY AND APPLIED ANATOMY

(Bachelor of Education (Physical Education))

4 class contact hours
10 week hours

Pre-requisite:

Human Biology, Anatomy and Mechanics of Human Motion.

Objectives:

To understand the structural and functional elements of the muscular, nervous and skeletal systems; to develop understanding of human performance as it is affected by the body's structure; to develop understanding of these structures as a basis for biomechanical studies, exercise physiology and the acquisition of motor skill.

17329 PERFORMANCE STUDIES III

(Bachelor of Education (Physical Education))

4 class contact hours
6 week hours

Objectives:

To develop skill and knowledge in dance and gymnastics.

17330 PHYSIOLOGICAL EFFICIENCY OF HUMAN MOVEMENT

(Bachelor of Education (Physical Education))

4 class contact hours
8 week hours

Pre-requisite:

Kinesiology and Applied Anatomy

Module A:

Physiology of exercise, physical fitness and work capacity.

Objectives:

To consider the adjustments and adaptations of the human body to accommodate physical performance; to consider the assessment of physical work capacity; to consider the physiological parameters and correlates of the broad concept of physical fitness.

Module B:

Physiology of training and environmental factors affecting work capacity.

Objectives:

To consider the physiology of training and conditioning in the development of physical work capacity; to examine the effects of environmental influences upon human work capacity.

17429 PERFORMANCE STUDIES IV

(Bachelor of Education (Physical Education))

6 class contact hours
9 week hours

Objectives:

To develop skill and knowledge in apparatus gymnastics (men); rhythmic gymnastics (women); aquatics and selected court and field sports at the elementary level.

17430 ORGANISATION AND ADMINISTRATION OF PHYSICAL EDUCATION

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Objectives:

To organise sports competitions, tournaments and meetings for secondary school pupils; to conduct business meetings; to plan for and maintain facilities and equipment for physical education.

17431 ADAPTED PHYSICAL EDUCATION

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Pre-requisite

Education VP

Objectives:

To investigate and study the nature of activities suitable for inclusion in programmes of adapted physical education; to adapt methods of organisation and planning of programmes to specific handicaps.

17432 CURRICULUM PHYSICAL EDUCATION IA

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

Pre-requisites:

Gymnastics I, II; Dance I, II; and Principles and Practices of Teaching Physical Education.

Objectives:

To effectively plan teaching and learning strategies for gymnastics and dance; to plan for individual differences in gymnastics and dance.

17433 CURRICULUM PHYSICAL EDUCATION IB

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

Pre-requisite:

Swimming, Diving and Lifesaving; Track and Field; Principles and Practices of Teaching Physical Education

Objectives:

To acquire an understanding of organisation and programme planning procedures pertinent to the teaching and coaching of swimming and track and field; to acquire an understanding of the characteristics of motor skill development as they relate to the teaching and learning of swimming and track and field.

17434 CURRICULUM PHYSICAL EDUCATION IC

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

Pre-requisite:

Education IVP, successful completion of at least three court and three field sports.

Objectives:

To effectively plan teaching and learning strategies for court and field activities; to plan for individual differences in instruction of court and field games.

17513 BIOMECHANICAL EFFICIENCY OF MOVEMENT

(Bachelor of Education (Physical Education))

4 class contact hours

8 week hours

Pre-requisite

Kinesiology and Applied Anatomy

Objective:

To develop knowledge and understanding of the applications of biomechanical laws to physical performance.

17529 PERFORMANCE STUDIES V

(Bachelor of Education (Physical Education))

6 class contact hours
9 week hours

Objectives:

To develop skill and knowledge in court and field sports at the elementary level.

17530 OUTDOOR PURSUITS I

(Bachelor of Education (Physical Education))

2 class contact hours
2 week hours

Objectives:

To gain knowledge and experience in established camp settings; to be able to organise and administer camps for children.

17531 OUTDOOR PURSUITS IIA

(Bachelor of Education (Physical Education))

2 class contact hours
2 week hours

Objectives:

To learn the basic skills of canoeing; to participate in a canoeing trip.

17532 OUTDOOR PURSUITS IIB

(Bachelor of Education (Physical Education))

2 class contact hours
2 week hours

Objectives:

To learn the basic skills of skiing; to attend a ski camp.

17602 PSYCHOLOGY OF PHYSICAL ACTIVITY

(Bachelor of Education (Physical Education))

4 class contact hours
10 week hours

Pre-requisite:

Kinesiology and Applied Anatomy and Education IB

Objectives:

To understand the underlying information processing mechanisms that contribute to perceptual-motor performance; to understand how the various structures relevant to motor performance function interact; to understand the study of human behaviour in relation to the social environment; to understand some of the research problems, performance phenomena and research tools utilised in the study of motor behaviour.

17629 PERFORMANCE STUDIES VI

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Objectives;

To develop skill and knowledge at an intermediate level in selected physical activity.

**17701 PHYSICAL EDUCATION
Sport in the Secondary School**

(Graduate Diploma in Education)

2 class contact hours
4 week hours

Objectives:

To help students to organise a secondary school sports group, teach varied skills and interesting practices, understand progression in activities, and develop a knowledge of selected sports presented in the schools programme.

17703 SOCIAL BASIS OF SPORT AND RECREATION

(Bachelor of Education (Physical Education))

3 class contact hours
8 week hours

Pre-requisite:

Education IIIB

Objectives:

To introduce and analyse some basic sociological concepts and apply these to sport and physical recreation; to investigate the relationships and interaction between sport and recreation and other critical aspects of Australian society and culture; to enable students to undertake and analyse field work in some aspect of sport or recreation in Australian society.

**17705 MEASUREMENT AND DEVELOPMENT OF PHYSICAL
ABILITY**

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Objectives:

To examine the interrelationships between physical activity and the physiological and anatomical development of the individual; to provide students with a sound knowledge of the growth process and the implications of this knowledge for the prescription of physical activity; to enable students to develop proficiency in the measurement of fundamental human capacities.

17706 PREVENTION AND CARE OF ATHLETIC INJURIES

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Pre-requisite

Kinesiology and Applied Anatomy.

Objectives:

To understand the mechanisms of injury, methods of diagnosis, choice of treatment, usual time of healing, and the expected functional results of those injuries commonly associated with sport and physical activity; to appreciate the paramedical role of the physical educator; to be able to recognise and deal effectively with various situations in sport and physical activity, including life-threatening situations.

17729 PERFORMANCE STUDIES VII

(Bachelor of Education (Physical Education))

4 class contact hours
6 week hours

Objectives:

To develop skill and knowledge in dance and selected sports at the elementary level.

17801 DIRECTED STUDIES IN HUMAN MOVEMENT

(Bachelor of Education (Physical Education))

4 class contact hours
10 week hours

Pre-requisite:

One of Biomechanical Efficiency, Physiological Efficiency, Psychology of Physical Activity, Social Basis of Sport and Recreation.

Objectives:

To develop competence in the conduct of research in the areas of physiological and biomechanical efficiency and the psycho-social aspects of physical activity; to engage in an original research project on an individual or group basis.

17829 PERFORMANCE STUDIES VIII

(Bachelor of Education (Physical Education))

2 class contact hours
4 week hours

Objectives:

To develop skill and knowledge at an intermediate level in selected physical activity.

17901 ANALYSIS AND TEACHING OF MOTOR SKILLS

(Bachelor of Education (Primary Education))

3 class contact hours
10 week hours

Objectives:

To understand the underlying information processing mechanisms that contribute to perceptual-motor performance; to understand the social processes and motor behaviour; to develop a relevant approach to one of the central concerns of physical education - the guiding of skill learning and performance; to develop teaching strategies and learning environments suitable for successful skill development in young children.

SCIENCE

The Science Department offers a major general studies sequence to students following the **Bachelor of Education** programme whether in the Primary Education or Physical Education specialisation. The units are available to other students of the College.

The Science sequence is centred upon a study of humans and their environment. After basic units in human and plant biology the sequence examines natural and human communities and offers specialisation in the third year in either further general biology or environmental science. The general biology specialisation studies genetics, evolution and plant communities while the environmental science strand considers major dynamic systems, pollution and environmental impact studies.

The sequence consists of six units, Science I-IV and then either Science VA and VIA or Science VB and VIB:

18137 Science I	Human Biology
18237 Science II	Plant Biology
18337 Science III	Field Ecology
18437 Science IV	People and the Environment
18537 Science VA	Human Ecology
18538 Science VB	Earth's Dynamic Systems
18637 Science VIA	Distribution of Organisms
18638 Science VIB	Environmental Impact Assessment

Units on the teaching of Science are offered for both the Bachelor of Education and the Graduate Diploma in Education programmes. It should be noted that laboratory hours additional to the notional number of class hours will be required in some units. Where this is applicable it is indicated in the description of the unit.

Further units are offered as Background Studies in the Bachelor of Education — Primary (Sandwich) program and as Preparatory Studies in the Bachelor of Education (Physical Education) program.

18105 BIOLOGICAL SCIENCES I

Semester: I

5 class contact hours

8 Week hours

Pre-requisite:

Nil

Objectives:

To provide opportunities for students to gain a basic understanding of human structure and function. Chemistry and physics will be introduced as they provide understanding of structure and function within the human body. The body's control systems, fluid systems, support and movement system, respiratory, urinary, digestive and reproductive, systems will be examined.

18205 BIOLOGICAL SCIENCES II

Semester: II

5 class contact hours

8 week hours

Pre-requisite:

Biological Sciences I

Objectives:

To provide opportunities for students to gain an understanding of three of the seven biophysical processes which may be seen as responsible for normal maintenance of structure and function and for adaptation of the person's internal environment relative to the external environment; viz *Cellular Growth and Proliferation; Support and Movement; Co-ordination, Control and Integration*; to introduce students to the beginning skills of assessment of normal functioning.

18305 BIOLOGICAL SCIENCES III**Semester: I**

5 class contact hours
8 week hours

Pre-requisite:

Biological Sciences II

Objectives:

To provide opportunities for students to gain an understanding of four of the seven biophysical processes which may be seen as responsible for normal maintenance of human structure and function and for adaptation of the person's internal environment relative to the external environment; viz: *Oxygenation, Metabolism, Fluid and Electrolyte Dynamics, Inflammation and Immunity*; to introduce students to the beginning skills of assesment of normal functioning.

18106 SCIENCE TEACHING I

(Bachelor of Education (Primary Education))

Semester: I

2 class contact hours
4 week hours

Objectives:

Students will demonstrate positive attitudes to science and to the teaching of science, within the primary school curriculum; apply the knowledge of accepted theories of child development to the development of scientific ideas in children; demonstrate a knowledge of science and its processes from which appropriate teaching procedures could be drawn; demonstrate a knowledge of science teaching resource materials and an ability to evaluate these for use with particular groups of children.

18137 SCIENCE I — HUMAN BIOLOGY

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

3 class contact hours
1 laboratory hour
6 week hours

Pre-requisite:

None

Objectives:

At the conclusion of the unit students will be able to relate the structure of particular organ systems to the functions they perform; make comparisons between systems in humans and other animals; demonstrate simple laboratory and recording skills related to an examination of living systems; discuss some of the biological consequences of the interaction of humans with their environment; demonstrate a knowledge of the basis of animal classification.

18202 MECHANICS OF HUMAN MOTION

(Bachelor of Education (Physical Education))

3 class contact hours

1 laboratory hour

8 week hours

Pre-requisite:

None

Objectives:

At the conclusion of this unit students will be able to understand the fundamental concepts of mechanics applicable to a study of human motion; develop an objective and scientific approach to the study of human movement; appreciate the limitations imposed by physical laws on human motion; develop an awareness of the possibility of optimising human performance through application of mechanical principles; develop skills in the use and application of measuring instruments.

18203 HUMAN PHYSIOLOGY

(Bachelor of Education (Physical Education))

3 class contact hours

1 laboratory hour

8 week hours

Pre-requisite:

18137 Science I — Human Biology.

Objectives:

At the conclusion of the unit students will be able to describe the role played by all the organ systems in the control of body movement; discuss the integrated regulation of organ systems in situations involving a change from a resting state; demonstrate an understanding of the processes involved in the production and use of energy in the human body; demonstrate skill in the use of equipment which measures physiological parameters under laboratory conditions.

18206 SCIENCE TEACHING II

(Bachelor of Education (Primary Education))

Semester: IV

3 class contact hours

7 week hours

Pre-requisite:

Science Teaching I

Objectives:

Students will demonstrate a knowledge of and be able to justify aims and priorities in the teaching of primary science; demonstrate an ability to develop in children skills of enquiry; demonstrate the ability to plan activities which give children the opportunity for developing their use of the process skills of science; demonstrate the ability to plan, implement and assess science-based units of work; demonstrate knowledge of sources from which appropriate information could be obtained; demonstrate the ability to select and evaluate resources appropriate for teaching science in relation to the N.S.W. Primary Science Policy; demonstrate the ability to formulate meaningful instructional objectives; demonstrate an ability to integrate science with other areas in the curriculum; demonstrate some skills in the preparation of appropriate instructional materials; appreciate the issues involved in planning, initiating, conducting and assessing a school science programme.

18237 SCIENCE II — PLANT BIOLOGY

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: II

3 class contact hours
1 laboratory hour
6 week hours

Pre-requisite:

None

Objectives:

At the conclusion of this unit students will be able to show an understanding of plant structure and function; describe the bases on which the classification of plants is made; identify plant species using an appropriate key; illustrate the selective use of plants and micro-organisms; demonstrate simple laboratory and recording skills related to an examination of plants.

18337 SCIENCE III — FIELD ECOLOGY

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: III

3 class contact hours
1 laboratory hour
8 week hours

Pre-requisite:

Science I or Science II

This unit will develop skills in ecological investigation. It entails a study of selected Australian ecosystems.

Objectives:

At the conclusion of this unit students will be able to demonstrate skills in environmental measurement; organise data collected from laboratory and field studies; analyse relationships within ecosystems and to compare ecosystems; display skill in communication of environmental investigations; develop an appreciation of the problems involved in ecosystem management, as in a National Park.

18437 SCIENCE IV — PEOPLE AND THE ENVIRONMENT

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: IV

3 class contact hours
1 laboratory hour
9 week hours

Pre-requisite:

Science III

The unit explores the needs of a human community in terms of the consequences for the biophysical environment, both local and remote. Case studies of the availability and management of natural resources will be supplemented by field and laboratory studies.

Objectives:

At the conclusion of this unit students will be able to analyse inter-actions between humans and the biophysical environment; apply laboratory and field techniques to a study of the biophysical aspects of an urban environment; compare case studies of resource management; demonstrate a respect for evidence in analysing environmental issues; demonstrate skill in communication of environmental investigations.

18537 SCIENCE VA — HUMAN ECOLOGY

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: V

3 class contact hours
2 laboratory hours
10 week hours

Pre-requisite:

Science I, Science II, Science III and Science IV

In this unit the emphasis will be on the genetics and human evolution supplemented by discussion on populations and health and disease.

Objectives:

At the conclusion of this unit students will be able to study the basic principles of genetics and the theory of evolution, with particular reference to the human race; make generalisations from diverse data and recognise the limitations of these generalisations; devise and implement methods for testing hypotheses; develop skills in analysing data, both numerical and non-numerical; display proficiency and originality in communicating results of investigations.

18538 SCIENCE VB — EARTH'S DYNAMIC SYSTEMS

(Bachelor of Education (Primary Education))
(Bachelor of Education (Physical Education))

Semester: V

3 class contact hours
2 laboratory hours
10 week hours

Pre-requisite:

Science I, Science II, Science III and Science IV.

This unit examines the dynamic nature of the atmosphere, hydrosphere, lithosphere and biosphere and the interactions between them. The concepts will be illustrated by means of a detailed ecological study.

Objectives:

At the conclusion of this unit students will be able to analyse and reorganise data from original sources; make generalisations from diverse data and recognise the limitations of these generalisations; devise and implement methods for testing hypotheses; demonstrate proficiency in using instruments and techniques in laboratory and field studies, display proficiency and originality in communicating results of investigations.

18605 AUSTRALIAN NATURAL HISTORY

(Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours
1 laboratory hour
8 week hours

This unit focuses on a study of the geology, vegetation, animals and prehistory of the Sydney area, and on areas of particular Australian interest such as the Great Barrier Reef.

Objectives:

Students will be able to demonstrate skills in individual observation of some aspect of the Australian environment; have developed critical yet sympathetic attitudes

towards problems of conservation and wise land use; be able to demonstrate knowledge about the geology, plants and animals of the Sydney area; have developed an appreciation for and an awareness of their own natural heritage.

18606 SCIENCE & TECHNOLOGY IN AUSTRALIA

(Bachelor of Education (Primary) — Sandwich))

Semester: VI

3 class contact hours
8 week hours

Pre-requisite:

Nil

This unit introduces the student to the areas of science and technology of current importance in Australia and likely to become so in the future. The science will be kept to a basic level, sufficient to understand current popular literature and to appreciate its significance for future change. A number of areas of special importance will be chosen for study.

Objectives:

Students will be able to demonstrate a basic understanding of some of the science influencing current and likely future developments in Australia; demonstrate a knowledge of the application of this scientific knowledge in commerce and industry in a number of selected examples; be aware of the influence of science and technology upon the Australian community; be aware of the nature of the contemporary Australian scientific research and technological change and appreciate some of the philosophical moral, legal and economic issues involved; appreciate the complexity of reaching decisions when there is conflict of viewpoint between experts and community values are involved; be aware of some of the significant contributions of Australians to science and technology; appreciate the significance for a community of its level of scientific and technological knowledge.

18637 SCIENCE VIA — DISTRIBUTION OF ORGANISMS

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: VI

3 class contact hours
2 laboratory hours
10 week hours

Pre-requisite:

Science VA

At the conclusion of this unit students will be able to retrieve and interpret information from original sources; show proficiency in using appropriate analytical techniques in environmental measurement; formulate hypotheses and devise methods for testing them; analyse and re-organise data from laboratory and field investigations; display proficiency in presenting a report of an environmental investigation project; make value judgements and predictions and be able to justify these in terms of available evidence.

18638 SCIENCE VIB — ENVIRONMENTAL IMPACT ASSESSMENT

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: VI

3 class contact hours
2 laboratory hours
10 week hours

Pre-requisite:

Science VB

Problems generated by disturbances to the environment will be assessed in terms of data obtained from original sources. Advanced techniques in environmental measurement will be used in undertaking an environmental impact assessment project.

Objectives:

At the conclusion of this unit students will be able to retrieve and interpret information from original sources; show proficiency in using appropriate analytical techniques in environmental measurement; formulate hypotheses and devise methods for testing them; analyse and re-organise data from laboratory and field investigations; display proficiency in presenting a report of an environmental investigation project; make value judgements and predictions and be able to justify these in terms of available evidence.

18702 SCIENCE METHOD I

(Graduate Diploma in Education)

Part I

6 class contact hours

10 week hours

Pre-requisite:

First degree level or its equivalent in at least one of the science subjects: biology, chemistry, geology, physics.

Objectives:

To provide experiences which will assist the student in developing the basic skills of science teaching; and foster positive attitudes towards teaching children science.

18703 SCIENCE METHOD IE

(Bachelor of Education (Physical Education))

Semester: VII

5 class contact hours

10 week hours

Pre-requisites:

A four semester sequence in Science.

This is a one semester unit which will examine the teaching of science in schools. While the main emphasis of the unit will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

Objectives:

During this unit students should develop the ability to: justify the teaching of science in terms of the stated aims of teaching this subject in the secondary school; evaluate and apply different teaching methods suited to various aspects of the subject; develop an awareness of specialised problems related to the subject; describe and discuss curriculum developments in science; evaluate and select resource materials which could be used in developing programmes; formulate a teaching sequence for sections of a syllabus and plan suitable time allocations; integrate biology with other sciences and disciplines of the curriculum; devise evaluation instruments to test stated objectives.

18706 ADVANCED SCIENCE METHOD IA — BIOLOGY

(Graduate Diploma in Education)

Part I

3 class contact hours

Pre-requisite:

6 week hours

None.

This is a one semester unit which will examine the teaching of biology in schools. While the main emphasis of the unit will be on teaching biology in the senior school, it will do so in the whole context of Science education and its place in the school curriculum.

Objectives:

During this unit students should develop the ability to: justify the teaching of this subject in terms of the stated aims of teaching science in the senior years; evaluate and select resource materials which could be used in developing curricula; evaluate and apply different teaching methods suited in various aspects of the subject; formulate a teaching sequence for sections of the syllabus and plan suitable time allocations; work co-operatively in developing teaching aids and other resources that could be used in teaching; integrate biology with other sciences and disciplines of the curriculum.

18707 ADVANCED SCIENCE METHOD IB — GEOLOGY

(Graduate Diploma in Education)

Part I

3 class contact hours

Pre-requisite:

6 week hours

None

Objectives:

The course is designed to prepare students for teaching Geology to senior high school classes.

During this course the students should develop the ability to justify the teaching of Geology in a Senior Science course; become aware of, able to evaluate and to apply a variety of teaching methods suitable for different approaches to each of the various aspects of this subject; formulate a teaching sequence for any section of the syllabus and plan suitable time allocations; present content at a level appropriate to the aims of the Higher School Certificate Science Syllabus in suitable teaching sequence and in accordance with the ability level of pupils whom they will be teaching in senior school classes; prepare teaching aids relevant to senior school Geology courses.

18708 SCIENCE METHOD IC — CHEMISTRY

(Graduate Diploma in Education)

Part II

3 class contact hours

Pre-requisite:

6 week hours

None

Objectives:

This is a course to prepare students to teach Chemistry at the senior level in secondary schools. The design of the course is based upon the assumptions that at the end of this course students should have an appreciation of the aims of teaching senior chemistry; an understanding of various teaching methods suitable for senior chemistry and the psychological background of such methods; an appreciation

of the major conceptual areas which might be studied in a senior chemistry course and how these concepts may be meaningfully developed in the school situation; the ability to organise and manage practical classes in senior chemistry; an overview of current resource materials and curricula appropriate to senior chemistry and the ability to develop their own resource materials.

18709 ADVANCED SCIENCE METHOD ID — PHYSICS

(Graduate Diploma in Education)

Part II

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

This unit aims to: re-examine the aims of science teaching in the secondary school; examine the contribution which the learning of physics can make to the growth and development of adolescents; familiarise students with physics curriculum materials and the criteria by which they might be selected; provide an opportunity for the student to collect resource material which will be valuable in the design of worthwhile learning experiences; investigate some physics resources outside the classroom; study how the growth of physics has been the product of human endeavour and how physics has interacted with society.

18711 SCIENCE METHOD II

(Bachelor of Education (Physical Education))

Semester: VIII

5 class contact hours

10 week hours

Pre-requisites:

Science Method I or Science Method IE

Objectives:

To assist students in the application of their educational studies to the teaching of science.

To help students explore and develop their abilities in the design, organisation and evaluation of methods and materials in science teaching. At the end of the course students should be able to:

Discuss philosophies of science education; demonstrate a knowledge of learning theories and discuss their relevance for science education; discuss the expository-teaching/discovery — learning spectrum, design learning experiences which illustrate these approaches and critically evaluate their effectiveness; evaluate the usefulness of educational resources outside the classroom; design learning experiences and evaluation techniques in the affective and psychomotor domains; devise learning experiences which lead to basic concepts appropriate to science teaching; demonstrate ability to construct and use a variety of teaching aids; provide problem solving experiences and opportunities for development of creative ability in science classes; recognise and plan for individual differences in classes; demonstrate ability in laboratory skills and knowledge of laboratory management; discuss the role of the teacher in the treatment of ethical and social issues in science education; present a seminar paper and/or organise and conduct a workshop session.

18802 SCIENCE METHOD II

(Graduate Diploma in Education)

Part II

Pre-requisite:

Science Method I.

6 class contact hours

10 week hours

Objectives:

To assist students in the application of their educational studies to the teaching of science; to help students explore and develop their abilities in the design, organisation and evaluation of methods and materials in science teaching.

18901 ENVIRONMENTAL EDUCATION

(Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours

10 week hours

Objectives:

Students will demonstrate an understanding of the aims of environmental education and be able to justify the inclusion of environmental education in the primary school programme; demonstrate a knowledge of teaching strategies and techniques appropriate to achieving the aims of environmental education especially in the areas of value, attitude and skill development; demonstrate an ability to assess resource material and to prepare appropriate instructional material for studying the environment; demonstrate an understanding of selected environmental problems; design an environmental education programme for a selected range within the K-6 years, integrating various subject areas, e.g. science, social studies, mathematics, health, language, creative arts; provide a rationale for the designed programme in terms of appropriate concepts drawn from the fields of curriculum theory and development and developmental physiology; trial and evaluation of a selected portion of their designed programme.

18902 TEACHING SCIENCE

(Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours

10 week hours

Objectives:

Students will develop criteria for the evaluation of science curriculum materials; analyse some recent research in Primary Science education; acquire advanced skills in Primary Science teaching; analyse learning theory and its application to classroom teaching in science; demonstrate an ability to modify activities and teaching units to conform to specified objectives.

SOCIAL SCIENCE

The Social Science Department offers a major strand in History.
The sequence is designed as follows:

Semester	Unit No.	Unit	Title	Class Contact Hours
I	19125	History ID:	The European Experience A.	3
II	19225	History IID:	The European Experience B.	3
III	19325	History IIID:	Australia to 1900	
IV	19425	History IVD:	Australia in the Twentieth Century.	
V	19525	History VD:	Pacific History.	
VI	19625	History VID:	Papua New Guinea History.	

19103 AUSTRALIAN STUDIES I

(Bachelor of Education (Primary Education))

Semester: I

2 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To give students an understanding of Australian society through a multi-disciplinary approach, so as to demonstrate some of the continuities and changes that have occurred in its historical, geographical, economic, social and cultural development.

19104 SOCIAL STUDIES TEACHING I

(Bachelor of Education (Primary Education))

Semester: III

3 class contact hours
6 week hours

Pre-requisite:

Australian Studies I and II

Objectives:

To introduce students to the purposes and procedures of syncretic Social Studies through an assessment of objectives, scope and purpose and selected introductory strategies; and to the development of an integrated study centring on selected focus questions.

19125 HISTORY ID: THE EUROPEAN EXPERIENCE A

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: I

3 class contact hours

6 week hours

Pre-requisite:

Nil

Objectives:

To introduce students to the study of Modern European History by examining some of the major forces shaping European society during the last two centuries. The two units of this survey course are designed to supply a foundation in historical studies by providing perspectives on significant changes and, by implication, important continuities evident in the history of Europe since the middle of the eighteenth century.

Within the perspectives provided, special emphasis will be given to the influence of such forces as nationalism, liberalism and war and revolution, on the development of the state in European society. History I will be largely concerned with such developments in the nineteenth century; History II with developments in the twentieth century.

Students will be introduced to differing interpretations of a number of historical issues in order to develop an awareness that informed historical judgments must rely upon the critical evaluation of available evidence.

19203 AUSTRALIAN STUDIES II

(Bachelor of Education (Primary Education))

Semester: II

2 class contact hours

6 week hours

Pre-requisite:

Australian Studies I

Objectives:

To examine particular aspects of contemporary Australian society, such as multiculturalism, urbanisation, the formation of values, and the role of the arts, in order to understand its traditions and its complexities.

19204 SOCIAL STUDIES TEACHING II

(Bachelor of Education (Primary Education))

Semester: VI

2 class contact hours

5 week hours

Pre-requisite:

Social Studies Teaching I

Objectives:

To relate the theory and practice of Social Studies to the development of children in the K-6 age group and to give students skills in planning, programming and developing competence in the evaluation of resources and preparation of units of study.

19225 HISTORY IID: THE EUROPEAN EXPERIENCE B

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: II

3 class contact hours

6 week hours

Pre-requisite:

Nil

Objectives:

To introduce students to the study of Modern European History by examining some of the major forces shaping European society during the last two centuries. The two units of this survey course are designed to supply a foundation in historical studies by providing perspectives on significant changes and, by implication, important continuities evident in the history of Europe since the middle of the eighteenth century.

Within the perspectives provided, special emphasis will be given to the influence of such forces as nationalism, liberalism and war and revolution, on the development of the state in European society. History I will be largely concerned with such developments in the nineteenth century; History II with developments in the twentieth century.

Students will be introduced to differing interpretations of a number of historical issues in order to develop an awareness that informed historical judgments must rely upon the critical evaluation of available evidence.

19325 HISTORY IIID: AUSTRALIA TO 1900

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: III

3 class contact hours

8 week hours

Pre-requisite:

History I or II

Objectives:

The unit seeks to use the approaches and methods of history as a discipline to examine the 19th century historical foundations of Australian society, to expose the student to conflicting interpretations and to familiarise the student with the use of source materials.

19425 HISTORY IVD: AUSTRALIA IN THE TWENTIETH CENTURY

(Bachelor of Education (Primary Education))

(Bachelor of Education (Physical Education))

Semester: IV

3 class contact hours

9 week hours

Pre-requisite:

History ID, IID and IIID

Objectives:

The unit seeks to use the approaches and methods of history as a discipline to examine the development of Australian society in the 20th century. Further to expose the student to conflicting interpretations and further to familiarise the student with the use of source material.

19525 HISTORY VD: PACIFIC HISTORY

(Bachelor of Education (Primary Education))
(Bachelor of Education, (Physical Education))

Semester: V

3 class contact hours
10 week hours

Pre-requisite:

History ID, IID, IIID, IVD

Objectives:

To introduce students to the history of a multi-cultural situation, through a study of the various island areas of the Pacific, e.g. Hawaii, Samoa, Fiji, Tahiti, New Zealand, in which the traditional life of the people has been transformed by the impact of Western culture; to present students with examples of the selective nature of cultural borrowing as seen in the various islands e.g. political organisation in Hawaii, technology and military tactics in New Zealand; agriculture in Fiji, so as to make an analysis of the manner in which borrowed institutions, artifacts, and technology have been modified, and in some cases, integrated into the island culture; to offer students an opportunity to use and evaluate a variety of source materials, including oral accounts, traditions gathered from island peoples, observations made by early Europeans, and the writings of modern historians. It is hoped that through the use of a variety of evidence, students will come to recognise the peculiar problems that arise in studying the history of a non-literate people.

19542 HISTORY METHOD I

(Bachelor of Education (Physical Education))

Semester: VI

3 class contact hours
6 week hours

Pre-requisite:

History I, II, III, IV.

Objectives:

The unit is designed to introduce students to the teaching of History in the secondary school. A perspective will be provided on the place of History in the total secondary curriculum. However, the emphasis in this unit is on History in Years 7-10. In particular, the unit aims to develop competencies in and enthusiasm for the teaching of History through — (a) an understanding of the rationale and objectives of the junior syllabus and their role in determining its implementation; (b) an awareness of the possibilities for students of varying abilities, interests and backgrounds of a study of History in Years 7-10; (c) the development of teaching/learning strategies related to content, method and presentation with junior students, with particular reference to Years 7 and 8, and which make use of a wide range of teaching materials.

19601 URBAN STUDIES

(Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours
8 week hours

Pre-requisite:

Nil

Objectives:

To give students an increased awareness and understanding of the nature and problems of urban areas; to evaluate plans and the planning process and to develop skills in the observation, recording and interpreting of urban field data.

19624 FAMILY HISTORY STUDIES

(Bachelor of Education (Primary Education))

Semester: VI

3 class contact hours

8 week hours

Pre-requisite:

Nil

Objectives:

Students will: acquire a sense of history through examining family relationships over several generations; develop an awareness of the range, accessibility and location of genealogical resources; learn research skills and demonstrate a capacity to evaluate and interpret historical documents; recognise the variety and extent of documentation relating to lives of ordinary people; undertake a simple genealogical research project.

19625 HISTORY VID: PAPUAN AND NEW GUINEA HISTORY

(Bachelor of Education (Primary Education))

(Bachelor of Education, (Physical Education))

Semester: VI

3 class contact hours

10 week hours

Pre-requisite:

History ID, IID, IIID, IVD, VD

Objectives:

To apply to a specific area, New Guinea, the methodology and techniques developed in the previous semester in order to reconstruct the island's history. To increase students' awareness of an island with which Australia has had close connections in order to provide them with a detailed study of the relationship between two contrasting societies; to examine the imposition of colonial rule in the Dutch, German and British regions of New Guinea, and to analyse contrasts and comparisons in the reactions of the island people; to trace the developments in policy that occurred during the century of Australian colonial control.

19642 HISTORY METHOD II

(Bachelor of Education (Physical Education))

Semester: VII

3 class contact hours

6 week hours

Pre-requisite:

History Method (Physical Education I)

Objectives:

In this unit students will continue their development as potential teachers of History in the junior secondary school. In addition, they will be introduced to the subject at Years 11 and 12, as it relates to the senior Modern History Syllabus. The two following objectives will be given special emphasis: (a) the development of the ability to plan a programme of work which evidences both coherency and variety and caters for students of differing interests and abilities; (b) the further development of teaching/learning strategies which make use of a variety of teaching materials.

19742 HISTORY METHOD III

(Bachelor of Education (Physical Education))

Semester: VIII

3 class contact hours

6 week hours

Pre-requisite:

History Method (Physical Education II)

Objectives:

While attention will continue to be given in this unit to the teaching of junior history, the emphasis will be on modern history in the senior school. In particular, the unit aims at developing (a) a fuller understanding of the aims and philosophy of the senior Modern History Syllabus; (b) an awareness of the possibilities of the subject in the senior school; (c) the ability to prepare a balanced and sequential programme of work suitable for senior students.

19901 TEACHING SOCIAL STUDIES: An Intercultural Approach.

(Bachelor of Education (Primary Education))

Semester: IX and X

3 class contact hours

10 week hours

Pre-requisite:

Nil

Objectives:

To examine the possibilities and problems of intercultural studies as an approach to the teaching of Social Studies; to evaluate existing programmes and resources; to acquire skills in programming and in the development of resources appropriate to the development of intercultural awareness; and to examine the role of the Social Studies teacher in a plural society.

19902 ABORIGINAL STUDIES

(Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours

10 week hours

Pre-requisite:

Nil

Objectives:

To provide an opportunity to learn about aboriginal people, their history and culture, and contemporary issues confronting them in New South Wales; to develop an awareness of sociological and political aspects of Aboriginality; to develop a variety of curriculum approaches appropriate to the area of Aboriginal education; to attempt to bring about an adjustment and sensitisation to the needs of Aboriginal students and communities; to develop an awareness of the availability of local community and material resources appropriate to the areas of Aboriginal Education/Studies.

19903 SEXISM IN EDUCATION

(Bachelor of Education (Primary Education))

Semester: IX or X

3 class contact hours
10 week hours

Pre-requisite:

Nil

Objectives:

Students will: understand the concept of sexism as it relates to education; examine aspects of schooling which promote sexist practices; demonstrate a knowledge of the relevant literature; develop a variety of curriculum approaches and organisational strategies appropriate to the area of non-sexist education.

FINANCIAL AND QUANTITATIVE STUDIES

The Department of Financial and Quantitative Studies offers specialisations within the Bachelor of Business programme in Computing and Finance and, in conjunction with the Department of Legal Studies, a specialisation in Professional Accounting Practice.

The unit requirements of these specialisations are shown below. Normal pre-requisite requirements must be observed.

Specialisation in **Computing**

- 37103 Computing I — Business Data Processing Systems (CORE)
- 37205 Computing II(A) — Software Engineering, Programming and Systems Analysis (Elective)
- 37303 Computing III — Data Management & Database Management Systems (Elective)
- 37403 Computing IV — Commercial Applications Design (Elective)

Specialisation in **Finance**

- 31504 Corporate Finance (CORE)
- 31604 Advanced Corporate Finance (Elective)
- 37301 Advanced Quantitative Methods (Elective)
- 31502 Security Analysis & Portfolio Management (Accounting Major)
- 31602 Modern Finance Theory (Elective)
- 31603 International Finance (Elective)
- 31601 Securities Market Regulation (Accounting Major)

Specialisation in **Professional Accounting Practice**

- 34501 Advanced Company Law (Elective)
- 31609 Advanced Financial Accounting (Elective)
- 34601 Advanced Revenue Law (Elective)
- 31506 Special Topics in Auditing (Elective)

31105 ACCOUNTING I

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To introduce students to the role and uses of accounting information; to teach students the basic recording skills and concepts underlying accounting as practised; to introduce students to the concept of accounting as an information system. The content of the course includes: the accountability/agency relationship, developed to respond to such questions as: Why are financial statements produced? and What is their function? the concept of an information system; the identification of the needs of users of accounting information; the design of reports to meet information needs of users; the present institutional framework; the concepts underlying accounting as practised; basic recording skills involved in accounting including use of special journals/subsidiary ledgers/worksheets; professional and other requirements as to the form and content of financial statements; basic control procedures/design of forms and records; use of accounting standards and other influential 'regulations'; partnership accounting.

31205 ACCOUNTING II

Semester: II

4 class contact hours
6 week hours

Pre-requisite:

Accounting I

Co-requisite:

Computing I

Objectives:

To reinforce and extend the skills developed in Accounting I; to introduce students to the sources of funds in Australia, the problems of accounting for companies, conventional financial statement analysis, and the role of the computer in accounting; to introduce students to alternative models of accounting. The content of the course includes: sources of finance; company accounting; analysis and interpretation of financial statements; demonstration of alternatives to accounting as practised — for example, current cost accounting and general price level accounting; application of computer systems to accounting.

31304 DEVELOPMENT OF ACCOUNTING THOUGHT

Semester: II

3 class contact hours
10 week hours

Pre-requisite or Co-requisite:

Accounting VI

Objectives:

To focus on the question: "What is meant by 'development' in accounting thought?"; to attempt to identify factors or persons which appear to have influenced substantive changes in accounting thought, new modes of analysis or new methodologies; to briefly contrast historical changes in the context and practice of accounting with development in modes of thinking about these phenomena; to evaluate the relative contributions of professional or academic bodies and individual researchers to accounting thought; to analyse certain persistent themes of controversies in the body of accounting thought; to briefly relate historical development in accounting thought to historical development in scientific thought generally.

31305 ACCOUNTING III

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Accounting II

Objectives:

To extend students' skills in satisfying legal, institutional and professional requirements in relation to external reporting; to develop knowledge of professional issues in accounting. The unit includes: rationales for accounting standards; accounting rules prescribed by Companies Act, listing requirements of Australian Associated Stock Exchanges; accounting for intercompany investments: consolidations, purchase vs pooling techniques, equity accounting, joint ventures; interperiod tax allocation; foreign currency transactions and translations; preparation of financial reports for listed public companies.

31405 ACCOUNTING IV

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Accounting II, Quantitative Methods II

Objectives:

To be a core introductory course in managerial accounting, with skills transferable to both public and private sector settings; to introduce the organisational context in which accounting information systems function; to introduce concepts in system design and evaluation; to introduce the budget setting process, notions of control, budget preparation, including use of computerised systems; to practise students in creating accounting information systems for both cost accumulation and other managerial decision making purposes including manual and computerised systems; to model managerial decisions using cost and other internally generated information. The unit includes: value of information; accounting aspects of systems design; responsibility accounting, notions of control, behavioural implications; cost concepts and cost behaviour; planning and control budgets; cost, volume/profit decisions and incrementalism; costing systems: job order costing, process costing, standard costing, absorption and variable costing, cost allocation.

31406 AUDITING

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Accounting III, Company Law

Co-requisite:

Accounting IV

Objectives:

To highlight the role of audit in an agency relationship; to articulate key concepts in auditing: for example, truth and fairness, verification, evidence, due care, and the relationship between those concepts; to familiarise students with professional audit standards and techniques of audit fieldwork, including EDP controls and audit; to introduce students to recent areas of controversy within the current institutional framework; to enable students to comprehend the process of change in audit practice; to give students an appreciation of the professional environment of the auditor/accountant; the role of ethics and professional judgement; self interest and public interest. The unit includes: economic role of audit: minimisation of loss factors, the extent of audit; control and reliability; costs of audit; public interest aspects: audit standards, legal implications for auditors; independence; non-compliance with standards; professionalism and ethics; audit method; organisation and control; audit programme; audit working papers; audit perspective of system design/internal control and implementation; statistical sampling.

31502 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Corporate Finance, Financial Institutions and Markets

Objectives:

To introduce students to the theoretical framework and the practical techniques associated with the analysis of investment in securities. The unit will include: objectives of investments, individuals' utility functions, the general concept of risk and return; the market environment; fundamental approaches to investment analysis; the distribution of financial ratios; some statistical and accounting issues of financial statement analysis; portfolio theory; dominance, efficient frontier, naive and Markowitz diversification; capital market theory; the capital asset pricing model; beta estimation; the efficient market hypothesis; efficiency in the weak, semi-strong, strong sense; some empirical evidence of efficiency; fundamental analysis in an efficient manner; evaluation of securities — fixed interest, ordinary shares, options and futures contracts; approaches to valuation — fundamental stock analysis, statex investment service; portfolio approach to investment decision; the role of investment analysis in an efficient market; passive and active portfolio strategies; risk assessment; the evaluation of the performance of mutual funds.

31504 CORPORATE FINANCE

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Accounting II; Quantitative Methods II

Objectives:

To introduce students to the essential concepts of financial decision making. The unit includes: the framework and objective of financial decision making; valuation and decision rules for allocation choice; investment decisions: capital budgeting, cash flow estimation and evaluation, IRR versus NPR, investment decisions within CAPM framework; financing decisions: financial structure, alternative methods of financing, cost of capital, CAPM and the cost of capital, dividend policy, lease financing.

31505 ACCOUNTING V

Semester: I

4 class contact hours
10 week hours

Pre-requisite:

Accounting III, Accounting IV, Company Law, Corporate Finance

Objectives:

To practise students in quantitative techniques to assist managerial decision making, including the use of computerised packages; to study the implications for accounting measurement and economic decision analysis of decentralised organisations; to consider aspects of evaluation and control of computerised information systems; to consider rationales advanced for development, form and content of the current set of accounting standards; to examine proposals for improving and extending corporate reporting; to examine professional issues in accounting.

31506 SPECIAL TOPICS IN AUDITING

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Computing I, Quantitative Methods II, Auditing

Objectives:

To complement, reinforce, extend and further develop the skills and knowledge acquired by students in the unit 31406 Auditing; to develop an advanced understanding by students of the impacts on auditing of contemporary information systems technology and of the application of specific quantitative techniques in the audit process; hence, to equip students with applied skills necessary in the contemporary exercise of the audit function. The unit will include: the impact of the computer on auditing; the concept of control in the EDP environment; computer audit techniques; audit documentation and working papers in the EDP environment; particular computer audit problem areas; computer crime and abuse; and statistical methods and auditing.

31601 SECURITIES MARKET REGULATION

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Company Law, Security Analysis and Portfolio Management

Objectives:

To develop an understanding of the different theoretical frameworks within which the regulation of the capital markets can be analysed; to evaluate the effect of the current regulations on economic activity in the capital markets. The unit will include: the economic theories of regulation; a framework for evaluating regulations; concepts of allocational and operational efficiency; the economic role and the regulation of the bank institutions and non-bank institutions; the institutional and legal frameworks of the capital market; comparative overseas institutional and legal models; an examination of the role of the National Companies and Securities Commission; conduct and control of the participants of the capital market; conduct of insurance and share brokers, accountants' conflict of interest, the issue of self regulation; the conduct of the Sydney Stock Exchange as a regulatory body; the conduct of the listed firms; economics of information; a positive theory of disclosure requirements; the conduct of the investors; insider trading; short selling, takeovers and mergers.

31602 MODERN FINANCE THEORY

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Security Analysis and Portfolio Management, and Advanced Quantitative Methods

Objectives:

To provide a rigorous development of the theoretical framework; to examine the potential contribution of finance theory to corporate financial decision making; to evaluate empirical evidence relating to the theory of corporate

finance; to develop skills in the evaluation of theoretical arguments and empirical studies. The unit will include: scientific enquiries; alternative methodologies and interpretation; positive and normative approaches; theories and theorising; evidence and empirical testing; the allocation and accumulation of resources over time: role of the capital market; financial decisions under certainty in perfect capital markets: individual's and firm's investment and financing decisions; choice under uncertainty: axioms of individual choice: expected utility theory; time/state preference theory; objects of choice under uncertainty: specification of the opportunity set; equilibrium asset pricing; empirical evidence of the distribution of stock market returns; empirical evaluation of asset pricing models; extensions of the basic asset pricing model; option pricing models and the evaluation of contingent liabilities; the implications of market imperfections for financial decisions.

31603 INTERNATIONAL FINANCE

Semester: I, II

3 class contact hours

10 week hours

Pre-requisite:

Corporate Finance

Objectives:

To examine the forces that affect relative values of foreign currencies in international markets; to identify the major problems encountered by corporations in financing international operations; to examine the environmental adversities to, and indications for, international corporate financial decision making; to evaluate strategies in international corporate finance; to identify the alternative sources of funds for international finance; to evaluate the impacts of foreign and local taxation policies on international corporate finance.

31604 ADVANCED CORPORATE FINANCE

Semester: I

3 class contact hours

10 week hours

Pre-requisite:

Corporate Finance

Objectives:

To provide an opportunity for students to identify and evaluate the analytic and quantitative techniques used in investment decision; to practise students in the analysis of financial decisions. The unit will include: consumption and investment decisions under certainty; role of capital markets; techniques of analysis under certainty; development of objective of maximising shareholders' wealth; decision criteria; problems for evaluation; practical aspects and problems of long term investment decisions; timing and different lives; selection process; inflation; capital rationing problems; risk analysis; mean/variance uncertainty and asset valuation; pricing risky assets in equilibrium; beta as risk measure, conceptual framework for capital budgeting analysis; multiperiod analysis; efficient capital markets; development of the efficient market hypothesis; evidence and hypothesis; long term financing; evaluation and extension of original Modigliani/Miller work; determination of firm value; capital structure; evidence and applications; optimal capital structure and the measurement of the cost of

capital; dividend policy; firm valuation models incorporating growth; signalling issues; information content; mergers and acquisitions; development; evidence and applications.

31605 ACCOUNTING VI

Semester: II

3 class contact hours

10 week hours

Pre-requisite:

Accounting V

Objectives:

To develop understanding of and skills in modelling external reporting issues in the discipline of economics and finance, using both normative and positive approaches; to examine competing accounting models of income determination and asset valuation; to assess the extent to which accounting debate is influenced/resolved by developments in agency and finance; to analyse alternative explanations of difficulties in obtaining consensus in relation to accounting issues and hence prepare graduates for postgraduate study in either an academic or professional environment. The unit includes: modelling of external reporting issues in an economic/finance framework, including agency; normative economic aspects of income and asset valuation issues; alternative current value systems: price-level adjusted accounting, exit value accounting, entry value accounting; empirical research in accounting: predictive ability criterion for choosing between competing models, research designs, findings of tests of information hypotheses, implications of efficient market hypothesis for financial reporting, findings of tests of agency hypothesis; economic implications of regulation of financial reporting — welfare and agency perspectives.

31608 ADVANCED FINANCIAL ACCOUNTING

Semester: II

3 class contact hours

10 week hours

Pre-requisite:

Accounting V

Objectives:

To reinforce, extend and further apply the skills of corporate accounting practice developed in Accounting III and Accounting V; to critically analyse selected topics in company accounting and reporting from a professional perspective. The unit includes: accounting for company reorganisations; accounting for liquidators, receiverships, insolvencies and bankruptcies; accounting in the international context; accounting for joint ventures; accounting for long term construction contracts and real estate developments; financial reporting by segments.

31701 INTRODUCTION TO ACCOUNTING AND FINANCE (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

Social Economics A or B

Objectives:

To introduce students to the social functions and to specific uses of accounting information in decision and financing contexts; to practise students in conventional accounting recording procedures and controls, and in designing systems of accounting record; to examine certain contemporary issues in accounting; to practise students in the analysis, interpretation and use of Accounting Reports.

31702 MANAGERIAL DECISION MAKING (P/G)**Semester: I**2 class contact hours
7 week hours**Pre-requisite:**

Social Statistics A or B, Social Economics A or B

Objectives:

To introduce students to factors involved in choice generally, and in managerial choices particularly; to introduce students to techniques of financial analysis and anticipatory calculation; to practise students in detailed analyses of typical managerial decision situations; to develop a financial model of the dynamics of managerial choice, and assess the literature generally in terms of this model.

31703 MANAGEMENT INFORMATION SYSTEMS (P/G)**Semester: II**2 class contact hours
7 week hours**Pre-requisite:**

Managerial Decision Making (P/G)

Objectives:

To demonstrate the relationship between information feedback and the dynamics of organisation adaptation and control; to show the different but related functions of technical and financial information and control systems; to practise students in techniques of anticipatory and retrospective financial calculation; to consider systems of financial analysis and calculation within the broader organisational context of managerial choice and action; to practise students in certain techniques of organisational analysis; to practise students in designing and operating budgeting and accounting systems for representative organisations.

31704 ACCOUNTING FINANCE AND MANAGEMENT (P/G)**Semester: II**2 class contact hours
7 week hours**Pre-requisite:**

None

Objectives:

To develop skills in conventional accounting recording techniques; to identify and understand the application of the rules governing extant company financial reporting; to analyse traditional financial statements using conventional tools of analysis; to appreciate the elements of cost and management accounting.

31705 CORPORATE FINANCIAL POLICY (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Statistics B, Social Economics B

Objectives:

To introduce students to the essential concepts of financial decision making; to examine the analytic and quantitative techniques used in investment and financing decisions; to practise students in the analysis of financial decision situations in the private and public sectors.

31706 CONTEMPORARY ISSUES IN ACCOUNTING (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Accounting, Finance and Management, or Accounting Degree, or professional qualification in Accounting

Objectives:

To distinguish 'professional problems' from 'research problems' in accounting; to examine leading contemporary professional issues and disputed theoretical models in accounting; to develop an appreciation of the processes of professional policy formation, by examining the nature of the accounting profession's recognition of, and response to, problems; to examine emergent research paradigms of accounting; to distinguish the political processes through which professions adapt from the social and other processes through which a scientific community reaches a consensus about the reliability of particular bodies of knowledge.

31707 PORTFOLIO MANAGEMENT (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Corporate Financial Policy

Objectives:

To introduce the theoretical framework and the practical techniques associated with the analysis of investment in securities; to practise students in the techniques of portfolio analysis and management; to demonstrate the general applicability of portfolio theory to financial decisions in the private and public sectors.

31708 PUBLIC FINANCIAL CONTROL (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Economics A or B

Objectives:

To consider the economic and social effects of alternative modes and patterns of government revenue raising and expenditure; to analyse the general and particular financial environments within which government decisions are made; to describe the existent systems of public financial administration within which government decisions are made; to consider the nature of financial control, and its relationship to other forms of control and to alternative systems of social accountability; to examine traditional and emergent notions of the role of budgets in government planning and control; to analyse budgeting as a process which integrates the political, technical and economic aspects of complexes of decisions.

31802 INTERNATIONAL FINANCE (P/G)**Semester: II**

2 class contact hours
7 week hours

Pre-requisite:

Capital Markets, Portfolio Management

Objectives:

To examine the forces that affect the relative values of foreign currencies in international markets; to identify taxation and environmental problems encountered by corporations in financing international operation; to evaluate alternative financing strategies.

31803 TOPICS IN FINANCE, LAW AND ACCOUNTING (P/G)**Semester: I**

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To provide an opportunity for students to pursue a topic of interest in finance, law or accounting under the direction of an appropriate member of academic staff.

31804 FINANCE PROJECT – PRIVATE OR PUBLIC SECTOR (P/G)**Semester: II**

2 class contact hours
7 week hours

Pre-requisite:

Public Finance, Theory of Corporate Finance

Objectives:

To examine in depth a selected number of financial issues raised in the subjects — Corporate Financial Policy and Public Finance; to develop an appreciation of the effects of economic, legal, political and social factors on financial decisions; to practise students in the examination of financial problem solving situations in the private and public sectors.

31805 THE THEORY OF CORPORATE FINANCE (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Portfolio Management

Objectives:

To introduce students to the theoretical foundation of corporate finance; to examine the implications of the theory for corporate financial policy; to evaluate empirical evidence relating to the theory of corporate finance; to practise students in the analysis and interpretation of empirical studies.

31806 ADVANCED CORPORATE FINANCIAL POLICY

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Corporate Financial Policy

Objectives:

To provide an opportunity for students to identify, evaluate and practise the analytic and quantitative techniques used in financing and investment decisions within the corporate decision making process; to practise students in the analysis of financial decisions. The unit includes: consumption and investment decisions under certainty; role of capital markets; techniques of analysis under certainty; development of objective of maximising shareholders' wealth; decision criteria; problems for evaluation; practical aspects and problems of long term investment decisions; timing and different lives selection process; inflation; capital rationing problems; risk analysis; mean/variance uncertainty and asset valuation; pricing risky assets in equilibrium; beta as a risk measure; conceptual framework for capital budgeting analysis; multiperiod analysis; efficient capital markets; development of the efficient market hypothesis; evidence and applications limitations of the efficient market hypothesis; long term financing; evaluation and extension of original Modigliani/Miller work; determination of firm value; capital structure; evidence and applications; optimal capital structure and the measurement of the cost of capital; dividend policy; mergers and acquisitions; development, evidence and applications.

31807 ADVANCED MANAGERIAL ACCOUNTING (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Contemporary Issues in Accounting

Objectives:

To briefly review the historical developments in management accounting thought and practice; to consider systems of financial analysis and reporting within the broader organisational and social context of managerial choice and action; to examine selected contemporary issues in management accounting thought; to consider the relationship between the design of management accounting systems and organisational design; to examine emergent paradigms in management accounting research; to develop skills in the evaluation of theoretical arguments and empirical studies.

31808 CAPITAL MARKET REGULATION (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Portfolio Management

Objectives:

To describe the existing set of regulations governing activity in the Australian Capital Market; to examine interaction between the social, political, economic and legal processes in capital markets; to describe alternative disciplinary approaches to the explanation of the development and change in capital market regulations; to develop policy frameworks and criteria which may be used in evaluating alternative sets of regulations and institutional arrangements in capital markets.

37101 QUANTITATIVE METHODS I

Semester: I

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

To provide students with an understanding of methods of quantitative analysis essential in the economic environment in general and the business environment in particular. The unit will include: tabular and graphical presentation of data; numerical characteristics; probability; conditional probability; statistical independence; counting rules; binomial theorem; discrete probability distributions; continuous probability distributions; sampling and sampling distributions; sampling distribution of sample proportion; mathematics of finance revision; discounted cash flow techniques; financing decisions; investment decisions; dealing with inflation.

37201 QUANTITATIVE METHODS II

Semester: II

3 class contact hours

6 week hours

Pre-requisite:

Quantitative Methods I

Objectives:

To extend the concepts and skills taught in Quantitative Methods I; to equip students with the quantitative skills necessary to cope with later semester units and with the demands of the business and economic environment. The unit includes: statistical computer programs; probability; probability distributions; sampling; normal tests; T-tests; F and Chi-squared tests; regression analysis; correlation; nonparametrics.

37301 ADVANCED QUANTITATIVE METHODS

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

Quantitative Methods II

Objectives:

To provide further quantitative methods necessary for effective interpretation of the financial and economic environment; to consider basic techniques of econometrics and their application; to develop further the mathematical skills required for advanced financial analysis; to enable students to comprehend the strengths and limitations of quantitative economic analysis. The unit will include: simple functions and economic relationships; algebraic functions and economic relationships, representation of simple functions, models based on linear functions, non-linear economic relationships; the application of calculus to economics; the derivative of a function, the economic significance of derivatives, maximisation and minimisation, the use of simple derivatives in economic optimisation; integration and business/economic applications; functions of several variables in economic analysis; functions of several variables, partial derivatives, homogenous functions and Euler's theorem, optimisation of functions of several variables. Lagrange Multipliers and their application; linear economic models and matrix algebra; linear models in matrix form, matrix multiplication, economic equilibrium and the matrix inverse, multiplier analysis, input/output analysis; elementary econometric method and simple regression, assumptions and significance of the simple regression model, statistical significance of regression coefficients; multivariate regression; multiple linear regression, stepwise linear regression, polynomial regression, non-linear regression; applications in economics and finance.

37103 COMPUTING I – Business Data Processing Systems**Semester: I & II**

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

To provide an introduction to the design and use of computerised data processing systems in business and administrative environments. Topics include: computer hardware, secondary storage, input and output devices; business data processing systems, characteristics and limitations of computer systems, data, and information; systems analysis and evaluation techniques; computing in the future; communications, database, electronic office; contemporary issues, privacy, data security, computer crime.

37205 COMPUTING II(A) – Software Engineering, Programming and Systems Analysis**Semester: II**

3 class contact hours

8 week hours

Pre-requisite:

Computing I

Objectives:

To develop skills in computer programming, systems analysis, design and evaluation. Topics include: principles and concepts of software engineering, software development and algorithm design; fundamentals of computer programming and elements of the COBOL language; sequential file processing; comparative systems analysis and design methodology; software design and evaluation; system performance testing.

37207 COMPUTING II(B) – Computer Systems Analysis and Design

Semester: II

3 class contact hours
8 week hours

Pre-requisite:
Computing I

Objectives:

To further develop the topics of Computing I and study in more depth the processes of systems analysis and design. Topics include: COBOL programming (a review of data structures, code organisation and sufficient practice to give students a 'reading knowledge' of the language); systems analysis and design, project management and package evaluation.

37303 COMPUTING III – Data Management and Database Management Systems

Semester: I

3 class contact hours
10 week hours

Pre-requisite:
Computing II(A)

Objectives:

To extend programming skills to include advanced file organisation concepts and to develop an understanding of database technology and its application for information systems design and use. Topics include: indexed and direct access file processing in COBOL, database and file processing environments; data modelling, model choice, and designing database management systems; evaluation and selection of database management systems for specific applications.

37403 COMPUTING IV – Commercial Applications Design

Semester: II

3 class contact hours
10 week hours

Pre-requisite:
Computing III

Objectives:

To give students the experience of designing and implementing a business application system. Topics include: application software design principles; software development and project management, including a study of decision support systems; program acceptance testing.

37402 RESEARCH PROJECT

Semester: I or II

0 class contact hours
8 week hours

Pre-requisite:
Quantitative Methods II

Objectives:

To provide an opportunity for students to undertake a research project individually or as a member of a small group; to identify and evaluate the research literature in the student's chosen project area; to study further the

research methodologies appropriate to the project interests of the individual student and of the total group; to develop an understanding of selected advanced statistical procedures necessary for analysis of empirical data, and a positive attitude to the use of research in the administrative and social environments; to provide a forum in which students may share their research experiences.

37501 ADVANCED RESEARCH PROJECT

Semester: I or II

0 class contact hours
10 week hours

Pre-requisite:

Research Project *and* permission of Head of School of Financial and Administrative Studies

Objectives:

To provide an opportunity for students to extend the research begun in 37402 Research Project.

37502 OPERATIONS RESEARCH FOR MANAGERS

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Corporate Finance or permission of Head of Department

Objectives:

To provide an introduction to the methods, applications and literature of operations research. Topics include: Mathematical models, simulation queuing and linear programming. Special emphasis will be given to the use of O.R. techniques in financial applications, including risk analysis and capital budgeting. Case studies making use of a variety of computer packages will be used to stress the importance of data collection, problem formulation and the interpretation of results for management.

37601 ADVANCED OPERATIONS RESEARCH

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Operations Research for Managers

Objectives:

To practise students in analysing financial problem situations in the public and private sectors, and develop an appreciation of the likely effects of economic, legal, political and social variables on financial decisions and outcomes; to examine in depth a selected number of issues in corporate finance. The selection of the topics to be examined in this course will be negotiated with the students enrolled in the course. Suggested topics within the private sector include: planning and control of capital expenditures, mergers and acquisitions, leasing, capital structure decisions. Examples of topics within the public sector include: cost/benefit analysis, evaluation of financing alternatives, evaluation of tariff policies and subsidies, implication of the double taxation of dividends. Prior to negotiating topics, students will be given formal instruction on: approaches to theory development and verification; empirical verification and approaches to research design and the use of statistical tests in research.

37701 SOCIAL STATISTICS A (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To develop the basic quantitative skills necessary for future studies in the Graduate Diploma in Administration; to develop an appreciation of the uses of quantitative methods in analysing problems encountered in administrative settings and situations; to develop skills necessary for the interpretation of Australian social statistics; to analyse typical social research procedures through the examination of a representative selection of research studies; to develop an awareness of how numerical data can be used to convey an impression that is either untrue or less than the whole truth; a realisation that individual occurrences cannot be viewed in isolation, since they are part of a probabilistic world; and an ability to convey numerical information in a meaningful way; to develop a positive attitude to the use of quantitative methods.

37702 FINANCE – CONTEMPORARY PERSPECTIVES AND QUANTITATIVE TECHNIQUES (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Statistics B

Objectives:

To introduce 'Finance' as a social phenomenon, and the disciplines which focus on its explanation; to distinguish 'public finance' from 'corporate finance'; to outline the analytic and quantitative tools used by 'finance practitioners' in both the public and private sectors; to outline methodologies and associated quantitative techniques used in disciplines which seek to explain financial phenomena.

37703 SOCIAL STATISTICS B (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To consider the basic techniques of quantitative and statistical analysis essential for effective interpretation of the financial and economic environment; to provide the minimum quantitative and statistical skills necessary for an informed appreciation of contemporary literature in financial management and in the theory of finance; to consider basic techniques of econometrics and their application in finance; to develop a positive attitude to the use of quantitative and statistical analysis in finance; to enable students to comprehend the strengths and limitations of quantitative economic and financial analysis.

37704 COMPUTER SYSTEMS (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To develop an awareness of the basic hardware and software concepts associated with computing; to develop an awareness of analytic approaches to problem solving using the computer, and some techniques used; to appreciate the capabilities and limitations of computerised systems; to gain some appreciation of a computer program's task; to compare the costs and benefits of different computer systems for various applications; to develop a positive attitude towards the computer as a resource.

37705 COMPUTER SYSTEMS AND PROGRAMMING

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To describe the development of business computer systems and to provide a forum for investigating contemporary issues in computing. The unit further aims to develop skills in computer programming and to examine programming standards and techniques. Content: An historical analysis of systems and applications software leading to fourth generation computers and language; the development of aids to programs such as text editors, code generators, translators, international standards for coding and documentation. Data Structures and file organisation; sequential, indexed/sequential and direct access methods of data storage will be examined using a set of existing instructional software to compare their attendant attributes in terms of storage technique and speed of information retrieval. Computational theory; concepts of boolean logic, iteration, recursion and selection are studied in order to provide a theoretical framework for understanding how computer programs are designed; program modularity and structured programming techniques. Practical computing; the structure and use of COBOL language illustrates how in practice a widely accepted programming language relates to theoretical concepts of file organisation and processing; computational theory is demonstrated by practical examples.

37708 DATA MANAGEMENT I(B) – Comparative Systems Analysis and Design

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

Computer Systems and Programming

Objectives:

To develop an analytic perspective of the methods which can be employed in the analysis, design and implementation of computer based information systems. Content: The major part of this course involves a comparison of systems analysis and design methods. The two principal approaches taken here are the 'classical approach', as represented by the Standard Systems Design Cycle (SSDS) model, and the 'contemporary approach', as represented by the 'Structured Analysis' of writers such as Yourden and De Marco, and the 'Information Systems Work and Analysis of Changes' (ISAC) methods of Lundeborg, et al. The conceptual design of information systems; identifying variables and the information transfer process; the impact of artificial intelligence on conceptual design; formal language grammars for representing rules for system processes and use. A study of 4th generation methodologies and current commercially available 4th generation languages and their effect on system design, practice and role of the 'end user' in system design and implementation; procedural versus non-procedural languages. A study of system failures and their causes; system life expectancy factors. 'System success' criteria, and guidelines for effective EDP planning, budgeting and forecasting for resource management. System selection criteria — hardware availability and support; lease or buy alternatives; return on investment in computer systems; documentation standards and user education.

37801 SYSTEMS DESIGN (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Computer Systems

Objectives:

To develop a deeper understanding of the information requirements of various organisations and the interaction of the different information systems within an organisation; to develop basic skills for analysing and designing information systems which solve information problems; to develop familiarity with electronic computers and their use in different organisational systems; to develop competence in programming simple system applications; to provide an opportunity for students to undertake (individually or in groups) an approved systems project, such as manpower planning, capital works planning, admissions, personnel, student administration, timetabling, budgeting; to develop competence in planning and controlling systems projects.

37802 RESEARCH PROJECT (P/G)

Semester: I or II

0 class contact hours
7 week hours

Pre-requisite:

Approval of Director of Postgraduate Studies

Objectives:

To provide an opportunity for students to undertake a research project individually or as a member of a small group; to identify, analyse and evaluate the research literature in the student's chosen project areas; to study further the research methodologies appropriate to the project interests of the individual student and of the total group; to develop an understanding of selected advanced statistical procedures necessary for analysis of empirical data; to develop a positive attitude to the use of research in the administrative and social environments; to provide a forum in which students may share their research experiences.

37804 FINANCIAL AND MANAGERIAL APPLICATIONS OF COMPUTERS (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Computer Systems

Objectives:

To familiarise students with the variety of computer applications which can make a valuable contribution to financial and management decision making; to develop skills necessary for students to be able to make use of computer packages for solving financial and management problems; to provide students with experience in the preparation of data for, and interpretation of results from, computer software packages designed for financial and managerial applications.

37807 DATA MANAGEMENT II(A) – Management Science Methods

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Data Management I(A) – Law and Data Management; and Data Management I(B) – Comparative Systems Analysis and Design

Objectives:

To investigate alternative computer models which use available data to provide management with information necessary to formulate decision policy. The course also examines the relationship between Data Management and the use of Management Science techniques. Content: Probabilistic and deterministic systems; a study of the nature of the different solutions provided by output from these models. Software packages which provide vehicles for implementing probabilistic and deterministic models; simulation languages and financial modelling packages such as GPSS, SIMULA, IFPS, PROSPER and FITS. Report generating languages as examples of software tools which can modify output from information systems to suit any specific organisational model. Establishing criteria for selecting or designing software packages to satisfy specific user needs.

37808 DATA MANAGEMENT II(B) – Database Design and DBMS

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Data Management I(B) – Comparative Systems Analysis & Design; and Data Management I(A) – Law and Data Management

Objectives:

To familiarise students with the alternatives available for managing data within database systems and to provide guidelines for the evaluation of these alternatives; to give practical experience in the design of a database within a database management system on both large scale and microcomputers. Content: Comparing the use of file processing with database processing systems; logical and physical constraints. Data modelling and design alternatives for data relationships; in particular, the study of hierarchical and relational structures; international standards for database design. The components of DBMS – data definition and manipulation languages, data dictionaries, query languages. Database personnel and their functions. Database evaluation and investment criteria. Data management considerations for data redundancy, security, roll-back and recovery.

37907 DATA MANAGEMENT III – Software Engineering and Decision Support Systems

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

Data Management II(B) – Database Design and DBMS; and Data Management II(A) – Management Science Methods

Objectives:

To examine the concept of 'programs as products' and the methodology attributable to software engineering. The notion of information centres and personal computing are explored within a framework for designing decision support systems. Concepts of software engineering such as program-user interfaces, conversational computing, program reliability, concurrency and the problems of multi-user compared with single-user systems, security controls, data capture standards, program independence, algorithm design. Modular design and program development. Contemporary issues in alternative information systems implementation such as word processing networks, teleconferencing, facsimile transfer, electronic mail. Decision support systems – (a) identifying user requirements as an on-going process; monitoring system efficiency and effectiveness; (b) concept of 'information centres' – the data manager's role in user education and changing information needs of the organisation; (c) economics of information processing – costing principles.

37908 DATA MANAGEMENT IV – Microcomputers, Data Communications, Networks and Data Centre Management

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Data Management III – Software Engineering and Decision Support Systems

Objectives:

To investigate the influence of microcomputers and data communication networks on data processing environments; to use this discussion as a basis for examining the principles and practice of data centre management. Content: The characteristics of centralised compared with distributed information systems and the attendant implications for data management. Data communications and information networks. The influence of the microcomputer alternative for network design. Developing business systems on microcomputers. Project Management: project specification, goals and success criteria; time and materials costing techniques; personnel selection and project team formation; systems monitoring and supervision; system testing; user documentation and training; implementation procedures and maintenance; auditing the EDP function; project cost-effectiveness. EDP auditing – internal and external controls. A review of the software packages available for this operation and some concepts of computing (file management) which attend them.

ECONOMIC STUDIES

The Department of Economic Studies offers a strand of studies in economics. The sequence is as follows:

- 32101 Economy and Society I
- 32201 Economy and Society II
- 32301 Economy and Society III
- 32402 Financial Institutions and Markets
- 32502 Competition and Welfare
- 32602 International Economics

The sequence is designed as a specialisation for students in the Bachelor of Business programme.

32101 ECONOMY AND SOCIETY I

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To confront students with economic phenomena, and the ways in which they may be patterned; to introduce students to basic concepts used by economists to describe and analyse patterns of economic behaviour; to develop an appreciation of the effect of particular social and political structures on the patterning of economic behaviour; to describe the structural characteristics of the Australian economy and its social and cultural determinants; to examine certain contemporary social problems as consequences of the structure and functioning of the Australian economy; to develop in students recognition of different methodological approaches to the study of economic phenomena, of the cultural and historical origins of these approaches, and an awareness that each approach may lead to different interpretations of the same phenomena.

32201 ECONOMY AND SOCIETY II — THE MODERN CORPORATION

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Economy and Society I

Objectives:

To describe the dominant roles of, and the interrelations between, corporations and organised labour in modern western societies; to develop an understanding of the corporation as an uneasy coalition of competing interest groups and of the different dimensions in the relations between these groups; to examine in some detail the economic dimensions of corporate activity, using the analytic tools and models of microeconomics; to examine the social and economic determinants of the supply and demand for labour in the Australian institutional setting, using conventional tools of economic analysis; to assess the performance of the modern corporation on the basis of both corporate and social criteria, using conventional techniques of economic analysis where applicable.

32301 ECONOMY AND SOCIETY III — GOVERNMENT AND ECONOMY

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II

Objectives:

To develop an understanding of the role and significance of government activity in the economy; to develop an understanding of the structure and working of the economic system so that students may appreciate the need for and the effect of government economic policy; to develop an understanding of the analytic tools and the models appropriate to economic policy decisions; to briefly consider the evolution of economic ideas and their influence on policy making.

32302 LABOUR MARKET ECONOMICS

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II

Objectives:

To familiarise students with the basic concepts used by economists to describe and analyse the workings of labour markets, with particular appreciation of the effects of institutional structures on the operation of Australian labour markets. The course will describe the manner in which the Australian labour market is performing and the role of government policy in influencing that performance. It will examine possible changes in the Australian economy in the 1980's and the resultant changes in Australian job structures and the issues these generate. Finally, the course will aim to examine labour market issues appropriate to personnel management policies in an organisation context.

32401 REGIONAL AND URBAN ECONOMIES

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II

Objectives:

To examine contemporary social problems as consequences of the structure and functioning of urban economies in Australia and abroad; to increase students' abilities in applied economic analysis through the consideration of economic activity and problems of sub-national areas; to assess the efficacy of policies proposed for the amelioration of urban problems against both economic and social criteria.

32402 FINANCIAL INSTITUTIONS AND MARKETS

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society III

Objectives:

To develop an understanding of the functioning of financial institutions and markets and the ways in which they influence the financial management decisions of governments and firms; to describe sources of finance within the Australian institutional setting and internationally, and the economic relations that hold between domestic and international sources of finance; to examine the role and functioning of govern-

ment monetary policy; to practise students in financial analysis and in the selection of financial strategies, by simulating the type and range of decisions that would be made by government and semi-government institutions and private firms.

32404 THE UNDERDEVELOPED ECONOMY

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to different economic systems in the process of development; to develop an understanding of the characteristics and problems of developing countries as a major part of the world economy; to increase proficiency in applied economic analysis.

32405 SOCIALIST ECONOMIC SYSTEMS

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Economy and Society II

Objectives:

To broaden students' outlook and vision of economic phenomena, by exposing them to socialist economic systems; to develop an understanding of the principles of socialist economics and the workings of socialist economic systems in practice; to increase proficiency in applied economic analysis, particularly in the field of economic planning.

32406 TOPICS IN ECONOMIC STUDIES

Long Vacation

0 class contact hours
8 week hours

Pre-requisite:

A superior performance in Economy and Society III, and permission of the Head of the Department of Economic Studies.

Objectives:

To provide students with an opportunity to undertake a course of study whereby they can, during the long vacation, further their understanding of economics by making an in-depth study of specific topics in economics which are not rigorously treated in existing economics units; to develop their familiarity with the sources of economic literature and statistics by undertaking a literature search; to improve their facility with economics by making a critical evaluation and assessment of the literature.

32502 COMPETITION AND WELFARE

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Financial Institutions and Markets

Objectives:

To *further* examine the bases of consumer behaviour and market demand, the theory of production and costs, the firm in different market structures, the theory of distribution and the achievement of economic welfare; to investigate the theory of social goods and criteria for public expenditure, public utility pricing policy; to enquire into the use of tax base in relation to equity and efficiency; to enquire into the principles of multi-unit finance (fiscal federalism).

32602 INTERNATIONAL ECONOMICS

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Financial Institutions and Markets

Objectives:

To provide students with a basic understanding of the principal theories of international trade and capital movements; to examine the causes and effects of international trade on the Australian economy and indicate in general terms those areas in which Australia might/might not be able to compete in the international market place; to examine the effects of international direct investment on host countries and attempt to assess the likely gains or losses incurred by the host country.

32701 SOCIAL ECONOMICS A (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To introduce and develop a framework for economic analysis with the twin aims of familiarising students with an economic approach to society's problems and of providing students with some of the skills pre-requisite to the core courses in the Graduate Diploma in Administration. More specifically the unit's aims are: to introduce economic concepts; to practise students in the application of those concepts to the types of resource allocation problems faced by administrators; to consider the role of government in managing the economic system.

32702 CAPITAL MARKETS (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Statistics B, Social Economics A or B

Objectives:

To introduce the elements of monetary theory as an analytic framework for examining the function and functioning of financial institutions and capital markets; to describe the workings of international capital markets and their relation to domestic capital markets; to show the relationship between the functioning of capital markets and the financial decision-making of governments and firms.

32703 PUBLIC FINANCE (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Social Economics A or B

Objectives:

To examine the fiscal functions of government; to investigate the justification for, and role of public utilities, and the rationale for public utility pricing policy; to enquire into the use of the tax base in relation to equity, efficiency and simplicity; to determine the financial capacity of government units; to examine the considerations of surpluses and deficits in federal, state-local government financial relationships and their effect on decisions of government units; to examine the economics of public debt; to investigate traditional and emerging notions of the role of budgets in government planning and control; to analyse budgeting as a process which integrates the political, technical and economic aspects of decisions.

32704 SOCIAL ECONOMICS B (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

None

Objectives:

To introduce and develop a framework for economic analysis with the twin aims of familiarising students with an economic approach to society's problems and of providing students with some of the skills pre-requisite to the core courses in the Graduate Diplomas in Finance and (Financial) Administration. More specifically, the course aims are: to introduce economic concepts; to practise students in the application of these concepts to current problems; to examine criteria for evaluating economic policy and to develop an appreciation of problems inherent in prescribing policy.

LEGAL STUDIES

The Department of Legal Studies offers sequences of Legal Studies for students in the Bachelor of Business programme and a major law/humanities sequence for students in the Bachelor of Library Science programme. The Department will present a sequence of units of legal studies for students in the Diploma of Applied Science (Nursing) programme.

34101 Law and Society is the introductory pre-requisite for units in all programmes.

The subsequent units in the Bachelor of Business program are designed for students seeking professional accounting and management qualifications.

Students in the Accounting and Management Majors are required to take the units indicated in addition to Law and Society.

Accounting Major	34201	Commercial Law
	34301	Company Law
	34401	Revenue Law
Management Major	34301	Company Law
	34403	Law and the Manager

Students in the following specialisations are required to take the units indicated in addition to the other prescribed units.

Professional Practice Specialisation	34501	Advanced Company Law
	34601	Advanced Revenue Law
Employee Relations Specialisation	34402	Industrial and Labour Law
Discrimination in Organisations Specialisation	34406	Anti-Discrimination Law

Elective units are also offered. In addition, the units in the Library Science program and the units in the majors and specialisations may be taken as elective units by students in the other majors and other specialisations.

The Department also offers two units in the postgraduate programs presented by the School of Financial and Administrative Studies. These are —

- 34707 Data Management I(A): Law and Data Management, a core unit in the Data Management postgraduate specialisation, and
- 34702 Law and Administration, an elective unit

Program requirements relating to Legal Studies units in respect of students first enrolled prior to 1984 are to be found in the 1983 College Calendar at pp. 298 *et seq.*

The major disciplinary sequence for students in the Law and Humanities program is intended to give an understanding of the social context of law and legal institutions as well as the role of law in society.

This sequence is composed of six units. Two units must be taken in each year commencing with Law and Society.

34101 Law and Society
34205 Judicial Process
34305 Foundations of Law I
34405 Foundations of Law II
34505 Foundations of Law III
34605 Law and Justice

The sequence for students in the Nursing programme is comprised of four units. Two units must be taken in each of the second and third years of the programme, commencing with Law and Society.

34101 LAW AND SOCIETY

Semesters: I and II

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To familiarise students with the Australian legal framework, the sources of law in Australia and the techniques of legal research and reasoning; to explore the nature and function of law by reference to the relationship between the law and the (Australian) society in which the law develops, is applied and changes; to serve as an introduction to subsequent legal courses.

34201 COMMERCIAL LAW

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Law and Society

Objectives:

To familiarise students with the more important legal concepts and rules governing the conduct of business; to familiarise students with legal techniques; to serve as an introduction to subsequent legal courses.

34203 LOCAL GOVERNMENT LAW

Semester: II

3 class contact hours
8 week hours

(To be offered for the last time in 1985)

Pre-requisite:

Law and Society

Objectives:

To introduce students to local government administration including the administrative structure of councils and their relationship to one another and to other government agencies and authorities; to familiarise students with the law relating to the nature and functioning of Councils; to indicate the more important of Councils' powers and duties and the law and administrative practice relating to the exercise of these functions. The emphasis would be on those powers and duties generally and regularly exercised by Councils in the metropolitan area of Sydney.

34204 TRADE PRACTICES AND CONSUMER PROTECTION

Semester: I 3 class contact hours
8 week hours

Pre-requisite:
Law and Society

Objectives:
To examine the law in relation to conduct in restraint of trade and to consumer protection; to review the history of legislative intervention in these areas and the critiques of the law and policy of such intervention.

34205 JUDICIAL PROCESS

Semester: II 3 class contact hours
8 week hours

Pre-requisite:
Law and Society

Objectives:
To examine the machinery and adjectival law of the Australian legal system; to evaluate the existing models for judicial law making, adjudication, fact finding, representation, etc; to critically evaluate the role or roles played by the courts, tribunals and the legal profession in contemporary society and the implications of these roles for the functioning of the legal system.

34209 HEALTH AND WELFARE LAW

Semester: II 3 class contact hours
6 week hours

(Subject to the final approval of the H.E.B.)

Pre-requisite:
Law and Society or approval of the Head of Department of Legal Studies

Objectives:
To examine in detail the role of legislation which significantly affects the work of those involved in the health and welfare system; to develop an understanding of issues involving statutory rights, duties and liabilities.

34301 COMPANY LAW

Semester: I 3 class contact hours
8 week hours

Pre-requisite:
Law and Society

Objectives:
To describe the development of the corporation as an element in the development of western economic society; to analyse how the division between control and ownership of the modern corporation has led to the development of legal rules governing its administration; to study in detail certain of these rules; to assess the adequacies of the present legal rules in the light of changing social and economic pressures.

34305 FOUNDATIONS OF LAW I

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Law and Society

Objectives:

To examine the social role of property law and the impact of socio-economic influences on the development of a concept of property; to examine the basic rules of the Australian legal system relating to the creation and assignment of interests in places, ideas and things; to examine the economic role of property in a capitalist society and its implications for social control and planning; to consider the role of property as a vehicle for social regulation.

34307 LAW AND NURSING PRACTICE I

Semester: I

3 class contact hours
8 week hours

(Subject to the final approval of the H.E.B.)

Pre-requisite:

Health and Welfare Law or approval of the Head of Department of Legal Studies

Objectives:

To examine relevant aspects of the Australian judicial system with particular reference to the position of the nurse as expert witness or as party to proceedings; to examine both contract and industrial law issues relating to the employment of nurses; to develop skills in negotiating and bargaining in insitutional and community settings.

34401 REVENUE LAW

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Law and Society

Objectives:

To study the legal basis of the Australian taxation system and the more important revenue laws of both the Commonwealth and New South Wales; to examine the objectives of fiscal policy in Australia and the legislative and administrative means by which these are achieved; to examine the effect of income taxes on the legal structure of the business entity; to consider proposals for reform of Australian income tax law.

34402 INDUSTRIAL AND LABOUR LAW

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Law and Society

Objectives:

To examine the framework within which the confrontation between employer and employee takes place; to show how and why the trade union movement acquired its present position and role; to explain the rights and obligations of workers viz-a-viz trade unions; to analyse the operations of a trade union; to consider the future of industrial law as a discipline in the changing climate of industrial relations today.

34403 LAW AND THE MANAGER**Semester: I**

3 class contact hours
10 week hours

Pre-requisite:

Law and Society

Objectives:

The exploration of the role, function and duties of public and private sector managers by reference to the legal relationship of the organisation to outsiders; the obligations cast upon the public and private sector managers; the remedies available to third parties and to the manager; the limits of the role of managers and the limits of regulatory and administrative systems as vehicles for problem solving and conflict resolution.

34405 FOUNDATIONS OF LAW II**Semester: II**

3 class contact hours
8 week hours

Pre-requisite:

Law and Society

Objectives:

To examine the elements of the general law of obligations; to examine the theoretical and the actual role of the contract in social and economic affairs; to examine the reasons for and the modes of social intervention affecting 'freedom of contract'; to examine the re-emergence of status as a basis for legal rights and obligations; to consider the future of the law of contracts.

34406 ANTI-DISCRIMINATION LAW**Semester: II**

3 class contact hours
10 week hours

Pre-requisite:

Law and Society

Objectives:

An examination of the nature of laws and legal structures regarding discrimination, including the remedies available and the limits of law in this area.

34407 LAW AND NURSING PRACTICE II

Semester: II

3 class contact hours
8 week hours

(Subject to the final approval of the H.E.B.)

Pre-requisite:

Law and Nursing Practice I or approval of the Head of Department of Legal Studies

Objectives:

To examine the nature and impact of common law and statutory duties and liabilities as they affect nursing practice; to examine the accountability and responsibilities of the nurse in relation to the patient, the employer and other health professionals; to examine the nature of rights in the health care setting.

34501 ADVANCED COMPANY LAW

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Either Company Law, or permission of Head of Department

Objectives:

Advanced Company Law provides a detailed examination of aspects of corporate activities likely to be of particular practical importance, such as the rights and liabilities of corporate officers and shareholders; takeovers and other corporate reorganisations; receiverships and liquidations; and basic aspects of securities market regulation, including the Futures Exchange.

34505 FOUNDATIONS OF LAW III

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Law and Society

Objectives:

To examine the notion of anti-social conduct; to examine the existing concepts of tortious and criminal liability and to evaluate alternative models; to examine the role of law as a modifier of conduct; to examine the relationship between injury, social harm and legal response.

34601 ADVANCED REVENUE LAW

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Either Revenue Law, or permission of Head of Department

Objectives:

Advanced Revenue Law undertakes a detailed and practical analysis of aspects of taxation likely to be of particular interest to practitioners, such as the purchase and sale of businesses; taxation of companies, trusts and superannuation funds; and advanced aspects of tax planning. Aspects of other taxes (sales tax, stamp duties, payroll tax, etc.) may also be covered.

34605 LAW AND JUSTICE

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Foundations of Law III or approval of Head of Department

Objectives:

To examine the concept of law and its role in society; to examine the concept of justice; to explore the relationship between theories of law and theories of justice; to examine the criteria by which law may be evaluated and the place of social values in the evaluation of law; to examine the concept of the law of nations.

34702 LAW AND ADMINISTRATION (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics

Objectives:

To examine the development and the use of rules as an institutional response to the need to codify conduct and compose conflict; to examine the development and application of rules in diverse situations in order to indicate the limits of regulatory and administrative systems based on rules as vehicles for problem solving and conflict resolution; to investigate alternatives to rule making and enforcement in the regulation of human conduct; to examine the legal system as a social system for the formation and application of rules; to develop skills in problem analysis, definition and resolution by the identification of elements of conduct that are relevant to the operation of a legal system, by the structuring of problems as justiciable problems, by the characterisation of ways in which the law resolves legal problems; to assess the legal process as a vehicle for composing social conflict.

34707 DATA MANAGEMENT I(A): LAW AND DATA MANAGEMENT

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Computer Systems and Programming

Objectives:

An examination of the areas of copyright law, patent law, design law and the law relating to trade secrets and confidentiality to determine the extent to which aspects of computer technology are protected by the law. An examination of the law of contract and its relevance to the drafting of documents such as tenders, quotes and contracts relating to the use of computer technology.

ADMINISTRATIVE, SOCIAL AND POLITICAL STUDIES

Political Science Major

The Department of Administrative, Social and Political Studies offers a major strand of studies in politics. Politics units are divided into three levels; level 1 (introductory); level 2 (special areas) and level 3 (theory and practice). Students are required to choose two units from level 1 in their first year; two from level 2 in their second year, and two from level 3 in their third year. At present, there is little choice available, but as staff members increase, so too will the choice. Units currently taught are:

Level 1:	35102	Political Behaviour
	35202	Introduction to American Politics
Level 2:	35402	Politics and Welfare
	35301	Community Politics
Level 3:	35502	The Modern State: Theory and Practice
	35501	Australian Political Issues

The major is designed as a disciplinary sequence for students in the Bachelor of Arts (Library Science) and Bachelor of Business programmes. These Politics units are also available to students enrolled in the Bachelor of Education programme.

Pre-requisites:

Level 1	Political Behaviour. No pre-requisite. Introduction to American Politics. Sole pre-requisite is Political Behaviour.
Level 2	All courses. Students must have passed Political Behaviour <i>and</i> be enrolled in at least the third semester of a full-time course (or its part-time equivalent).
Level 3	All courses. Students must have passed Political Behaviour <i>and</i> at least one Level 2 politics course <i>and</i> be enrolled in at least the fifth semester of a full-time course (or its part-time equivalent).

35101 SOCIETY AND CULTURE

Semester: I & II

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

To introduce students to the sociological perspective as a way of understanding Australian society, and developing an awareness of social systems, social structures and processes of social change. The course examines, from a sociological perspective, phenomena such as the family, work, the media, schools, social space, leisure and consumption.

35102 POLITICAL BEHAVIOUR

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To develop in students: an interest in political behaviour as a social phenomenon, in contemporary political issues, and in the application of ideas about political behaviour to the Australian context; an understanding of the structure and functioning of the Australian system of government within Australian society; and an ability to analyse the political dimensions of situations. After an extended look at the meaning of politics and power amongst individuals, the distribution of power in Australian society and the operation of the legal system in this context, the course proceeds to an analysis of the main institutions and processes at work in the Australian political system. Federalism, the Constitution, the Cabinet, electoral practices and behaviour are all topics dealt with at some length. These are followed by a close look at the two major parties as well as fringe parties before the concluding section on selected issues e.g. welfare and community politics.

35103 WORK, ORGANISATION AND SOCIETY

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To introduce students to the sociological perspective as a way of understanding the dynamics of the organisation of work; to develop in students an awareness of the economic, political and social forces which shape workplaces and business organisations; to develop an understanding of the relation between work and other aspects of social organisation such as schools, social space, the family, leisure and consumption, knowledge and the professions; to provide a grounding in research techniques and analytic skills appropriate for an understanding of the effects of social change on the work environment; to develop in students an understanding of different forms of social change, with particular reference to the significance of organising.

35202 INTRODUCTION TO AMERICAN POLITICS

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Political Behaviour

Objectives:

To develop in students an understanding of the American system of government and the role that various institutions and organisations play in the American political system; to broaden students' comprehension of political behaviour by examining another political culture; to extend skills in political analysis by confronting students with some of the problems

connected with comparative approaches to politics; to introduce students to the systems theory approach to political analysis and its application in the American context.

After an examination of some of the approaches to comparative political analysis, the course proceeds to a consideration of the ideological, philosophical and historical characteristics of the American system. A detailed analysis follows of the roles and functions of the main institutions (President, Congress, Supreme Court), as well as organisations and interest groups. The course concludes with an examination of certain controversial issues in American politics, eg. welfare, civil rights and civil liberties.

35203 THE SOCIOLOGY OF COMMUNITY

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Society and Culture

Objectives:

This unit introduces students to the variety of social groups and cultural values at the local level in Australia and critically evaluates the concept of community as the term is used in the sociological literature, government reports and the mass media. It examines in detail the processes of social interaction and the dynamics of social change in different communities in Australia and provides students with a theoretical overview of the social planning aspects of residential change. The spatial and localised effects of social policy and wider social structures are examined in terms of social structure, social interaction and social equity at the local level.

35301 COMMUNITY POLITICS

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Political Behaviour, and enrolment in at least the third semester of the full time course (or its part time equivalent).

Objectives:

To provide tools for analysing political behaviour among relatively small aggregations of people; to develop an awareness of political processes, both formal and informal in Australian communities; to study the interrelationship in Australia of community politics with state and national politics; to examine theories of representation, devolution and accountability in the context of community decision making; to develop skills in systematic and rigorous empirical analysis by examining recent manifestations of community political organisation and the impact of government programmes designed to encourage community politics. After an examination of some of the case studies of Australian communities (Bradstow, Newtown) and a brief survey of some relevant theories, the course proceeds to analyse the framework, processes and procedures of decision making at the community level. Topics covered include the role and influence of state and federal government, the 'new' community politics and political 'linkages' at the local level. The course concludes with a detailed analysis of the community/power debate and other theories. Students will also have the opportunity to share the results of their own research.

35401 LOCAL AND REGIONAL GOVERNMENT

Semester: II

3 class contact hours
10 week hours

(Offered for the last time in 1985)

Pre-requisite:

Political Behaviour and at least one Level Two politics course and enrolment in at least the fifth semester of the full time course (or its part time equivalent).

Objectives:

To pose the question 'Why local government?' and to seek to answer in theoretical and practical terms; to trace the development of local government in Australia to help in understanding its present position in Australian government and society; to gain an understanding of local politics as a process; to consider the role of planning in local and regional government and its relation to the local political process; to equip students with the ability to undertake a critical analysis of proposals for local and regional government reforms.

35402 POLITICS AND WELFARE

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Political Behaviour and enrolment in at least the third semester of the full time course (or its part time equivalent).

Objectives:

To create an awareness of the salient features of the political environment processes of the 'welfare state'; to study in detail the politics surrounding and generated by recent Australian government initiatives in social welfare policy; to examine recent attempts to apply theories of participation and principles of coordination in welfare policy; to examine the interrelationship between poverty, inequality and class under advanced forms of capitalism; to critically review the literature on community politics and community action, paying particular attention to the United States 'war against poverty'; to develop skills in analysing the politics of communities and of welfare delivery systems and an appreciation of modes and possibilities of intervention and community mobilisation.

35501 AUSTRALIAN POLITICAL ISSUES

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Political Behaviour and at least one Level Two politics course, and enrolment in at least the fifth semester of the full time course (or its part time equivalent).

Objectives:

This course requires the student to select a contemporary Australian political topic, research a specific aspect of it, (using, for example, public documents, private interviews, observation or survey) and present a written 6000-8000 word report. The research must be supervised by an appropriately qualified staff member and students will not be permitted to undertake a study for which no adequate supervisor can be found. While this is not a formal, lecture-and-workshop course, students will be expected to meet regularly for the first few weeks to report progress and discuss problems.

35502 THE MODERN STATE: THEORY AND PRACTICE**Semester: I**

3 class contact hours

10 week hours

Pre-requisite:

Political Behaviour and at least one Level Two politics course, and enrolment in at least the fifth semester of the full time course (or its part time equivalent).

Objectives:

To introduce students to some important bodies of systematic thought about the State developed during the past three hundred years; to bring students to an awareness of the historical processes of the development of political thought and its interrelationship with social development; to examine methodologies of theoretical development, especially of normative theory; to raise and develop important theoretical questions concerning the State and its interrelationship with society; political theorists considered will include Hobbes, Locke, Rousseau, Mill, Miliband and Poulantzas; to refine students' ability to appraise critically theoretical writings.

35701 SOCIAL DYNAMICS (P/G)**Semester: II**

2 class contact hours

7 week hours

Pre-requisite:

None

Objectives:

To develop an understanding of processes of social change in post World War II Australian society, with particular emphasis on the relation between changes in economic, social and political structures; to develop the ability to analyse coherently and consistently these processes of social change; to critically appraise different theories of social change; to develop the ability to apply conceptual frameworks in order to provide explanations of social phenomena and processes.

35702 COMMUNITY STUDIES (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics, Social Economics A

Objectives:

To increase students' awareness of their social environment and to provide them with the skills and theoretical perspectives required for the analysis of local social systems as elements within Australian society. These perspectives and skills will be drawn from sociology, politics and economics and will be chosen with the particular needs of administrators in mind. The unit examines the meaning of the term 'community' in contemporary Australian society and analyses the concept as it is used by administrators at the local level and in wider social policy. The particular characteristics of a number of types of local social systems are explained in terms of wider social processes through a consideration of the economic and political aspects of spatial development in Australia. In an examination of population concentrations, urban structure is considered as an allocative mechanism that influences the social composition and real income of particular local areas. Once students have a theoretical understanding of the issues of spatial development, skills are developed in the empirical investigation of social interaction, participation and political organisation at the local level, placing particular emphasis on the role of administrators within the local social system.

35704 DEPRIVATION AND INTERVENTION (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics

Objectives:

To enable students to recognise the extent and meaning of human deprivation, and its psychological and social dimensions; to develop an understanding of the causes of deprivation and its consequences for individuals and society; to examine ways in which western society intervenes in the cycle of deprivation at both private and government levels, and the values underlying such intervention; to examine the impact of different modes of intervention on deprived individual and groups, the range of responses available to them, and the longer term social consequences, intended and unintended; to develop an appreciation that all needs cannot be met all the time, and that social priorities as determined by political and other processes will define which needs are to be met.

35705 SOCIAL SERVICE SYSTEMS (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Deprivation and Intervention

Objectives:

To study the development and role of social services in modern industrial societies; to examine the main features of the social service systems of selected countries, with special reference to Australia; to study in some detail the arrangements for the delivery of social services in Australia; to look briefly at the way some roughly comparable countries organise the delivery of their social services; to examine theoretical tools available for analysing the structure and functioning of social service organisations and systems; to examine problems involved in the delivery of social services.

35709 THE PUBLIC/PRIVATE DOMAIN (P/G)**Semester: I**

2 class contact hours
7 week hours

Pre-requisite:

Social Dynamics, Social Economics A

Objectives:

To develop an understanding of the structural linkages which exist between what have been termed the 'public' and 'private' sectors; to develop an appreciation of how these structural interdependencies emerged, and how they are likely to develop in the immediate future; to develop an appreciation of how the public/private domain affects and constrains managerial activity in both sectors; to examine cases of the interaction between 'public' and 'private' structures and develop an understanding of the processes, relationships, tensions and contradictions which result; to examine how practitioners and observers of management in both sectors have perceived the public/private domain, and to examine the implications of such perspectives.

35710 PUBLIC INSTITUTIONS AND SYSTEMS (P/G)**Semester: II**

2 class contact hours
7 week hours

Pre-requisite:

Public/Private Domain

Objectives:

To provide an understanding of the institutional environment of public administration in Australia; to examine the traditional concept of the role of the public administrator and the challenges to which it is now subjected; to develop an appreciation of the administrative process as a set of relationships both inside and outside formal organisational structures; to introduce the current debate about the nature and composition of public organisations (eg. accountability, a representative public service etc) and the structure of government organisations (eg. organisational design, decentralisation, access, etc); to examine the extent to which there have been changes in the nature, composition and structure of public organisations.

35804 SOCIAL POLICY (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Social Service Systems, Managerial Decision Making (P/G)

Objectives:

To introduce students to the study of policy making with particular emphasis on the field of social policy; to develop an appreciation of the political, social and institutional pressures which affect the formation and implementation of social policy in Australia; to provide students with a range of skills and techniques for use in policy making and, as a corollary, to develop an understanding of what social science can and cannot do for policy makers; to practise students in aspects of the policy making process by a thorough examination of one or two recent major cases of social policy formation.

35805 SOCIAL ADMINISTRATION (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

Social Policy, Management Information Systems

Objectives:

To assess leading issues in social administration; to practise students in dealing with administrative (as distinct from policy) situations in the field of social welfare; to consider and evaluate individual research projects.

35809 THE POLICY PROCESS (P/G)

Semester: I

2 class contact hours
7 week hours

Pre-requisite:

Public Institutions & Systems, Managerial Decision Making (P/G)

Objectives:

To consider the values and assumptions underlying the concept of policy; to distinguish 'policy' as an organisational outcome from 'policy' as administrative action; and by examining both the literature on the subject and actual practice to assess the extent to which 'policy' is an appropriate concept for explaining or controlling the pattern of organisational activity; to examine the pattern of structural linkages, inside organisations and between them, within which the policy process takes place, and to identify administrative and other roles within the policy process; to survey attempts to develop rational aids to policy formulation, specifically those concerned with understanding complex choice situations, identifying and tapping relevant data sources, assessing costs and benefits, and predicting outcomes; to examine the relationship between the policy process and the outcomes of organisational activity, and in particular, to survey attempts at assessing the impact of organisational action, programme evaluation and feedback and learning in the policy process.

35810 MANAGEMENT IN THE PUBLIC SECTOR (P/G)

Semester: II

2 class contact hours
7 week hours

Pre-requisite:

The Policy Process, Management Information Systems (P/G)

Objectives:

To investigate problems commonly associated with the tasks, personnel and environment of public administration; to develop the skills and techniques necessary for the planning (including implementation analysis), administration, monitoring and evaluation of projects; to develop skills in dealing with middle management problems in the public sphere.

35901 RESEARCH SKILLS SEMINAR I – Social Research

Semester: I

3 class contact hours
10 week hours

Objectives:

To develop intellectual habits and approaches that have been found productive in interpreting, evaluating and conducting social research; to develop skills in the evaluation of statements and arguments; to develop an understanding of social research processes, and skills in interpreting and evaluating the product of social research; as a corollary students will become acquainted with the language and literature on social research design and analysis; become familiar with the ways in which social research hypotheses are formulated and tested, and the ways in which social research experiments are constructed; become acquainted with the techniques of social model building, and data prescription, collection and organisation; develop skills in deriving explanatory variables, searching out relevant data and identifying reference and data sources; to develop an appreciation of the effects that the social context of enquiry may have on its conduct and outcome; to develop an awareness of extant disputes about the nature and uses of social research.

35902 RESEARCH SKILLS SEMINAR II – Policy Research

Semester: II

3 class contact hours
10 week hours

Objectives:

To take alternative meanings and categories of 'policy' as a social and organisational phenomenon as a focus for considering different approaches to researching *into* policy and researching *for* policy; to contrast the goals, methods and difficulties of: disciplinary approaches to policy research and the approaches of the so called 'policy sciences'; to assess the value and limitations of 'qualitative' and 'quantitative' approaches to policy research; to develop skills in the assessment (interpretation and evaluation) of 'policy research' from a managerial perspective, and consider 'alternatives' to its use in organisational settings; to develop an understanding of different requirements imposed on research processes and outcomes by professionals in 'action' settings and researchers in disciplinary settings and the consequent tensions, difficulties and values associated with the use of 'applied research' in complex organisational settings.

36202 ORGANISATION BEHAVIOUR

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Work Organisation and Society, Political Behaviour

Objectives:

To develop an understanding of the organisational, structural and social factors which affect the action and interaction of people in organisations and to raise the students' awareness of how these affect the management of organisations; to develop the students' appreciation of the organisation as a source of conflict for persons within organisations at an individual level and in relations with others; to develop students' skills in the use of concepts such as power, authority, structure, hierarchy, domination, conflict, rules, interest, arena, network and dependence on gender in the analysis of organisational relations and the managerial process; to introduce students to literature on organisation and management, in terms of the issues and problems raised and the 'solutions' which are offered; to develop a theoretical framework (grounded in action theory and critical theory) which will provide students with a conceptual basis for critically evaluating the extant literature on organisations and the practices currently used in the management of organisations.

36301 INDUSTRIAL SOCIOLOGY

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Organisation Behaviour

Objectives:

To develop an understanding of the behaviour of people in work organisations and the social, cultural and organisational determinants of that behaviour; to develop frameworks for the analysis of the relationships between historical, social and organisational variables in order to place individual attitudes and practices in a broader context; to extend this understanding through cross cultural comparative material; to give students experiential insights into intergroup and interpersonal relationships within work organisations; to develop students' skills in organisational analysis and introduce them to issues of organisation design; to examine contemporary issues in industrial sociology; to foster a practical and theoretical understanding of the Australian industrial relations scene in comparative perspective.

36302 GOVERNMENT AND BUSINESS

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Organisation Behaviour

Co-requisite:

Economy and Society III

Objectives:

To develop students' understanding of the way in which social activity in Australia is conceptualised as 'political' or 'economic', and as falling into a 'public sector' or 'private sector'; to examine practices in relation to particular industries as evidence for the validity of these conceptualisations; to develop students' capacity to develop and apply analyses which encompass the full range of organisational linkages which occur in productive, regulative and allocative activity within Australian society.

36402 CORPORATE STRATEGY**Semester: II**

3 class contact hours

10 week hours

Pre-requisite:

Structure, Adaptation and Change in Organisations; Organisation Design; Accounting IV

Objectives:

To develop the students' understanding of the planning process in organisations and to develop skills in formulating and evaluating strategies for organisations; to raise the students' awareness of future developments in the structure of the world and Australian economies and the implications these hold for the management of organisations; to enhance the students' knowledge, understanding and skill in the techniques used for strategy development; to examine the behavioural, motivational, organisational, political, financial, legal and economic dimensions of the planning process; to expose students to decision making under uncertainty; to enhance the students' skills and competence in making judgements.

36403 MARKETING FOR MANAGERS**Semester: I or II**

3 class contact hours

8 week hours

Pre-requisite:

Economy and Society II; Quantitative Methods II

Objectives:

To develop an understanding of the marketing environment; to understand the total marketing function in particular with respect to planning and decision making; to study the legal and regulatory environment influencing major marketing decisions in Australia; to apply a knowledge of accounting techniques, economics and quantitative methods to marketing and market research decisions; to increase the practicability of business education by simulating typical business situations.

36404 BUREAUCRACY

Semester: II

3 class contact hours
8 week hours

Pre-requisite:
Government and Business

Objectives:

To analyse the major theories of bureaucracy, their historical backgrounds, and the main disputes surrounding them; to examine in detail major empirical studies of bureaucracy in different settings as one basis for assessing the merits of disputed theories; to assess the utility of the bureaucratic model for the analysis of patterns of authority and leadership and processes of change in Australian society and in different types of organisation; to examine the effect of increasing bureaucracy on the social, occupational and organisational structures of modern society; to examine modifications of, and suggested alternatives to, the bureaucratic model as desirable organisational patterns.

36406 EMPLOYEE RELATIONS I

Semester: I or II

3 class contact hours
8 week hours

Pre-requisite:
Economy and Society II

Objectives:

To familiarise students with the actors and institutions in the Australian industrial relations system; to introduce students to Industrial Relations Theory, particularly as it relates to industrial conflict; to link theoretical insights with the procedure and practice of day to day industrial relations; to develop the practical skills and techniques necessary for practitioners; to acquaint students with the processes of wage determination.

36407 EMPLOYMENT PRACTICES AND DISCRIMINATION

Semester: II

3 class contact hours
8 week hours

Pre-requisite:
None

Objectives:

To provide students with a basic understanding of the Australian conciliation and arbitration system, the development of the individual contract of employment and the structure and function of trade unions; to equip students with the ability to recognise and understand discriminatory practices in employment; to develop in students the practical skills needed to deal with, manage and change discriminatory practices in employment; to give students a thorough working knowledge of Equal Employment Opportunity and Anti-Discrimination Legislation; to provide students with conceptual and practical skills from across disciplinary boundaries; to develop in students managerial/administrative skills necessary to avoid and eliminate discriminatory practices; to give students a knowledge of international developments dealing with discrimination in employment.

36502 PUBLIC ADMINISTRATION

Semester: I 3 class contact hours
10 week hours

(To be offered for the last time in 1985)

Pre-requisite:

Political Behaviour; and Community Politics **or** Organisation Behaviour

Objectives:

To examine the role and character of the public service in modern societies, with particular reference to Australia; to develop an understanding of the institutional environment in which the public administrator operates, and provide a basis for a critical evaluation of the nature, scope and special problems of public administration.

36503 HEALTH/WELFARE SYSTEMS

Semester: I 3 class contact hours
10 week hours

Pre-requisite:

Social Inequality and Social Action

Objectives:

To examine in some detail the arrangements for the delivery of health and welfare service in Australia; to develop some critical perspectives on the Australian delivery system by comparison with selected overseas countries; to understand the dynamics of growth of health and welfare services in western industrial societies, particularly Australia; to examine the theoretical tools available for analysing the structure and functioning of health and welfare organisations and systems; to examine the criticisms offered of Australia's health/welfare system and evaluate various remedies; to develop in students an appreciation of how to operate effectively within the health/welfare system.

36504 RESEARCH FOR MARKETING PROBLEMS

Semester: I or II 3 class contact hours
10 week hours

Pre-requisite:

Marketing for Managers

Objectives:

To impart a knowledge of research applications to marketing problems as a systematic and analytic process related to the identification, understanding, and solution of problems associated with the marketing management process. Students will become acquainted with the procedures of marketing research design and analysis, the formulation and testing of hypotheses, sources of data and their prescription, methods of data collection and organisation, and develop skills in the application of research techniques interpretation and implication of research findings; to develop an appreciation of the relationship between knowledge and action on the one hand, and the researcher/policy maker on the other. This will involve a knowledge of the theory and method of practical evaluation of the justification for undertaking research; to develop students to a point whereby they can efficiently and rationally evaluate the results of marketing, using their acquired skills as part of a disciplined approach to the solution of marketing problems.

36506 EMPLOYEE RELATIONS II

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Employee Relations I; Industrial Sociology

Objectives:

To describe and critically analyse the body of theory related to the techniques and practice of personnel management; to prepare students for a career in the personnel management area, or to give those looking to other areas of management an understanding of what is involved so that they can make effective use of the personnel services available to them by encouraging the development of practical 'hands on' skills.

36507 STRUCTURE, ADAPTATION AND CHANGE IN ORGANISATIONS

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Industrial Sociology; Bureaucracy; Financial Institutions and Markets

Objectives:

To recapitulate the disciplinary skills developed and knowledge acquired through the previous study of alternative perspectives and theories explaining the conduct and structuring of relations in organisational settings; to analyse the concepts of structure, change and adaptation; to uncover the theoretical, ideological and philosophical bases of the concepts of change and adaptation in organisations and to assess these concepts against practice and experience in managing organisations; to provide new insights into the structural make-up of organisations and the practices that take place within them; to explore, describe and classify the reactions of organisational participants (ie. workers, managers, functional specialists) to internal and external pressures for change and the adequacy of the response to resistance to change; to examine the strategies, techniques and measures employed in planned organisational adaptation and change; to examine in detail major empirical studies of planned and unplanned organisation adaptation and change in business and organisations generally.

36508 ORGANISATION DESIGN

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Bureaucracy; Industrial Sociology

Co-requisite:

Structure, Adaptation and Change in Organisations

Objectives:

To further develop and centralise disciplinary skills and knowledge acquired in earlier units through the study of alternative perspectives and theories explaining the conduct and structuring of relations in organisational settings; to closely examine those organisational processes which are

integral to the structuring of relations in work settings and between organisations and their clients or customers; to encourage students to examine and critique a range of alternative approaches which are proposed to restructure relations in the conduct of work and in the conduct of relations between organisations and their clients or customers; to practise students in some of these approaches and techniques.

36509 DISCRIMINATION AND ORGANISATIONS

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Employment Practices and Discrimination

Objectives:

To provide students with an understanding of the nature, extent, and ramifications of systemic and individual discrimination; to apply this knowledge to the current situation in Australia; to develop in students the skills necessary to conduct research into the particular needs of disadvantaged groups within the context of organisations; to develop in students the skills needed to formulate and administer, within a political context of competing demands, policies designed to eradicate systemic and individual discrimination within organisations; to contribute to a balanced understanding of the management of human resources.

36601 ORGANISATION ADAPTATION AND CHANGE

Semester: I

3 class contact hours
10 week hours

Pre-requisite:

Bureaucracy

Objectives:

To recapitulate upon the disciplinary skills developed and knowledge acquired through the previous study of alternative perspectives and theories explaining the phenomenon of organisations and the behaviour of people in organisational settings; to analyse the concepts of change, adaptation and progress; to uncover the theoretical, ideological and philosophical bases of the concept of change and adaptation in organisations and to measure these concepts against the record of events, thereby to provide new insights into the nature of organisations and organisations in action; to explore, describe and classify organisational reaction to internal and external pressures for change and the adequacy of the response to resistance to change; to examine the motives, strategies, techniques and measures employed in planned organisational adaptation and change; to examine in detail major empirical studies of planned and unplanned organisation adaptation and change, in business and in organisations generally.

36604 PUBLIC POLICY

Semester: II

3 class contact hours
10 week hours

(Offered for the last time in 1985)

Pre-requisite:

Economy and Society III, and Public Administration
or Health/Welfare Systems

Objectives:

This is an advanced level course which builds on students' previous studies of economics, politics and administration, and focuses on the policy processes in the public sector. It aims: to develop in students an understanding of the dimensions of public policy issues; to give some insights into how policy is made in the public sector, using contemporary Australian problems and issues as case studies; to develop an understanding of the social and political context in which policy is formulated and implemented; to give an understanding of the analytic tools and models relevant to public policy problems, and to provide an opportunity for the students to practise the use of these tools.

36605 CONSUMER BEHAVIOUR

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

One of: Marketing for Managers; Industrial Sociology; Sociology of Immigration; Communication IVB: The Mass Media

Objectives:

This unit is designed to provide a voyage of intellectual discovery within the field of consumer behaviour, integrating the best thinking in that area of psychologists, social psychologists, sociologists, anthropologists, communicators, economists and marketing experts. To this end, the basis of the unit is essentially theoretical. The major practical aim is to provide students with a better understanding of consumers and consumer markets, an understanding which leads to better decisions and better solutions to problems, both with respect to the satisfaction of an organisation's marketing needs, and with respect to the satisfaction of consumer needs in the marketplace. Accordingly, a study of the pragmatic literature and practice in consumer research are provided. This unit will serve as a bridge between those primarily interested in the development of social science, and those interested in the application of social science in the marketing field.

36606 EMPLOYEE RELATIONS III

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Employee Relations I

Objectives:

To provide students with an understanding of industrial relations at the workplace and to link this to the macro system of industrial relations that was examined in Employee Relations I. In addition, the unit will seek to equip students with the necessary skills and techniques to facilitate their effectiveness as practitioners.

36607 THE MANAGEMENT PROCESS

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Structure, Adaptation and Change in Organisations; Organisation Design

Objectives:

To examine managing as a social process; to examine modes of thinking about management, by analysing leading 'theories' and empirical studies of management in relation to: alternative historical settings, alternative management structures, decision making, implementation and control activities of managers in alternative institutional settings; to develop an appreciation of the dynamics of managerial activity and the nature of managerial 'success'; to deepen insights into the nature of theorising and the cumulative 'development' of bodies of knowledge; to develop intellectual, appreciative and personal skills which are likely to be transferable to managerial situations; to practise students in the analysis of organisational and managerial situations.

36608 MARKETING PLANNING AND MANAGEMENT

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Marketing for Managers

Objectives:

To integrate issues raised in Marketing for Managers, Consumer Behaviour, and Research for Marketing Problems; to emphasise the fundamental principles and practice of marketing planning and management, and to examine the information requirements of marketing managers. The unit includes: analysis of product policy, with an emphasis on product life cycle analysis and the management of products in mature markets; pricing decisions, and their variations through product life cycle; mechanics of promotion and the methods used to bring the product to the marketplace and maintain it in the marketplace; distribution: the changing role of distribution and its effect on the profitability of products; market finance: the role of break-even analysis; analysis of the changing financial fortunes of products through the product life cycle; the Marketing audit: how to conduct the audit and an analysis of its benefits; Trade Practices and Consumer Law: providing a basic understanding of the minimum legal requirements for the Marketing Manager; Marketing planning: basic skills in preparing Marketing plans for submission to higher levels of management.

36609 MANAGING DISCRIMINATION

Semester: II

3 class contact hours
10 week hours

Pre-requisite:

Employment Practices and Discrimination, Discrimination and Organisations, Anti-Discrimination Law

Objectives:

To become aware of the principles and implications of equal employment opportunity programmes; to develop planning and problem-solving skills necessary in the implementation of EEO within the organisation; to develop an understanding of the implications of preparing an EEO management plan; through practical exercises, to develop an understanding of the skills necessary in planning the introduction of appropriate EEO strategies; to acquaint students with communication strategies likely to prove helpful in handling interpersonal conflicts engendered by discrimination; to equip students with practical skills to change outcomes creatively; to develop in students managerial/administrative skills through organisational analysis appropriate to public and private sectors; to develop in students the skills required to evaluate the consequences, both intended and unintended, of policies designed to improve the position of disadvantaged groups.

36701 INDIVIDUAL AND ORGANISATION (P/G)**Semester: II**

2 class contact hours

7 week hours

Pre-requisite:

Organisation and Management

Objectives:

To develop an understanding of the actions and interactions of people in organisations; to critically evaluate theories of organisations; to examine relationships between existing organisations, and between individuals working within organisations and those groups the organisations serve; to provide experiential insights into relationships in organisational situations; to introduce students to modes of thinking about organisations and analyses of them; to provide students with means to critically evaluate the practices of their own organisations.

36702 ORGANISATION AND MANAGEMENT**Semester: II**

2 class contact hours

7 week hours

Pre-requisite:

Social Dynamics

Objectives:

To describe current knowledge and modes of thinking about organisations and management; to further practise students in organisation analysis; to assess modes of thinking about management by analysing leading 'theories' and empirical studies of management; to develop an appreciation of the dynamics of managerial behaviour and the nature of managerial 'success'; to deepen insights into the nature of theorising and the cumulative 'development' of bodies of knowledge; to develop intellectual and appreciative skills that are likely to be transferable to managerial situations; to examine management as a social phenomenon.

36703 EMPLOYEE RELATIONS ADMINISTRATION (P/G)

Semester: I or II

2 class contact hours

7 week hours

Pre-requisite:

Social Dynamics

Objectives:

To provide insight into employee relations as an identifiable part of organisational processes and an understanding of the role and desirable participant skills of non-specialist managers in employee relations processes. Topics covered include: manpower planning, job analysis, recruitment and selection, performance appraisal, wage and salary determination, trade unions, arbitration systems, negotiation and bargaining, industrial conflict.

36801 ORGANISATION STRUCTURE AND CHANGE (P/G)

Semester: I

2 class contact hours

7 week hours

Pre-requisite:

Individual and Organisation

Objectives:

To examine major theories of organisation structure, in the context of differing environmental and organisational situations; to describe and classify empirical data about organisational reactions to internal and external pressures; to examine strategies and techniques used in planning adaptation and change in organisations; to examine in some detail major empirical studies of planned and unplanned organisational change; to develop an appreciation of the structural implications of strategic management action and most importantly, how management manipulates and changes organisational structures to achieve its specific objectives.

36802 ORGANISATION DESIGN (P/G)

Semester: II

2 class contact hours

7 week hours

Pre-requisite:

Organisation Structure and Change

Objectives:

To familiarise students with theories and techniques of organisation design and design models; to analyse historical change in design theories; to practise students in organisation design generally; to practise students in applying design theories and models to existent or simulated situations in their area of specialisation. The pre-requisite unit Organisation Structure and Change examined how organisations are structured and may be changed to achieve specific objectives of management. Organisation Design explores alternative ways of achieving restructuring of organisations in particular stages of development operating in particular markets or publics, or facing various environmental contingencies. The relationship between organisation design as the accumulation of incremental management decisions and/or as a 'learning model' directed towards the achievement of a self-designing organisation, is explored in the course.

36901 PROFESSIONAL SKILLS SEMINAR IN ADMINISTRATION I

36902 PROFESSIONAL SKILLS SEMINAR IN ADMINISTRATION II

Semester: I & II

3 class contact hours
10 week hours

Objectives:

These two subjects integrate previous study by confronting students with administrative problems which are made complex by their location in 'holistic' social or organisational contexts. In focus is the administrative process *per se*, and in particular the administrative process as a dimension of the organisation as a whole rather than as a task for an individual executive. The course aims to confront students with 'administrative problems' in public and private sector situations in order to develop skills in problem structuring and analysis and the exercise of judgement in complex, holistic organisational settings; to develop an appreciation of the effects of economic, legal, political and social factors on administrative and organisational outcomes; to develop an appreciation of the difficulties and tensions experienced by administrators in accommodating simultaneously: situation work demands, analytic precepts developed in their prior professional or disciplinary training, and emergent understandings of administrative and organisational processes; to develop an appreciation of the difficulties and tensions experienced by administrators acting in policy or advisory roles in complex organisational settings, arising from the disparities between the conclusions they might reach as professionals in these roles and the outcomes produced as a result of organisational/political processes.

36903 PROJECT SEMINAR

4 class contact hours
20 week hours

Objectives:

To provide an opportunity for students to undertake a research project, individually or as a member of a small group; to identify, analyse and evaluate the research literature in the student's chosen project area; to investigate the research methodologies appropriate to the project; to provide a format in which students may share their research experiences, and receive feedback about their progress; to further develop in students an appreciation of the tensions, difficulties and values associated with the conduct of applied research in organisational settings by requiring the project to focus on this issue as well as its substantive concerns.

INFORMATION STUDIES

41101 INFORMATION AGENCIES IB

Semester: I

2 class contact hours
6 week hours

Pre-requisite:

None

For Objectives see 41105 Information Agencies IA

41103 INFORMATION RESOURCES IB

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To study the nature of information and its generation; examine the categories of information resources available and their distinguishing characteristics, concentrating on print and electronic information resources, particularly those which provide brief concise information; establish criteria for the evaluation of information resources; identify strategies for the effective use of a range of resources to satisfy enquiries; delineate concepts involved in effective collection in libraries; examine issues affecting use of information resources, including copyright and censorship.

41104 INFORMATION METHODS IB

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

For Objectives see 41108 Information Methods IA

41105 INFORMATION AGENCIES IA

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To introduce students to the variety of information agencies: identify the role and tasks of the librarian/information worker; examine the requirements for the librarian/information worker's education and training; identify the agencies' role, characteristics and organisation against a background of historical development; indicate types and levels of personnel required against a background of the development of education for information studies; familiarise students with the development of the profession of librarianship and information science.

41106 INFORMATION RESOURCES IA

Semester: I and II

3 class contact hours
6 week hours

Pre-requisite:

None

Objectives:

To study the nature of information and its generation; examine the types of printed information resources available, emphasizing those which provide brief, concise information; list criteria for the evaluation of information resources and apply these to a selected sample of information resources; examine the effective use of information resources; familiarize students with the principles involved in effective collection development in libraries; examine issues affecting the use of information resources, including copyright and censorship.

41107 INFORMATION USERS IA**Semester: I**

3 class contact hours

6 week hours

Pre-requisites:

Psychology IA

Objectives:

To study the characteristics of information and library users; establish their information needs through a study of information surveys and user studies; to provide the student with experience of an individual person's information needs.

41108 INFORMATION METHODS IA**Semester: II**

3 class contact hours

6 week hours

Pre-requisite:

None

Objectives:

To understand the methods of organising information to ensure retrieval, analyse information materials according to content, subject and form; describe, evaluate and apply methods of classifying and indexing information materials; and of compiling subject heading lists, indexes and abstracts.

41112 INFORMATION RESOURCES IIB**Semester: I and II**

2 class contact hours

5 week hours

Objectives:

To examine types of audiovisual information resources available and their characteristics; evaluate audiovisual information resources according to established criteria; identify, operate, and evaluate relevant equipment for the use of each type of audiovisual information resource; examine the formulation of a collection development plan for audiovisual information resources and the relevant equipment; identify the major problems of copyright legislation relating to audiovisual information resources; identify potential areas of future development in audiovisual information resources.

41114 INFORMATION USERS IB**Semester: I and II**

4 class contact hours

8 week hours

Pre-requisites:

None

Objectives:

To determine the characteristics of information and library users; establish their information needs through a study of information surveys and user studies provide the student with experience of an individual person's information needs. To identify and evaluate existing patterns and systems of meeting information needs for users, and services which have evolved to meet them.

41201 ISSUES IN LIBRARIANSHIP IB**Semester:** II

2 class contact hours

6 week hours

Pre-requisites:

Information Users IB;

Pre or Co-requisite:

Information Users IIB

For Objectives see 41508 Issues in Librarianship IA

41204 INFORMATION METHODS IIB**Semester:** II

6 class contact hours

15 week hours

Pre-requisite:

Information Methods IB

SECTION 1**Objectives:**

To understand the methods of organising and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and the library's response to such problems.

SECTION 2**Objectives:**

To examine the library as a complex system and as an organisation; describe, evaluate and apply methods of organising libraries and information services (other organisations); allocate financial provision (preparation of estimates and budget control); to describe and evaluate the utilisation of personnel within types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for designing facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying, and of organising, controlling and making available for use; to consider methods of evaluating the effectiveness of the library as an information system, compile and maintain statistics and prepare and submit reports relevant to the development of library service; consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

SECTION 3.**Objectives:**

To delineate the major factors which are causing pressures on library information systems; describe and evaluate the application of computer-based systems to library organisations; gain an understanding of the fundamentals of computer science relevant to the professional needs of librarians; describe and evaluate various data base systems of direct concern to libraries and library networks; examine and

evaluate the MARC system as an example of a national machine readable cataloguing data base; consider the management aspects of computer-based information systems in libraries; develop the sequence of steps essential to the introduction of automated systems into the library.

41207 INFORMATION USERS IIA

Semester: II

3 class contact hours
6 week hours

Pre-requisites:

Information Agencies IA

Objectives:

To identify and evaluate existing patterns and systems of meeting information needs for users; identify and evaluate existing services which have been evolved to meet information needs for users; to examine the role of the librarian in the provision of services.

41208 INFORMATION METHODS IIA

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

Information Methods IA.

Objectives:

To understand the methods of organising and controlling information to ensure retrieval; analyse information materials according to identification and control; describe, evaluate and apply methods of identifying and controlling information for retrieval; identify the problems of information retrieval and library's response to such problems.

41213 INFORMATION RESOURCES IIA

Semester: I and II

3 class contact hours
8 week hours

Pre-requisite:

Information Resources IA

Objectives:

To examine types of audiovisual information resources available and their characteristics; evaluate audiovisual information resources according to established criteria; identify, operate, and evaluate relevant equipment for the use of each type of audiovisual information resource; examine the formulation of a collection development plan for audiovisual information resources and the relevant equipment; identify the major problems of copyright legislation relating to audiovisual information resources; identify potential areas of future development in audiovisual information resources.

41214 INFORMATION USERS IIB

Semester: I and II

2 class contact hours
4 week hours

Pre-requisite:

Information Users IB

Objectives:

To analyse empirical research studies critically; to synthesise and apply the findings of a group of empirical research studies to a specific library/information service situation; to recommend changes and/or action based on the findings.

41215 INFORMATION RESOURCES IIIB

Semester: II

2 class contact hours
5 week hours

Pre-requisite:

Information Resources IB

Objectives:

To identify and contrast the essential characteristics of the humanities, the social sciences and the pure and applied sciences; examine generation, communication and use of information within those four areas; identify the types of information resources available in the disciplines of literature, fine arts, history, education, law, chemistry, biological sciences, engineering and medicine; examine effective use of a representative sample of these resources, particularly in relation to enquiries, and through the application of appropriate criteria; identify problems in collection building in the subject areas studied.

41216 INFORMATION RESOURCES IIIC

Semester: I and II

2 class contact hours
5 week hours

Pre-requisite:

Information Resources IB

Objectives:

To enable students to examine in detail ONE of the following specialized areas of information resources:-

Business
Child/Young Adult
Government
Local History
Social Welfare

These electives are not always available in each semester. For each area examine the nature of the subject or topic and the generation and communication of information within that subject or topic; identify the range and characteristics of information resources, both print and nonprint within the subject or topic; develop criteria for the evaluation and selection of information resources appropriate to the subject or topic; develop strategies for the effective use of information resources within the subject or topic; identify issues in collection building in the subject or topic.

41307 INFORMATION USERS IIIA

Semester: I

2 class contact hours
8 week hours

Pre-requisite:

Information Users IA; Psychology IIIA

Pre or Co-requisite:

Psychology IVA

Objectives:

To analyse empirical research studies critically; to synthesise and apply the findings of a group of empirical research studies to a specific library/information service situation; to recommend changes and/or action based on the findings.

41308 INFORMATION METHODS IIIA

Semester: II

3 class contact hours

8 week hours

Pre-requisite:

None

Objectives:

To examine the library as a complex system and as an organisation; describe, evaluate and apply methods of organising libraries and information services in relation to other organisations; allocate financial provision in relation to preparation of estimates and budget control; describe and evaluate the utilisation of personnel with types of libraries and information agencies and apply the principles of personnel management and supervision to the selection and management of staff; develop architectural briefs for the designing of facilities for library and information services; describe, evaluate and apply methods of acquiring information sources, of cataloguing and classifying such materials, and of organizing, controlling and making available such materials for use; consider methods of evaluating the effectiveness of the library as an information system and compile and maintain statistics and prepare and submit reports relevant to the development of library service, and consider relevant research reports on the effectiveness of library systems; devise objectives for service and carry out plans for implementation, promotion and innovation.

41313 INFORMATION RESOURCES IIIA

Semester: I

3 class contact hours

6 week hours

Pre-requisite:

Information Resources IIA

Objectives:

To identify and contrast the essential characteristics of the humanities, the social sciences, and the pure and applied sciences; examine the generation, communication and use of information within those areas; identify the types of information resources available in each of the disciplines of literature, the fine arts, chemistry, medicine, biological sciences, law and history; examine the selection, effective means of use, and evaluation of a selected sample of information resources in these disciplines; identify problems in collection building in each of these disciplines.

41404 INFORMATION RESOURCES IVA

Semester: I and II

2 class contact hours

8 week hours

Pre-requisite:

Information Resources IIIA

Objectives:

To enable students to examine in detail ONE of the following areas of information resources related to a group of users:

Adult

Children

Young Adult

These electives are not always available in each semester; for each area, examine the range of resources available by genre or special topic and

identify their characteristics; evaluate resources appropriate for each group of user; examine means of effective use of these resources by each group of user; identify issues in selection and collection building for each group of user.

41405 INFORMATION RESOURCES IVB

Semester: I

2 class contact hours

8 week hours

Pre-requisite:

Information Resources IIIA

Objectives:

To enable students to examine in detail ONE of the following formats of information resources:

Government

Visual

These electives are not always available in each semester; for each format, describe the generation and production of information; examine the range of information resources available and identify their characteristics; evaluate the information resources available; examine means of effective use; identify problems in collection building.

41406 INFORMATION RESOURCES IVC

Semester: I and II

2 class contact hours

8 week hours

Pre-requisite:

Information Resources IIIA

Objectives:

To enable students to examine in detail information resources related to ONE of the following topics:

Business

Local History

Social Welfare

These electives are not always available in each semester; for each topic, identify the characteristics and nature of the topic; examine the generation of information resources related to the topic; identify the range and characteristics of information resources available for each topic; examine means of effective use of these information resources; identify problems in collection building in relation to each topic.

41407 INFORMATION USERS IVA

Semester: II

2 class contact hours

8 week hours

Pre-requisite:

Information Users IIIA

Objectives:

To provide the knowledge and skills necessary to plan and carry out a research project on a user-oriented topic; to utilise basic research methods in such an investigation; to comment on the implications of the findings of such an investigation for user-oriented services.

41408 INFORMATION METHODS IVA

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Information Methods IIA;

Objectives:

To delineate the major factors which are causing pressures on library information systems; describe and evaluate the application of computer-based systems to library organisations; gain an understanding of the fundamentals of computer science relevant to the professional needs of librarians; describe and evaluate various database systems of direct concern to libraries and library networks; examine and evaluate the MARC system as an example of a national machine readable cataloguing database; consider the management aspects of computer-based information systems in libraries; develop the sequence of steps essential to the introduction of automated systems into the library.

41508 ISSUES IN LIBRARIANSHIP IA

Semester: II

2 class contact hours
8 week hours

Pre-requisite

Information Users IIIA; Information Methods IA

Objectives:

To provide an opportunity for students to synthesise the knowledge and learning experiences gained in the course; to recognise the need to consider change and the issues resulting from change in the light of the total information scene.

41711 INTRODUCTION TO CHILD/YOUNG ADULT INFORMATION STUDIES

(Graduate Diploma in Information Studies (Child/Young Adult))

Prior to Semester: I

20 hours total

Pre-requisite:

None

Objectives:

To identify personal and professional values and assumptions in child/young adult information services; to understand the rationale and structure of the course; to examine the literature related to child/young adult information studies to critically assess ways of knowing and using knowledge.

41712 DEVELOPMENT IN CHILDHOOD

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: I

3 class contact hours

Pre-requisite:

Introduction to Child/young Adult Information Studies

Objectives:

To identify and describe sequential stages and different dimensions of childhood; to examine specific theories of development; to recognise the nature and extent of individual differences; to demonstrate skill in gathering and interpreting data relating to children; to relate developmental theory and data to the roles and tasks of the child/young adult librarian and information specialist.

41715 LIBRARY SCIENCE I

(Master of Arts (Library Science))

Semester: I and 11

Objectives:

This unit aims to develop a conceptual understanding of library and information science and its development as a field of study. The content of the area of study will include: critical analysis of the development of library and information science education; identification and analysis of the theoretical knowledge base of library and information science; identification and analysis of the philosophical assumptions of this knowledge base; identification and analysis of the problems unique to library and information science; identification of the research into possible solutions to these problems.

41815 LIBRARY SCIENCE II

(Master of Arts (Library Science))

Semester: I

Pre-requisites:

Library Science I

Objectives:

This unit aims to deepen and extend the conceptual understanding of the student in regard to library and information science. The objectives of Library Science I are also relevant for this unit.

41716 RESEARCH DESIGN AND METHODS I

(Master of Arts (Library Science))

Semester: I

Pre-requisites:

None

Objectives:

This unit aims to develop an understanding of the uses of quantitative methods in analysing problems unique to library and information science and library and information science education, to develop skills required for the critical evaluation of published research and to develop the quantitative skills required to carry out an individual piece of research. The content of the unit will include: basic and background information on definitions, statistical terminology and notation; descriptive statistical measures, e.g. central tendency, variability, correlation and association, graphic analysis, regression and prediction; function and uses of statistical inference and the skills required to undertake an analysis of sample data.

41816 RESEARCH DESIGN AND METHODS II

(Master of Arts (Library Science))

Semester: II

Pre-requisites:

Research Design and Methods I

Objectives:

This unit aims to identify the research methodologies and methods appropriate for the solution of problems in library and information science and library and in-

formation science education, and to build the knowledge and skills required to understand and apply research techniques from the social and behavioural sciences to the solution to these problems. The content of the unit will include: purposes of research in the development of a field of study and in the development of a profession; the role of research in expanding the knowledge base, in improving practice and the teaching of the field of study; the relationship of research, practice, teaching, and consultancy; use and limitations of specific research designs and practice in library and information science and library and information science education; evaluation of research.

41717 LEARNING PROCESS AND CURRICULUM DESIGN

(Master of Arts (Library Science))

Semester: I

Pre-requisites:

None

Objectives:

Underlying the approach taken in this area of study is the view that particular curriculum practices reflect differing assumptions about the nature of knowledge, the characteristics of the learner and the learning process, as well as a position about the social context in which learning occurs. It is intended in this unit to explicate some of the competing theories involving these issues in order to assist students develop the ability to analyse their own and other curriculum practices. The content of the study will include: organisation of knowledge and the curriculum; sociology of knowledge and the curriculum; contrasting theories of instruction; curriculum planning; curriculum change.

41817 RESEARCH PROJECT

(Master of Arts (Library Science))

Semester: II

Pre-requisites:

Library Science II; Research Design and Methods II;
Learning Process and Curriculum Design.

Objectives:

The Research Project will provide an opportunity for students to research a selected topic in depth. It is expected that the topics selected by students will reflect three emphases, namely: the analysis of the knowledge base of library and information science and the underlying philosophical assumptions; the analysis of the problems in library and information science; the development and analysis of library and information science education.

41713 SEMINAR PROGRAMME (CHILD/YOUNG ADULT)

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: I

6 hours total

Objectives:

To analyse identified issues in child/young adult information services; to present and defend a particular viewpoint on such issues.

41721 DEVELOPMENT IN ADOLESCENCE

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: II

2 class contact hours

Pre-requisite:

Development in Childhood

Objectives:

With particular reference to adolescence, to identify and describe different dimensions of development; to recognise and explain the nature and extent of individual differences; to demonstrate skill in gathering and interpreting data; to interpret and relate developmental theory and data to the roles and tasks of the child/young adult librarian and information specialist.

41722 COMMUNICATION (CHILD/YOUNG ADULT)

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: II

3 class contact hours

Pre-requisite:

Introduction to Child/Young Adult Studies

Objectives:

To define "communication" and reappraise the communication process in terms of the constructivist model; to identify and develop sender and receiver skills necessary for initiating and maintaining effective dialogue and rapport in interpersonal and group settings; to apply oral and written communication skills in tasks such as the preparation and conduct of talks, discussions, committee meetings, activity programmes, review bulletins and written reports.

41723 SEMINAR PROGRAMME (CHILD/YOUNG ADULT)

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: II

6 hours total

Objectives:

To analyse identified issues in child/young adult information services; to present and defend a particular viewpoint on such issues.

41731 INFORMATION RESOURCES (CHILD/YOUNG ADULT)

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: III

3 class contact hours

Pre-requisite:*

Introduction to Child/Young Adult Information Studies

Development in Childhood

Development in Adolescence

Social Dynamics (Child/Young Adult)

Communication (Child/Young Adult)

Objectives:

To recognise trends in the generation and production of child/young adult information resources as they relate to economic, social and technological changes in society; to identify and reappraise resources appropriate for the information needs and information seeking behaviour of specific developmental stages within the broad growth periods of infancy, early childhood, middle childhood and adolescence; to identify and reappraise resources appropriate for the information needs and information seeking behaviour associated with a child/young adult's personal interests, individual socioeconomic status, and intellectual and physical capacity; to evaluate and select materials in relation to contextual variables and

the communication process; to identify materials about children and young adults appropriate for adults associated with children/young adults.

* Students who have not studied characteristics of formats of child/young adult information resources in their first degree or diploma, will be required to undertake such a basic unit prior to this unit.

41732 INFORMATION SERVICES (CHILD/YOUNG ADULT)

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: III 3 class contact hours

Pre-requisite:

Introduction to Child/Young Adult Information Studies

Development in Childhood

Development in Adolescence

Social Dynamics (Child/Young Adult)

Communication (Child/Young Adult)

Objectives:

To reappraise the information needs of children and young adults in the light of developmental data and as those needs relate to economic, social, educational and technological change; to assess the effectiveness of library and information services available to meet the needs of children, young adults; to analyse, compare and evaluate with reference to community need the total range of services relevant to children, young adults and relevant adults and assess the role of specific library and information services within this range; to identify characteristics which influence the effectiveness of information services for children and young adults; to identify and evaluate criteria for the development of effective information services to children and young adults.

41741 PROGRAMME DESIGN AND MANAGEMENT (CHILD/YOUNG ADULT)

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: IV 6 class contact hours
(of which 4 hours is for the Special Study)

Pre-requisite:

Information Resources (Child/Young Adult)

Information Services (Child/Young Adult)

Objectives:

To plan and design information programmes and services for children and young adults based on developmental and environmental data; to organise and manage required supporting resources of personnel, finance and facilities and implement such programmes and services; to present and defend such programmes and services and their supporting resources to providing and funding authorities; to publicise and promote such programmes and services to the specific groups of children, young adults and relevant adults as well as to the general community; to evaluate such programmes and services.

42703 PRACTICE STUDIES

(Graduate Diploma in Information Studies (Child/Young Adult))

Semester: II and III 120 hours total

Objectives:

To develop skills in relation to the implementation of specific information services; to develop and test personal professional values and assumptions; to test theoretical concepts and assumptions in practical situations.

LEISURE STUDIES

ASSOCIATE DIPLOMA IN RECREATION

51103 INTRODUCTION TO LEISURE AND RECREATION

Semester: I 3 class contact hours
6 week hours

Objectives:

To introduce students to the concepts of recreation and leisure from: an historical viewpoint, a sociological viewpoint; to examine the place and role of leisure and recreation in modern society; to determine the range of potential community recreation involvement and the factors affecting this range; to identify the range of organised recreation activity currently provided in N.S.W. in general, and the Sydney Metropolitan area specifically; to provide guidelines for the identification and analysis of informed leisure situations and recreation involvement.

51104 RECREATION LEADERSHIP

Semester: I and II 3 class contact hours
6 week hours

Objectives:

To examine the theories and functions of leadership; to explore the dynamics of groups, and the function of leadership in relation to groups; to define the role of the recreation activity leader in the provision of recreation opportunity; to illustrate appropriate leadership skills and techniques in the context of a variety of recreation activities and situations; to provide opportunity for the practical application of techniques of leadership and group management.

51203 RECREATION PROGRAMMING

Semester: I and II 3 class contact hours
6 week hours

Objectives:

To define and explore the concept of recreation programming; to examine the need for and place of recreation service delivery systems; to examine methods of assessing community need and designing programmes to meet that need; to identify the knowledge and skills required to plan, implement and evaluate recreation programmes in a variety of settings, and provide students with an opportunity to develop these skills.

51204 ORGANISING AND MANAGING FOR RECREATION

Semester: II 3 class contact hours
6 week hours

Objectives:

To familiarise students with the organisational dimensions of some of the contexts in which they are likely to operate; to enable students to create their own organisational structures for the delivery of recreation services; to equip students with a range of skills required to efficiently manage small organisations.

51303 RECREATION FOR POPULATION SUB-GROUPS

Semester: I

3 class contact hours
6 week hours

Objectives:

To introduce students to the philosophical focus of recreation for population sub-groups; to examine the history and development of recreation services for these groups; to identify the basic etiological aspects of the various groups of recipients of specialised recreation services; to determine the recreational needs of these groups and the concomitant programming and adaptive skills required; to examine the various settings in which specialist services are delivered; to identify existing service delivery agencies within the community; to develop an appreciation of current trends and issues.

51304 WORK AND LEISURE

Semester: II

3 class contact hours
6 week hours

Objectives:

To examine the concepts of work and leisure in industrial societies; to trace the historical development of Australian patterns of work and leisure; to analyse sub-cultural variables relevant to participation in, and commitment to, particular leisure pursuits; to examine the relationship between particular forms of work, leisure and other aspects of social structure; to relate changes in the nature of employment to the development of new requirements in leisure.

PARTICIPANT AND PROGRAMMING SKILLS

51111 MARTIAL ARTS AND EASTERN CIVILISATION SPORTS

Semester: I

3 class contact hours
6 week hours

Objectives:

To study the development of martial arts and sports in eastern civilisations; to gain an appreciation and understanding of the philosophies and values attached to these arts and sports; to develop skills in a variety of different forms of these arts and sports; to develop the self through expression in these arts and sports; to examine the scope and organisation of these arts and sports in the community; to develop the skills required to incorporate these arts and sports into community recreation programmes.

51112 ELECTRONICS FOR RECREATION

Semester: II

3 class contact hours
6 week hours

Objectives:

To indicate the impact of electronics on all aspects of life, but in particular the rapidly growing influence of electronics on leisure and recreation; to outline the potential of some of this electronic equipment for use in recreation programmes, including its advantages and limitations; to develop skills in programming for use of electronic equipment in recreation.

51113 OUTDOOR RECREATION I

Semester: I or II

3 class contact hours
6 week hours

Objectives:

To develop in students an understanding of the way outdoor activities and environmental education programmes can interact and be pursued simultaneously; to help students develop an understanding of basic ecological principles and assist them to appreciate the way outdoor recreation impacts upon the ecology of natural environments; to equip students with techniques for communicating ecological awareness in an outdoor environment; by direct experience, to give students the skills and knowledge of resources necessary to organise orienteering bushwalking and camping programmes; to equip students with the knowledge and skills necessary to plan and safely lead minor cross country expeditions in the environs of Sydney.

51213 OUTDOOR RECREATION II

Semester: I or II

3 class contact hours
6 week hours

Pre-requisite:

Outdoor Recreation I

Objectives:

To explore the notion of wilderness and to trace the history of the idea from an Australian perspective; to further develop in students an understanding of the ways outdoor activities and environmental education may interact and be pursued simultaneously in specialised environments while at the same time being cognizant of the impact that such activities have upon these environments; to examine the concept of adventure programming from both a philosophical and practical viewpoint; by direct experience, provide students with the necessary skills to organise outdoor recreation programmes selected from the following: abseiling, bicycle touring, canoeing, canyoning, caving, cross-country skiing, downhill skiing, kayaking, orienting and rock climbing; to investigate the potential hazards associated with outdoor recreation and in concert develop the appropriate skills of judgement associated with their successful execution.

51107 SPORT IN RECREATION I

Semester: I or II

3 class contact hours
6 week hours

Objectives:

To create in students an awareness of the structure and nature of Australian sport; to increase student awareness of sporting and related support agencies servicing the community; to enable students to understand the principles of planning and developing a sporting event or programme; to foster in students an understanding of the human need for physical activity with particular focus on special consumer groups; to provide hands on experience in selected sporting activities of a recreational nature where elements of the above can be demonstrated.

51207 SPORT IN RECREATION II

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Sport in Recreation I

Objectives:

To further develop in students an appreciation of the structure and nature of sport in contemporary Australian Society; to help students develop an understanding of basic marketing principles as they relate to the organisation and administration of sporting events and programmes, and to apply these in community settings; to equip students with the knowledge and skills to organise, implement and evaluate recreation programmes in selected sporting activities; to address contemporary issues relevant to the provision of sporting programmes at the community level.

51109 WATER BASED RECREATION IA

Semester: I

3 class contact hours
6 week hours

Objectives:

To gain practical experience in the teaching of swimming to people with a wide range of ages and physical abilities; to achieve a high standard of competence in water safety; to provide students with skills and experiences that will allow them to use water as a theme for recreation programmes; to provide students with an understanding of the role and administrative structures of water based recreation agencies; to give students a basic understanding of the type of facilities that exist for water based recreation and their potential for programming.

51209 WATER BASED RECREATION IB

Semester: I

3 class contact hours
6 week hours

Objectives:

To introduce students to boating as a recreational pursuit; to provide an opportunity for students to gain a theoretical background in recreational boating and apply it to a variety of programming types; to familiarise students with the organisation and operation of governmental and private agencies that regulate, control and operate recreational boating opportunities in New South Wales.

51108 FITNESS LEADERSHIP I

Semester: I or II

3 class contact hours
6 week hours

Objectives:

To develop an elementary knowledge of physical fitness and its assessment; to enable students to conduct physical fitness leadership programmes within a commercial or non-commercial environment; to familiarise students with the language associated with testing and the constraints and dangers of physical fitness appraisal; to inform students of the elementary physiology of physical fitness such that facts and fallacies about fitness can be distinguished; to develop a knowledge of reputable resources available in the area of physical fitness, and how to make contact with these.

51208 FITNESS LEADERSHIP II

Semester: I or II

3 class contact hours
6 week hours

Pre-requisite:

Fitness Leadership I

Objectives:

To build on basic concepts of physical fitness and its assessment covered in Fitness Leadership I; to increase students' knowledge of fitness leadership programming; to further develop understanding of the physiological basis of fitness; to investigate the correlates of fitness and the relationship between fitness and prescribed physical programmes.

51114 VIDEO IN RECREATION

Semester: II

3 class contact hours
6 week hours

Objectives:

To explore the potential of video as a management and programming tool in recreational settings; to provide students with a basic understanding of video production skills; to provide students with the opportunity to develop video material with application to a variety of recreational settings and roles; to examine the role of video within the Australian leisure context.

FIELDWORK

51105 FIELDWORK I

Semester: II (Full-time)

Semester: III & IV (Part-time)

90 semester hours

Objectives:

To apply models and procedures developed in the units Introduction to Leisure and Recreation, and Recreation Leadership; to gain practical leadership experience in at least two recreational settings in the handling of small groups; to augment lectures, tutorials, participant and programming skills through their practical application.

51205 FIELDWORK II

Semester: III (Full-time)

Semester: V & VI (Part-time)

120 semester hours

Pre-requisite:

Fieldwork I

Objectives:

To augment skills developed in Fieldwork I and Recreation Programming; to gain experience at various levels of delivery viz. operative and service delivery, with a greater emphasis on programming.

51305 FIELDWORK III

Semester: IV (Full-time)

Semester: VII & VIII (Part-time)

120 semester hours

Pre-requisite:

Fieldwork II

Objectives:

To augment skills developed in Organising and Managing for Recreation and Fieldwork II; to apply and develop skills required in the organisation and administration of recreation programmes and services.

GRADUATE DIPLOMA IN LEISURE STUDIES

51701 LEISURE: PHILOSOPHY AND CONCEPTS

Semester: II

3 class contact hours
11 week hours

Pre-requisite:

None

Objectives:

On completion of this unit the student will:-

Be familiar with the history of the idea of leisure; understand the changing patterns and conception of work, leisure and recreation in society; be able to relate human leisure behaviour to theories about its psycho-social functions and to the various theories explaining its relationship to human needs; recognise the relationship between leisure behaviour and other aspects of social structure as defined by various social theorists; be familiar with contemporary trends and issues in the leisure services field.

51702 LEISURE: ORGANISATIONS AND STRATEGIES

Semester: II

3 class contact hours
11 week hours

Pre-requisite:

None

Objectives:

On completion of this unit the student will:-

Be familiar with the history of organised leisure provision in Australia: public, private and voluntary; understand the generation of organised endeavours by commercial, voluntary and government interests to cater for, shape and control the leisure behaviour of Australians; be able to describe the ramifications of organised leisure provision in Australia and its linkages with other aspects of government, voluntary and commercial activities; be aware of the response of contemporary leisure organisations to what are perceived as social, economic and institutional problems in Australia.

51703 LEISURE RESEARCH AND EVALUATION

Semester: I

3 class contact hours
11 week hours

Pre-requisite:

2 Foundation Units

Objectives:

On completion of this unit the student will:-

Understand the difficulties of operationalising theoretical concepts in real world research; be familiar with the basic elements of research design; understand and be able to handle a wide range of data gathering and analytic procedures employed in leisure research monitoring and evaluation, and be able to recognise or determine when and where particular research techniques are most effective and efficient; be able to critically evaluate the use of research and analysis in reports and other submissions; be aware of the special problems associated with research and monitoring.

51704 ECONOMICS OF LEISURE AND TOURISM

Semester: I

3 class contact hours
11 week hours

Pre-requisite:

2 Foundation Units

Objectives:

On completion of this unit the student will have:-

Ability to use basic economic concepts as they relate to tourism and tourism policy, e.g. elasticity, multipliers, basic CBA, rational decision making rules; ability to interpret and critically evaluate reports and projections with an economic content (e.g. feasibility studies, project evaluations); ability to understand and interpret the broad economic significance of contemporary economic events (e.g. government industry policy, monetary policy); ability to logically think through the economic consequences of a decision from several different perspectives (e.g. government, industry, consumer perspectives).

51801 EQUITY IN LEISURE AND RECREATION

Semester: I

3 class contact hours
11 week hours

Pre-requisite:

Leisure: Philosophy and Concepts or

Leisure: Organisations and Strategies

Objectives:

On completion of this unit the student will:-

Be familiar with the growing literature on equity and social justice as it pertains to the leisure field; be able to be more objective (than subjective) in assessing the redistributive implications of leisure service delivery; be aware of the various models or roles through which professionals in the leisure field are able to influence that part of social justice which may be called 'leisure justice'.

51802 LEISURE PLANNING AND DESIGN

Semester: II

3 class contact hours
11 week hours

Pre-requisite:

2 Foundation Units

Objectives:

On completion of this unit the student will:-

Understand the principles of the urban and regional planning process as they apply to leisure, recreation and tourism; be able to identify the components of a planning problem (environmental, economics, social, legal, political) and determine related data requirements; be familiar with those aspects of state and local government Acts and ordinances which govern leisure, recreation and tourism planning in N.S.W.; be able to establish objectives and select appropriate design strategies for the establishment of leisure services/facilities; be able to relate the elements of design to management criteria in the provision of leisure opportunities; be able to critically assess and evaluate the outcomes of planning and design decisions.

51803 LEISURE RESEARCH PROJECT

Semester: I

3 class contact hours
11 week hours

Pre-requisite:

Leisure Research and Evaluation

Objectives:

To provide students with the opportunity to undertake a substantial applied research project through which to develop and test their project design and managerial skills; to encourage students to consolidate and reflect on knowledge gathered in the course and bring this to bear on some contemporary problem or issue in the leisure field; to enable students to test their own capacity for self-direction in the undertaking of the task of project design and management; to enable students to complete the course with an original project report which demonstrates their abilities in the leisure field.

51805 APPLIED METHODS A, B OR C

Semester: I or II

maximum 3 class contact hours
maximum 11 week hours

Pre-requisite:

Approval of Head of Department

Objectives:

To provide students with an opportunity to either extend their knowledge of the field of leisure and recreation and/or apply knowledge and skills of a general kind to the field of recreation and leisure, and/or practice professional skills in recreation provision in one or more field settings by undertaking project work contracted in advance with the Co-ordinator of the Graduate Diploma in Leisure Studies.

NURSING

Studies in the Discipline of Nursing

The Department of Nursing offers a major sequence of Studies in the Discipline of Nursing.

Nursing Studies I	---	Introduction to the Concept of Optimal Health (incl. Computer Awareness Module)
Nursing Studies II	—	Introduction to Psychology - Human Growth and Development (incl. Basic Research Module)
Nursing Studies III	—	Nursing - the patient with a developmental disability
Nursing Studies IV	—	Nursing - the patient with an interruption/disturbance to structure and/or function (A)
Nursing Studies V	---	Nursing - the patient with an interruption/disturbance to behaviour and/or life pattern (A)
Nursing Studies VI	—	Nursing - the patient with an interruption/disturbance to structure and/or function (B)
Nursing Studies VII	—	Nursing - the patient with an interruption/disturbance to behaviour and/or life pattern (B)
Nursing Studies VIII	—	Nursing - the patient within a health care organisation
Nursing Studies IX & X	—	Nursing - where the context is unpredictable or unfamiliar
Nursing Studies XI	—	Nursing - unifying concepts

61101 NURSING STUDIES I

Introduction to the Concept of Optimal Health

Semester: I

4 class contact hours

10 week hours

Pre-requisite:

Nil

Objectives:

To analyse those requirements for optimal health that are common to all people, students will investigate the variety of modes of self-care practice available to people and develop skills in assessing the success of the chosen self-care practice in maintenance of optimal health. Factors which influence modes of self-care practice will be examined, and a selection of "tools" employed in the assistance of persons carrying out self-care activities introduced. Practice of these skills or "tools" will take place in hospitals and other health care agencies throughout the semester. Students will be introduced to basic computer awareness.

61102 NURSING STUDIES II

Introduction to Psychology: Human Growth and Development

Semester: II

4 class contact hours

10 week hours

Pre-requisite:

Nursing Studies 1; Communication I.

Objectives:

To introduce students to major perspectives in psychology and utilise this in the study of human physical, cognitive and social/emotional growth and development across the life span. Emphasis will be placed on times of dependence which require the assistance of others to attain/maintain optimal health. Culturally influenced modes of providing dependent care are compared and contrasted. A major focus will be the provision of opportunities for students to enhance their ability to form relationships with persons of all age groups, communicating with them appropriately to their level of development. Students will visit health care agencies involved in the promotion of health and prevention of health related problems across the life span. Students will be introduced to the basic elements of research necessary to critical reading of research articles.

61103 NURSING STUDIES III

Nursing — The patient with a developmental disability

Semester: I

4 class contact hours

10 week hours

Pre-requisite:

Nursing Studies II; Biological Sciences I

Co-requisite:

Ethics, Life Sciences and Sociality III

Objectives:

To analyse theories of learning and motivation introduced in Nursing Studies II and provide experiences to enhance students' understanding of potential applications of this knowledge in programmes of care for persons with developmental disabilities; to examine pre-natal and post-natal influences on human potential; to compare and contrast the different attitudes, facilities, and treatment/care programmes available for persons with physical and/or intellectual impairment; to examine screening and early intervention programmes currently available; to provide opportunities for the development of sustained, accepting relationships with persons who have developmental disabilities and participate in programmes designed to maximise the person's potential for development.

61104 NURSING STUDIES IV**Nursing — The patient with an interruption/disturbance of structure and/or function (A)****Semester: II**5 class contact hours
12 week hours**Pre-requisite:**

Nursing Studies II; Ethics, Life Sciences & Sociality III; Biological Sciences III.

Co-requisite:

Nursing Studies V

Objectives:

To examine the relationship between nurse and patient where health-deviation self care requisites are specifically related to interruption or disturbance to one of the biophysical processes, specifically — *Cellular Growth and Proliferation; Support and Movement; Fluid and Electrolyte Dynamics; Inflammation and Immunity* — fundamental to maintenance of structure and function. Opportunities will be provided to assist students in development of skills of diagnosis, outcome prediction and intervention planning and implementation, ie, the scientific component of a clinical judgement.

61105 NURSING STUDIES V**Nursing — The patient with an interruption/disturbance of behaviour and/or life pattern (A)****Semester: II**5 class contact hours
10 week hours**Pre-requisite:**

Nursing Studies II; Communication II; Ethics, Life Sciences & Sociality II.

Co-requisite:

Law — Health and Welfare Law; Nursing Studies IV

Objectives:

To examine the concept of Mental Health from an historical perspective and analyse some assumptions underlying the frameworks from which mental health care operates; to analyse the nursing clinical relationship and exercise of clinical judgement where the patient is encountering problems of stress, crisis or other problems leading to possible disturbed coping patterns.

61106 NURSING STUDIES VI

Nursing — The patient with an interruption/disturbance of structure and/or function (B)

Semester: I

5 class contact hours
10 week hours

Pre-requisite:

Nursing Studies IV.

Co-requisite:

Nursing Studies VII and VIII

Objectives:

This unit forms a continuation and extension of Nursing Studies IV. It examines patient health deviation self-care requisites related to a disturbance of the biophysical processes of *Oxygenation, Metabolism, Communication, Control and Integration*; Clinical judgements related to nursing of patients with such disturbances will be exercised and refined throughout the semester and consolidated in a nursing practice experience at the end of the semester.

61107 NURSING STUDIES VII

Nursing — The patient with an interruption/disturbance of behaviour and/or Life pattern (B)

Semester: I

5 class contact hours
10 week hours

Pre-requisite:

Nursing Studies V

Co-requisite:

Nursing Studies VI and VIII

Objectives:

To analyse the clinical relationship and exercise of clinical judgement where the patient is experiencing life style disruption related to personality disorder or substance abuse; life pattern disintegration related to a psychotic condition, or medicopsychiatric conditions. Different intervention modes will be appraised for their appropriateness. Roles of the mental health institution and community mental health agencies will be investigated and analysed, facilitated by nursing practice experience in both types of health care agencies.

61108 NURSING STUDIES VIII

Nursing — The patient within a health care organisation

Semester: I

2 class contact hours
8 week hours

Pre-requisite:

Work, Organisation and Society; Political Behaviour; Social Science; Electives I and II.

Co-requisite:

Nursing Studies VI and VII.

Objectives:

To analyse relationships within a health care organisation; to provide the student with a "work experience" opportunity in which to examine the influence of a bureaucracy on the nurse-patient clinical relationship and nurse-colleague relationship; to assist students gain confidence and insight that their education has provided opportunities to acquire skills, knowledge and understandings which underpin a career in nursing as a first level practitioner.

61109 NURSING STUDIES IX

Nursing — where the context is unpredictable or unfamiliar

Semester: II

3 class contact hours
8 week hours

Pre-requisite:

Nursing Studies VIII.

Co-requisite:

Nursing Studies X

Objectives:

To provide students with opportunities for refining the exercise of their clinical judgement in situations less predictable or familiar than those organised practice experiences to date.

61110 NURSING STUDIES X

Nursing — where the context is unpredictable or unfamiliar.

Semester: II

Co-requisite:

Nursing Studies IX

Objectives:

This unit represents the nursing practice experience of Nursing Studies IX, i.e., two placements each of four weeks. There will be an element of choice allowing students to choose

(a) a specialty unit in which to enhance their clinical judgement, and
(b) a geographical area where population and health care demands differ from those of the N.S.W. Northern Metropolitan Health Region.

61111 NURSING STUDIES XI

Nursing — unifying concepts

Semester: II

4 class contact hours
8 week hours

Pre-requisite:

Nursing Studies VIII.

Co-requisite:

Nursing Studies IX & X.

Objectives:

To provide opportunities for students to review the major constructs under-pinning this Nursing Programme; for guided reflection on how a conceptual framework such as Orem's Concepts of Practice provides basis for utilising these constructs; to reflect on features of the clinical relationship — i.e., *Responsibility; Trust; Compassion; Clinical judgement; and on their experience in applying their knowledge and creative powers to helping people meet their self-care requisites.*

Studies in Ethics, Life Sciences and Sociality

The Department of Nursing offers a major sequence of Studies in the Discipline of Ethics, Life Sciences and Sociality.

Ethics, Life Sciences and Sociality I:	— Autonomy and Paternalism
Ethics, Life Sciences and Sociality II	— Ethical Theories and Ethical Reasoning.
Ethics, Life Sciences and Sociality III	— Theories of Justice
Ethics, Life Sciences and Sociality IV:	— Truth and Information
Ethics, Life Sciences and Sociality V:	— Authority and Responsibility
Ethics, Life Sciences and Sociality VI	— Ethical Issues in Experimentation and Issues in Clinical Ethics.

The programme of study is intended to provide both a comprehensive academic foundation in the study of applied Ethics in the Life Sciences and the field of Sociality at the undergraduate level and a basic preparation for dealing with ethical dilemmas in nursing practice. Though the course is an essential component of the nursing programme, it will be of interest and practical relevance to people of any professional or academic affiliation concerned with the evaluative aspects of issues that confront the community as a result of advancements in modern technology, the biosciences and medicine.

61201 ETHICS, LIFE SCIENCES AND SOCIALITY I

Autonomy and Paternalism

Semester: I

3 class contact hours
6 week hours

Co-requisite:

Communication I

Objectives:

To examine the concept of autonomy and its divergent interpretations; to bring students to an awareness of a moral principle of autonomy and its implications for ethics; to develop students' ability and willingness to protect and defend the well-being, rights, integrity and freedom of every person; to help students accept responsibility for personal effectiveness in social relationships, group activities, and team work; to develop a conscious and critical awareness towards keeping free and honest exchange of ideas with others and reducing prejudices in self; to have students identify conflicting values in several contexts.

61202 ETHICS, LIFE SCIENCES AND SOCIALITY II
Ethical Theories and Ethical Reasoning

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Ethics, Life Sciences & Sociality I

Co-requisite:

Communication II

Objectives:

To introduce students to an historic view of the interrelations of medicine and the prevailing concepts of human kind, a required foundation for understanding the rational premises for medical activity in the past, and nursing activity more recently, and for a perception of the present state of medicine, history, and humanity; to help students examine cultural history in an effort to understand the nature of human kind and the relationships which exist among human beings; and understand human behaviour as rooted in the conception constructed by people about themselves and their universe. To examine dominant cultural characteristics of any era and how they influence prevailing ethical theories and reasoning. To initiate a detailed study of teleological and deontological theories; and of the nature of ethical reasoning. To integrate the study of moral justification and its role in decisions of conscience with an understanding of the philosophical foundations of practice in health care; to provide opportunities for the student to articulate a moral point of view on a specific issue and justify that position in the face of an opposing view; to examine the implications of a world view that places the primacy of the human person as central to all human activities.; to explore the question of human sociality and its implications for the entire spectrum of ethics.

61203 ETHICS, LIFE SCIENCES AND SOCIALITY III
Theories of Justice

Semester: I

3 class contact hours
6 week hours

Pre-requisite:

Ethics, Life Sciences & Sociality II; Communication

Objectives:

To develop the student's understanding of the theories of justice, considering the implications for moral problems in health care; develop student's understanding of various problems and theories of economic justice, with emphasis on the major distinctions, principles, and methods of moral argument. Students will examine the distinctive features of justice and their special connection with law, and justice in relation to rights. Provide students with opportunities to confidently examine the theories and verbally highlight the advantages and disadvantages in each system.

61204 ETHICS, LIFE SCIENCES AND SOCIALITY IV

Truth and Information

Semester: II

3 class contact hours
8 week hours

Objectives:

The student will examine the concepts of truth. Arguments in relation to each of the concepts are examined. The student will examine related problems of truth, lying, deception, non-disclosure and under-disclosure in relationships professional and patient in the health care system; students will develop an understanding of the rules of fidelity, confidentiality and privacy.

61205 ETHICS, LIFE SCIENCES AND SOCIALITY V

Authority and Responsibility

Semester: I

3 class contact hours
8 week hours

Pre-requisite:

Ethics, Life Sciences & Sociality, III, IV; Legal Studies for Nursing Practice I, II; Work, Organisation & Society, Political Behaviour

Co-requisite:

Legal Studies for Nursing Practice III

Objectives:

The student is directed to a philosophical inquiry of the practice of nursing within the health care sector and addresses the ethical aspects of concrete social and institutional settings. Students will be brought to an understanding of their responsibility as practising nurses by examining main aspects of the concept of responsibility, namely: *authority, expertise, accountability, and liability*. The student will explore the concept of responsibility, not only for its relevance to the ethics of individual character and actions, but to the moral foundations of the cultural, legal, political, and social context of health care generally. Students will be able to interpret their responsibilities to others and know what can rightfully be expected of others in terms of those relationships. Familiarise students with a basic philosophical treatment of the concepts of authority, power, responsibility and rights in health care. Introduce students to the legal and social notions of responsibility and their implications for health care and public policy.

61206 ETHICS, LIFE SCIENCES AND SOCIALITY VI

Ethical issues in experimentation and issues in Clinical Ethics

Semester: II

3 class contact hours
6 week hours

Pre-requisite:

Communication II

Objectives:

The student will be introduced to ethical issues in human experimentation and behavioural research; critically examine the scope and justification of aggressiveness in patient care, including considerations of intensive life-support systems, organ transplantation and artificial organs; introduced to a understanding of the origins of technology and the different human needs which technology serves and often dis-serves.

Legislation and By-Laws

The Colleges of Advanced Education Act
College By-Law
Affiliation By-Law

THE COLLEGES OF ADVANCED EDUCATION ACT

Introduction

The William Balmain College was declared to be a College of Advanced Education as from the 1st September, 1971, by virtue of the notification published in the Government Gazette of the 27th August, 1971 (page 3299), above the signature of the Hon. C. B. Cutler, M.L.A. Minister for Education and Science in the State of New South Wales.

On the 1st July, 1973, a Planning Committee was appointed by the New South Wales Minister for Education and Science to prepare to govern the College during the intervening period preparatory to the incorporation of the College as a College of Advanced Education under Section 16.1 of the Higher Education Act.

In April, 1974, the Minister for Education endorsed a recommendation of the College Planning Committee that its name be changed to the Kuring-gai College of Advanced Education.

By virtue of the notification published in the Government Gazette of 25th October, 1974 (page 4129), the Hon. E. A. Willis, M.L.A., Minister for Education in the State of New South Wales, constituted a body corporate to be a College of Advanced Education under the corporate name of Kuring-gai College of Advanced Education.

On 1st June, 1975 The Colleges of Advanced Education Act, 1975, replaced Part VI of the Higher Education Act, 1969. The Colleges of Advanced Education Act allows colleges in New South Wales to exercise more responsibility and individuality in administering their affairs.

Pending the approval of the College By-Law prepared and submitted under Section 23 of The Colleges of Advanced Education Act the Kuring-gai College of Advanced Education shall be governed by the regulations appearing in this Calendar and such regulations as are adopted pro tem by the College Council.

Act No. 11, 1975.

An Act with respect to the constitution of new colleges of advanced education and the continuation of established colleges of advanced education; to enlarge the powers, authorities, duties and functions of colleges of advanced education; to amend the Higher Education Act, 1969, and certain other Acts; and for purposes connected therewith. (Assented to, 10th April, 1975.)

Be it enacted by the Queen's Most Excellent Majesty, by and with the advice and consent of the Legislative Council and Legislative Assembly of New South Wales in Parliament assembled, and by the authority of the same, as follows —

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|---------------------------|---|
| Short title. | 1. This Act may be cited as the "College of Advanced Education Act, 1975". |
| Commence-
ment | 2. (1) This section and sections 1 and 3 shall commence on the date of assent to this Act.
(2) Except as provided in subsection (1), this Act shall commence on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette. |
| Interpretation. | 3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—
"advanced education course" means a course of study approved under the Higher Education Act, 1969, as an advanced education course; |

“appointed day”, means the day appointed and notified under section 2
(2) “Board” means the New South Wales Advanced Education Board constituted under the Higher Education Act, 1969;

“college” means—

- (a) an institution declared under section 4 to be a college of advanced education; and
 - (b) a college of advanced education constituted under section 5; “corporate college” means a college of advanced education constituted under section 5; “regulations” means regulations made under this Act.
- (2) A reference in this Act, express or implied, to by-laws in relation to a corporate college is a reference to by-laws made by that college.

College within a Department of the Government.

4. (1) The Minister may, by order published in the Gazette—
- (a) declare any educational institution that forms part of a Department of the Government to be a college of advanced education with the name specified in the order; and
 - (b) specify the Department of which it forms part.
- (2) Where the Minister wholly revokes an order published under subsection (1), he may constitute a corporate college to take the place of the college to which the revoked order related.
- (3) The Minister shall not exercise his powers under this section in respect of an institution that forms part of a Department of the Government not administered by him except with the concurrence of the Minister administering that Department.

Incorporation as college of advanced education.

5. (1) The Minister may, by notification published in the Gazette—
- (a) constitute a corporation that is a college of advanced education with the corporate name specified in the notification; and
 - (b) appoint the first council of that corporate college, being a council constituted as provided by section 6.
- (2) The members of a corporation constituted under subsection (1) consist of the persons who are, for the time being—
- (a) members of the council of the college;
 - (b) servants of the college;
 - (c) students of the college;
 - (d) graduates of the college; and
 - (e) within any other class of persons specified in the by-laws of the college as members of the corporation,
- unless, in the case of a person referred to in paragraph (b), (c), (d), or (e), he is exempted by the Council of the college, on grounds of conscience, from membership of the corporation.
- (3) The governing body of a corporate college is its council which shall act in such manner as to it appears best calculated to promote the purposes and interests of the college.
- (4) A decision supported by a majority of votes at a meeting of the council of a corporate college at which a quorum is present is a decision of the corporation of which it is the governing body.
- (5) The Minister may, by notification published in the Gazette, change the corporate name of a corporate college.
- (6) A change under subsection (5) in the name of a corporate college does not affect the identity of the corporation or any rights or obligations of the corporation or render defective any legal proceedings by or against the corporation, and any legal proceedings that might have been continued or commenced by or against it by its former name may be continued by or against it by its new name.

(7) Except as provided by subsection (8), a corporate college shall not alienate, mortgage, charge or demise any land or interest in land except with the consent in writing of the Minister.

(8) A corporate college may, without the consent in writing of the Minister, demise any land where—

- (a) the term of the lease does not exceed 21 years; and
- (b) subject to subsection (9) (b), there is reserved for the whole of the term the best rent that may reasonably be obtained without fine.

(9) A lease by a corporate college for the purposes of an affiliated residential college shall—

- (a) be for a term not exceeding 99 years;
- (b) be at a nominal rent;
- (c) include a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned; and
- (d) include such other conditions, and such covenants, as the college approves.

**First council
of corporate
college.**

- 6. (1) The first council of a corporate college appointed by a notification under section (5) (1) shall consist of not more than twenty-five persons.
- (2) The members of the first council of a corporate college shall, subject to subsection (3), hold office for such period as the Minister specifies in the notification by which they are appointed.
- (3) The Minister may, by notification published in the Gazette, from time to time extend the period for which the members of the first council of a corporate college specified in the notification hold office.

**Council (other
than first
council) of a
corporate
college.**

- 7. (1) After the expiration of the term of office of the members of the first council of corporate college, the council of the college shall be reconstituted to consist of—
 - (a) not more than twenty-five members; or
 - (b) where the college is a college in respect of which the regulations specify a greater number of members — not more than greater number of members, as approved by this section.
- (2) The council of a college shall consist of—
 - (a) official members, comprising—
 - (i) the principal officer of the college; and
 - (ii) a full-time servant of the college who is the holder of the office, or the full-time servants of the college who are the holders of the offices (not exceeding two), in the college prescribed by the by-laws for the purposes of this paragraph;
 - (b) Members elected in the manner and (except in the case of subparagraph (iii)) by the persons prescribed by the by-laws in respect of each class of member, comprising—
 - (i) a servant of the College classified by the by-laws as a full-time servant and having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, not more than a specified greater number (not exceeding three) of servants of the college (including at least one member of the non-academic staff) so classified and having the qualifications and experience prescribed by the by-laws for all of them or having the different qualifications and experience so prescribed for each or any of them;
 - (ii) a student of the college having the qualifications and experience prescribed by the by-laws or, where the by-laws so provide, two students of the college so qualified and experienced; and

- (iii) where the by-laws provide for the election of an additional member, or two additional members, by the other members of the council — a person or, as the case may be, two persons so elected; and
- (c) appointed members, being persons (other than servants or students of the college) appointed by the Minister as far as practicable from the following categories—
 - (i) persons experienced in the field of education;
 - (ii) persons experienced in industry or commerce;
 - (iii) persons who are practising, or have practised, a profession;
 - (iv) persons associated with trade unions;
 - (v) persons having such other qualifications and experience as the Minister thinks appropriate.
- (3) A person may not be elected or appointed under subsection (2) if he is of or above the age of seventy years.
- (4) Subject to this Act, a member (other than an official member) of a council holds office—
 - (a) in the case of an elected member, until—
 - (i) the expiration of such period (not exceeding four years) after he takes office as is prescribed by the by-laws in respect of that member; or
 - (ii) the accession to office of his successor, whichever is the later;
 - and
 - (b) in the case of an appointed member— for a period of four years and any elected or appointed member is, if otherwise qualified, eligible for re-election or re-appointment, as the case may be.
- (5) Notwithstanding subsection (4) (b), where the number of appointed members of a council is less than the maximum number of those members permitted by subsection (1), any member subsequently appointed under subsection (2) (c) otherwise than to fill a casual vacancy holds office for the period specified in the instrument of his appointment.
- (6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

Vacation of office of member of a council.

- 8. (1) A member (other than an official member) of the council of a corporate college vacates his office, and there is a casual vacancy in his office, if—
 - (a) he attains the age of seventy years;
 - (b) he dies;
 - (c) he becomes a temporary patient, a continued treatment patient, a protected person or an incapable person within the meaning of the Mental Health Act, 1958, or a person under detention under Part VII of that Act;
 - (d) he becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his creditors or makes an assignment of his estate for their benefit.
 - (e) he is convicted in New South Wales of a felony or misdemeanour punishable by imprisonment for twelve months or longer, or if he is convicted outside New South Wales of an offence which, if committed in New South Wales, would be a felony or misdemeanour so punishable;
 - (f) he resigns his office by writing under his hand addressed, in the case of an appointed member, to the Minister or, in the case of an elected member, to the principal officer of the college;

- (g) he is absent from three consecutive meetings of the council of which reasonable notice has been given to him personally or in the ordinary course of post and is not, within six weeks after the last of those meetings, excused by the council for his absence;
 - (h) being a member elected under section 7 (2) (b) (i) he ceases to be a servant of the college classified by the by-laws as a full-time servant; or
 - (i) being a member elected under section (7) (2) (b) (ii) he ceases to be a student of the college.
- (2) Where a casual vacancy occurs in the office of a member of the council (including the first council) of a corporate college, the vacancy shall be filled by the appointment or election of a member—
- (a) in the manner provided by the by-laws; or
 - (b) where no provision is made by the by-laws— in the same manner as his predecessor in office.
- (3) A member elected or appointed to fill a casual vacancy holds office for the balance of the term of office of his predecessor but is eligible for re-election or re-appointment, as the case may be.

Meetings of council of corporate college.

9. (1) The procedure for calling meetings of the council of a corporate college and the procedure at those meetings shall, subject to the by-laws, be such as is determined by the council.
- (2) A quorum at a meeting of the council of a corporate college shall be the number prescribed by the by-laws or a number calculated in the manner prescribed by the by-laws.

Powers, etc., of corporate college.

10. (1) Subject to this Act and the regulations, a corporate college—
- (a) has, by its council, the control and management of any real or personal property vested in or acquired by the college and is, by its council, responsible for its maintenance;
 - (b) shall, at such place as is, or such places as are, approved by the Minister in respect of the college, provide such advanced education courses as are so approved;
 - (c) may confer academic awards and grant and issue certificates evidencing those awards in respect of the classes of students or other persons eligible under the by-laws;
 - (d) may acquire any property for the purposes of this Act by gift, devise or bequest and may, by its council, agree to carry out the conditions of any such gift, devise or bequest;
 - (e) may, within such limits, to such extent and upon such conditions (as to security or otherwise) as the Governor upon the recommendation of the Treasurer approves, borrow money for the purpose of carrying out and performing any of its powers, authorities, duties or functions, the renewal of loans or the discharge of any indebtedness to a bank;
 - (f) may invest any funds belonging to or vested in the college in any manner—
 - (i) for the time being authorised for the investment of trust funds; or
 - (ii) approved by the Governor, upon the recommendation of the Treasurer, either generally or in a particular case, or in a particular class of cases;
 - (g) may, under conditions acceptable to the Board, provide courses or programmes of study that are not advanced education courses;
 - (h) shall, at such times as may be required by the Board, forward to the Board such estimates as are specified by the Board as to the financial and other needs of the college, and such other information as the Board requires in order to discharge its responsibilities.

(2) The rule of law against remoteness of vesting does not apply to or in respect of any condition of a gift, devise or bequest to which a corporate college has agreed.

(3) Where a college is not a corporate college—

- (a) subsection (1) (c) applies to it as if it were a corporate college; and
- (b) the Minister or other person administering the college shall cause subsections (1) (f) and (1) (h) to be complied with as if the college were a corporate college.

**Delegation
of powers, etc.**

11. (1) The council of a corporate college may, by resolution, delegate to—

- (a) a member of the college;
- (b) a servant of the college;
- (c) the holder for the time being of a specified office in the service of the college;
- or
- (d) a committee appointed by the council.

the exercise or performance, in any specified case or specified class of cases, of any power, authority, duty or function of the college other than this power of delegation and any power conferred on it under section 23.

(2) A delegation by the council of a corporate college pursuant to subsection (1)—

- (a) may be revoked by a resolution of the council; and
- (b) does not prevent the exercise or performance by the college of the power, authority, duty or function delegated.

**Servants of
corporate
college.**

12. (1) Subject to subsection (2), a corporate college may not appoint a person as a member of its academic staff unless the position to which he is appointed is within the academic staff establishment of the college determined by the Board.

(2) To the extent to which a corporate college may, pursuant to a delegation under section 6 (1B) of the Higher Education Act 1969, determine its own academic staff establishment, it may appoint a person as a member of its academic staff as if its determination were a determination of the Board.

(3) Subject to subsection (4), a corporate college may not employ a person as a member of the staff (other than academic staff) of the college unless the position in which he is to be employed is within the staff (other than academic staff) establishment of the college determined by the Public Service Board.

(4) To the extent to which a corporate college may, pursuant to a delegation under subsection (9), determine its own staff (other than academic staff) establishment, it may appoint a person as a member of its staff (other than academic staff) as if its determination were a determination of the Public Service Board.

(5) Subject to this Act, a corporate college may —

- (a) determine what promotions may be made, whether or not of academic staff;
- (b) determine the qualifications required of persons to be appointed or promoted within the academic staff of the college;
- (c) in accordance with the by-laws, discipline servants of the college whether or not they are members of the academic staff; and
- (d) in accordance with the by-laws, impose penalties for any such breaches of discipline.

(6) Except in so far as provision is otherwise made by law, the conditions of employment (including salary, wages or remuneration) of servants of a corporate college shall be such as are from time to time determined by the council of the college after consultation with, and with concurrence of, the Public Service Board.

(7) In any proceedings before a tribunal having power to deal with industrial matters within the meaning of the Industrial Arbitration Act, 1940, the Public Service Board shall act for a corporate college in so far as the proceedings involve a matter in respect of which subsection (6) confers power on a college.

(8) A corporate college shall give effect to any order or determination made in respect of the college by a tribunal referred to in subsection (7).

(9) To the extent to which the Public Service Board may, under section 11A of the Public Service Act, 1902, delegate any power, authority duty or function to an officer it may, under that section, delegate the power, authority duty or function to a corporate college or to a servant of a corporate college.

Transfer of certain persons to staff of corporate college.

13. (1) In this section "superannuation scheme" means a scheme, fund or arrangement under which any superannuation or retirement benefits are provided and which is established by or under an Act.

(2) Where the Minister constitutes a corporate college he may, in the notification that constitutes the college or in another notification published in the Gazette with respect to the college, specify the names of members of the Public Service and of the Teaching Service who are to be transferred to the service of the college, but he shall not so specify the name of a person unless that person—

(a) is a member of the Public Service or Teaching Service employed in connection with the provision of the courses or programmes of study provided or to be provided by the college; and

(b) agrees in writing to the inclusion of his name in the notification.

(3) Where, immediately before the day on which a notification referred to in subsection (2) is published, a person whose name is specified in the notification was a member of the Public Service or the Teaching Service, that person becomes on that day a servant of the college to which the notification relates.

(4) A person who, pursuant to subsection (3), becomes a servant of the college shall be paid salary or wages at a rate not less than the rate that was payable to him immediately before he became a servant of the college subject to any adjustment necessary to give effect to any fluctuation in the basic wage for adult males, or adult females, as the case may be, for the time being in force within the meaning of Part V of the Industrial Arbitration Act, 1940, until his salary, is, or his wages are, varied in accordance with law.

(5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of a college was, immediately before he became such a servant, regulated by an award or industrial agreement, or an agreement made under the Public Service Act, 1902, or the Teaching Service Act, 1970, that condition shall continue to be so regulated until an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal.

(6) Subject to subsection (7), a person who, pursuant to subsection (3), becomes a servant of a college—

(a) retains any rights accrued or accruing to him as a member of the Public Service or the Teaching Service, as the case may be

(b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before becoming a servant of a corporate college; and

(c) is entitled to receive annual, sick and long service leave and any payment, pension or gratuity.

as if he had continued to be a member of the Public Service or the Teaching Service, as the case may be, and—

- (d) his service as a servant of the college shall be deemed to be service as a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any law under which those rights accrued or were accruing, under which he continues to contribute or by which that entitlement is conferred; and
- (e) he shall be deemed to be a member of the Public Service or the Teaching Service, as the case may be, for the purposes of any superannuation scheme to which, by the operation of this subsection, he is entitled to contribute.

(7) A person who, but for this subsection, would be entitled under subsection (6) to contribute to a superannuation scheme or to receive any payment, pension or gratuity under that scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subsection (6) (e) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.

(8) Subsection (7) does not prevent the payment to a servant of a college, upon his ceasing to be a contributor to a superannuation scheme, of such amount as would have been payable to him if he had ceased, by reason of resignation, to be such a contributor.

(9) Where, pursuant to subsection (6) (b), a person continues to contribute to a superannuation scheme, the college shall contribute to the superannuation scheme the same amount as would have been payable by the Government of New South Wales if that person had remained a member of the Public Service or the Teaching Service, as the case may be, and been paid salary or wages at the rate paid to him by the college.

(10) A person who, pursuant to subsection (3), becomes a servant of a college is not entitled to claim, both under this Act and any other Act, benefits in respect of the same period of service.

(11) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

Acquisition of land.

- 14. (1) The Government may, on the recommendation of the Minister, resume or appropriate any land under Division I of Part V of the Public Works Act, 1912, for the purposes of a corporate college.
- (2) The Minister shall not make a recommendation for the purposes of subsection (1) unless he is satisfied that adequate provision has been or will be made for the payment by the college for the purposes of which the resumption or appropriation is to be effected, of compensation for the resumption or appropriation and of all necessary charges and expenses incidental to the resumption or appropriation.
- (3) A resumption or appropriation effected pursuant to subsection (1) shall be deemed to be for an authorised work within the meaning of the Public Works Act, 1912, and the Minister shall, in relation to that authorised work, be deemed to be the Constructing Authority within the meaning of that Act.
- (4) Sections 34, 35, 36 and 37 of the Public Works Act, 1912, do not, but Section 38 of that Act does, apply in relation to a resumption or appropriation under this section.

Grant of transfer of certain land to corporate college.

- 15. (1) Where land on which a corporate college is conducted is vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise) the land may—

- (a) where it is vested in the Crown — be granted to the college subject to such trusts, conditions, covenants, provisions, exemptions, and reservations as the Governor thinks fit; or
 - (b) where it is vested in a Minister of the Crown — be conveyed or transferred to the college for such estate, and subject to such trusts and rights of way or other easements, as the Minister thinks fit.
- (2) A grant, conveyance, transfer or other instrument executed for the purposes of subsection (1) —
- (a) is not liable to be stamped with stamp duty under the Stamp Duties Act, 1920; and
 - (b) may be registered under any Act without fee.
- Control of Academic Awards** 16. A college shall not confer any academic award in respect of a course or programme of study conducted by it unless the award is of a nomenclature approved by the Board.
- Fees** 17. (1) Subject to this section, the Minister may fix the fees to be charged by a college.
- (2) Subsection (1) does not authorise or require the Minister to fix the fees to be charged —
- (a) in respect of residential facilities provided by a college; or
 - (b) in respect of courses or programmes of study other than advanced education courses.
- (3) Before he fixes fees under subsection (1) in respect of a college that forms part of a Department of the Government, the Minister shall take into consideration any representations with respect to those fees made by the Minister administering that Department or made by a person or body nominated by him for the purpose.
- (4) Where any fees have been fixed under this section in respect of any matter, a college shall not make any change, other than the fees so fixed, in respect of the matter.
- Certificate of Academic Awards** 18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.
- Accounts** 19. (1) A corporate college shall cause to be kept proper books of account in relation to all of its operations and shall, as soon as practicable after the thirty-first day of December in each year, prepare and transmit to the Minister for presentation to Parliament a statement of accounts in a form approved by the Auditor-General exhibiting a true and correct view of the financial position and transactions of the college.
- (2) The Minister shall cause each statement of accounts transmitted to him under subsection (1) to be laid before Parliament within fourteen sitting days if Parliament is in session and, if not, within fourteen sitting days after the commencement of the next session.
- Audit** 20. (1) The accounts of a corporate college shall be audited by the Auditor-General who shall have in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public accounts.
- (2) The Audit Act, 1902, applies to the members of the council of a corporate college, and to the servants of a corporate college, in the same way as it applies to accounting offices of a public department.
- Annual report of college.** 21. A college and any other institution that conducts an advanced education course shall, as soon as practicable and not later than the thirty-first day of March in each year cause a report on its work and activities in relation to advanced education courses during the year that ended on the last preceding thirty-first day of December to be prepared and shall—

- (a) cause a copy of the report to be forwarded to the Minister; and
 - (b) where the college forms part of a Department of the Government not administered by the Minister — also cause a copy to be forwarded to the Minister administering that Department.
- Political or religious discrimination prohibited.**
22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student at a college, or to hold office therein, or to be eligible to receive any academic award or to enjoy any benefit, advantage or privilege thereof.
- By-Laws**
23. (1) A corporate college may, by its council, make by-laws for or with respect to—
- (a) all matters that by this Act are required or permitted to be prescribed by by-laws or are necessary or convenient for the purpose of giving effect to this Act;
 - (b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;
 - (c) the management and good government of the college, the discipline of students at the college and the imposition of penalties for breaches of discipline by those students;
 - (d) the use and custody of the common seal of the college;
 - (e) the conduct of meetings of the council of the college;
 - (f) the election of the elected members of the council of the college and their accession to office;
 - (g) the person entitled to preside at a meeting of the council of the college and his voting powers at such a meeting;
 - (h) the constitution of a quorum at a meeting of the council of the college;
 - (i) the membership and method of appointment of committees and boards of the college and of the council of the college and the quorum, powers and duties of any such committee or board;
 - (j) the manner of appointment, promotion and dismissal of servants of the college;
 - (k) the qualifications for admission and continuation as a student of the college;
 - (l) the examinations for, and the conferring of, awards and the attendance of candidates therefore;
 - (m) the examinations for, and the granting of, fellowships, scholarships, bursaries and prizes;
 - (n) the admission of students of other educational institutions to any status within the college;
 - (o) the conferring of graduates of other educational institutions, or on other persons, of academic awards without examination;
 - (p) the establishment of residential colleges and halls of residence and their conduct, and the affiliation of residential colleges within the college;
 - (q) the affiliation with the college of an educational or research establishment
 - (r) the payment of out-of-pocket expenses to members of the council;
 - (s) the powers, authorities, duties and functions of the principal officer of the college;
 - (t) the establishment and membership of a convocation.
- (2) The by-laws may provide for empowering the council or principal officer of the college, subject to any restrictions and conditions specified in the by-laws, to make rules (not inconsistent with this Act or a by-law) for regulating, or providing for the regulation of, a specified matter that is a matter with respect to which by-laws may be made or for carrying out and giving effect to the by-laws, and any such rule has the same force and effect as a by-law.

(3) A by-law made by the council of a college shall be sealed with the seal of the college and submitted for the consideration and approval of the Governor.

(4) A by-law made by a college may be proved by the production of a verified copy under the seal of the college or by the production of a document purporting to be a copy of the by-law and to be printed by the Government Printer.

- Regulations** 24. (1) The Governor may make regulations for or with respect to —
- (a) any matter with respect to which by-laws may be made by a corporate college;
 - (b) the keeping of records and accounts by corporate colleges and the supply to the Board of information relating to those colleges and to advanced education courses;
 - (c) the administration and functions of colleges;
 - (d) prescribing all matters that, by this Act, are required or permitted to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.
- (2) A regulation made under subsection (1) may apply to all corporate colleges or to a corporate college specified in the regulation and shall, to the extent of any inconsistency with any by-law made by a corporate college to which it applies, prevail over that by-law.
- Savings and transitional provisions.** 25. Schedule 1 has effect.
- Amendment of Act No. 41, 1919. Sec. 132 (Definition of ratable land.)** 26. The Local Government Act, 1919, is amended by omitting section 132 (i) (fiv) and by inserting instead the following paragraph —
- (fiv) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the corporate college solely for the purposes thereof; and
- Amendment of Act No. 11, 1938, Sec. 91. (Land exempted from rates.)** 27. The Metropolitan Water, Sewerage, and Drainage Act, 1924, is amended by omitting section 88 (1) (f) and by inserting instead the following paragraph —
- (f2) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purpose thereof.
- Amendment of Act No. 50, 1924. Sec. 88 (Land exempted from rates.)** 28. The Hunter District Water, Sewerage and Drainage Act, 1938, is amended by omitting section 91 (1) (m) and by inserting instead the following paragraph —
- (m) land which is vested in a corporate college of advanced education constituted or continued under the Colleges of Advanced Education Act, 1975, and is used or occupied by the college solely for the purposes thereof.
- Amendment of Act No. 29, 1969.** 29. A provision of the Higher Education Act, 1969, specified in the First Column of Schedule 2 is amended in the manner specified opposite that provision in the Second Column of that Schedule.

Schedule 1.

- Interpretation.** 1. In this Schedule —
"established college" means a college of advanced education (including a corporate college of advanced education) established under the Higher Education Act, 1969, and in existence immediately before the appointed day;
"established corporate college" means a corporate college of advanced education established under the Higher Education Act, 1969, and in existence immediately before the appointed day.
- Application of Act to certain colleges.** 2. This Act applies to and in respect of an established college (other than an established corporate college) as if —
(a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
(b) that notification had been an order under section 4.
- Reconstitution of certain corporate colleges.** 3. On the appointed day, an established corporate college is hereby reconstituted as a corporation having as its members the persons referred to in section 5 (2).
- Continuation of reconstituted colleges.** 4. An established corporate college continues on and after the appointed day as reconstituted by clause 3 and its continuity as a corporation is not affected by that reconstitution or by any amendments effected by this Act.
- Application of Act to established corporate colleges. Council of established corporate college.** 5. Subject to this Schedule, this Act applies to and in respect of an established corporate college as if —
(a) this Act had been in force on the day on which the notification by which the college was constituted was published; and
(b) that notification had been a notification under section 5 (1).
6. (1) The members of a body corporate comprising an established corporate college constituted under section 16 (1), or reconstituted under section 16 (7), of the Higher Education Act, 1969, who held office immediately before the appointed day continue on and after that day as the council of that corporate college to the extent provided by this clause.
(2) Where a body corporate referred to in subclause (1) had not, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act, 1969 —
(a) the members of the body corporate holding office immediately before the appointed day shall be deemed to be members of the first council of the college holding office pursuant to section 5 (1); and
(b) any notification with respect to those members published under section 16 (6) of the Higher Education Act, 1969, shall be deemed to be a notification published under section 6 (2) of this Act.
(3) Where a body corporate referred to in subclause (1) had, before the appointed day, been reconstituted under section 16 (7) of the Higher Education Act; 1969 —
(a) The members of the body corporate holding office immediately before the appointed day shall be deemed to be the council of the college as reconstituted under section 7;
(b) the persons who, immediately before the appointed day, were official members of that body corporate hold office, subject to this Act, on and from the appointed day as official members of the council, as so reconstituted;
(c) the persons who immediately before that day, were elected members of that body corporate hold office, subject to this Act, on and from the appointed day as elected members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate; and

- (d) the persons who, immediately before that day, were nominated members of that body corporate hold office, subject to this Act, on and from the appointed day as appointed members of the council, as so reconstituted, for the balance of the term of office for which they were last appointed as members of that body corporate and so hold that office as if they had been appointed thereto by the Minister under section 7 (2) (c).
- Certain determinations continue to have effect.** 7. To the extent to which a determination made under section 18 of the Higher Education Act, 1969, was in force immediately before the appointed day, the determination —
- (a) shall, where it was made under section 18 (1) (a) of that Act, be deemed to have been made under section 12 (1);
- (b) shall, where it was made under section 18 (1) (b) of that Act, be deemed to have been made under section 12 (3); and
- (c) shall, where it was made under section 18 (3) of that Act, be deemed to have been made by the council of the college to which it relates under section 12 (6).
- Saving of certain rights of servants.** 8. Section 13 applies to and in respect of a servant of a college to whom section 19 of the Higher Education Act, 1969, applied immediately before the appointed day in the same way as it would apply to him if —
- (a) his employment as such a servant had been —
- (i) where, before he became such a servant, he was a member of the Public Service — employment as a member of the Public Service; or
- (ii) where, before he became such a servant, he was a member of the Teaching Service — employment as a member of the Teaching Service; and
- (b) he had, pursuant to section 13 (3), been transferred to the service of the college on the appointed day.
- Fees to continue.** 9. Any fees that, immediately before the appointed day, were in force under section 22 of the Higher Education Act, 1969, shall be deemed to have been fixed on that day under section 17.
- Saving of by-laws** 10. To the extent to which a by-law made under the Higher Education Act, 1969, would, but for this clause, have ceased on the appointed day to have any force or effect but could have taken effect on that day had it been made under this Act, the by-law shall be deemed to have been made under this Act and to have taken effect on that day.
- Construction of cross-references.** 11. A reference in any other Act, or in any by-law, regulation or statutory instrument, or in any other instrument, shall be construed—
- (a) where the reference is to a college of advanced education constituted under the Higher Education Act, 1969 — as including a reference to a college;
- (b) where the reference is to a corporate college of advanced education constituted under the Higher Education Act, 1969 — as including a reference to a corporate college;
- (c) where the reference is to a college of advanced education constituted under this Act — as including a reference to an established college; and
- (d) where the reference is to a corporate college of advanced education constituted under this Act — as including a reference to an established corporate college.
- Delegations by council of corporate college.** 12. To the extent to which a delegation by an established corporate college under section 21 of the Higher Education Act, 1969, was in force immediately before the appointed day, it shall be deemed to be a delegation under section 11 by resolution of the council of that college.
- Interpretation Act, 1897.** 13. Nothing in this Schedule affects any saving effected by the Interpretation Act, 1897.

COLLEGES OF ADVANCED EDUCATION ACT, 1975-BY-LAW

His Excellency the Governor, with the advice of the Executive Council and in pursuance of the provisions of the Colleges of Advanced Education Act, 1975, has been pleased to approve the By-law made by the Kuring-gai College of Advanced Education and set forth hereunder.

ERIC BEDFORD, Minister for Education.

Kuring-gai College of Advanced Education By-Law

CHAPTER I — Preliminary

1. This By-law may be cited as the "Kuring-gai College of Advanced Education By-law".
2. This By-law applies to and in respect of the Kuring-gai College of Advanced Education.
3. This by-law is divided as follows:—
 - CHAPTER I. — Preliminary.
 - CHAPTER II. — The Council.
 - Division 1 — *Preliminary.*
 - Division 2 — *Official Members.*
 - Division 3 — *Academic and Non-academic Staff Members.*
 - Division 4 — *Student Members.*
 - Division 5 — *Conduct of Elections.*
 - Division 6 — *Additional Members.*
 - Division 7 — *General.*
 - CHAPTER III. — The Chairman and Deputy Chairman of the Council.
 - CHAPTER IV. — Meetings of the Council.
 - CHAPTER V. — The Principal.
 - CHAPTER VI. — Committees and Boards of the Council.
 - Division 1 — *General.*
 - Division 2 — *The Academic Board.*
 - Division 3 — *Boards of Studies.*
 - CHAPTER VII. — The Common Seal.
 - CHAPTER VIII. — Admission to Courses.
 - CHAPTER IX. — Rules.
 - CHAPTER X. — The Conduct and Discipline of Servants & Students.
 - Division 1 — *Servants.*
 - Division 2 — *Students.*
 - CHAPTER XI. — *Appeals.*
 - Division 1 — *Preliminary.*
 - Division 2 — *General.*
 - Division 3 — *Appeals by Servants.*
 - Division 4 — *Appeals by Students.*
 - CHAPTER XII. — Appointment, Progression, Promotion and Resignation of Servants.
 - CHAPTER XIII. — Honorary Awards
4. In this By-law and in a rule, except in so far as the context or subject-matter otherwise indicates or requires—
 - "absence", in relation to an office of a member of the Council or of a Chairman or Deputy Chairman, includes a vacancy in that office;
 - "approved course" means an advanced education course in the College leading to an award;
 - "Chairman" means the Chairman of the Council;

"clause" means a clause of this By-law;
 "Council" means the Council of the College;
 "Deputy Chairman" means the Deputy Chairman of the Council;
 "Praefectus" means the person appointed to that office by the Council;
 "Praelector" means the person appointed to that office by the Council;
 "Principal" means the principal officer of the College;
 "rule" means a rule made under this By-law;
 "Secretary" means the person appointed as Secretary of the College;
 "servant" means a servant of the College;
 "student" means a student of the College;
 "the Act" means the Colleges of Advanced Education Act, 1975;
 "the College" means the Kuring-gai College of Advanced Education.

5. In this By-law, or a rule, except in so far as a contrary intention appears, a reference to an authority, a servant or an office shall be construed as a reference to an authority, a servant or an office in or of the College.
6. Where this By-law or a rule provides for the appointment of a person to an office by virtue of some other office held by him, such other person as may for the time being be acting in that office shall hold that appointment ex officio unless the Council resolves that he should not do so.
7. Except as provided in section 7 (4) of the Act and in so far as a contrary intention appears, a person appointed or elected under this By-law or a rule to an office shall, if otherwise qualified, be eligible for re-appointment or re-election to that office on ceasing to hold that office.
8. (1) A notice or other document which is authorised or required to be served on any person by this By-law or a rule may be served—
 - (a) by delivering it to that person personally;
 - (b) where that person is resident at or has an office at the College, by forwarding it to him through the internal mail of the College; or
 - (c) by pre-paid post to that person's address as last known to the Secretary
 (2) Service of a notice or other document in accordance with subclause (1) (b) or (c) shall be deemed to have been effected 72 hours after the day of forwarding or posting.

CHAPTER II— The Council

Division 1— Preliminary

9. In this Chapter—

"absolute majority", in relation to votes, means a number greater than one-half of the total number of voting papers accepted by the Returning Officer in respect of an election;

"academic staff member" means a full-time servant of the academic staff elected to the Council in accordance with Division 3 and 5 of this Chapter;

"final count", in relation to an election of members of the same class or description, means the count as a consequence of which the number of remaining candidates for election is equal to the number of members to be elected;

"full-time servant" means a servant classified as a full-time servant in accordance with clause 11 (a);

"member" means a member of the Council;

"non-academic staff member" means the full-time servant of the non-academic staff elected to the Council in accordance with Divisions 3 and 5 of this Chapter;

"Roll of Academic Staff" means the roll referred to in clause 21 (1) (a);

"Roll of Non-academic Staff" means the roll referred to in clause 21 (1) (b);

"Roll of Students" means the roll referred to in clause 21 (1) (c);

"student member" means a student elected to the Council in accordance with Divisions 4 and 5 of this Chapter.

Division 2— Official Members.

10. For the purposes of section 7 (2) (a) (ii) of the Act, the prescribed offices are the offices of—

- (a) Praelector; and
 - (b) Praefectus.
- Division 3—
Academic and
Non-academic
Staff Members.**
- 11. For the purposes of section 7 (2) (b) (i) of the Act—
 - (a) a servant is classified as a full-time servant if he is a servant other than a servant whose service with the College is, by the terms of his appointment by or contract with the College, expressed to be part-time service; and
 - (b) the specified number of full-time servants is 3 of whom 2 shall be members of the academic staff and one shall be a member of the non-academic staff.
 - 12. For the purposes of section 7 (2) (b) (i) of the Act, in respect of a person seeking election as an academic staff member—
 - (a) the prescribed qualification is entry of the name of that person in the Roll of Academic Staff as at the date and time referred to in clause 24 (2) (d); and
 - (b) the prescribed experience is being appointed, as at the date and time referred to in clause 24 (2) (d), to an office which carries tenure in excess of one year.
 - 13. For the purposes of section 7 (2) (b) of the Act, the academic staff members shall be elected by the persons whose names are entered in the Roll of Academic Staff as at the date and time referred to in clause 24 (2) (d).
 - 14. For the purposes of section 7 (2) (b) (i) of the Act, in respect of a person seeking election as the non-academic staff member—
 - (a) the prescribed qualification is entry of the name of that person in the Roll of Non-academic Staff as at the date and time referred to in clause 24 (2) (d); and
 - (b) the prescribed experience is being appointed, as at the date and time referred to in clause 24 (2) (d), to an office which carries tenure in excess of one year.
 - 15. For the purposes of section 7 (2) (b) of the Act, the non-academic staff member shall be elected by the persons whose names are entered in the Roll of Non-academic Staff as at the date and time referred to in clause 24 (2) (d).
- Division 4—
Student
Members.**
- 16. For the purposes of section 7 (2) (b) (ii) of the Act, the number of students to be elected to the Council is 2.
 - 17. For the purposes of section 7 (2) (b) (ii) of the Act, in respect of a person seeking election as a student member—
 - (a) the prescribed qualifications are—
 - (i) that he is enrolled in an approved course;
 - (ii) that he is not a full-time servant; and
 - (iii) that his name is entered in the Roll of Students, as at the date and time referred to in clause 24 (2) (d); and
 - (b) the prescribed experience is being a student in an approved course as at the date and time referred to in clause 24 (2) (d).
 - 18. For the purposes of section 7 (2) (b) of the Act, the student members shall be elected by the persons whose names are entered in the Roll of Students as at the date and time referred to in clause 24 (2) (d).
- Division 5—
Conduct
of Elections**
- 19. The Secretary shall be the Returning Officer.
 - 20. The Returning Officer—
 - (a) shall conduct all elections held under this Chapter;
 - (b) may be assisted in the performance of any of his powers or duties under this Chapter by such persons as he appoints;
 - (c) shall be the final arbiter on all matters concerning the eligibility of candidates or voters; and
 - (d) shall not be eligible to stand as a candidate for election and shall maintain an attitude of impartiality in relation to candidates.

21. (1) The Returning Officer shall keep—
- (a) a roll containing the names and last known addresses of those full-time servants of the academic staff who have entered upon duty following their appointment to offices which carry tenure in excess of one year;
 - (b) a roll containing the names and last known addresses of those full-time servants of the non-academic staff who have entered upon duty following their appointment to offices which carry tenure in excess of one year; and
 - (c) a roll containing the names and last known addresses of students in approved courses who are not full-time servants.
- (2) A reference to a roll kept by the Returning Officer under subclause (1) (a) (b) or (c) includes a reference to a copy of a roll kept under that subclause.
- (3) The Returning Officer shall delete from—
- (a) the roll kept under subclause (1) (a) the name of any person who ceases to come within the provisions of subclause (1) (a);
 - (b) the roll kept under subclause (1) (b) the name of any person who ceases to come within the provisions of subclause (1) (b); and
 - (c) the roll kept under subclause (1) (c) the name of any student—
 - (i) who ceases to come within the provisions of subclause (1) (c); or
 - (ii) while he is on leave of absence.
- (4) A person who is entitled to have his name entered in a roll referred to in subclause (1) (a) (b) or (c) may inspect that roll during the times that the office of the Secretary is ordinarily open.
22. An election conducted under this Chapter shall not be invalid by reason only of the omission of the name of a person who is entitled to have his name entered in the Roll of Academic Staff, the Roll of Non-academic Staff, or the Roll of Students, as the case may be.
23. (1) Where an election is necessary because of—
- (a) the expiration of the term of office of an elected member; or
 - (b) the occurrence of a casual vacancy in the office of an elected member, except where that casual vacancy occurs within 3 months of the date on which, but for that casual vacancy, the term of office of that member would otherwise expire;
- the Returning Officer shall conduct an election in accordance with this Division.
- (2) Where a casual vacancy occurs in the office of a member within 3 months of the date on which, but for that casual vacancy, the term of office of that member would otherwise expire, the Council may appoint a person having the same qualification and experience as is prescribed in respect of that member to fill the vacancy for the unexpired portion of the term of that office.
- (3) Nothing in this Division applies to a member referred to in section 7 (2) (b) (iii) of the Act.
24. (1) The Returning Officer shall give notice of an election by displaying a notice of election on such notice boards in the premises of the College as the Council nominates as official notice boards and by such other means, if any, as the Council thinks fit.
- (2) The notice of election shall—
- (a) specify the class or classes of Council members to be elected;
 - (b) state the number of persons to be elected and the qualifications for candidature;
 - (c) specify the form of nomination;
 - (d) specify a date and time by which nominations must reach the Returning Officer; and
 - (e) contain such other information relating to the election as the Returning Officer thinks fit.

25. In the conduct of the election of a member the following intervals shall be allowed:—
- (a) between the date when the notice of election is given and the time specified in the notice of election as the time by which nominations must reach the Returning Officer — not less than 14 days and not more than 28 days;
 - (b) between the time specified in the notice of election as the time by which nominations must reach the Returning Officer and the date that the notice of the holding of a ballot is given — not more than 48 hours; and
 - (c) between the date of despatch of voting papers by post in accordance with clause 28 (3) and the date by which those voting papers must be returned to the Returning Officer — not less than 14 days and not more than 28 days.
26. (1) The Returning Officer shall not accept a nomination unless it is—
- (a) in writing in the form specified in the notice of election;
 - (b) signed by 2 persons who are eligible to vote at the election for which the candidate is nominated;
 - (c) endorsed with or accompanied by the candidate's written and signed consent to his nomination; and
 - (d) received by the Returning Officer before the time specified in the notice of election as the time by which nominations must reach the Returning Officer.
- (2) There shall be a separate nomination for each candidate.
27. If, following the close of nominations—
- (a) the number of accepted nominations does not exceed the number of persons to be elected, the Returning Officer shall declare the persons whose nominations have been accepted to be elected; or
 - (b) the number of accepted nominations does exceed the number of persons to be elected, the Returning Officer shall give notice of the holding of a ballot in the same way as he gives notice of an election under clause 24 (1).
28. (1) The notice of the holding of a ballot—
- (a) shall state that voting papers—
 - (i) will be posted to those persons who are eligible to vote and who, within 5 days after the date when that notice is given, apply to the Returning Officer for postal votes; and
 - (ii) will be available, at the places designated as voting places under paragraph (b) and on the date and between the hours specified in paragraph (c), to those persons who are eligible to vote and who have not applied, in accordance with subclause (2), for postal votes in that ballot;
 - (b) shall specify the place or places at which voting will take place;
 - (c) shall specify a date on which and the hours during which voting will take place;
 - (d) shall specify a date and time by which voting papers posted to those applying for postal votes under subclause (2) must be returned to the Returning Officer, being the same Officer being the same date as the date on which voting will take place and being the time at which voting will coincide as specified in paragraph (c); and
 - (e) may contain such other information relating to the ballot as the Returning Officer thinks fit.
- (2) A person who is eligible to vote in a ballot may, within 5 days after the date when the notice of the holding of that ballot is given, apply to the Returning Office for a postal vote.
- (3) Where a person who is eligible to vote in a ballot applies, in accordance with subclause (2), for a postal vote, the Returning Officer shall post to that person a voting paper for that ballot.
29. A voting paper shall contain the names of the candidates in alphabetical order and shall be initialled by the Returning Officer or by such person as the Returning Officer appoints.

30. A voting paper posted to a person under clause 28 (3) shall be accompanied by—
 - (a) a form of declaration that the person voting is qualified to vote at the election;
 - (b) 2 envelopes, one marked "voting paper" and the other addressed to the Returning Officer; and
 - (c) a notice which—
 - (i) states the date and time by which the completed voting paper must reach the Returning Officer; and
 - (ii) contains instructions for the transmission of the complete voting paper to the Returning Officer.
31. (1) If the Returning Officer is satisfied that a voting paper posted under clause 28 (3) has been lost or destroyed he may, upon written application by the voter to whom the lost or destroyed voting paper was addressed, supply a duplicate voting paper to that person.
(2) An election conducted under this Chapter shall not be invalid because a person who applied for a postal vote under clause 28 (2) did not receive a voting paper.
32. A voter who has received a voting paper sent to him by post under clause 28 (3), after having recorded his vote on the voting paper, shall—
 - (a) place the voting paper in the envelope marked "voting paper";
 - (b) complete the form of declaration;
 - (c) place the envelope marked "voting paper" together with the completed form of declaration into the envelope addressed to the Returning Officer; and
 - (d) transmit the envelope addressed to the Returning Officer to the Returning Officer in accordance with the instructions for its transmission.
33. On the date specified in the notice of the holding of a ballot as the date on which voting is to take place, the Returning Officer or such person as he appoints shall—
 - (a) set up a voting place or places;
 - (b) during the hours specified in the notice of the holding of a ballot as the hours during which voting will be conducted, issue to each person applying to vote, who is qualified to do so and who has not applied under clause 28 (2) for a postal vote in that ballot—
 - (i) a voting paper; and
 - (ii) instructions setting out the manner in which the voter's vote is to be recorded; and
 - (c) witness the placing of voting papers by voters in a locked box provided for the receipt of those voting papers.
34. The Returning Officer or such person as he appoints shall place his initials against the name of a voter in the Roll of Academic Staff, the Roll of Non-academic Staff or the Roll of Students, as the case may be, when the voter is posted a voting paper under clause 28 (3) or issued personally with a voting paper under clause 33 (b), as the case may be, and those initials shall be evidence of that voter having cast his vote in that ballot.
35. A voter shall record his vote on a voting paper posted or issued to him by placing the number "1" opposite the name of the candidate to whom he desires to give his first preference vote and he may then, at his discretion, give contingent votes to some or all of the remaining candidates by placing the numbers "2", "3", "4", and so on, as the case may require, opposite the names of the other candidates respectively so as to indicate by numerical sequence the order of his preference for those candidates.
36. All envelopes addressed to the Returning Officer and purporting to contain voting papers and all ballot boxes shall remain unopened until the time specified in the notice of the holding of a ballot as the time at which voting will conclude.

37. After the time specified in the notice of the holding of a ballot as the time at which voting will conclude, the Returning Officer or such person as he appoints shall—
- (a) open each outer envelope addressed to the Returning Officer and purporting to contain a voting paper transmitted under clause 32 (d);
 - (b) if he is satisfied that the form of declaration has been properly completed, open the envelope marked "voting paper" and place the voting paper contained therein in a place convenient for counting;
 - (c) after opening all the postal votes, open the ballot box or boxes, as the case may be, and place the voting papers contained therein with the voting papers referred to in paragraph (b); and
 - (d) count, in accordance with this Division, the votes recorded on the voting papers referred to in paragraph (b) and (c).
38. A voting paper received in respect of a ballot by the Returning Officer after the date and time specified in the notice of the holding of that ballot as the date and time at which voting will conclude shall not be taken into account at that ballot.
39. The Returning Officer shall reject as informal any voting paper in respect of which the voter has not complied with the provisions of this Division.
40. The result of a ballot shall be ascertained by the Returning Officer in accordance with the following provisions:-
- (a) Where there is only 1 vacancy to be filled, the candidate to be elected, or where there are 2 vacancies to be filled, the first candidate to be elected, shall be ascertained in the following manner —
 - (i) at the first count the Returning Officer shall count the total number of first preference votes given for each candidate;
 - (ii) the candidate who has received the largest number of first preference votes shall, if that number constitutes an absolute majority of votes, be declared elected;
 - (iii) if no candidate has received an absolute majority of first preference votes, the Returning Officer shall make another count;
 - (iv) on that other count the candidate who has received the fewest first preference votes shall be excluded, and each voting paper counted to him shall be counted to the candidate next in order of the voter's preference;
 - (v) if any candidate then has an absolute majority of votes he shall be declared elected, but if no candidate then has an absolute majority of votes, the process of excluding the candidate who has the fewest votes and counting each of his voting papers to the continuing candidate next in the order of the voter's preference shall be repeated until one candidate has received an absolute majority of votes;
 - (vi) the candidate who has received an absolute majority of votes shall be declared elected.
 - (b) Where there are 2 vacancies to be filled, the second candidate to be elected shall be ascertained in the following manner —
 - (i) the Returning Officer shall rearrange all the voting papers under the names of the respective candidates in accordance with the first preference votes indicated thereon, except that each ballot paper on which a first preference for an elected candidate is indicated shall be placed in the parcel of the candidate next in order of the voter's preference;
 - (ii) the Returning Officer shall then count the voting papers in the parcel of each continuing candidate and so ascertain the total number of votes given for each such candidate;

- (iii) if any such candidate then has an absolute majority of votes he shall be declared elected, but if no such candidate then has an absolute majority of votes the procedure shall be as provided in paragraph (a)(iii) (iv) (v) and (vi);
- (iv) in the application of paragraph (a)(iii) (iv) (v) and (vi) a reference to first preference votes shall be read as a reference to all the votes counted to a candidate in pursuance of subparagraph (ii).

- 41.
- 42. (1) For the purposes of this Division, if, after any count two or more candidates have received an equal number of votes and one of those candidates has to be excluded, the Returning Officer shall determine by lot which of those candidates shall be excluded.
(2) Where, under subclause (1), the exclusion of a candidate in an election is required to be determined by the Returning Officer by lot, the Returning Officer shall —
 - (a) write the names of each candidate in respect of whom the determination is to be made on separate and similar slips of paper;
 - (b) fold the slips so as to prevent identification;
 - (c) place the folded slips in a receptacle and mix them together;
 - (d) draw out a slip at random; and
 - (e) exclude the candidate whose name appears on the slip drawn out by him.
- 43. Each candidate in an election shall be entitled to nominate from among those persons eligible to vote at that election, other than candidates, a scrutineer to be present at the counting of votes and any determination by lot in that election.
- 44. The Returning Officer, any person appointed by him in connection with the conduct of an election or any scrutineer shall not in any way disclose or aid in disclosing in what manner a voter has voted in an election under this Division.

**Division 6—
Additional
Members.**

- 45. For the purposes of section 7 (2)(b)(iii) of the Act there shall be 2 additional members.
- 46. (1) An election of additional members shall be conducted at a meeting of the Council, convened by the Secretary, of which the Secretary has given at least 10 days' notice by posting or delivering to each member a notice of election stating —
 - (a) the date, time and place of the meeting;
 - (b) that an election of additional members is to be held at the meeting; and
 - (c) the number of additional members to be elected at the meeting.
 (2) An election referred to in subclause (1) shall be conducted in such manner as may be determined at the meeting of the Council convened in accordance with that subclause.

**Division 7—
General.**

- 47. (1) In this clause, "nominal term of office", in relation to an elected member, means a period during which that member holds office other than by virtue of section 7 (4)(a)(ii) of the Act.
(2) A person who is elected as a member (other than a member referred to in section 7 (2)(b)(iii) of the Act) shall —
 - (a) if he is elected as a member of the Council to be constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council — take office on the day following the date of that expiration; and
 - (b) if he is elected to a Council, other than the Council referred to in paragraph (a)—
 - (i) before the date of expiration of his predecessor's nominal term of office — take office on the day following the date of that expiration; or
 - (ii) after the date of expiration of his predecessor's nominal term of office — take office on his election.

(3) A person who is elected as a member referred to in section 7 (2)(b)(iii) of the Act shall take office on his election.

(4) For the purposes of section 7 (4)(a)(i) of the Act, the prescribed period in respect of an elected member (other than a member referred to in section 7(2)(b)(iii) of the Act) is —

- (a) in the case of elected members of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council — 2 years; and
- (b) in the case of elected members of a Council, other than the Council referred to in paragraph (a)—
 - (i) where that elected member takes office on the day following the date of expiration of his predecessor's nominal term of office — 2 years; and
 - (ii) Where that elected member takes office after the day referred to in subparagraph (i) — 2 years, less a period equivalent to the period during which his predecessor held office by virtue of section 7 (4)(a)(ii) of the Act.

(5) For the purposes of section 7 (4)(a)(i) of the Act, the prescribed period in respect of an elected member referred to in section 7 (2)(b)(iii) of the Act is —

- (a) if he is elected as a member of the Council constituted under section 7 of the Act on the expiration of the term of office of the members of the first Council — 2 years, less a period equivalent to the period commencing on the day following that expiration and ending on the day before the day when the elected member takes office; and
- (b) if he is elected to a Council other than the Council referred to in paragraph (a)—2 years, less a period equivalent to the period during which his predecessor held office by virtue of section 7 (4)(a)(ii) of the Act.

(6) Where the elected member referred to in subclause (2)(b) or (4)(b) is a member who has been re-elected to an office on the expiration of his previous nominal term of office —

- (a) subclause (2)(b) or (4)(b), as the case may be, shall be read as if the references to "his predecessor's nominal term of office" were references to that previous nominal term of office; and
- (b) subclause (4)(b)(ii) shall be read as if the reference to "his predecessor" was a reference to that elected member.

48. The Council may direct that reasonable out-of-pocket expenses be paid to members acting pursuant to their duties as Council members.

CHAPTER III

The Chairman and Deputy Chairman of the Council.

49. This Chapter applies to and in respect of the Council after the Council is reconstituted under section 7 of the Act.

50. (1) As soon as practicable after the Council is reconstituted under section 7 of the Act, the Secretary shall conduct an election to elect a Chairman and a Deputy Chairman in accordance with this Chapter.

(2) As soon as practicable after the election of the members of the Council in accordance with Chapter II of this By-law, other than —

- (a) the election whereby the Council is reconstituted under section 7 of the Act;
 - (b) the election of members referred to in section 7 (2)(b)(iii) of the Act; or
 - (c) the election of a member to fill a casual vacancy.
- the Secretary shall conduct an election to elect a Chairman and a Deputy Chairman in accordance with this Chapter.

(3) Official members of the Council shall not be eligible to be elected as Chairman or Deputy Chairman under this Chapter.

51. Subject to this By-law and the Act, the Council may make rules regulating or providing for the conduct of elections for the offices of Chairman and Deputy Chairman.
52. (1) The Secretary shall conduct elections for the offices of Chairman and Deputy Chairman.
(2) An election conducted under subclause (1) shall be by secret ballot.
53. Where an election is to be held to fill the office of Chairman or Deputy Chairman, the Secretary shall send to each member of the Council a notice which shall —
 - (a) state that an election is to be held for the office of Chairman or Deputy Chairman or both; and
 - (b) invite nominations and specify the date and time by which those nominations must reach the Secretary, which date and time shall not be earlier than 14 days after the date on which the notice is sent.
54. (1) A nomination for the office of Chairman or Deputy Chairman shall be made only with the written consent of the person nominated and shall be delivered to the Secretary before the date and time specified by the Secretary under clause 53 (b).
(2) Each nomination shall be in writing on a separate paper signed by 2 members of the Council.
(3) A person may be nominated for the office of Chairman and for the office of Deputy Chairman.
(4) If a person is nominated for the office of Chairman and for the office of Deputy Chairman, the election for Chairman shall be completed first and if that person is elected Chairman, then his nomination shall be withdrawn from the election for Deputy Chairman.
55. (1) If only one nomination is received by the Secretary for the office of Chairman or the office of Deputy Chairman, as the case may be, by the date and time specified under clause 53 (b), the Secretary shall declare that nominee for the office of Chairman or that nominee for the office of Deputy Chairman, as the case may be, to be elected.
(2) If more than one nomination is received for the office of Chairman or the office of Deputy Chairman, as the case may be, the Secretary shall send to each member of the Council in respect of the office or offices for which he has received more than one nomination—
 - (a) a voting paper;
 - (b) instruction setting out the manner in which the voter's vote is to be recorded and specifying the date and time by which completed voting papers must reach the Secretary, which date shall not be earlier than 14 days after the instructions are sent; and
 - (c) 2 envelopes, one marked "voting paper" and the other addressed to the Secretary.
(3) The Secretary shall ascertain the result of the voting under subclause (2) in accordance with the procedure used to ascertain the result of a ballot to elect one member from two or more candidates under clause 40.
56. The Chairman and the Deputy Chairman shall hold their respective offices for the period from their election until—
 - (a) the close of the ordinary meeting of the Council next preceding the expiration of 2 years from the date of their election;
 - (b) their successors are elected;
 - (c) they resign from those offices; or
 - (d) they cease to be members of the Council pursuant to section 7 (4) or 8 (1) of the Act.
whichever event shall first occur.

57. (1) An election to fill a casual vacancy in the office of the Chairman or the Deputy Chairman shall be held at a meeting of the Council within 2 months after the vacancy occurs.
(2) A member elected to fill a casual vacancy in the office of the Chairman or Deputy Chairman shall hold office for the balance of the term of office of his predecessor.
58. Subject to this By-law, the Chairman or, in his absence, the Deputy Chairman, shall by virtue of his office, be a member of any committee appointed under this By-law, or any rule or resolution of the Council.
59. In the absence of the Chairman, the powers, authorities, duties and functions conferred or imposed upon the Chairman by this By-law may be exercised and performed by the Deputy Chairman.
60. At any meeting of the Council, the Chairman or, in his absence, the Deputy Chairman, shall preside, but if the Chairman and the Deputy Chairman are both absent from that meeting, a person, other than an official member, elected from among their number by the members present shall preside at that meeting.
61. The person presiding at any meeting of the Council in accordance with clause 60 shall have a deliberative vote and, in the event of an equality of votes, a second vote.

CHAPTER IV Meetings of the Council.

62. In this Chapter, "meeting" means a meeting of the Council.
63. The Council shall meet in ordinary session not fewer than 6 times each year and at such other times as it resolves.
64. (1) A quorum at a meeting shall be one-half of the members of the Council for the time being, but if one-half of the members is not a whole number, a quorum shall be the next higher whole number.
(2) If a quorum of the Council is not present within half an hour after the time appointed for the commencement of a meeting, the members then present may either—
- (a) appoint a future date as the date on which the meeting shall be held, in which case, that date shall be far enough in the future to enable the secretary of the Council to give all members 7 clear days' notice of the meeting; or
 - (b) appoint the date of the next ordinary meeting as the date on which the meeting shall be held, in which case the business which was to have been dealt with at the meeting lacking a quorum shall take precedence over the business of the ordinary meeting of the Council convened for that date.
65. The Secretary of the College or such other officer as is appointed by the Council shall act as secretary of the Council.
66. (1) Not less than 7 days' written notice of an ordinary meeting shall be given by the secretary of the Council to the members of the Council, setting out the date, time and place of the meeting.
(2) An agenda for a meeting shall be forwarded by the secretary of the Council to members not less than 7 days before the date of the meeting.
(3) Items of business not included in the agenda forwarded under subclause (2) may be considered by the meeting if a majority of the members present agrees so to do, but not otherwise.
67. (1) The secretary of the Council shall give notice of a special meeting of the Council upon receipt of—
- (a) a written request for a special meeting made by not fewer than 5 members of the Council; or

- (b) an instruction to convene a special meeting given by the Chairman and the Principal or by the Chairman and the Deputy Chairman.
 - (2) Not less than 7 days' notice in writing of a special meeting shall be given by the secretary of the Council to the members of the Council setting out the date, time and place of, and the agenda for, the special meeting.
- 68. Proceedings of the Council shall be valid notwithstanding non-receipt of a notice of meetings by a member.

CHAPTER V The Principal.

- 69. The Principal shall—
 - (a) be the chief executive officer of the College;
 - (b) be the chief academic and administrative officer of the College; and
 - (c) subject to the Act, this By-law and the direction and control of the Council—
 - (i) exercise a general superintendence over the educational and administrative affairs of the College; and
 - (ii) be responsible for maintaining the discipline of the College.
- 70. Subject to this By-law and any direction by the Council, the Principal shall be, by virtue of his office, a member of all committees of the College and may, if he so desires, be the chairman at any meeting of a committee.

CHAPTER VI Committees and Boards of the Council

Division 1— General.

- 71. Subject to the Act and this By-law, the Council may—
 - (a) appoint such committees and boards, consisting of such persons, whether members of the Council or not, as it thinks fit;
 - (b) confer or impose upon a committee or board appointed under paragraph (a) such powers and duties as it may from time to time determine; and
 - (c) fix the date, time and place of a meeting of a committee or board appointed under paragraph (a) and the manner of convening and conducting the proceedings of that meeting.
- 72. Unless the Council otherwise decides in a particular case, a quorum at a meeting of a committee or board shall be one-half of the members of the committee or board for the time being, but if one-half of the members is not a whole number, a quorum shall be the next higher whole number.
- 73. If a quorum of a committee or board is not present within half an hour after the time appointed for the commencement of a meeting, the members of the committee or board then present may either—
 - (a) appoint a future date as the date on which the meeting shall be held, in which case that date shall be far enough in the future to enable the secretary of the committee or board to give all members 7 clear days' notice of the meeting or
 - (b) appoint the date of the next ordinary meeting of the committee or board as the date on which the meeting shall be held, in which case the business which was to have been dealt with at the meeting of the committee or board lacking a quorum shall take precedence over the business of the ordinary meeting of the committee or board convened for that date.

Division 2— The Academic Board.

- 74. (1) The Council shall appoint a board to be known as the Academic Board.
- (2) The Academic Board shall be the principal academic advisory body to the Council and shall exercise and perform such powers and duties as the Council may from time to time determine.
- (3) The Academic Board shall meet at least 4 times each year.
- (4) The Secretary or his nominee shall act as secretary to the Academic Board.

**Division 3—
Boards of
Studies.**

75. (1) The Council shall appoint a board for each School of the College, to be known as a Board of Studies.
(2) A Board of Studies shall exercise and perform such powers and duties as the Council may from time to time determine.
(3) A Board of Studies shall meet at least once in each semester.

CHAPTER VII The Common Seal.

76. The Common Seal of the College shall be kept in the custody of the Secretary and shall not be used except as resolved by the Council or as provided by the Act or this By-law.
77. The Secretary shall affix the Common Seal of the College—
(a) to the certificate issued to any person as evidence that an award has been conferred on him by the College;
(b) to other documents which are required to be under the Common Seal and to which the Council has resolved that the Common Seal be affixed.
78. Every document to which the Common Seal of the College is affixed shall be signed by—
(a) the Chairman or the Deputy Chairman;
(b) the Principal; and
(c) the Secretary.
79. The Secretary shall keep a register of the use of the Common Seal of the College and shall record in that register, in relation to each occasion on which the Common Seal of the College is affixed to a document—
(a) the authority for the affixing of the Common Seal;
(b) the nature of the document to which the Common Seal is affixed;
(c) the date on which the Common Seal is affixed; and
(d) the names of the persons referred to in clause 78 who signed the document.

CHAPTER VIII Admission to Courses

80. (1) Subject to subclause (2), students shall be admitted to an approved course on the basis of their achievement in the Higher School Certificate examination or an examination that is, in the opinion of the Academic Board, equivalent to the Higher School Certificate examination.
(2) A student may be admitted to an approved course on the basis of a qualification other than that referred to in subclause (1) where he has reached a standard of education acceptable to the Academic Board and will, in the opinion of the Academic Board, probably succeed in that course.
(3) Subject to this By-law, the Council may make rules for or with respect to the terms and conditions upon which a student may be admitted to an approved course and the continuance by that student in that approved course.
81.

CHAPTER IX Rules.

82. (1) The Principal may from time to time make rules, not inconsistent with the Act or this By-law, for carrying out and giving effect to this By-law and for regulating or providing for the regulation of the management and good government of the College.
(2) The Principal may from time to time make rules amending, adding to or repealing any rules made under subclause (1).
(3) A rule made by the Principal shall come into force when a copy thereof is posted on such notice boards of the College as the Council nominates as official notice boards.

(4) The Secretary shall table a rule at the next ordinary meeting of the Council after that rule comes into force under subclause (3).

(5) The Secretary shall—

- (a) keep a copy of any rules made by the Principal under this clause;
 - (b) incorporate in the copy of the rules kept under paragraph (a) any amendments or additions to the rules made under subclause (2) when those amendments or additions come into force under subclause (3); and
 - (c) produce the copy of the rules kept under paragraph (a) when reasonably required to do so by a member of staff, a student or an office bearer of the Students' Representative Council.
- (6) The Council may disallow any rule made by the Principal at a meeting of the Council held within 3 months of the coming into force of the rule.

CHAPTER X The Conduct and Discipline of Servants and Students

Division 1— Servants.

83. In this Division, a servant who—
- (a) commits a breach of any provision of this By-law, a regulation or a rule;
 - (b) is grossly or persistently negligent, careless or inefficient, or is incompetent, in the discharge of his duties;
 - (c) wilfully disobeys or disregards any lawful order or direction made or given under the Act, this By-law, a regulation or a rule; or
 - (d) is guilty of any improper conduct.
- shall be deemed to have committed a breach of discipline.
84. (1) If the Principal is of the opinion that he has reasonable grounds for believing that a servant has committed a breach of discipline he may—
- (a) immediately suspend that servant from duty and, if he thinks fit, exclude him from the College and shall, where he so suspends that servant or so suspends and excludes that servant—
 - (i) at the time of the suspension verbally inform that servant of the grounds on which that servant is alleged to have committed a breach of discipline and afford that servant an opportunity to verbally explain his conduct; and
 - (ii) as soon as practicable after the time of the suspension, give that servant a written statement specifying the grounds on which that servant is alleged to have committed a breach of discipline and indicating that that servant may forward an explanation of his conduct in writing to the Principal; or
 - (b) give that servant a written statement specifying the grounds on which that servant is alleged to have committed a breach of discipline and seek an explanation from that servant of his conduct which that servant may give verbally or in writing, or both.
- (2) After hearing and considering any explanation given by a servant pursuant to subclause (1), the Principal may take any one or more of the following courses of action:—
- (a) lift the suspension of that servant;
 - (b) terminate the exclusion of that servant;
 - (c) censure that servant;
 - (d) suspend that servant; with pay, for such period, not exceeding 3 months, as the Principal may determine;
 - (e) suspend that servant, without pay, for such period, not exceeding 21 days as the Principal may determine;
 - (f) demote or withhold the progression of that servant;
 - (g) dismiss that servant from the employment of the College.

(3) The Principal shall, within 10 days after the exercise of any of the powers referred to in subclause (2) in respect of a servant, notify that servant of the exercise of that power.

(4) A servant who has received a notification under subclause (3) may appeal to a Staff Appeal Committee against the decision of the Principal by serving a notice in writing in accordance with subclause (5) on the Secretary within 30 days after the receipt of that notification.

(5) The notice referred to in subclause (4) shall state—

- (a) the full name and address of the servant appellant;
- (b) the decision of the Principal in respect of which the appeal is brought;
- (c) the grounds of the appeal; and
- (d) the name of the member of the Council or another servant nominated by the servant appellant as a member of the Staff Appeal Committee, and shall be endorsed with the consent in writing of the nominated member of the Council or servant to his appointment as a member of the Staff Appeal Committee.

**Division 2—
Students.**

85. In this Division and in Clause 95 (c), “misconduct” means misconduct in relation to the affairs of the College and includes non-compliance with this By-law, a regulation or a rule.

86. (1) Where misconduct is committed by a student in, or in connection with, a class conducted by a member of the academic staff of the College, that member may, if he is a Head of a School or has authority to do so vested in him by the Head of the School in respect of which that class is conducted, exclude that student from the class then being conducted.

(2) A member of the academic staff who excludes a student from his class for misconduct under subclause (1) shall, if he is not the Head of the School in respect of which that class is conducted, report the student’s behaviour and his exclusion to the Head of the School concerned as soon as practicable after excluding that student.

(3) A Head of a School—

- (a) who excludes a student under subclause (1); or
 - (b) to whom misconduct by a student is reported by a member of the academic staff of the College under subclause (2).
- may suspend that student from attendance at his classes or the classes conducted by that member for a period not exceeding 2 weeks.

87. Where misconduct is committed by a student in or in connection with the Library or its precincts, the Principal Librarian may suspend that student from the Library and its precincts for a period not exceeding 2 weeks.

88. (1) Where misconduct is suspected by a servant on reasonable grounds to have been committed by a student—

- (a) within the precincts of the College; or
- (b) in or in connection with an examination conducted by the College, that servant—
- (c) if he is not the Principal, may report that misconduct to the Principal in writing who shall conduct such inquiries and interview such persons in relation thereto as he sees fit; or
- (d) if he is the Principal— may conduct such inquiries and interview such persons in relation thereto as he sees fit.

(2) A Head of a School shall report to the Principal, in writing, the exclusion of a student for misconduct, by himself under clause 86 (1) or reported to him by a member of staff under clause 86 (2), whether or not he has suspended the student by whom the misconduct was alleged to have been committed.

(3) The Principal Librarian shall report to the Principal, in writing, his suspension of any student under clause 87 for misconduct.

(4) Where a report is made to the Principal under subclause (2) or (3) or an appeal is made to him under clause 89, he shall conduct such inquiries and interview such persons in relation thereto as he sees fit.

(5) Where the Principal is satisfied, after conducting such inquiries or interviews as are required by subclause (4), that alleged misconduct by a student as referred to in subclause (2) or (3) or clause 89 was not committed, he shall—

- (a) take no further action against the student concerned; and
- (b) cancel any period of suspension imposed on that student by a Head of a School or by the Principal Librarian.

(6) Where the Principal is satisfied, after conducting such inquiries or interviews as are authorised by subclause (1) (d) or required by subclause (1) (c) or (4), that alleged misconduct by a student as referred to in subclause (1) (2) or (3) or clause 89 was committed, he may do any one or more of the following things:-

- (a) take no further action against the student concerned;
- (b) cancel or reduce a period of suspension imposed on that student by a Head of a School or by the Principal Librarian;
- (c) reprimand that student;
- (d) suspend that student from the College for a period not exceeding one semester;
- (e) suspend that student from attendance at a particular class or classes for a period not exceeding one semester;
- (f) suspend that student from the use of any facility of the College for a period not exceeding one semester; or
- (g) expel that student.

(7) The Principal may, in respect of a student, exercise any of his powers under subclause (6) notwithstanding that that student may have been suspended from attendance at classes under clause 86 (3) or from the Library and its precincts under clause 87.

(8) The Principal shall, within 10 days after the exercise of any of the powers referred to in subclause (6) in respect of a student, notify that student of the exercise of that power.

89. A student affected by a decision of a servant, other than the Principal in respect of alleged misconduct may appeal against that decision to the Principal within 21 days after being informed of that decision by that servant.

90. (1) A student affected by a decision of the Principal whether on appeal or otherwise, in respect of alleged misconduct, may appeal against that decision to the Student Appeal Committee by serving a notice in writing in accordance with subclause (2) on the Secretary within 14 days after the receipt of a notification under clause 88 (8).

(2) The notice referred to in subclause (1) shall state—

- (a) the full name and address of the student appellant;
- (b) the decision of the Principal in respect of which the appeal is brought; and
- (c) the grounds of the appeal.

CHAPTER XI Appeals.

Division 1— 91. In this Chapter, "Appeal Committee" means, in the case of an appeal by—

Preliminary. (a) a servant— the Staff Appeal Committee; and

(b) a student— the Student Appeal Committee.

Division 2— 92. An Appeal Committee shall be appointed in accordance with the provisions
General. of this Chapter and shall be deemed to be a committee of the Council.

93. The Chairman, the Deputy Chairman and the Principal are not eligible to be members of an Appeal Committee.

94. (1) An appeal Committee—
- (a) shall not proceed with the hearing of an appeal unless all members of that Committee are present;
 - (b) may determine an appeal and any matter arising for determination during the course of an appeal, by a majority;
 - (c) shall not be bound by the rules of evidence or by precedent; and
 - (d) may adjourn a hearing of an appeal for such period not exceeding 21 days as it may determine from time to time.
- (2) The Council may, by resolution, extend the period referred to in subclause (1) (d) where it feels the circumstances so warrant.
95. An Appeal Committee may—
- (a) uphold an appeal and set aside the decision of the Principal;
 - (b) dismiss an appeal and confirm the decision of the Principal; or
 - (c) find the breach of discipline by a servant, or the misconduct by a student, as the case may be, proved but vary the penalty imposed by the Principal.
96. (1) A person appearing before an Appeal Committee shall be entitled to be represented by another person.
- (2) Subject to subclause (3), the decision of an Appeal Committee shall be final and conclusive of the matters raised by an appeal.
- (3) The Council may, within 3 months of the date of a decision of an Appeal Committee, decide to reduce a penalty—
- (a) imposed by the Principal and confirmed by that Appeal Committee; or
 - (b) imposed by that Appeal Committee in place of a penalty imposed by the Principal.
- (4) An appellant shall not be entitled to be heard by the Council at any meeting at which consideration of an Appeal Committee's decision takes place, but the Council may decide to hear that appellant.
- (5) In the event that an Appeal Committee confirms a penalty or imposes a different penalty, it shall state in the statement of its decision the date from which the penalty, confirmed or imposed, shall take effect and subject to subclause (3), the penalty shall take effect from that date.
- Division 3— Appeals by Servants.**
97. (1) The Council shall, on receipt by the Secretary of an appeal under clause 84 (4), appoint a Staff Appeal Committee to hear and determine that appeal.
- (2) The members of a Staff Appeal Committee shall be—
- (a) a member of the Council nominated by the Principal;
 - (b) a member of the Council or another servant nominated by the appellant; and
 - (c) a person nominated jointly by the 2 members of the Staff Appeal Committee referred to in paragraphs (a) and (b).
- (3) If the 2 members of a Staff Appeal Committee referred to in subclause (2) (a) and (b) are unable to reach agreement as to the person to be nominated under subclause (2) (c), a Council member shall be appointed to that position by a special meeting of the Council called for that purpose.
- (4) No person, whether nominated under subclause (2) or appointed under subclause (3), as the case may be, shall form part of a Staff Appeal Committee unless he agrees to do so.
- (5) The members of a Staff Appeal Committee shall elect a chairman from among their number as may be necessary from time to time.
98. (1) On receipt of a notice of appeal from a servant under clause 84 (4), the Secretary shall forthwith inform the Principal who shall, within 3 days, nominate a member of the Council to sit on a Staff Appeal Committee in accordance with clause 97 (2) (a).
- (2) The Secretary shall, as soon as practicable after receiving the Principal's nomination under subclause (1), inform the member nominated of his nomination.

- (3) Within 3 days of being informed by the Secretary of his nomination under subclause (2), the nominated member shall, if he is willing to sit on the Staff Appeal Committee for that appeal, sign and forward to the Secretary a written notice to that effect.
- (4) If the member after being informed of his nomination by the Secretary under subclause (2) informs the Secretary that he is unwilling to sit or does not forward to the Secretary a notice in accordance with the provisions of subclause (3), the Secretary shall inform the Principal to that effect and the procedure outlined by this clause shall be followed until a member nominated by the Principal indicates his willingness to sit in accordance with the provisions of subclause (3).
99. (1) As soon as practicable after a person nominated by the Principal under clause 98 (1) as a member of a Staff Appeal Committee has consented to be a member of that Staff Appeal Committee, that member and the member referred to in clause 97 (2) (b) shall meet for the purpose of nominating the third member of the Staff Appeal Committee in accordance with clause 97 (2) (c).
- (2) The same procedure shall be followed in relation to a person nominated under clause 97 (2) (c) notifying his willingness or otherwise to sit on a Staff Appeal Committee as is followed by the case of a Principal's nominee under clause 98 (3) and (4).
100. (1) A Staff Appeal Committee shall be deemed to be appointed at such time as the third member agrees to a nomination made under clause 97 (2) (c) or is appointed under clause 97 (3), as the case may be.
- (2) The Secretary shall, in respect of an appeal, give notice at the next meeting of the Council at which it is practicable to do so that a Staff Appeal Committee has been appointed.
101. At such time as an Appeal Committee has been appointed the Secretary shall—
- (a) appoint a date, not later than 7 days after the date on which the Staff Appeal Committee is appointed, a time and a place for the hearing of the appeal in respect of which the Committee was appointed; and
- (b) notify the members of the Staff Appeal Committee, the Principal and the appellant servant of the date, time and place appointed for the hearing of the appeal.
102. (1) If a member of a Staff Appeal Committee is not present at the hearing of an appeal, the members present may—
- (a) adjourn the hearing; or
- (b) notify the Secretary that the Staff Appeal Committee is dissolved and that a new Staff Appeal Committee should be appointed for that appeal.
- (2) Should the appointment of a new Staff Appeal Committee be necessary under subclause (1) (b) the same procedure shall be followed to appoint that Committee as was followed to appoint the dissolved Staff Appeal Committee.
- (3) A person nominated or appointed as a member of a Staff Appeal Committee dissolved under subclause (1) (b) shall be eligible to be re-nominated or reappointed, as the case may be, to the new Staff Appeal Committee.
103. (1) At a hearing of a Staff Appeal Committee both the Principal and the appellant servant have a right to appearance, to be present throughout the hearing and to call witnesses.
- (2) A Staff Appeal Committee, when hearing an appeal, shall—

- (a) consider firstly the material presented by the Principal to support his decision; and
 - (b) after considering the material presented by the Principal under paragraph (a) consider the material presented by the appellant servant and any explanation offered by him.
- (3) A record of the proceedings of a Staff Appeal Committee shall be kept and a copy made available to the appellant servant if he so desires.
- 104.(1) A Staff Appeal Committee shall, at the conclusion of a hearing, prepare a written statement of its decision and forward it to the Secretary.
- (2) The Secretary, on receipt of the statement referred to in subclause (1), shall—
- (a) forward a copy of that statement to the appellant servant and a copy to the Principal; and
 - (b) table that statement at the first meeting of the Council at which it is practicable to do so.

**Division 4—
Appeals by
Students.**

- 105.(1) In respect of each year, the Council shall appoint a Student Appeal Committee to hear and determine appeals made under clause 90 during that year.
- (2) Subject to subclause (3), a Student Appeal Committee shall be appointed for a period of 12 months commencing on 1st January in each year.
- (3) If the hearing of an appeal, commenced within the period for which the Student Appeal Committee dealing with the appeal was appointed, is adjourned to a date outside that period, that Student Appeal Committee is authorised to proceed with the hearing and determination of that appeal notwithstanding that it has been replaced by a new Student Appeal Committee.
- (4) Subject to subclause (5), the members of a Student Appeal Committee shall be—
- (a) a member of the Council nominated by the Principal;
 - (b) a member of the Council nominated by the Students' Representative Council; and
 - (c) a member of the Council nominated by the Council.
- (5) In addition to the 3 members of the Student Appeal Committee referred to in subclause (4), the Principal, the Students' Representative Council and the Council shall each nominate an alternate member who will sit on the Committee in the place of the nominees for whom they are the alternates in the event of any of those nominees being unable or unwilling to sit on an appeal.
- 106.(1) With the consent of the appellant and the Principal, an alternate member nominated under clause 105 (5) may replace a member of a Student Appeal Committee on an adjournment of a hearing of an appeal if that member is unwilling or unable to act and, in like manner, a member of a Student Appeal Committee may replace an alternate member so nominated.
- (2) The members of a Student Appeal Committee shall elect a chairman from among their number as may be necessary from time to time.
107. On receipt of a notice of appeal from a student under clause 90 (1), the Secretary shall—
- (a) appoint a date, not later than 7 days after the date on which he received that notice of appeal, a time and a place for the hearing of the appeal; and

- (b) notify the persons who will be members of the Student Appeal Committee on the date appointed for the hearing of the appeal or, if necessary, their alternates, the Principal, the Secretary of the Students' Representative Council and the appellant student of the date, time and place appointed for the hearing of the appeal.
- 108.(1) The hearing of an appeal by a Student Appeal Committee shall not proceed unless reasonable opportunity is afforded to both the Principal and the appellant student to be present.
- (2) At a hearing of a Student Appeal Committee both the Principal and the appellant student have a right of appearance, to be present through the hearing and to call witnesses.
 - (3) A Student Appeal Committee, when hearing an appeal, shall—
- (a) consider firstly the material presented by the Principal to support his decision; and
 - (b) after considering the material presented by the Principal under paragraph (a), consider the material presented by the appellant student and any explanation offered by him.
- (4) A record of the proceedings of a Student Appeal Committee shall be kept and a copy made available to the appellant student if he so desires.
- 109.(1) A Student Appeal Committee shall, at the conclusion of a hearing, prepare a written statement of its decision and forward it to the Secretary.
- (2) The Secretary, on receipt of the statement referred to in subclause (1), shall—
- (a) forward a copy of that statement to—
 - (i) the appellant student;
 - (ii) the Principal; and
 - (iii) the Secretary of the Students' Representative Council; and
 - (b) table that statement at the first meeting of the Council at which it is practicable to do so..

CHAPTER XII

Appointment, Progression, Promotion and Resignation of Servants.

110. Subject to the Act and this Chapter, the Council may make rules for regulating or providing for the regulation of the manner of appointment progression and promotion of servants.
- 111.(1) Subject to the Act and to subclause (2), a vacancy in the academic or non-academic staff establishment shall be filled—
- (a) following advertisement within the College; and
 - (b) if the Council feels it appropriate, following public advertisement.
- (2) Subject to the Act, the Council may resolve to fill a vacancy in the academic or non-academic staff establishment by invitation.
112. An advertisement inviting applications to fill a vacancy under clause 111 (1) shall specify the criteria according to which the appointment is to be made or, if this would result in the advertisement being of undue length, shall state that a copy of the relevant criteria will be available upon request from the Secretary.
- 113.(1) Where vacancies are advertised, appointments shall be made by the Council or it may delegate this function to the Principal, who shall first consider the recommendation of a selection committee before making a decision on an appointment.
- (2) The members of a selection committee referred to in subclause (1), in so far as they are not designated by this Chapter, shall be appointed by the Principal.

- 114.(1) When a selection committee referred to in clause 113 (1) meets with respect to a vacancy in the position of—
- (a) a Principal Lecturer or with respect to a vacancy in a position senior to that of Principal Lecturer, other than the position of Head of a School, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council;
 - (iii) an outside academic of standing in the field in which the appointment is to be made;
 - (iv) the Head of a School; and
 - (v) a member of the College academic staff of comparable standing to the level of the appointment elected by the members of the College academic staff in accordance with the rules;
 - (b) a Head of a School, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council;
 - (iii) 2 outside academics of standing in the field in which the appointment is to be made; and
 - (iv) a member of the College academic staff of comparable standing to the level of the appointment elected by the members of the College academic staff in accordance with the rules;
 - (c) a Senior Lecturer, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) an outside academic of standing in the field in which the appointment is to be made;
 - (iii) the Head of a School;
 - (iv) the Head of the Department to which the appointment is to be made; and
 - (v) a member of the College academic staff of comparable standing to the level of the appointment.
 - (d) a Lecturer, the selection committee shall consist of—
 - (i) the Head of a School;
 - (ii) the Head of the Department to which the appointment is to be made;
 - (iii) a Senior Lecturer;
 - (iv) an outside academic of standing in the field in which the appointment is to be made; and
 - (v) the Secretary or his nominee;
 - (e) an Administrative Officer or with respect to a vacancy in a position senior to that of Administrative Officer on the College non-academic staff, other than Secretary or Staff Recruitment Officer, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council;
 - (iii) a senior administrative staff member of an outside educational institution;
 - (iv) the Staff Recruitment Officer; and
 - (v) the Secretary or his nominee;
 - (f) the Secretary or the Staff Recruitment Officer, the selection committee shall consist of—
 - (i) the Principal;
 - (ii) a member of the Council; and
 - (iii) 2 senior administrative staff members of an outside educational institution; or

- (g) a member of the non-academic staff other than a member of the non-academic staff referred to in paragraph (e) or (f), the committee shall consist of—
- (i) the Secretary or his nominee;
 - (ii) the Head of the Administrative Department to which the appointment is to be made; and
 - (iii) the Staff Recruitment Officer.
- (2) The Secretary or his nominee shall be the secretary of any selection committee appointed under this Chapter of which the Secretary is a member and, where the Secretary is not a member of a selection committee the Principal shall be secretary of that selection committee.
- (3) A selection committee shall consider the merits of an applicant for a position according to the criteria which have been specified for that position under clause 112.
- (4) A selection committee shall not be bound to interview each applicant, but may arrange to interview one or more applicants as it sees fit.
- 115.(1) In respect of a servant who is a member of the academic staff or the non-academic staff, progression on the salary scale shall be subject to—
- (a) clause 84 (2) (f);
 - (b) the provisions of the appropriate salary determination; and
 - (c) the approval of the Principal, which shall only be given after consultation with the appropriate Head of Department.
- (2) Should progression on the salary scale not be recommended in respect of a servant that servant may—
- (a) if he is a Senior Lecturer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee for Senior Lecturers under clause 114 (1) (c);
 - (b) if he is a Lecturer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee for Lecturers under clause 114 (1) (d);
 - (c) if he is an Administrative Officer or the holder of a position on the non-academic staff (other than Secretary or Staff Recruitment Officer) senior to that Administrative Officer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee provided for under clause 114 (1) (e);
 - (d) if he is the Secretary or the Staff Recruitment Officer, appeal to a committee appointed by the Principal and made up in the same way as a selection committee provided for under clause 114 (1) (f); or
 - (e) if he is a member of the non-academic staff (other than a member of the non-academic staff referred to in paragraph (c) (d)), appeal to a committee appointed by the Principal and made up in the same way as a selection committee provided for under clause 114 (1) (g).
- 116.(1) The promotion of a servant who is a member of the academic staff or non-academic staff shall be made on the basis of merit.
- (2) The question of promotion under subclause (1) shall be considered annually by—
- (a) the Council; or
 - (b) subject to subclause (3), the Principal under delegation from the Council.
- (3) If the question of promotion is delegated to the Principal under subclause (2) (b), the Principal shall consider the recommendation of a promotion committee before making a decision on a promotion.
- (4) In the case of promotion of a member of the academic staff, the members of the promotion committee referred to in subclause (3) shall be the Principal, an outside academic of standing, the Heads of Schools and a servant who is a member of the academic staff of comparable standing to

the level of appointment elected by the members of the College academic staff in accordance with the rules.

(5) In the case of promotion of a member of the non-academic staff, the members of the promotion committee referred to in subclause (3) shall be the Principal, the Secretary, a senior administrative staff member of an outside educational institution and a member of the non-academic staff of comparable standing to the level of appointment elected by the members of the College non-academic staff in accordance with the rules.

(6) In so far as the members of a promotion committee are not designated by subclause (4) or (5), they shall be appointed by the Principal.

117.(1) Subject to subclause (2), a servant who is a full-time member of the academic staff and who wishes to resign shall submit his resignation in writing to the Principal at least 3 months before the date from which he wishes the resignation to take effect.

(2) The Principal may agree to the resignation of a servant who is a full-time member of the academic staff taking effect from a date less than 3 months from the date of the submission of his resignation where the Principal feels the circumstances justify that action.

118.(1) Subject to subclause (2), a servant who is a full-time member of the non-academic staff and who wishes to resign shall submit his resignation in writing to the Principal at least 14 days before the date from which he wishes the resignation to take effect.

(2) The Principal may agree to the resignation of a servant who is a full-time member of the non-academic staff taking effect from a date less than 14 days from the date of the submission of his resignation where the Principal feels the circumstances justify that action.

119.(1) No resignation shall be effective until it has been accepted in writing by the Principal.

(2) If a resignation is not accepted by the Principal he shall advise the servant in writing to that effect and the reason for the non-acceptance.

CHAPTER XIII Honorary Awards

Honorary Awards

120.The Council, of its own motion or on the recommendation of the Academic Board, may make an award *ad eundem gradum* or *honoris causa* to a person who, in the opinion of the Council, is eligible for or might properly be honoured by such an award.

CHAPTER XIV Fees

121.Subject to the provisions of the Act, the Council may make rules for or with respect to—

- (a) the amount of any fees or charges to be paid by students for the use of the facilities of the College; and
- (b) the time at which such fees shall be due and payable.

122.The Principal may—

- (a) exclude from any examination;
- (b) exclude from any class or the use of any facilities of the College;
- (c) withhold the result of any examination, test or other assessment of; or
- (d) take any action, being a combination of any 2 or all of the actions specified in paragraphs (a) to (c), both inclusive, against, any student who has not paid any fees due by him to the College.

**COLLEGES OF ADVANCED EDUCATION ACT,
1975—BY-LAW,
Affiliation By-Law**

His Excellency the Governor, with the advice of the Executive Council and in pursuance of the provisions of the Colleges of Advanced Education Act, 1975, has been pleased to approve the By-law made by the Kuring-gai College of Advanced Education and set forth hereunder.

ERIC BEDFORD, Minister for Education

1. This By-law may be cited as the "Kuring-gai College of Advanced Education, College of Law Affiliation By-law".
2. This By-law applies to and in respect of the Kuring-gai College of Advanced Education.
3. In this By-law:-
"Kuring-gai College" means the Kuring-gai College of Advanced Education; "The College of Law" means the educational establishment established by the Law Society of New South Wales to provide (amongst other things) practical legal training for graduates in law and other persons qualified for admission as graduates in law and those who by the passing of examinations prescribed under the rules relating to admission of solicitors in New South Wales or otherwise have satisfied the relevant requirements for such admission other than completion of practical legal training to equip them with the arts, skills and techniques required for practice as solicitors and in particular the practical legal training course which is now by law part of the compulsory qualifications for admission in New South Wales as a solicitor and to provide continuing legal education to practising solicitors.
4. The College of Law is hereby affiliated with the Kuring-gai College to the following extent only, that is to say:
For the purposes and to the intent that the Practical Legal Training Course heretofore provided by The College of Law and conducted by its Practical Legal Training Department shall henceforth during the period of affiliation be provided by Kuring-gai College as a course in advanced education and be conducted by the Practical Legal Training Department of The College of Law functioning as a School of Kuring-gai College, to be known as "School of Practical Legal Training".
5. The School of Practical Legal Training shall be conducted in accordance with the terms and conditions of the Agreement made the 23rd day of December, 1976, between The Law Society of New South Wales, The College of Law (Properties) Pty Limited and Kuring-gai College. . (8526)

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Campus Plan

Kuring-gai College of Advanced Education

Legend

- 1 Bus Bay
- 2 Parking
- 3 Parking Attendant
- 4 House Officer's Residence
- 5 Oval
- 6 Change Rooms
- 7 Playing Courts
- 8 Barbecue Area
- 9 Physical Education Complex
- 10 Main Building

