

Kuring-gai  
College  
of Advanced  
Education

Calendar



1988

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

**Postal Address:  
PO Box 222 Lindfield N.S.W. 2070**

**Telephone: 467 9200**

**PREFACE**

Kuring-gai College is a 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.

Typesetting, Artwork by  
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 "Guringai", 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 1988





# academic calendar 1988

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

	Semester Week	Week Commencing	
		15 February	Enrolment/Re-enrolment — February 15-18
<b>FIRST SEMESTER</b>	1	22 February	First Semester Commences
	2	29 February	
	3	7 March	
	4	14 March	
	5	21 March	
	6	28 March	Good Friday, 1 April
	7	4 April	Easter Monday, 4 April Classes suspended (F&AS,L&IS,N,TEd); Field Experience (R&CS)
	8	11 April	
	9	18 April	Prac. (TEd;G.Dip.Ed.)
	10	25 April	Anzac Day, 25 April; Prac. (TEd;L&IS) Classes suspended (F&AS,N); Field Experience (R&CS)
	11	2 May	Prac. (TEd,L&IS); Classes Suspended (F&AS,N) Field Experience (R&CS)
	12	9 May	Prac. (TEd);
	13	16 May	
	14	23 May	
	15	30 May	
	16	6 June	
	17	13 June	Queen's Birthday, 13 June
		20 June	Examinations
		27 June	Examinations
<b>INTER-SEMESTER STUDENT VACATION</b>		4 July	Inter-semester Student Vacation
		11 July	
		18 July	Enrolment/Re-enrolment — July 18-20
<b>SECOND SEMESTER</b>	1	25 July	Second Semester Commences
	2	1 August	
	3	8 August	
	4	15 August	
	5	22 August	Prac. (TEd;G.Dip.Ed.)
	6	29 August	Prac. (TEd,L&IS); Block Prac. (Yr.3.N) Classes Suspended (F&AS,N); Field Experience (R&CS)
	7	5 September	Prac. (TEd,L&IS); Field Experience (R&CS); Block Prac. (Yr. 3 N); Classes Suspended (F&AS,N)
	8	12 September	Prac. (TEd); Block Prac. (Yr. 3 N)
	9	19 September	Block Prac. (Yr.3 N)
	10	26 September	Block Prac. (Yr.3 N)
	11	3 October	Labour Day, 3 October; Block Prac. (Yr. 3 N); Classes suspended (TEd,L&IS,N,F&AS); Field Experience (R&CS)
	12	10 October	Block Prac. (Yr.3 N)
	13	17 October	Block Prac. (Yr.3 N)
	14	24 October	
	15	31 October	
	16	7 November	
	17	14 November	
		21 November	Examinations
		28 November	Examinations
		5 December	Student Vacation

Excursions may be taken during any period when classes are suspended

# ACADEMIC YEAR 1988

## SCHOOL OF PRACTICAL LEGAL TRAINING

### **Practical Legal Training Course**

**(88/1) commences**

January 6 - June 24, 1988

**Mid-course recess**

March 31 - April 5, 1988

### **Practical Legal Training Course**

**(88/2) commences**

July 4 - December 16, 1988

**Mid-course recess**

September 28 - October 3, 1988

### **CO-OPERATIVE (SANDWICH) COURSE**

#### **First Sandwich Course (C188)**

**Session I**

January 6 - February 16, 1988

**Session II**

August 22 - September 16, 1988

**Session III**

April 3 - May 2, 1989

**Week-end Seminar**

May 14 and 15, 1988

#### **Second Sandwich Course (C288)**

**Session I**

July 4 - August 12, 1988

**Session II**

February 20 - March 17, 1989

**Session III**

September 27 - October 25, 1989

**Week-end Seminar**

November 12 and 13, 1988.

## PRINCIPAL DATES 1988

<b>JANUARY</b>	<b>WEDNESDAY</b>	<b>13</b>	Resources Management Committee
	<b>TUESDAY</b>	<b>26</b>	Australia Day — Public Holiday
<b>FEBRUARY</b>	<b>MONDAY</b>	<b>1</b>	Board of Studies in Financial and Administrative Studies
	<b>WEDNESDAY</b>	<b>3</b>	Resources Management Committee Board of Studies in Recreation and Community Studies
	<b>THURSDAY</b>	<b>4</b>	Academic Board
	<b>FRIDAY</b>	<b>5</b>	Board of Studies in Nursing
	<b>MONDAY</b>	<b>8</b>	Staff Policy and Planning Committee
	<b>WEDNESDAY</b>	<b>10</b>	Board of Studies in Library and Information Studies
	<b>THURSDAY</b>	<b>11</b>	Board of Studies in Teacher Education Finance and Works Committee
	<b>MONDAY</b>	<b>15</b>	Enrolment/Re-enrolment commences
	<b>THURSDAY</b>	<b>18</b>	Council
	<b>MONDAY</b>	<b>22</b>	First Semester commences
	<b>THURSDAY</b>	<b>25</b>	Board of Studies in Practical Legal Training Board of Studies in Recreation and Community Studies
<b>MARCH</b>	<b>WEDNESDAY</b>	<b>2</b>	Resources Management Committee
	<b>THURSDAY</b>	<b>3</b>	Academic Board
	<b>FRIDAY</b>	<b>4</b>	Board of Studies in Nursing
	<b>MONDAY</b>	<b>7</b>	Board of Studies in Financial and Administrative Studies
	<b>WEDNESDAY</b>	<b>9</b>	Board of Studies in Library and Information Studies
	<b>THURSDAY</b>	<b>10</b>	Board of Studies in Teacher Education Finance and Works Committee
	<b>MONDAY</b>	<b>14</b>	Staff Policy and Planning Committee
	<b>THURSDAY</b>	<b>17</b>	Council
	<b>THURSDAY</b>	<b>24</b>	Board of Studies in Recreation and Community Studies
<b>APRIL</b>	<b>FRIDAY</b>	<b>1</b>	Good Friday
	<b>MONDAY</b>	<b>4</b>	Easter Monday
	<b>WEDNESDAY</b>	<b>6</b>	Resources Management Committee Board of Studies in Library and Information Studies
	<b>THURSDAY</b>	<b>7</b>	Board of Studies in Practical Legal Training Board of Studies in Teacher Education Finance and Works Committee
	<b>FRIDAY</b>	<b>8</b>	Board of Studies in Nursing
	<b>MONDAY</b>	<b>11</b>	Board of Studies in Financial and Administrative Studies Staff Policy and Planning Committee
	<b>THURSDAY</b>	<b>21</b>	Council Board of Studies in Recreation and Community Studies
	<b>THURSDAY</b>	<b>28</b>	Academic Board
<b>MAY</b>	<b>MONDAY</b>	<b>2</b>	Board of Studies in Financial and Administrative Studies
	<b>WEDNESDAY</b>	<b>4</b>	Resources Management Committee
	<b>THURSDAY</b>	<b>5</b>	Finance and Works Committee
	<b>FRIDAY</b>	<b>6</b>	Board of Studies in Nursing
	<b>MONDAY</b>	<b>9</b>	Staff Policy and Planning Committee
	<b>THURSDAY</b>	<b>12</b>	Board of Studies in Practical Legal Training
	<b>WEDNESDAY</b>	<b>18</b>	Board of Studies in Library and Information Studies
<b>THURSDAY</b>	<b>19</b>	Board of Studies in Teacher Education	
	<b>THURSDAY</b>	<b>26</b>	Board of Studies in Recreation and Community Studies

<b>JUNE</b>	<b>WEDNESDAY</b>	<b>1</b>	Resources Management Committee	
	<b>THURSDAY</b>	<b>2</b>	Academic Board	
	<b>FRIDAY</b>	<b>3</b>	Board of Studies in Nursing	
	<b>MONDAY</b>	<b>6</b>	Board of Studies in Financial and Administrative Studies	
	<b>WEDNESDAY</b>	<b>8</b>	Board of Studies in Library and Information Studies	
	<b>THURSDAY</b>	<b>9</b>	Board of Studies in Teacher Education Finance and Works Committee	
	<b>MONDAY</b>	<b>13</b>	Queen's Birthday — Public Holiday	
	<b>THURSDAY</b>	<b>16</b>	Council	
	<b>MONDAY</b>	<b>20</b>	Examinations commence	
	<b>THURSDAY</b>	<b>23</b>	Board of Studies in Practical Legal Training	
<b>JULY</b>	<b>FRIDAY</b>	<b>1</b>	Board of Studies in Nursing	
	<b>MONDAY</b>	<b>4</b>	Inter-semester Student Vacation Board of Studies in Financial and Administrative Studies Resources Management Committee	
	<b>THURSDAY</b>	<b>7</b>	Finance and Works Committee	
	<b>MONDAY</b>	<b>11</b>	Staff Policy and Planning Committee	
	<b>MONDAY</b>	<b>18</b>	Enrolment/Re-enrolment commences	
	<b>THURSDAY</b>	<b>21</b>	Council Board of Studies in Library and Information Studies Board of Studies in Recreation and Community Studies	
	<b>MONDAY</b>	<b>25</b>	Second Semester commences	
	<b>THURSDAY</b>	<b>28</b>	Board of Studies in Teacher Education	
	<b>AUGUST</b>	<b>MONDAY</b>	<b>1</b>	Board of Studies in Financial and Administrative Studies
		<b>WEDNESDAY</b>	<b>3</b>	Resources Management Committee
<b>THURSDAY</b>		<b>4</b>	Academic Board	
<b>FRIDAY</b>		<b>5</b>	Board of Studies in Nursing	
<b>WEDNESDAY</b>		<b>10</b>	Board of Studies in Library and Information Studies	
<b>THURSDAY</b>		<b>11</b>	Board of Studies in Teacher Education Finance and Works Committee	
<b>THURSDAY</b>		<b>18</b>	Board of Studies in Recreation and Community Studies	
<b>THURSDAY</b>		<b>25</b>	Board of Studies in Practical Legal Training	
<b>SEPTEMBER</b>	<b>THURSDAY</b>	<b>1</b>	Academic Board	
	<b>FRIDAY</b>	<b>2</b>	Board of Studies in Nursing	
	<b>MONDAY</b>	<b>5</b>	Board of Studies in Financial and Administrative Studies	
	<b>WEDNESDAY</b>	<b>7</b>	Board of Studies in Library and Information Studies Resources Management Committee	
	<b>THURSDAY</b>	<b>8</b>	Board of Studies in Teacher Education Finance and Works Committee	
	<b>MONDAY</b>	<b>12</b>	Staff Policy and Planning Committee	
	<b>THURSDAY</b>	<b>15</b>	Council	
	<b>THURSDAY</b>	<b>22</b>	Board of Studies in Recreation and Community Studies	
	<b>MONDAY</b>	<b>26</b>	Board of Studies in Financial and Administrative Studies	
<b>OCTOBER</b>	<b>MONDAY</b>	<b>3</b>	Labour Day — Public Holiday	
	<b>WEDNESDAY</b>	<b>5</b>	Resources Management Committee	
	<b>THURSDAY</b>	<b>6</b>	Academic Board Board of Studies in Practical Legal Training Finance and Works Committee	
	<b>MONDAY</b>	<b>10</b>	Staff Policy and Planning Committee	
	<b>WEDNESDAY</b>	<b>12</b>	Board of Studies in Library and Information Studies	

	<b>THURSDAY</b>	<b>20</b>	Council Board of Studies in Teacher Education
	<b>THURSDAY</b>	<b>27</b>	Board of Studies in Recreation and Community Studies
<b>NOVEMBER</b>	<b>WEDNESDAY</b>	<b>2</b>	Resources Management Committee
	<b>THURSDAY</b>	<b>3</b>	Board of Studies in Teacher Education
	<b>FRIDAY</b>	<b>4</b>	Board of Studies in Nursing
	<b>MONDAY</b>	<b>7</b>	Board of Studies in Financial and Administrative Studies
	<b>WEDNESDAY</b>	<b>9</b>	Board of Studies in Library and Information Studies
	<b>THURSDAY</b>	<b>10</b>	Board of Studies in Practical Legal Training Board of Studies in Recreation and Community Studies Finance and Works Committee
	<b>MONDAY</b>	<b>14</b>	Staff Policy & Planning Committee
	<b>THURSDAY</b>	<b>17</b>	Council
	<b>MONDAY</b>	<b>21</b>	Examinations commence
<b>DECEMBER</b>	<b>THURSDAY</b>	<b>1</b>	Academic Board
	<b>MONDAY</b>	<b>5</b>	Student Vacation commences
	<b>WEDNESDAY</b>	<b>7</b>	Resources Management Committee
	<b>THURSDAY</b>	<b>8</b>	Finance and Works Committee
	<b>MONDAY</b>	<b>12</b>	Staff Policy & Planning Committee
	<b>WEDNESDAY</b>	<b>14</b>	Resources Management Committee
	<b>THURSDAY</b>	<b>15</b>	Council Board of Studies in Practical Legal Training



# Council Committees and Staff of the College

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





# COUNCIL OF THE COLLEGE

## As at 1st January, 1988

### MEMBERS OF COUNCIL

#### **Appointed by the Minister**

The Hon.Mr.Justice Ian Fitzhardinge SHEPPARD

**(Chairman)**

Mahla Liane PEARLMAN,AM,BA,LLB(Syd) **(Deputy  
Chairman)**

Margaret ATKIN,RGN,RMN,RPN

Elizabeth Ann BISHOP,Teach Cert(N'cle TC)

Peter Edward BRIGDEN, ACA

William Edwin DONNELLEY,BSc(Syd),MBA(NSW)

Graham Reginald IRELAND,LLB(Syd)

Nancy Florence KEESING, AM,DipSocStud(Syd)

Ian McDONELL, BA,LLB(Syd)

Kenneth Dixon McKINNON, BEc,DipEd(Syd)

Dagmar SCHMIDMAIER, BA(Syd),MA,DipLib(NSW),ALAA

Julie SUTTON, BA,DipEd(UNE),MA(Macq)

*The term of office of the above members expires  
July 31, 1989.*

#### **Ex-officio Members**

Kenneth Wilson KNIGHT,MEc(Syd),PhD(Qld),FRAIPA,ALAA

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

**(Praefectus)**

#### **Elected by the Staff**

Susan BURGESS, BA(Canterbury),MLib(NSW),ALAA

Anthony FOSTER, BA,MEd(Syd),MA(Macq),ASTC,FIIA

Marie WATERHOUSE, BA(Melb),MSc(NSW)

*The term of office of the above members expires July 31,  
1989 or when the Council is reconstituted under the  
Colleges of Advanced Education (Amendment) Act, 1984,  
whichever is the lesser period.*

#### **Elected by the Students**

Robert MORGAN

Andrew MOORE

*The term of office of the above members expires July 31,  
1989 or when the Council is reconstituted under the  
Colleges of Advanced Education (Amendment) Act, 1984,  
whichever is the lesser period.*

#### **Secretary to Council**

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

# COMMITTEES OF COUNCIL

## **ACADEMIC POLICY AND PLANNING COMMITTEE**

Ms S Burgess  
Mr J Clark  
Mr A Foster  
Ms N Keesing  
Mr A Moore  
Mr R Morgan

## **FINANCE AND WORKS COMMITTEE**

Mr W Donnelley (**Chairman**)  
Mr P Brigden  
Ms S Burgess  
Mr J Clark  
Mr A Foster  
Mr G Ireland  
Mr K McKinnon  
Mr A Moore  
Mr R Morgan  
Ms J Sutton

## **LEGISLATIVE COMMITTEE**

Mr I McDonell (**Chairman**)  
Mr G Ireland  
Mr A Moore  
Mr R Morgan  
Ms M Pearlman  
Mr Justice I F Sheppard

## **STAFF POLICY AND PLANNING COMMITTEE**

Ms M Pearlman (**Chairman**)  
Ms M Atkin  
Ms E Bishop  
Ms M Browne  
Ms S Burgess  
Mr J Clark  
Mr A Foster  
Mr A Moore  
Mr R Morgan  
Ms D Schmidmaier  
Mrs M Waterhouse

## **STUDENT AFFAIRS COMMITTEE**

Ms N Keesing  
Mr A Moore  
Mr R Morgan  
Ms J Sutton

## **EQUAL EMPLOYMENT OPPORTUNITY ADVISORY COMMITTEE**

Ms E Bishop (**Convenor**)

Mr D Apps

Ms E Barboza

Ms S Burgess

Dr C Burton

Mrs N Campbell

Ms L Gatfield

Miss A Gray

Mr A Moore

Mr R Morgan

Ms J Noesjirwan

Ms P Wallace

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, MEc(Syd),PhD(Qld),FRAIPA,ALAA

### **Secretary**

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

### **Heads of Schools**

Mairead Browne, BA, DipPsych(NUI),MLib(NSW),ALAA  
(School of Library & Information Studies)

Anthony Castagna, BCom(N'cle),MBA,PhD(NSW),ACA,  
FASA CPA,AIMM (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),Dip Cont  
Ed(UNE) (School of Practical Legal Training)

Bob Robertson, BA,MA(Vic,Canada),FRAIPR  
(School of Recreation & Community Studies)

### **College Fellow**

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

## ACADEMIC STAFF

### SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

Anthony Castagna, BCom(N'cle), MBA, PhD(NSW), ACA, FASA CPA, AIMM **(Head (on leave till 30.6.88))**  
Robert Coombes, MEd(Macq), AASA, CPA **(Acting Head)**  
Maxwell Stevenson, BA(UNE), MCom(NSW), MStat(NSW) **(Director of Undergraduate Studies)**  
Hugh Pritchard, BA(Wales), PhD(Syd) **(Director of Postgraduate Studies)**  
Barbara Bell, BA(Lanc) **(Administrative Assistant)**  
Elizabeth Carter **(Executive Officer, Centre for Management Studies)**

### SCHOOL OF LIBRARY AND INFORMATION STUDIES

Mairead Browne, BA, DipPsych(NUI), MLib(NSW), ALAA **(Head)**  
Susan Burgess, BA(Canterbury), MLib(NSW), ALAA **(Co-ordinator of Undergraduate Studies)**  
Hilary Yerbury, BA(Southampton), MA(ANU), MLib(NSW), ALAA **(Co-ordinator of Postgraduate Studies)**  
Susan Edwards, BA(UCLA), MA(MichState)MSLS (StHCalif), ALAA **(Research Programme Co-ordinator)**  
Rita Frisina, BA(LibSc)(KCAE), ALAA **(Co-ordinator of Practice Studies and Continuing Education)**  
Wendy Calvert, DipMusEd(STC) **(Administrative Assistant)**

### SCHOOL OF NURSING

Anne Gray, RN, RMN, DipNEd, BA(Macq), MEd(Syd), FCN(NSW), FCNA **(Head of Programme)**  
Stephanie Wilmot, RN, BSc(Co-opNursing)(CedarCrest College), MSc(Boston) **(Director of Undergraduate Studies)**  
Jean Olsen, ThA(ACT), DipTEFL(Syd) **(Director, Clinical Co-ordination)**  
Cathy Owens, **(Assistant Director, Clinical Co-ordination)**

### SCHOOL OF PRACTICAL LEGAL TRAINING

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

### SCHOOL OF RECREATION AND COMMUNITY STUDIES

Bob Robertson, MA(Vic, Canada), FRAPIPR **(Head and Director, Centre for Leisure and Tourism Studies)**  
Rob Lynch, DipPhysEd(WTC), MEd(WA), PhD(Illinois) **(Co-ordinator, Postgraduate Studies)**  
Peter Brown, BSc, CertEd, MSc(Loughborough) **(Co-ordinator, Undergraduate Studies)**  
Bruce Hayllar, TeachCert(N'ctle), BA(UNE), MA(Iowa) **(Co-ordinator, Undergraduate Studies)**  
Tracy Taylor, BA(Alberta) **(Co-ordinator, Field Experience Programme)**

**SCHOOL OF  
TEACHER  
EDUCATION**

John Clark, BA,DipEd(Tas),MA(Ed)(London),MACE **(Head)**  
Laurence Brady, MA,MEd(Syd),PhD(Macq),DipEd(Syd),  
FTCL,FACE **(Co-ordinator, Graduate Diploma in  
Education and Director of Practical Experience)**  
James McCawley,BA(Syd),MA(UNE),PhD(Oregon),MAPsS  
**(Co-ordinator, Special Education Programme)**  
John Moncrieff, MPE(BrCol),EdD(Berkeley)  
**(Co-ordinator, Physical Education Programme)**  
Dowie Taylor, MMusEd(WA),DipMusEd(NSWCon),AMusA,  
LTCL(CMT) **(Co-ordinator, Graduate Diploma in  
Primary Music)**  
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(La Trobe),DPhil(Sussex)  
**(Head)**  
Clare Burton, BA(Syd),PhD(Macq)  
Richard Dunford, BCA,BA(VUW),PhD(ANU)  
Mark Lyons, BA(NSW),PhD(ANU) (on leave)  
Graeme Sheather, BArch(NSW),MSc(Israel),CEkistics  
(Athens),AAIP, ARAPI

**Lecturers**

Karen Coleman, BA(NSW)  
John Cornish, MEc,MEd(Syd)  
Alison Errington, BA(Syd),MBA(AGSM),  
Kathleen Gillen, BA(Syd)  
William Gwynne, BCom(NSW),MA(Lanc),MBA(Cran),AIMM,  
AAITD  
Frances Hausfeld, BA,PhD(Syd)  
Peter McGraw, BA(Leicester),MA(Warwick)  
David Thomas, MA(Witwatersrand)

**DEPARTMENT OF  
ART/CRAFT**

**Senior Lecturer**

Alan McBeth,GradDiplIndDesign(NSW),ASTC **(Head)**

**Lecturers**

Lindsay Gordon, DipArtEd(ESTC),BEd(Art)(AMCAE)  
Ronald Hush, BA(Macq),ASTC,FIIA  
John Lane, DipArtEd(ESTC),GradDipDesStud(SCA)MIIA

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John Carr, BA,PhD(N'cle)  
Samuel Heyman, CertPrimEd(STC),MSc,MEd(NSW),  
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Mr Michael Kaye, Principal Lecturer, Institute of Technical & Adult Teacher Education of Sydney College of Advanced Education  
Mr Ron King, Educational Resources, Head Office of TAFE

Ms Jill MacRae, Course Director & Lecturer, International Training Institute, Mosman  
Mr Frank Morgan, Deputy Director, Australian Film & Television School  
Dr Elizabeth More, Senior Lecturer in Communication, Macquarie University  
Mr Bob Moses, President, NSW Division, Australian Institute of Training & Development  
Ms Sue Nielsen, Lecturer, Department of Information Studies, Kuring-gai College of Advanced Education  
Mr James O'Brien, Head, Resources Centre, Kuring-gai College of Advanced Education  
Ms Joanna Parkes, Student Representative  
Mr Gregory Ticehurst, Head, Department of Communication Studies, Kuring-gai College of Advanced Education

## **SCHOOL OF LIBRARY AND INFORMATION STUDIES**

Miss Helen Woodward, Director, Public Libraries and Extension Service, State Library of NSW, **(Chairman)**  
Ms Margaret Austen, Chief Librarian, Rockdale Municipal Council  
Ms Mairead Browne, Head, School of Library & Information Studies, Kuring-gai College of Advanced Education  
Ms Jane Burns, Executive Director, Crafts Council of Australia  
Ms Jan Cree, Information Consultant  
Ms Rita Frisina, Co-ordinator of Continuing Education, Department of Information Studies, Kuring-gai College of Advanced Education  
Ms Janet Hansen, Principal Education Officer, Library Services, NSW Education Department  
Mr Eddis Linton, Records Management Consultant  
Dr Glenn Lowry, Principal Lecturer, Department of Information Studies, Kuring-gai College of Advanced Education  
Dr Glenn Sanders, Director, Sanders International Management Services  
Ms Chris Smith, Director, Western Sydney Regional Information and Research Services WESTIR  
Ms Aileen Stevenson, Head, Information Resources Centre, Hawkesbury Agricultural College

## **SCHOOL OF NURSING**

Professor John B. Hickie, Professor of Medicine, St. Vincent's Hospital, Sydney **(Chairman)**  
Mr Heng Ang, Nurses Registration Board  
Dr. Clare Burton, Senior Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
Mrs Judith Cornell, Executive Director, NSW College of Nursing  
Mr Graeme Curry, Senior Lecturer, School of Nursing, Kuring-gai College of Advanced Education

Ms Meg Curthoys, Deputy Director of Nursing, Royal Ryde Rehabilitation Hospital  
 Ms Wendy Danton, Director of Nursing, Palm Grove Nursing Home  
 Ms Sheryl Delacour, N.S.W. Nurses' Association  
 Ms Patricia Farrar, Lecturer, School of Nursing, Kuring-gai College of Advanced Education  
 Ms Ellen Goodman, Lecturer in Law, Macquarie University  
 Miss Anne Gray, Head, School of Nursing, Kuring-gai College of Advanced Education  
 Ms Betty Hall, State Planning Group for the Transfer of Nurse Education  
 Ms Cecily Hart, Royal Australian Nursing Federation  
 Dr Fran Hausfeld, Lecturer, Department of Administrative, Social and Political Studies, Kuring-gai College of Advanced Education  
 Ms Alana Henderson, Principal Nurse Educator, Stockton Hospital  
 Dr James McCawley, Senior Lecturer, Department of Education Studies, Kuring-gai College of Advanced Education  
 Mrs Phyllis Newnham, Director of Nursing, Prince of Wales & Prince Henry Hospitals.  
 Miss Jean Olsen, Director of Clinical Co-ordination, School of Nursing, Kuring-gai College of Advanced Education  
 Mr Stephen Ramsey, Richmond Implementation Unit, N.S.W. Department of Health  
 Ms Mirijana Robbe, Regional Nursing Officer for the Northern Metropolitan Region of the N.S.W. Health Department  
 Ms Stephanie Wilmot, Lecturer, School of Nursing, Kuring-gai College of Advanced Education  
 Dr Gordon Winch, Senior Lecturer, Department of English, Kuring-gai College of Advanced Education

**SCHOOL OF  
 RECREATION  
 AND COMMUNITY  
 STUDIES**

**Leisure Studies Advisory Committee**

Mr Graham Andrews, Conciliation & Technical Assessor, Land & Environment Court of NSW (**Chairman**)  
 Mr Greg Best, Co-ordinator, Policy and Research, NSW Department of Leisure, Sport and Tourism  
 Mr Peter Brown, Lecturer, Department of Leisure Studies, Kuring-gai College of Advanced Education  
 Mr Arthur Crichton, Managing Director, Southern Cross Equipment Pty Ltd  
 Mr Bruce Hayllar, Lecturer, Department of Leisure Studies Kuring-gai College of Advanced Education  
 Mr Alan Harrison, Recreation Officer, Rydalmere Hospital  
 Mr Bob Robertson, Principal Lecturer, Department of Leisure Studies, Kuring-gai College of Advanced Education  
 Mr David Shepherd, Planning Co-ordinator, National Parks & Wildlife Service, NSW  
 Ms Paula Tinslay, Research Officer, NSW Health Commission



**SCHOOL OF  
TEACHER  
EDUCATION**

Mr Brian Booth, Sydney CAE  
Mrs Beverley Bowyer, NSW Department of Education  
Mr Brian Cambourne, Riverina CAE  
Mrs Claire Debreczeny, St Pius X School, Chatswood  
Ms Jenny de Jonge, Drummoyne High School  
Professor Des Drinkwater, University of NSW  
Mrs Pat Edwards  
Mr Ian Feneley, NSW Department of Education  
Mrs Angela Glover, Henry Kendall High School  
Dr Judith Goyen, Macquarie University  
Dr William Grant, NSW Department of Education  
Mrs Gaye Hart, Australian Education Council  
Dr Les Higgins, Sydney CAE  
Mr Greg Hotchkis, Macquarie University  
Ms Barbara Kelly, NSW Department of Education  
Mr Norman McCulla, NSW Department of Education  
Mr J McLean, NSW Department of Education  
Mr John Miller, NSW Department of Education  
Mr Ken Mitchell  
Mr Richard Parker, Milperra CAE  
Dr David Parsons, Newcastle CAE  
Mr John Reid, Naremburn Teachers Centre  
Mr Lance Richardson, Artarmon Public School  
Ms Angela Ridsdale, SCV Toorak  
Mr Ross Shaw, NSW Department of Education  
Dr Dawn Thew, Sydney CAE  
Dr Bernie Thorley, Macquarie University  
Mr George Turnbull, formerly Head, Physical Education  
Department, Kuring-gai College of Advanced Education  
Dr Keith Underwood, Cumberland College  
Mr Keith Watkins, NSW Department of Education  
Mrs Jan Wettone, Barker College

**MEMBERS OF  
THE BOARD OF  
GOVERNORS OF  
THE COLLEGE OF  
LAW**

Mr R H McGeoch (**Chairman**)  
Professor R P Austin  
Mr A H Booth  
Mr K H Duffy  
Mr L G Glanfield  
Mr A R Godfrey-Smith  
Prof J Goldring  
Mr F Gormly, QC  
Mr G R Ireland  
Dr K Knight  
Mr A H Loxton  
Mr N M Mainwaring  
Mr W G Muddle  
Mr T A W Nyman  
The Hon Mr Justice Priestley  
Mr C J Roper  
The Hon Mr Justice Samuels  
Ms D Schmidmaier  
Mr W V Windeyer

# College Regulations

Student Regulations  
General Rules for Masters Degrees  
Traffic and Parking Regulations



# STUDENT REGULATIONS

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## Student Regulations General Rules for Masters Degrees Traffic and Parking 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 1987, 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 ten units at the examination.

The following subjects shall be recognised matriculation subjects:

- Agriculture
- Ancient History
- Arabic
- Art
- Bahasa Indonesia/Malaysia
- Chinese
- Classical Greek
- Croatian
- Czech
- Dutch
- Economics
- English
- Estonian
- 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  
 Rural Technology  
 Russian  
 Science - Biology, Chemistry, Geology, Physics, Science  
 Serbian  
 Sheep Husbandry and Wool Technology  
 Slovenian  
 Society and Culture  
 Spanish  
 Textiles and Design  
 Turkish  
 Ukrainian  
 Vietnamese

except that not more than two courses may be chosen from the following list of courses:

- All unrelated 2 unit courses, i.e.
  - Mathematics in Society
  - Industrial Technology
  - Economics and Society
  - Australia and its Neighbours
  - Music Course (Course I)
- All 2 unit general courses, including 2 unit general English.
- All 2 unit Z language courses.

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 fulfill 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 120 days 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 Students will normally be admitted to the third phase of the programme after the successful completion of Phase 1. Entry to the second part-time year of this phase however, will normally be dependent on the student's supplying a certificate that he/she has satisfactorily completed

at least 60 days of professional experience; and the award of the degree will generally be dependent on the satisfactory completion of at least 120 days of professional experience in all, including at least 60 days of "continuous" experience, though this 60 days can be accumulated in blocks of not fewer than 20 days.

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 Applied Science (Information)

Bachelor of Business

Associate Diploma in Recreation

Diploma of Applied Science (Nursing)

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.
5.
  - 5.1 Graduate Diploma in Education.  
A recognised degree or equivalent award with a relevant major 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 Tertiary Awards.
    - (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 Tertiary Awards.
    - (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 Tertiary Awards.
    - (b) At least two years of professional experience.
  - 5.5 Graduate Diploma in Educational Studies: Primary Music.
    - (a) A degree or three year Diploma as defined by the Australian Council on Tertiary Awards.
    - (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 the field of Music Education or other publicly acknowledged contributions to the field.

**Admission  
to Post-  
Graduate  
Courses**

- 5.6 Graduate Diploma in Library Science.  
Pre-requisite: a UG1 degree or UG2 diploma as defined by the Australian Council on Tertiary Awards, or a university degree.
- 5.7 Graduate Diploma in Teacher Librarianship.  
(a) a UG1 degree or UG2 diploma as defined by the Australian Council on Tertiary Awards or a university degree, and  
(b) a recognised teaching qualification, and  
(c) a minimum of two years successful teaching experience.
- 5.8 Graduate Diploma in Information Studies (Child/ Young Adult)  
(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.
- 5.9 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.
- 5.10 Graduate Diploma in Administration  
1. (a) a recognised degree or equivalent award from a university or other tertiary level educational 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.
- 5.11 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.
- 5.12 Practical Legal Training Course  
A degree in law from the University of Sydney, the University of New South Wales, Macquarie University, the New South Wales Institute of Technology or the Australian National University, or completion of all examination requirements (other than in the subjects of Legal Ethics and Trust Accounts) prescribed for admission as a solicitor by the Solicitors Admission Board.

**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 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 (except in the Practical Legal Training Course) will be permitted up to one week



after the normal close of enrolment on the payment of the prescribed late fee of \$20.00. In the case of the Practical Legal Training Course, late enrolment will be permitted only where the student has completed all of the requirements for the degree prior to the commencement of the course but there is unavoidable delay in the publication of results.

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 26, 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 annually a \$250 administration charge.
13. No refund of the administration charge is permitted should students discontinue or fail to commence a course.
14. As part of enrolment, students are required to pay the annual Students' Representative Council Fee.
15. 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 Students' Representative Council fees. A refund of the Students' Representative Council fees will be made after the enrolment voucher or letter of authority has been lodged.
- Extension of Time for Payment**
16. Any student who is unable to pay the Students' Representative Council 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**
17. 17.1 It is the responsibility of students to seek a waiver of late fees or charges 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.
- 17.2 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.
- 17.3 Authority for the waiver of late fees shall rest in the Principal or the Principal's nominee.
- Failure to Meet Liabilities**
18. 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 or charges until such indebtedness is discharged.
- Refund of Fees**
19. 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**
20. 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.
  21. 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**
22. 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.
  23. 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 a semester-unit for which they are enrolled, and receive credit on the basis of successful performance in the assessment requirements.
  24. 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**
25. 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**
26. 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**
27. 1 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.
  27. 2 In the case of courses offered by the School of Practical Legal Training, students may not enrol, except with the permission of the Head of School, after the commencement of teaching.
  28. Where students are permitted to change their programmes of study, pursuant to Regulations 26 and 27 above, and such 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:
    - 28.1 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 tenth 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.
    - 28.2 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 28.1 above.
    - 28.3 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 28.1 above.
    - 28.4 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.

28.5 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 cases they shall be deemed to have failed in the semester-unit or semester-units concerned.

28.6 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.

28.7 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**

29. 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.

30. 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.

31. The total time allowed for completion of a course set out in 29 above shall not include periods of approved release from attendance requirements (see 24) or periods of exclusion from courses (see 35) or leave of absence (see 25).

**Exclusion  
from Courses**

32. 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.

33. 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 29 above.

34. 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.

35. 35.1 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.

35.2 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.

36. 36.1 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".
- 36.2 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**

37. 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. Such requirements may include compliance with reasonable directions from academic staff in relation to conduct both within the College and outside the College for recognised College course requirements such as field trips, field experience, teaching practice, nursing practice experience and clinical experience.
38. Members of staff of the College, have the authority to require orderly and acceptable conduct by students during their participation in activities directly associated with College course requirements.

### **Correspondence Change of Address**

39. All correspondence should be directed to the Secretary and students should quote their student number.
40. 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.
41. 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**

42. 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 45.1 and 45.2 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**

43. 43.1 A final assessment, incorporating all the means of assessment adopted for the semester-unit, will be made at the conclusion of each semester-unit, i.e. normally at the end of the semester. In some cases (e.g. the skills seminars in the Master of Administration course), the Academic Board may approve the arrangement of semester units in sequence with the assessment being made at the end of the sequence as a whole.
- 43.2 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** 44. Students will be notified of their final assessment by mail to their last recorded address.
- Special Assessment** 45. 45.1 Provision of Special Assessment: In the case of illness or misadventure, the appropriate Board of Studies may recommend provision of special assessments.  
 45.2 The appropriate Board of Studies may recommend the provision of a special assessment to students who fail in one unit only in the final semester of a course where their academic record contains no previous failures.  
 45.3 Illness or Misadventure during the Semester: Students, who because of illness or misadventure, experience difficulty in meeting assessment requirements, or believe that their performance in a piece of assessment or examination is affected, should bring the circumstances (supported by medical or other evidence) to the notice of the Head of School through the Secretary, no more than three days after the date of examination or the due date for the assessment.  
 45.4 A Board of Studies, at its discretion, may extend the period of submission of this notice beyond the period specified in 45.3.
- Illness or Misadventure at the Time of an Examination** 46. 46.1 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.  
 46.2 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.  
 46.3 A Board of Studies at its discretion, may extend the period of submission of this notice beyond the period specified in 46.1 and 46.2.
- Examination Timetables** 47. 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** 48. 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** 49. 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** 50. 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** 51. Reading time of ten minutes prior to the commencement of the examination will be allowed.

## **Conduct of Candidates**

52. 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.

A bag or briefcase may be placed inside the examination room in a location indicated by the Examination Supervisor. However, no bag, writing paper, blotting paper, manuscript or book, other than a specified aid may be placed on or near the student's examination desk or table.

Smoking is not permitted in an examination room.

## **Student Appeals Procedure**

- 53.1 Students have the right to appeal against any decision of a Board of Studies which affects them.

- 53.2 In regard to any decision of a Board of Studies, students should first apply in writing to the Board of Studies. Details of the procedures to be followed in making the appeal should be obtained from the appropriate Board.

- 53.3 In the event of the appeal to the Board of Studies being dismissed, students may appeal to the Academic Board.

- 53.4 Any appeal to the Academic Board must be lodged with the Secretary within one month from the dismissal of the appeal by a Board of Studies.

- 53.5 The appeal shall state:

- The full name, I.D. number and address of the student;
- the decision in respect of which the appeal is made;
- the ground/s of the appeal;
- the reason/s for the appeal;
- the appeal must where possible, be supported by documentation of material matters which the appeal raises.

- 53.6 Appeals Committee of the Academic Board.

53.6.1 There shall be an Appeals Committee of the Academic Board.

53.6.2 Membership of the Appeals Committee will consist of five members of the Academic Board of which three are academic staff members and two are student members; elected annually by the members of the Academic Board.

Except where they resign in writing to the Chairman of the Academic Board, members will hold office until the election of a new Committee.

53.6.3 The Appeals Committee shall elect a Chairman from among its members, who shall be a member of the academic staff.

53.6.4 Members of the Appeals Committee shall be ranked by lot at the Committee's first meeting following their election.

- 53.7 Appeals Panels.

53.7.1 There shall be Appeals Panels of the Appeals Committee.

53.7.2 All student appeals addressed to the Academic Board shall be heard by an Appeals Panel.

53.7.3 An Appeals Panel shall consist of:

- The Chairman of the Appeals Committee; and
- Two persons appointed in rotation when available from the ranked committee, at least one of whom shall be a student, provided that no member shall be appointed to an Appeals Panel if that person was a member of the Appeals Committee of the Board of Studies which rejected the student's appeal.

- 53.8 The Appeals Panel shall where practicable 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 practicable to do so.

53.9 A student may choose:

- not to appear before the Panel; or
- to appear before the Panel in person; or
- to appear before the Panel through an agent, in which case the student may also attend as an observer

53.10 If the student appears before the Panel 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 Panel at the request of the Chairman of the Appeals Committee.

53.11 The Appeals Panel may request other appropriate persons to provide information if prior to calling those persons, the Panel notifies the student of its intention and hears the student on the matter.

53.12 The Appeals Panel shall:

- examine all persons called to give information in the presence of the student;
- allow the student to examine those persons.

53.13 The decision of the Appeals Panel shall be final.

53.14 Subject to the foregoing, the Chairman of the Committee shall determine the procedure to be followed in a hearing by the Panel after consultation with the parties.

54. Interpretation.

In the case of courses offered by the School of Practical Legal Training, the words 'semester-unit/s' wherever used in the regulations shall be read as 'course/s'.

## 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 undergraduate 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: Supervision 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.
- (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.

- Change of Thesis Subject** (b) After the subject has been approved the Thesis subject may not be changed except with the permission of the Academic Board.
- 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 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 conjointly 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**

- 8.2 The candidate may be required to undertake an oral examination of the Thesis under such conditions as determined by the Academic Board.

**Admission  
to Degree**

- 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 re-examination, 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' Union  
Student Representative Council  
Sports Association  
Student Facilities  
AIESEC





# **THE STUDENTS' UNION OF KURING-GAI COLLEGE OF ADVANCED EDUCATION**

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The Students' Union is the organisational body for all bona fide students of the College. Students are automatically granted membership upon payment of the Union fees at enrolment.

## **The Students' Representative Council**

The Students' Representative Council (SRC) is the student elected body which governs the Students' Union. It consists of an Executive and a Council of Representatives, all of which are students of the College. Executive members are elected in October each year by all students at the College, whilst the Council of Representatives is elected by each School of the College so that each School has its own Representatives. Councillor elections are usually held in November each year.

It is the purpose of the SRC to promote the interests of students through representations to both College staff and administration, and to provide a wide variety of services, amenities and activities of direct benefit to all students.

The SRC provides a direct access for students into the day-to-day functioning and long term planning of the College. As the definitive population of the College, students have, in their own organisation, the potential to influence all aspects of the College environment.

The SRC represents an opportunity for all students to extend the educational possibilities available to them in the College. It provides an association within the institution of the College and offers, through participation, an insight into the relationship between the individual and the wider College community. This participation begins with a general interest in the SRC and extends to active involvement as a Councillor or Executive office holder.

The SRC operates through regular fortnightly meetings of the full Council, with day-to-day administration being handled by the Executive. Council meetings are open to all students, the dates and times of which are routinely posted on SRC notice boards on level 5.

## **Finances**

Student fees are levied as membership to the Students' Union. The amount of the fees is determined by the SRC, which applies this revenue to its programmes, and those of its affiliated Clubs and Societies. A small proportion of the fees is jointly administered by the College and the SRC for use on planned student amenities.

The SRC allocates the remainder of its revenue to the administration of SRC facilities and the operation of affiliated bodies. The Treasurer submits all financial records of the Union to be audited, and then presents the audited accounts to the SRC Annual General Meeting scheduled for after 30th September each year.

## **Clubs and Societies**

There are a number of Clubs and Societies affiliated with the Students' Union, which cater for the varying interests of students. These are co-ordinated by the Clubs and Societies Chairperson, and a full time SRC Secretary.

### **Affiliated Clubs & Societies**

Sports Association  
A.I.E.S.E.C.  
Business Society  
Christian Fellowship  
College of Law Students' Association  
KCAE Board Riders Club  
Leisure Studies Association  
Library Society  
Motorcycle Club  
Nursing Association  
Teacher Education Society

### **SRC Education Office**

This office is provided through the SRC for students seeking assistance not generally available within the College. It is staffed by a full time employee of the Students' Union, who is available to both full and part time students to assist with, amongst other things, academic difficulties, finance, tenancy problems and student dealings with both the College and Student Administration.

### **Student Facilities**

Student facilities on campus include an agency of the State Bank providing full banking services between 10 am and 3 pm during semester, a spacious dining hall and canteen providing both hot and light refreshments, and a bookshop, where texts may be ordered and purchased.

A second hand Bookshop is operated by the SRC on level 5. It is the outlet for all College publications, items of clothing with the College insignia, as well as the opportunity for all students to buy or sell any second hand printed material (preferably course oriented) or to purchase postage stamps.

The Students' Union, through a company limited by guarantee, operates a licensed bar and servery area on level 1. This level also contains the offices of all Clubs and Societies affiliated with the Union.

### **Student Union Office Bearers**

#### **1988 Executive:**

<b>President:</b>	Bob Morgan
<b>Education Vice-President:</b>	Andrew Moore
<b>Treasurer:</b>	Peter Johnston
<b>Executive Secretary:</b>	Tony Stoker
<b>Entertainment &amp; Arts Officer:</b>	Tony Crellin
<b>Media Director:</b>	Mirjam Geeves
<b>Clubs &amp; Societies Chairperson:</b>	Celine Amoyal

Executive members and Council Representatives may be contacted through either the SRC General Office, which is open between 9 am and 3 pm, or the Second Hand Bookshop after these hours for part time student access.

## **Sports Association**

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The Sports Association controls and promotes sporting and recreational clubs within the College, providing subsidies for equipment, competition fees, intercollegiates 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 1988:**

<b>President:</b>	Scott Martin
<b>Vice President:</b>	Stuart Pearce
<b>Vice President:</b>	Michael Hodgett
<b>Vice President:</b>	Mick Kelynack
<b>Vice President:</b>	Kristy Madill
<b>Secretary:</b>	Suellen Roberts
<b>Treasurer:</b>	Roger Lloyd

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.

**AIESEC**

AIESEC (pronounced ey-sek) is the French acronym for the International Association of Economics and Business Management Students. The Association was founded in 1948 with Australia becoming a member in 1964. It is the world's largest non-political, non-profit, student run organisation representing over 40,000 students in 62 countries, committed to global management and leadership development.

Through the International Graduate Exchange programme, AIESEC allows over 5,000 assignees each year to work overseas for periods between 2 to 18 months. Projects, seminars, luncheons and study tours also assist AIESEC in achieving its goals of bringing the business and student worlds together, bridging international gaps and complementing students' theoretical education with practical business experience.

Further information regarding AIESEC activities is available from the AIESEC executive. These are:

<b>President:</b>	Emmanuel Datoc
<b>Student Marketer/Secretary:</b>	Victoria Pearce
<b>Communications/Reception Co-ordinator:</b>	Dennis Wong
<b>May 1988 Conference Co-ordinator:</b>	Adam Townley
<b>Financial Controller:</b>	Stuart Pearce
<b>Company Marketer:</b>	Petra Koziollek
<b>Exchange Controller:</b>	Michael Corcoran
<b>Company Marketer:</b>	George Scammell
<b>Public Relations Co-ordinator:</b>	Jodie Robb

The executive can be contacted in the AIESEC office, Kuring-gai College, telephone 46-5242 or by writing to P.O. Box 210, Lindfield, 2070.



# General Information

College Shield and Colours  
College Awards and their Abbreviations  
Teacher Education Scholarships (Advisory Office)  
AUSTUDY  
ABSTUDY  
Postgraduate Awards Scheme  
Prizes  
Scholarships  
International Exchange Programme  
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
Recreation and Community Studies	Rust
Nursing Studies	Red

## COLLEGE AWARDS AND THEIR ABBREVIATIONS

The following list shows College courses and their abbreviations as approved by the Higher Education Board. The approved abbreviation may optionally be followed by KCAE to indicate that the award was conferred by Kuring-gai College of Advanced Education.

### Award

### Abbreviation

Associated Diploma in Community Organisations	Assoc.Dip.Community Organisations
Associate Diploma in Recreation	Assoc.Dip.Rec.
Associate Diploma in Security Management	Assoc.Dip.Sec.Mgt.
Diploma of Applied Science (Nursing)	Dip.App.Sc. (Nursing)
Diploma of Teaching (various)	Dip.Teach.
Bachelor of Applied Science (Information)	B.App.Sc.(Information)
Bachelor of Arts (Leisure Studies)	B.A.(Leisure.Stud.)
Bachelor of Arts (Library Science)	B.A.(Lib.Sc.).
Bachelor of Business	B.Bus
Bachelor of Education	B.Ed.
Graduate Diploma in Administration	Grad.Dip.Admin.
Graduate Diploma in Children's Literature	Grad.Dip.Child.Lit.
Graduate Diploma in Communication Management	Grad.Dip.Communication.Mgt.
Graduate Diploma in Education	Grad.Dip.Ed.



Graduate Diploma in Educational Studies (various)	Grad.Dip.Ed.Studies
Graduate Diploma in Finance	Grad.Dip.Fin.
Graduate Diploma in Information Studies	Grad.Dip.Inf.Stud.
Graduate Diploma in Leisure Studies	Grad.Dip.Leisure Stud.
Graduate Diploma in Library Science	Grad.Dip.Lib.Sc.
Graduate Diploma in Teacher Librarianship	Grad.Dip.Teach.Lib.
Master in Administration	M.Admin.
Master of Arts in Children's Literature and Reading	M.A.(Child.Lit./Reading)
Master of Arts (Library Science)	M.A.(Lib.Sc.)
Master of Finance	M.Fin.

**N.B.** The approved abbreviations include full stops as shown, but these may be omitted.

## **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.

## **AUSTUDY**

AUSTUDY assistance may be available to full-time tertiary students. Eligibility is based on a number of income, age and academic requirements.

In 1988 the maximum weekly rates of allowance range from \$50 to \$91.20. Fares and dependant spouse allowance may also be payable.

The level of assistance for most students is determined by applying an income test to the parental income. (The income test may be relaxed where there are 2 or more students in the family undertaking full-time study).

Students may be assessed without regard to parental income if they qualify for the Independent rate of allowance. Students may be regarded as Independent if they:

- turn 25 or over during the year of study
- are/were married
- have worked full-time (ie 35 hours a week or full award hours) for three of the past four years. Part-time employment cannot be counted.
- are orphans
- are State or Commonwealth wards
- are refugees without parents in Australia
- are homeless

Students receiving the Supporting Parents Benefit, the Widows Pension Class A, the Invalid or Carer's Pensions will not normally be paid the full range of AUSTUDY benefits. They will be paid free of income test a taxable Education Supplement of \$15 a week.

### **Applications**

Continuing students should submit their applications as soon as their results are available. New students should lodge their applications as soon as possible after they have completed their enrolments.

Students are normally required to submit their applications by 31 March to receive their full year's entitlement.

**REMEMBER:** An **EARLY** application means **EARLY** payment.

### **Enquiries**

AUSTUDY information and application forms may be obtained from the Commonwealth Department of Education, 59 Goulburn Street, SYDNEY, NSW, 2000, (P.O. BOX 596, HAYMARKET, NSW, 2001) Telephone: (02) 218 8800.

## **ABSTUDY**

ABSTUDY provides assistance for Aboriginal and Torres Strait Islander students in a wide range of full and part-time courses.

ABSTUDY benefits include living allowances, part-time allowances, dependents allowances and payment of tutorials. In certain circumstances, fares costs may be covered.

ABSTUDY enquiries should be directed to:

Commonwealth Department of Education, Aboriginal Education Section, 59 Goulburn Street, SYDNEY, NSW, 2000. (P.O. Box 596, HAYMARKET NSW 2001) Telephone: (02) 218 8784

### **Higher Education Administration Charge (HEAC)**

Students who are required to pay the HEAC and are eligible for an allowance under ABSTUDY, AUSTUDY or PGA will have the charge covered by their allowance.

## **POSTGRADUATE AWARDS SCHEME**

A limited number of competitive postgraduate awards are made available by the Commonwealth Department of Employment, Education and Training to assist students undertaking full-time Masters degrees by research or course work at colleges of advanced education.

Students undertaking approved study at a college of advanced education may apply for a Postgraduate Advanced Education Institution Award.

The awards are open to Australian citizens or permanent residents who have not already completed a Masters or PhD degree.

Advanced Education Institution Awards must be lodged by 31 October of the year prior to study. Enquiries concerning postgraduate awards should be directed to the Department on (02) 218 8935.

## **PRIZES**

The following prizes are offered in the School of Financial and Administrative Studies in 1988:

### **Australian Bank Prize in Finance**

Value \$1,000. Awarded annually to a student graduating with the Bachelor of Business Finance Specialisation. The award will be based on the best aggregate performance in the units, Modern Finance Theory, International Finance, Advanced Corporate Finance, Security Analysis and Portfolio Management.

### **Australian Institute of Bankers' Prize in Banking Law**

Value \$125. Awarded to the Student with the best overall performance in the unit Banking Law.

### **Australian Society of Accountants Prize for Best Performance in First Year**

Value \$250 and an inscribed medallion. For the highest aggregate score in the units Accounting I and Accounting II.

### **Australian Society of Accountants Prize for Best Performance in Second Year**

Value \$250 and an inscribed medallion. For the highest aggregate score in the units Accounting III and Accounting IV.

### **Australian Society of Accountants Prize for Best Graduating Student**

Value 2 years free Society membership, an inscribed medallion and a certificate of academic excellence. Awarded to the student with the highest grades in the seven units Accounting I to Accounting VI and Auditing.

### **Butterworths Book Prizes**

Value \$50 book voucher. Awarded to the best students in the seven units Accounting I to Accounting VI and Auditing.

### **Coopers and Lybrand Prize in Auditing**

Value \$250. Awarded to the student with the best overall performance in the unit Auditing.

### **RAIPA Prize in Public Administration**

Value \$200. Awarded for the best performance in the four unit Public Administration sequence of the Graduate Diploma in Administration.

### **A.I.T.D. Award in Training and Development**

Value 1 years free membership of the Australian Institute of Training and Development, and a book, total value \$100. For excellence in performance in the Training specialisation of the Graduate Diploma in Communication Management.

### **Industrial Relations Society of N.S.W. Award**

Value \$100. Awarded to the student with the best overall performance in the unit Employee Relations III.

## SCHOLARSHIPS

The following scholarships are offered in the School of Financial and Administrative Studies in 1988:

### **Centre for Management Studies Bachelor of Business Scholarships**

Value \$4,000 per annum tenable for up to two years. Two scholarships are offered; one for a new full-time, first year student, the other for a student, either full or part-time, currently enrolled in the Bachelor of Business degree programme. The scholarships are awarded on the basis of academic excellence, community/professional activities and personal achievements.

### **Bankers Trust Australia Ltd. Scholarship in Finance**

Value \$2,500. Awarded annually to a full-time or part-time student enrolled in the Bachelor of Business degree **and** undertaking the **Finance Specialisation**. The award is based on academic excellence and involvement in community, commercial and/or professional activities. Applicants should be in the fourth semester of full-time enrolment (or part-time equivalent) and have completed 31504 Corporate Finance.

## INTERNATIONAL EXCHANGE PROGRAMME

Kuring-gai College maintains a reciprocal programme of international contact and exchange with Bryant College in Rhode Island, USA. A business school, Bryant College was founded in 1863. The 295 acre campus serves over 6000 students who are undertaking a variety of nationally recognised undergraduate and post-graduate degree programmes.

Kuring-gai College students may attend Bryant College for up to two semesters, providing they meet that College's conditions. A number of students from Bryant College attend classes at Kuring-gai College, an arrangement which is also available for the academic staff of both colleges.

Further information is available from Dr. Chris Hall, Economics Department, and from AIESEC (The International Association of Economics and Commerce Students).

## 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.

For further information, contact the Student Counsellor on 467 9283.

## **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 for groups, on request. Services to staff include inter-library loans, a current awareness programme and on-line and manual bibliographic searches.

The Library has a branch at the College of Law, St. Léonards. The College of Law Library provides specialised legal reference assistance to both staff and students, via the CLANN network's OPAC, the CLIRS data base and in-house data bases.

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 George Muir Library and the Department of Production Services Information brochure.

# **CENTRES FOR RESEARCH AND DEVELOPMENT WITHIN THE COLLEGE, 1988**

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## **Ku-ring-gai Community Environmental Centre**

Established in 1988 as a College Bicentennial Project to expand the work of the Centre for Community Environmental Studies and to create a closer link between interested community groups and the College. The activities of the Centre aim to provide direction for adult leisure activities and to encourage studies of the total environment so as to develop in the community a sense of awareness and responsibility towards both the natural and man-made environment. The primary role of the Centre is to provide formal and informal courses in all areas of environmental studies; a secondary role involves research and outreach to community groups.

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 Humanities and Life Sciences**

The Centre intends to provide a multi-disciplinary, non-partisan approach to the discussion of issues arising from the advances in Science and Technology and their application to human life. Through research, discussion, publication and through conferences, workshops and seminars the Centre endeavours to promote and sustain the centrality of the person in examining the uses, control and consequences of technology.

DIRECTOR: A. GRAY

## **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: S. NIELSEN

### **Centre for Information Studies Publications — CRISP**

Established to provide a means of dissemination of original material in the area of library and information science, generated by staff of the School individually or in the context of research and consultancy activities funded from inside or outside the College; to maintain the reputation of the School of Library and Information Studies as a centre for research and development, and innovative approaches to library and information science education.

DIRECTOR: M. BROWNE

### **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.

DIRECTOR: J. COLLINS

### **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: DR. G. LOWRY

### **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 Publication and Information**

Established to publish papers for use as resource material in the College of Law's practical legal training programme. Drawing on the teaching staff of the College and on legal practitioners with professional standing in these fields, the Centre commissions papers on all aspects of the solicitor's work, including advocacy, litigation, professional conduct, solicitor's accounts, probate law, family law, conveyancing, business and company law, and workers' compensation. Full editorial services are provided in the Centre, along with facilities and systems to keep the papers up to date. There are 99 papers in the Centre's current list.

DIRECTOR: K. THOMAS

### **Centre for Reading Education — CENFOREAD**

Established to evaluate and develop curriculum and co-ordinate 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 in Teacher Education — CRITERION**

Established to undertake research on questions and issues relating to teacher education; to collate and review relevant research findings; to monitor existing programmes on request and to suggest improvements; to survey community interests in proposed programmes; to establish links with schools, other research centres and individual workers, and the relevant divisions of the Department of Education and other statutory bodies. The Centre provides a range of services including consultancy and short courses.

DIRECTOR: R. MUNRO

### **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: M. FREEMAN

### **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.

### **Child Study Centre**

The Centre aims to promote research, development and information on the education and welfare of children with disabilities. The Centre operates (in co-operation with the N.S.W. Health Department) the Kuring-gai Playgroup for pre-school children with disabilities, supports research in special education, organises community extension courses and publishes brief reports and reviews of research.

DIRECTOR: DR. J.W. McCAWLEY





# Course Information

School of Financial and Administrative Studies



# SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

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The formation of the School of Financial and Administrative Studies in January 1974 marked the first major step in the multi-disciplinary development of Kuringgai 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 1988 the School is offering the following programs:

- Bachelor of Business Degree
- Graduate Diploma in Administration
- Graduate Diploma in Communication Management
- Master of Administration Degree

The focus of each of the School's 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.

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**

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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.

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

- |              |   |
|--------------|---|
| Vocational   | —providing at least 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.  |

**N.B.** A Course Review of the Bachelor of Business degree was undertaken in the second half of 1987. It is expected that, as a result of this review and subject to the approval of the Higher Education Board, new majors in Finance and Computing and new specialisations in International Business and Business Law will be offered to students from the beginning of 1988. For further information, contact the School of Financial and Administrative Studies.

**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:

- i. the handling of quantitative data, covered in Quantitative Methods I & II; Computing I; Corporate Finance; and Accounting I, II & IV
- ii. the study of organisations and managerial work, in the units: Work Organisation & Society; Organisation Behaviour; Political Behaviour; and Communication I & II
- iii. 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, Employee Relations I, Marketing for Managers, 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.

Both Accounting and Management students may obtain Senior Associate status with the Australian Institute of Bankers if they complete the units Financial Institutions and Markets and Banking law.

### **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) — Software Engineering, Programming & Systems Analysis
- Computing III — Commercial Applications Design
- Computing IV — Data Management and Database Management Systems

**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, late afternoon and/or, weekend classes may 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 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 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 and 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 should contact the Head of the relevant Department and ask for arrangements to be made.

If the grade or mark is still considered to be unacceptable, students should submit an 'appeal against assessment results form' to the Board of Studies. This form 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. All appeals to the Board of Studies must be made on the relevant form.

- 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 student 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 as soon as possible and, at the latest, before the end of the first week of the next semester. 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, Section 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 Programmes**

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	4	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
	31305	Accounting III	3	8
	31504	Corporate Finance	3	8
	32301	Economy and Society III	3	8
	34301	Company Law	3	8
IV	31405	Accounting IV	3	8
	31406	Auditing	3	8
	32402	Financial Institutions and Markets	3	8
	34201	Commercial Law Electives* (at least one)	3	8
V	31502	Security Analysis and Portfolio Management	3	10
	31505	Accounting V	4	10
	34401	Revenue Law	3	10
		Electives* (at least one)		
VI	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 PART-TIME PROGRAMME

### Accounting Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	4	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	32201	Economy and Society II	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*		
XI		Elective*		
XI	31502	Securities Analysis & Portfolio Management	3	10
		Elective*		
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 FULL-TIME PROGRAMME

## Management Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	4	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
	36406	Employee Relations I	3	8
IV	31405	Accounting IV	3	8
	32402	Financial Institutions and Markets	3	8
	36403	Marketing for Managers	3	8
	36302	Government and Business 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

### Management Major

Semester	Unit Number	Unit†	Nominal Class Contact	Week Hours
I	31105	Accounting I	4	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
	36406	Employee Relations I	3	8
VI	31405	Accounting IV	3	8
	32402	Financial Institutions and Markets	3	8
	36403	Marketing for Managers	3	8
VII	31504	Corporate Finance	3	8
	34301	Company Law	3	8
VIII	36302	Government and Business 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: 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.

# GRADUATE DIPLOMA IN ADMINISTRATION

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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.T.A. 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:

	<b>Semester Units</b>
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 *#	Social	Social	Social
Semester	Dynamics	Statistics A	Economics A
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, Social Statistics A, 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.

*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: Managerial Decision-Making and Management Information Systems.

Other skills subjects may be taken as electives. Subjects in this category include: Law and Administration; Accounting, Finance and Management; Computer Systems; Systems Design; Research Project; and Topics in Finance, Law or Accounting.

*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.

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 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 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 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	2	7
	Elective Unit*	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:

Accounting, Finance & Management; Topics in Finance, Law & Accounting; Law & Administration; Media Management; Research Project; Employee Relations Administration; Community Studies; Managing Discrimination; Managing Communication; Computer Systems; and Systems Design.

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**

<b>Semester</b>	<b>Unit Number</b>	<b>Unit†</b>	<b>Nominal Class Contact</b>	<b>Week Hours</b>
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:

Accounting, Finance & Management; Topics in Finance, Law & Accounting; Law & Administration; Media Management; Research Project; Employee Relations Administration; Community Studies; Managing Discrimination; Managing Communication; Computer Systems; and Systems Design.

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.

## MASTER OF ADMINISTRATION

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The Master of Administration degree is designed for persons who are taking roles as administrators in both for-profit and not-for-profit organisations. 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 of 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

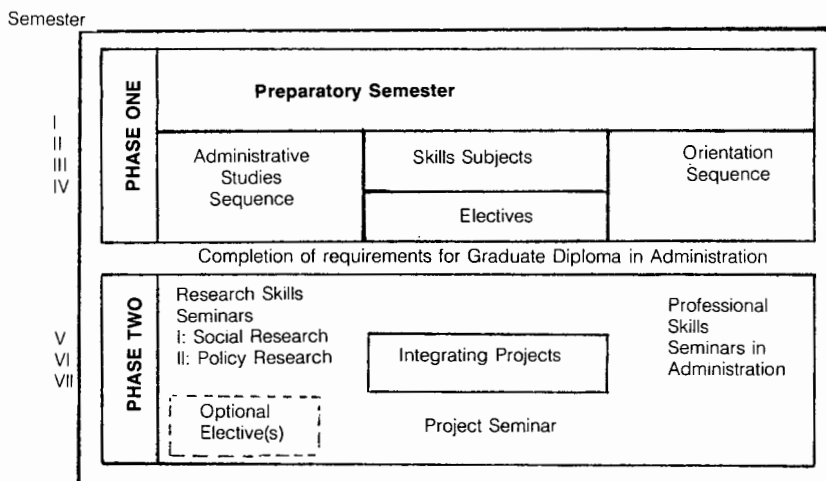
The Master of Administration degree has been designed in two phases. Phase one consists of the Graduate Diploma in Administration, which is offered over four or five semesters of part time study (depending on the student's background). Phase two extends the skills and understandings developed in Phase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

Phase one, the Graduate Diploma in Administration, is discussed on pages 95-101.

In Phase two, 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 OF 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 may require attendance for up to four hours per week, while other seminars require attendance for three hours per week.

### Admission Requirements

Since the number of places in Phase Two will be limited, entry will be competitive. Applicants must have successfully completed the Graduate Diploma programme with Credits or Distinctions in their final two semesters of the Administrative Studies sequence. It may also be necessary for their results in the final two semesters of their Orientation Sequence to be taken into account when allotting places in the Master of Administration.

### 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.



### **Award of the Master of Administration**

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 Master of 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 Master of 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 requirement 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

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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.T.A. 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 educational 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: Managing 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 of the School of Financial and 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	Managing 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 Elective (from Group A)*	2	7
			2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation Elective (from Group B)*	2	7
			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  
 Managing Discrimination

### Group B Electives

Video Production  
 Communication Management Project  
 Systems Design  
 Curriculum Design  
 Information Resources IIIB  
 Law and Administration  
 Social Statistics A  
 Employee Relations Administration

\* 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	Managing 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 Elective (from Group A)*	2	7
			2	7
IV	11806	Applications of Communication Theory	2	7
	36701	Individual and Organisation Elective (from Group B)*	2	7
			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  
 Managing Discrimination

### Group B Electives

Managing Training and Development  
 Communication Management Project  
 Systems Design  
 Curriculum Design  
 Information Resources IIIB  
 Law & Administration  
 Social Statistics A  
 Employee Relations Administration

\* 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	Managing 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  
 Law & Administration  
 Social Statistics A  
 Employee Relations Administration





# Course Information

THE COLLEGE OF LAW  
functioning as  
School of Practical Legal Training



# THE COLLEGE OF LAW

## SCHOOL OF PRACTICAL LEGAL TRAINING

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### **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:

Litigation	including advocacy, criminal law, civil litigation, family law, creditors' remedies and bankruptcy and workers compensation
Property/Commercial	including wills, administration of estates, real estate transactions and business law
Legal Practice	including accounting, professional responsibility, drafting, interviewing and advising, office management, negotiating and computers in legal practice.

There are no options within the programme.

### **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 conduct matters as a solicitor would in practice. Students concentrate on work in either the Litigation or Property/Commercial area before transferring to the other area approximately halfway through the course. Instruction in the skills of drafting, interviewing, negotiation, office management and research and in accounting and professional responsibility is integrated into these areas of work. Practice courts covering advocacy in various areas of civil and criminal litigation are also undertaken by students.

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

School of  
Library and Information Studies



## SCHOOL OF LIBRARY AND INFORMATION STUDIES

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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 allow for normal and mature age entry, basic and advanced study with varied patterns of attendance.

- (a) Bachelor of Arts (Library Science): a three year degree course in general studies and library and information studies which had its last intake in 1985.
- (b) Bachelor of Applied Science (Information): formerly Bachelor of Arts (Information Science): a three year degree course offered for the first time in 1986 to provide training for information professionals engaged in the collection, storage, processing and dissemination of information.
- (c) Bachelor of Education (Teacher Librarianship): a four year course offered jointly with the School of Teacher Education and designed to provide a dual qualification in Librarianship and Primary Teaching. (Details under School of Teacher Education).
- (d) Graduate Diploma in Library Science: a one year graduate diploma course in library and information studies for persons with a UG1 degree or UG2 diploma as defined by the Australian Council on Tertiary Awards, or a University degree.
- (e) Graduate Diploma in Teacher Librarianship: a one year graduate diploma course in library and information studies with special emphasis on teacher librarianship, for persons with a UG1 degree or UG2 diploma as defined by the Australian Council on Tertiary Awards, or a university degree, plus a recognised teaching qualification, plus a minimum of 2 years successful teaching experience.

All general courses are designed to meet the requirements of the Library Association of Australia.

- (f) Graduate Diploma in Information Studies (Child/Young Adult): 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.
- (g) Master of Arts (Library Science): A two year full-time or 3½ year part-time 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 development as a field of study.

**\* Not all programmes are offered each year.**



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

All programmes are designed to provide knowledge and skills appropriate for information work and to assist students to further develop their intellectual capacity, initiative, creativity and analytical approaches to problem solving.

## 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: 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.

## BACHELOR OF EDUCATION (TEACHER LIBRARIANSHIP)

Details of this programme under School of Teacher Education.

## 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.

**NOTE: This course had its last intake in 1985. This information is provided for the benefit of current enrollees.**

## Structure of the Course

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

**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
OR	
Law and Society	34101
Foundations of Law II	34405
Foundations of Law III	34505
Judicial Process	34205
Foundations of Law I	34305
Law and Justice	34605

#### (c) Political Science

Political Behaviour	35102
An Introduction to American Politics	35202
Community Politics	35301
Politics and Welfare	35402
The Modern State: Theory & Practice	35502
Australian Political Issues	35501
OR	
Political Behaviour	35102
Community Politics	35301
The Modern State: Theory & Practice	35502
Australian Political Issues	35501
Organisation Behaviour	36201
Organising Human Services	36205

#### (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	36202
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
<b>C. Practice Studies</b>	42101

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.

## 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 unit 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 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.

### 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	6or8
	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	6or8
	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	6or8
	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	6or8
	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**

<b>Semester</b>	<b>Unit Number</b>	<b>Unit †</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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	6or8
	41404	Information Resources IVA	2	8
	41208	Information Methods IIA	3	6
VIII		General Studies Elective	3or4	6or8
	41308	Information Methods IIIA	3	8
IX		General Studies Elective	3or4	6or8
	41107	Information Users IA	3	6
	41408	Information Methods IVA	3	8
X		General Studies Elective	3or4	6or8
	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.

# **BACHELOR OF APPLIED SCIENCE (INFORMATION)**

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The programme provides training for information professionals who will be engaged in the collection, storage, processing and dissemination of information.

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

## **Structure of the Course**

**1. Required Studies** - incorporating Contextual, Major, Minor, Skill and Professional Studies.

(a) Contextual Studies:

The Information Environment 41110

(b) Major Study:

Information Science 1 41120  
Information Science 2 41220  
Information Science 3 41320  
Information Science 4 41420  
Information Science 5 41520  
Information Science 6 41620

(c) Minor (Supporting) Studies:

Introduction to Communication 11100  
Psychology 12126  
Work, Organisation & Society 35103

Minor (Disciplinary) Studies

### **Communication Studies**

Interpersonal Communication 11111  
Organisational Communication 11414  
Communication in Small Groups **or** 11314  
Mass Communication 11514

**OR**

### **Computing Science**

Computing Science 1 38203  
Computing Science 2 38303  
Computing Science 3 38403  
Computing Science 4 38503

**OR**

### **Organisational Studies**

Political Behaviour 35102  
Organisation Behaviour 36202  
Organising Human Services **or** 36205  
Government and Business 36302

(d) Skill Units:

Administrative Techniques in  
Information Provision 41415  
Introduction to Computing 41113  
Research Methods 1 41303  
Statistics 1 41202  
Techniques for Information Production 41218

(e) Professional Studies:		
	Professional Studies 1	41119
	Professional Studies 2	41219
	Professional Studies 3	41319
	Professional Studies 4	41419

**2. Elective Studies** — choose 8 or 9 units total — depending on Minor Disciplinary Sequence. At least 1 unit must be chosen from each group, with a maximum of 3 units only from Group 2 — Target Group Studies.

### **Group 1**

Information Collection Management	41510
Information Systems Design 1	41309
Information Systems Design 2	41409
Instructional Design	12226
Management for Information Provision	41515
Marketing in Information Provision	35104
Information Dissemination	41418
Research Methods 2	41403
Statistics 2	41302
Video Production	11105
Subject Information Resources	41310

### **Group 2 - Target Group Studies**

Business	41601
Children/Young Adult	41602
Education	41603
Ethnic Communities	41604
Government	41605
Health	41606
Recreation	41607
Welfare	41608

## **AWARD OF THE DEGREE**

1. In order to qualify for the award of Bachelor of Applied Science (Information) a student must complete 31 semester units, including 6 units in the major study; 3 units in minor disciplinary studies (4 units if the sequence chosen is in Computing Science); 3 minor supporting studies units; 4 units in professional studies; 5 skill units; 9 elective studies units (8 units if Computing Science sequence is chosen as minor disciplinary study).
2. 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.
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.

## BACHELOR OF APPLIED SCIENCE (INFORMATION) — A TYPICAL FULL-TIME PROGRAMME

Semester	Unit Number Unit †	Class Contact Hours	Week Hours
I	41110 The Information Environment	3	6
	41120 Information Science 1	4	8
	12126 Psychology	3	8
	35103 Work, Organisation & Society	3	6
	11100 Introduction to Communication	3	6
	41113 Introduction to Computing	3	8
II	41220 Information Science 2	4	8
	41119 Professional Studies 1	2	6
	41218 Techniques for Information Production	3	6
	41202 Statistics 1	3	8
	<i>Minor (Disciplinary) Study*</i>	3	6
III	41320 Information Science 3	4	8
	41219 Professional Studies 2	2	6
	41303 Research Methods 1	3	8
	<i>Elective**</i> <i>Minor (Disciplinary) Study*</i>	3	6
IV	41420 Information Science 4	4	8
	41415 Administrative Techniques in Information Provision	3	8
	<i>Elective**</i>	3	6
	<i>Elective**</i>	3	6
	<i>Minor (Disciplinary) Study*</i> <i>or</i> <i>Elective**</i>	3	6
V	41520 Information Science 5	4	8
	41319 Professional Studies 3	2	8
	<i>Elective**</i>	3	6
	<i>Elective**</i>	3	6
	<i>Minor (Disciplinary) Study*</i> <i>or</i> <i>Elective**</i>	3	6
VI	41620 Information Science 6	4	8
	41419 Professional Studies 4	2	8
	<i>Elective**</i>	3	6
	<i>Elective**</i>	3	6
	<i>Elective**</i>	3	6

\* Students must complete 3 Units of Minor (Disciplinary) Studies, if the area chosen is Organisational Studies or Communication Studies; 4 units must be completed if Computing Science is chosen.

\*\* Students must complete 9 electives (or 8 if Computing Science is the Minor (Disciplinary) Study chosen), ensuring that the 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 APPLIED SCIENCE (INFORMATION) — A TYPICAL PART-TIME PROGRAMME

Semester	Unit Number Unit †	Class Contact Hours	Week Hours
I	41110 The Information Environment	3	6
	41120 Information Science 1	3	6
	12126 Psychology	3	8
II	41220 Information Science 2	4	8
	35103 Work, Organisation & Society	3	6
III	41320 Information Science 3	4	8
	11100 Introduction to Communication	3	6
	41113 Introduction to Computing	3	6
IV	41420 Information Science 4	4	8
	41218 Techniques for Information Production	3	6
V	41520 Information Science 5	4	8
	<i>Elective**</i>	2	6
VI	41620 Information Science 6	4	8
	41202 Statistics 1	3	8
	<i>Minor (Disciplinary) Study*</i>	3	6
VII	<i>Elective**</i>	3	6
	<i>Elective**</i>	3	6
	<i>Minor (Disciplinary) Study*</i>		
VIII	41119 Professional Studies 1	2	6
	<i>Elective**</i>	3	6
	<i>Minor (Disciplinary) Study*</i>	3	6
	<i>or Elective**</i>	3	6
IX	41219 Professional Studies 2	2	6
	41303 Research Methods 1	3	8
	<i>Minor (Disciplinary) Study*</i> <i>or Elective**</i>	3	6
X	41415 Administrative Techniques in Information Provision	3	8
	<i>Elective**</i>	3	6
	<i>Elective**</i>	3	6
XI	41319 Professional Studies 3	2	8
	<i>Elective**</i>	3	6
XII	41419 Professional Studies 4	2	8
	<i>Elective**</i>	3	6

\* Students must complete 3 Units of Minor (Disciplinary) Studies, if the area chosen is Organisational Studies or Communication Studies: 4 units must be completed if Computing Science is chosen.

\*\* Students must complete 9 electives (or 8 if Computing Science is the Minor (Disciplinary) Study chosen), ensuring that the 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 LIBRARY SCIENCE**

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Pre-requisite: a UG1 degree or UG2 diploma as defined by the Australian Council on Tertiary Awards or a university degree.

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

### **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	42701

\* Practice Studies: includes field visits, one field trip and one placement. Each full-time student is required to undertake a block period of two weeks Practice Studies within each Semester. Each part-time student is required to undertake a block period of two weeks Practice Studies in each semester of the second year of their course, although some adaptation of the programme may be necessary if you are already employed by an information agency.

### **Graduate Diploma in Library Science — FULL-TIME PROGRAMME**

Semester	Unit Number	Unit†	Class Contact Hours	Week Hours
I	41101	Information Agencies IB (block)	2**	6
	11702	Communication IC	2	4
	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

\*\* Information Agencies IB is offered as a block unit in the first two weeks of Semester I. The remaining five units of the Semester I programme commence in week 3.

## Graduate Diploma in Library Science — PART-TIME PROGRAMME

Semester	Unit Number	Unit†	Class Contact Hours	Week Hours
I	41101	Information Agencies IB (block)	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.

\*\* Information Agencies IB is offered as a block unit in the first two weeks of Semester I. For students unable to attend classes during the day, this involves attendance on one or two Saturdays in addition to week night classes in the first two weeks. The remaining two units of the Semester I programme commence in week 3.

## GRADUATE DIPLOMA IN TEACHER LIBRARIANSHIP

Pre-requisite: a UG1 degree or UG2 diploma as defined by the Australian Council on Tertiary Awards or a university degree, plus a recognised teaching qualification, plus a minimum of two years successful 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	42702

\* Practice Studies: includes field visits, one field trip and one placement. Each full time student is required to undertake a block period of two weeks Practice Studies within each Semester. Each part time student is required to undertake a block period of two weeks Practice Studies in each semester of the second year of their course.

## Graduate Diploma in Teacher Librarianship — FULL-TIME PROGRAMME

Semester	Unit Number Unit†	Class Contact Hours	Week Hours
I	41101 Information Agencies IB (block)	2**	6
	11702 Communication IC	2	4
	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.

\*\*Information Agencies IB is offered as a block unit in the first two weeks of Semester I. The remaining five units of the Semester I programme commence in week 3.

## Graduate Diploma in Teacher Librarianship — PART-TIME PROGRAMME (Day Attendance Only)

Semester	Unit Number Unit†	Class Contact Hours	Week Hours
I	41101 Information Agencies IB (block)	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.

\*\*Information Agencies IB is offered as a block unit in the first two weeks of Semester I. The remaining two units of the Semester I programme commence in week 3.

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.

## **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 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.

## **GRADUATE DIPLOMA IN INFORMATION STUDIES (CHILD/YOUNG ADULT)**

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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.

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

<b>Semester</b>	<b>Unit Number Unit†</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
<b>Background study prior to course:</b>			
	41711 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)

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- (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.

Library and Information Science I	41715
Library and Information Science II	41815
Research Design and Methods I	41716
Research Design and Methods II	41816
Learning Process and Curriculum Design	41717
Research Project	41817

## 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.
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.



## SUGGESTED FULL TIME PROGRAMME

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Semester	Unit	
	Number	Unit
I	41715	Library & Information Science I (Part I)
	41716	Research Design & Methods I
II	41715	Library & Information Science I (Part II)
	41816	Research Design & Methods II
III	41815	Library & Information Science II (Part I)
	41717	Learning Process & Curriculum Design
IV	41815	Library & Information Science II (Part II)
	41817	Research Project (Part I & II)

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## SUGGESTED PART TIME PROGRAMME

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Semester	Unit	
	Number	Unit
I	41715	Library & Information Science I (Part I)
II	41715	Library & Information Science I (Part II)
III	41815	Library & Information Science II (Part I)
	41716	Research Design & Methods I
IV	41815	Library & Information Science II (Part II)
	41816	Research Design & Methods II
V	41717	Learning Process & Curriculum Design
VI	41817	Research Project (Part I)
VII	41817	Research Project (Part II)

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# Course Information

School of Nursing



# SCHOOL OF NURSING

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The School of Nursing at Kuring-gai College of Advanced Education was founded by College Council on October 16, 1986. Programmes in the area were commenced in 1985, 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 1988 the School of Nursing is offering the following programme:

- Diploma of Applied Science (Nursing).

The Diploma of 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 School 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;
- (vi) humanity and the human condition as reflected in literature, art and music through the ages.

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 provided class sizes are viable.

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 provided class sizes are viable. The number of electives offered may be reduced without notice.

## **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.

## **Clinical Experience**

Students have varied clinical learning experiences. The type and duration of these experiences change with the development of Nursing practice throughout the programme. The experience will range from several hours to several weeks duration and will be conducted in a variety of health care settings which include medical/surgical units, psychiatric, developmental disability, rehabilitation units, maternal and child care units, geriatric and community health care settings. Students may opt to do an elective in Nursing Studies VI, Nursing Practice Experience in rural settings and alternative cultures in other countries, e.g. Papua New Guinea or Thailand. These options are subject to the approval of the Head of School.

## **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**

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.

## **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	61105	Nursing Studies I	4	10
	61108	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	61205	Nursing Studies II	4	10
	61208	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	61305	Nursing Studies III	4	10
	61308	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	61405	Nursing Studies IVA	5	10
	61406	Nursing Studies IVB	5	10
	61408	Ethics, Life Sciences and Sociality IV	3	8
		Social Science Elective #	3	8
	34209	Health and Welfare Law	3	6
	18405	Biological Sciences IV	3	6
V	61505	Nursing Studies VA	5	10
	61506	Nursing Studies VB	5	10
	61507	Nursing Studies VC	2	8
	61508	Ethics, Life Sciences and Sociality V	3	8
	34307	Law and Nursing Practice I	3	8
VI	61605	Nursing Studies VIA	3	8
	61606	Nursing Studies VIB	0	8
	61607	Nursing Studies VIC	4	8
	61608	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

School of Recreation  
and Community Studies





# SCHOOL OF RECREATION AND COMMUNITY STUDIES

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The School of Recreation and Community Studies was established in 1986. Programmes in the area were commenced in 1979, since then three award programmes in the field of Leisure Studies — Associate Diploma in Recreation, Bachelor of Arts (Leisure Studies) and Graduate Diploma in Leisure Studies have been approved. This range of programmes caters for persons wishing to become professional workers in the growing leisure industries, at all levels, from programming and leadership to middle management.

The Associate Diploma in Community Organisations received national accreditation in early 1985. It provides an opportunity for persons involved in the operation of community organisations to improve their management and decision making skills.

## **ASSOCIATE DIPLOMA IN COMMUNITY ORGANISATIONS**

The Associate Diploma in Community Organisations is a four year part-time course provided off-campus and designed for those working (whether paid or unpaid) in community-based organisations. It is primarily a management course and aims to develop knowledge and skills that will enable students to work more effectively at the management tasks they currently perform and to extend their ability to develop and manage other community projects. The course emphasises practical skills and problem-based learning.

## **ASSOCIATE DIPLOMA IN RECREATION**

This two year programme has been designed to impart a mixture of conceptual understanding and practical skills which will enable its diplomates to occupy 'operative' or 'front line' positions in the provision of recreation services. It is anticipated that diplomates will be employed by a variety of State and local government agencies, by community and other voluntary organisations, by hospitals, nursing homes and other institutionalised care centres, by commercial leisure organisations and by companies providing for the recreation needs of their workforce. It is expected that diplomates will be employed to organise a wide range of leisure opportunities appropriate to the particular clientele with which they are working. Emphasis in the Associate Diploma in Recreation is upon the acquisition of practical skills.

## **BACHELOR OF ARTS (LEISURE STUDIES)**

The Bachelor of Arts programme has recently 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. The broad aims of the course are to provide students with an understanding of the role of leisure in western society and with skills relevant to the management and administration of leisure services. Through an elective strand, students are also able to pursue a sequence of units within a specific sector of the industry (e.g. outdoor recreation, community arts, recreation and specific populations and sports administration) as well as a separate area of study (e.g. communication, computing, legal studies and economics).

## **GRADUATE DIPLOMA IN LEISURE STUDIES**

The Graduate Diploma was specifically designed to cater for those persons who already have a professional qualification in a related area or who have had long work experience in the field. Like the Bachelor of Arts programme it concentrates on the needs of middle management in the leisure industry to understand the social, economic and institutional context which gives shape to both the leisure choices made by individuals and to the range of opportunities from which they are able to choose.

## **GRADUATE DIPLOMA IN TOURISM MANAGEMENT**

The Graduate Diploma will be an advanced and intensive program designed to meet the needs of persons seeking, or already engaged in management positions in the rapidly expanding tourism industry. Its planned introduction in 1988 is to meet the growing need in private and public sector firms and organisations for personnel with high level management skills and a thorough working knowledge of the tourism industry and the system and environments within which it operates. The course is based on the rapidly growing body of inter-disciplinary knowledge about tourism. It aims to develop theoretical knowledge and related practical skills to enable students to effectively develop, manage and market tourism services and goods.

## **ASSOCIATE DIPLOMA IN RECREATION**

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### **Course Design**

The Associate Diploma in Recreation comprises three strands:

#### **1. Foundation Studies**

The foundation units are designed to develop within students an understanding of people and their social and political environments within which they interact. These include:

- Developmental and Educational Psychology
- Communication I
- Work, Organisation and Society
- Political Behaviour
- Sociology of Community
- Organisation Behaviour.

#### **2. Professional Studies**

The aim of this set of units is to bring students onto common conceptual ground with respect to the philosophy and theory, administrative and organisational structures, and delivery of leisure services. These studies seek to develop in students the technical, analytical, instrumental and personal skills basic to professional competence. Professional Studies units include:

- Introduction to Leisure Studies
- Recreation Leadership
- Recreation Programming
- Managing Small Leisure Service Organisations
- Recreation and Specific Populations
- Work and Leisure
- Field Experience I and II.

### **3. Programming Methods**

These units are designed to equip students with specialist programming techniques in a broad range of recreation activities.

Students are required to complete\* eight programming methods over their course of study. These units include:

- Dance in Recreation I
- Dance in Recreation II
- Drama in Recreation I
- Drama in Recreation II
- Eastern Civilisation Sports and Arts
- Electronics for Recreation and Leisure
- Fitness Leadership I
- Fitness Leadership II
- Graphics in Recreation
- Leisure Craft I
- Leisure Craft II
- Music in Recreation
- Outdoor Recreation I
- Outdoor Recreation II
- Sport in Recreation I
- Sport in Recreation II
- Water Based Recreation IA
- Water Based Recreation IB
- Video in Recreation

\* The opportunity to substitute two programming methods units for two electives is available to all students. Electives may be undertaken from the Professional Specialism stream of the Bachelor of Arts (Leisure Studies) or from any approved College Programme.

### **Admission Requirements**

Admission to the Associate Diploma is available to:

- Students who have completed their secondary education in New South Wales and gained the Higher School Certificate, and
- Mature aged persons where preference will be given to people with experience in recreation or a related 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 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, and examinations.

### **Award of the Associate Diploma**

1. In order to qualify for the award of the Associate Diploma in Recreation, a student must complete eight Professional Studies units, six Foundation Studies units, and eight Programming Methods units.

2. 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.
3. Pre-requisite units must be passed before proceeding to the next unit.
4. The normal time for the completion of all the requirements of 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 outlined 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.

**N.B.** The Associate Diploma in Recreation Programme is undergoing a review. Details of the revised programme can be obtained from the School of Recreation and Community Studies.

## ASSOCIATE DIPLOMA IN RECREATION

A typical full-time program.

Semester	Unit Number	Unit	Class Contact Hours	Week Hours
I	51103	Introduction to Leisure Studies	3	7
	51203	Recreation Programming	3	7
	51130	Field Experience I	1	5
	11111	Communication I	3	6
	12105	Developmental & Educational Psychology	3	6
	35103	Work, Organisation & Society (or Political Behaviour)	3	6
		Programming Methods	3	6
II	51104	Recreation Leadership	3	6
	51130	Field Experience I	1	5
	35102	Political Behaviour (or Work, Organisation & Society)	3	6
		Programming Methods	3	6
		Programming Methods	3	6
		Programming Methods	3	6
III	51206	Managing Small Leisure Service Organisations	3	7
	51230	Field Experience II	1	7
	35203	Sociology of Community	3	6
	36202	Organisation Behaviour	3	6
		Programming Methods	3	6
IV	51304	Work and Leisure	3	6
	51413	Recreation & Specific Populations	3	8
	51230	Field Experience II	1	7
		Programming Methods	3	6
		Programming Methods	3	6
		Programming Methods	3	6

## ASSOCIATE DIPLOMA IN RECREATION

A typical part-time program.

Semester	Unit Number	Unit	Class Contact Hours	Week Hours
I	51103	Introduction to Leisure Studies	3	7
	11111	Communication I	3	6
	12105	Developmental and Educational Psychology	3	6
II		Programming Methods	3	6
		Programming Methods	3	6
III	51203	Recreation Programming	3	7
	35103	Work, Organisation and Society (or Political Behaviour)	3	6
		Programming Methods	3	6
IV	51104	Recreation Leadership	3	6
	51130	Field Experience I	1	5
	35102	Political Behaviour (or Work, Organisation and Society)	3	6
V	51130	Field Experience I	1	5
	36202	Organisation Behaviour	3	6
	35203	Sociology of Community	3	6
		Programming Methods	3	6
VI		Programming Methods	3	6
		Programming Methods	3	6
VII	51206	Managing Small Leisure Service Organisations	3	7
	51230	Field Experience II	1	5
		Programming Methods	3	6
		Programming Methods	3	6
VIII	51304	Work and Leisure	3	6
	51413	Recreation & Specific Populations	3	8
	51230	Field Experience II	1	5

# BACHELOR OF ARTS (LEISURE STUDIES)

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## Course Design

The Bachelor of Arts in Leisure Studies comprises three strands:

### 1. Foundation Studies

The foundation units are designed to develop in students an understanding of people and their social, political and physical environments. These include:

- Developmental and Educational Psychology
- Communication I & IIIA
- Sociology of Community
- Political Behaviour
- Economy and Society
- Work Organisation and Society
- Organising Human Services
- Organisation Behaviour

### 2. Professional Studies

The aim of this set of units is to bring all students onto common conceptual ground with respect to the philosophy and theory, administrative and organisational structures, and equity of leisure services. The professional studies units also seek to develop in students the capacity to understand and apply various research, analytic, management and planning skills associated with recreation professionals in Australia. Professional Studies units include:

- Introduction to Leisure Studies
- Recreation Programming
- Social Psychology of Leisure
- Managing Small Leisure Service Organisations
- Recreation and Specific Populations
- Work and Leisure
- Leisure Research \*
- Field Experience I and II\*
- Marketing and Leisure Services
- Theoretical Issues in Leisure
- Leisure: Equity and Planning
- Financial Management and Leisure Services
- Contemporary Issues in Leisure

\* Full year units

### 3. Electives

The field of leisure studies is multi-faceted. It incorporates a wide range of employment situations in which specialist knowledge and skills are sometimes required.

Through a sequence of electives the course will provide students with:

- i) the opportunity to pursue specialist studies within the leisure field (professional specialisms) to equip themselves for employment in a particular sector of the industry;



- ii) the opportunity to develop a 4 unit 'sub-major' in a separate area of study (e.g. communication, computing, legal studies, economics, health studies).

Elective units offered in the professional specialism strand of the program include:

- Tourism Management
- Arts and Entertainment
- Urban Park Management
- The Administration of Sport in Australia
- Management of Natural Areas for Recreation
- Leisure and Education
- Leisure and the Law
- Recreation Facility Design and Management
- Programming with Specific Populations
- Leisure Studies Special Project
- Human Ecology
- Programming Methods\*

\* Programming Methods units are offered in the Associate Diploma programme, and cover a variety of recreational areas. Students wishing to undertake Programming Methods units as part of their Degree programme should however note that **two** Programming Methods units equate with **one** elective unit in the Bachelor of Arts (Leisure Studies).

To complete the elective requirements for the Bachelor of Arts (Leisure Studies), students must complete a **minimum** of four units from the professional specialism strand. The remaining four units may be further selected from the professional specialism strand, or from other units offered within the College, subject to the approval of the Board of Studies in Recreation and Community Studies.

While many students may wish to sample from the diverse range of units available, others may prefer to develop a 'sub-major' within their general course of study. To qualify for sub-major status, a student must complete a minimum of four units in a selected disciplinary sequence, subject to the approval of the Board of Studies in Recreation and Community Studies. This applies to both the 'professional specialism' and general elective units.

Four 'industry based' sub-majors may be developed from the professional specialism units:

- Outdoor Recreation (Human Ecology\*; Urban Parks Management; Management of Natural Areas; Outdoor Recreation I and II; Special Project).
- Sports Studies (Administration of Sport in Australia\*; Recreation Facility Design and Management; Leisure and Education; Sport in Recreation I and II; Special Project)
- Recreation and Specific Populations (Recreation and Specific Populations\*; Programming with Specific Populations; Equity and Planning; any 2 Programming Methods units; Special Project).
- Community Arts (Arts and Entertainment\*; Leisure and Education; Dance in Recreation I and II; Graphics in Recreation and Video in Recreation; Special Project).

- N.B.** 1. A minimum of four units must be selected from within each sub-major.  
2. \* Denotes compulsory unit within sub-major.

Elective sub-majors may also be developed by sequencing units of other departments. Examples of possible sequences include:-

- Communication Studies (Communication I, IIIA, IVA, V and VIA)
- Computer Studies (Computing I, II, III and IV)
- Legal Studies (Law and Society; Government and Law; Local Government Law; Law and the Manager)
- Economics (Economy and Society I, II, III; Labour Market Economics; Regional and Urban Economics)
- Health Studies (Health Studies I, II, III, IV, V and VI).

### **Admission Requirements**

Admission to the Degree Programme is available to:

- Students who have completed their secondary education in New South Wales and gained the Higher School Certificate, and
- Mature aged persons where preference will be given to people with vocational experience in recreation or a related field.
- Graduates from the Associate Diploma (Recreation) who have achieved a credit (or equivalent) unit average will be granted automatic entry.

### **Admission with Advanced Standing**

An applicant who presents qualifications, additional to those required for admission may, under College regulations, be granted advanced standing. It is anticipated that application for advanced standing will be forthcoming from the following sources:-

- a) Students who may have completed part or all of an Associate Diploma in Recreation course (either at Kuring-gai or from an Interstate College). A student who has completed the Associate Diploma in Recreation programme may be granted a maximum of 17 units credit in the Degree Programme. This assumes an optimal path and will not likely apply to the majority of students.
- b) Students who have been enrolled in the Associate Diploma programme prior to 1985 and who wish to apply for entry to the Degree may expect to be granted status in those units for which there is an equivalent in the revised Associate Diploma course. Any other units will be considered on their merit.
- c) From students who may have completed part of the UG1 degree course in Recreation at Mitchell C.A.E.
- d) From students who may have completed part of a degree course in a related area of study, notably Social Science or Business Studies, or part of a Leisure/Recreation degree course offered by an interstate college.
- e) From students who have been employed in the leisure field, either in a formal capacity or by way of voluntary endeavour.

Applications for advanced standing in each of the above cases, except where otherwise specified, will be assessed on their individual merit.

### **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.

**Award of the Bachelor of Arts (Leisure Studies)**

In order to qualify for the award of Bachelor of Arts (Leisure Studies) the student must complete 32 units of study comprising:

- 9 compulsory Foundation Studies units;
- 15 compulsory Professional Studies units and
- 8 units to be chosen from the Elective Strand.

The normal time for completion of the above requirements is 6 semesters (full-time) or 12 semesters (part-time). Students who complete the course requirements in 8 semesters full-time or 14 semesters part-time will be awarded the Degree. In special circumstances the Board of Studies in Recreation and Community Studies may grant an extension of time to complete.

**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. Evening classes will be scheduled to facilitate part-time study. Full-time students will also be required to attend some evening classes. Typical full and part-time programmes are outlined below.

**Class Contact and Semester Hours Weightings**

All units in the Bachelor of Arts 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.

**N.B.** The Bachelor of Arts (Leisure Studies) programme is undergoing a review. Details of the revised programme can be obtained from the School of Recreation and Community Studies.

**BACHELOR OF ARTS (LEISURE STUDIES)**  
**Typical full-time Program**

<b>Semester</b>	<b>Unit Number</b>	<b>Unit</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
I	51103	Introduction to Leisure Studies	3	7
	51203	Recreation Programming	3	7
	12105	Developmental and Educational Psychology	3	6
	35103	Work, Organisation and Society (or Political Behaviour)	3	6
	32101	Economy and Society	3	6
	11111	Communication I	3	6
II	51106	Social Psychology of Leisure and Recreation	3	7
	51304	Work and Leisure	3	6
	51120	Field Experience I	1	7
	35102	Political Behaviour (or Work, Organisation and Society)	3	6
	11314	Communication IIIA Elective	3 3	6 6
III	51215	Leisure Research	3	8
	51206	Managing Small Leisure Service Organisations	3	7
	51120	Field Experience I	1	7
	35203	Sociology of Community	3	6
	36202	Organisation Behaviour Elective (Sub-Major or Professional Specialism)	3 3	6 6
IV	51215	Leisure Research	3	8
	51413	Recreation and Specific Populations	3	8
	51220	Field Experience II Elective (Sub-Major or Professional Specialism)	1 3	7 6
		Elective (Professional Specialism)	3	6
V	51306	Marketing and Leisure Services	3	8
	51506	Theoretical Issues in Leisure	3	8
	51503	Leisure: Equity and Planning	3	8
	51220	Field Experience II Elective (Sub-Major or Professional Specialism)	1 3	7 6
		Elective (Leisure Specialism)	3	6
VI	51406	Financial Management and Leisure Services	3	8
	51606	Contemporary Issues in Leisure	3	8
	36205	Organising Human Services Elective (Professional Specialism)	3 3	6 6
		Elective (Professional Specialism)	3	6

**BACHELOR OF ARTS (LEISURE STUDIES)**  
**Typical part-time Program**

<b>Semester</b>	<b>Unit Number</b>	<b>Unit</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
I	51103	Introduction to Leisure Studies	3	7
	12105	Developmental and Educational Psychology	3	6
	11111	Communication I	3	6
II	51106	Social Psychology of Leisure and Recreation	3	7
	35103	Work, Organisation and Society (or Political Behaviour)	3	6
	11314	Communication IIIA	3	6
III	51203	Recreation Programming	3	7
	32101	Economy and Society	3	6
	35203	Sociology of Community	3	6
IV	35102	Political Behaviour (or Work, Organisation and Society)	3	6
		Elective	3	6
	51120	Field Experience I	1	7
V	51120	Field Experience I	1	7
		Elective (Sub-Major or Professional Specialism)	3	6
VI	51304	Work and Leisure	3	6
	51120	Field Experience I	1	7
		Elective (Professional Specialism)	3	6
VII	51206	Managing Small Leisure Service Organisations	3	7
	36202	Organisation Behaviour	3	6
		Elective (Sub-Major or Professional Specialism)	3	6
VIII	51413	Recreation and Specific Populations	3	8
		Elective (Professional Specialism)	3	6
IX	51215	Leisure Research	3	8
	51306	Marketing and Leisure Services	3	8
	51506	Theoretical Issues in Leisure	3	8
X	51215	Leisure Research	3	8
	51220	Field Experience II	1	7
	51406	Financial Management and Leisure Services	3	6
XI	51503	Leisure: Equity and Planning	3	8
	51220	Field Experience II	1	7
		Elective (Sub-Major or Professional Specialism)	3	6
		Elective (Professional Specialism)	3	6
XII	51616	Contemporary Issues in Leisure	3	8
	36205	Organising Human Services	3	6
		Elective (Professional Specialism)	3	6

## **GRADUATE DIPLOMA IN LEISURE STUDIES**

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The Graduate Diploma in Leisure Studies provides knowledge and skills relevant to the understanding, organisation and administration of leisure services. The Graduate Diploma is offered over four semesters of part-time study and leads to a postgraduate award in the A.C.T.A. category PG1.

Leisure is treated as a pervasive and problematic phenomenon in modern society with relevance for private enterprise; local, state and federal government; and voluntary organisations. The course thus accepts entrants from varied academic and vocational backgrounds.

### **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 skills related to the administration and organisation of leisure services.
- Provide an understanding of the role and function of leisure services within the context of Australian social, economic and political systems.
- Develop analytic and problem solving skills relevant to leisure and recreation issues.

### **Admission Requirements**

Applicants should hold a degree or equivalent award. They should have some experience in the administration, organisation or delivery of leisure related services or be about to undertake a career shift in this direction. A limited number of places are reserved for persons without a degree or equivalent award but who have considerable experience in the management planning or delivery of leisure services. Such persons are admitted to the course on a probationary basis. Prospective entrants to the programme will be interviewed prior to offers of entry being made.

### **Course Structure**

The Graduate Diploma in Leisure Studies 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:

<b>Unit No.</b>		<b>Semester Hours</b>	<b>Availability</b>	<b>Pre-requisites</b>
<b>Foundation Units</b>				
51701	*Leisure Theory	150	Sem 2	None
51702	*Leisure Organisation	150	Sem 2	None
51801	*Equity in Leisure & Recreation	150	Sem 1	Philosophy & Concepts or Organisations & Strategies
<b>Applied Units</b>				
51703	*Leisure Research and Evaluation	150	Sem 2	2 Foundation units
51803	Leisure Research Project	150	Sem 1 or 2	Leisure Research & Evaluation
51802	Leisure Planning & Design	150	Sem 1	2 Foundation units
51704	Economics of Leisure & Tourism	150	Sem 2	2 Foundation units
51804	Marketing for Leisure & Recreation	150	Sem 1	2 Foundation units
51805	Applied Methods	50 to 150	Sem 1 or 2	Approval of Head of Department
	Electives (from other Departments)	100	Sem 1 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 interests and objectives. Students may draw from elective units available through other Departments in the College, however, the waiver of pre-requisites in other Departments is not automatic.

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 hours 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. 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 in the first semester 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 Theory	150
	51702	Leisure Organisation	150
II	51801	Equity in Leisure & Recreation	150
	51804	Marketing for Leisure & Recreation	150
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 Communication Studies.

Semester	Unit Number	Unit	Semester Hours
I	51701	Leisure Theory	150
	51702	Leisure Organisation	150
II	51801	Equity in Leisure & Recreation	150
	11730	Communication Media	100
	51805	Applied Methods A (related to Comm. Media)	50
III	51703	Leisure Research & Evaluation	150
	11731	Video Production	100
IV	51804	Marketing for Leisure & Recreation	150
	11810	Publicity & Public Relations	100
	11710	Working with Adults	100
			1200 hours



For a student wishing to supplement a basic Leisure Studies programme with Administration Studies. Students should contact the course co-ordinator regarding applications for the waiver of pre-requisites to undertake administration units.

Semester	Unit Number	Unit	Semester Hours
I	51701	Leisure Theory	150
	51702	Leisure Organisation	150
II	51801	Equity in Leisure & Recreation	150
	36702	Organisation & Management	100
	51805	Applied Methods (Related to Leisure Res. & Eval.)	50
III	51703	Leisure Research & Evaluation	150
	36701	Individual & Organisation	100
IV	51802	Leisure Planning & Design	100
	36703	Employee Relations Administration	100
		Elective from Leisure Studies or other Department	100-150
			150
			<u>1200 hours</u>

### 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 four weekend 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

Progress 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 pre-requisite 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.

**N.B.** The Graduate Diploma in Leisure Studies programme is undergoing a review. Details of the revised programme can be obtained from the School of Recreation and Community Studies.

## **ASSOCIATE DIPLOMA IN COMMUNITY ORGANISATIONS**

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The Associate Diploma in Community Organisations requires four years of part-time study which, when successfully completed, leads to the award of Associate Diploma in Community Organisations.

Those seeking entry to the Associate Diploma in Community Organisations will be persons working in community organisations as co-ordinators or have some management/administrative responsibilities. They might also be involved in service delivery or community development tasks. They will all be adults, the majority of them women. They might already have some tertiary level qualifications, including degrees, but while these qualifications may be relevant to service delivery tasks, they will have little relevance to co-ordination. They might work full or part-time or voluntarily. The organisations in which they work provide a wide range of services, but it might be anticipated that organisations primarily concerned with children, youth, the handicapped and the aged, and with providing care, recreation, work skills and experience, information and what might loosely be called community development activities, will be particularly well represented.

### **Objectives of the Course**

The broad aim of the Associate Diploma in Community Organisations is to provide these people with knowledge and skills which will enable them to work more effectively and efficiently at tasks they currently perform, and extend their ability to develop and manage other community projects or endeavours.

The course will do this by providing its students with:

- opportunities to reflect and build upon their experience in community organisations;
- an understanding of the morphology and dynamics of community organisations and other community endeavours;
- an introduction to the social, political, economic, legal and organisational environment in which community organisations operate, and an ability to analyse developments within this environment;
- an understanding of the dynamics of local regional political and economic systems (e.g. local or regional authorities, local offices of state and federal government departments, local labour markets etc.);
- a knowledge of decision processes within state and federal bureaucracies and how to influence these;
- a knowledge of the characteristics of their locality;
- an ability to conduct simple social research, *inter alia* with a view to discovering areas of need within their locality;
- an understanding of the structure and dynamics of inequality in Australian society;
- a knowledge of community development techniques;
- a knowledge of the impact of the professions particularly the helping professions, upon society, and of current attempts to transform these;
- a deeper awareness of their own personal characteristics and development needs and opportunity to meet these;
- an ability to communicate clearly, orally and in writing, to convene and chair meetings, and to conduct interviews;
- an understanding of group dynamics;
- an understanding of the management of organisations generally, and of community organisations in particular;
- a capacity to perform a range of administrative techniques and practices appropriate to community organisations, including: (i) office management, (ii) record keeping, (iii) the development of simple management information systems, (iv) work scheduling, (v) planning, priority setting;
- an understanding of volunteering and a capacity to recruit, train and manage volunteers;
- an understanding of financial management (e.g. accounting, costing, budgeting, financial decision techniques, inventory control, auditing);
- an appreciation of the use of micro-computers in community organisations and a capacity to use them;
- a knowledge of personnel and industrial relations practices (task analysis, job specification, job interviewing, job termination, industrial awards, working with unions);
- an understanding of legal matters affecting the operation of community organisations;
- an understanding of the many sources of funds available to community organisations and methods of accessing these, including public collections, industry drives, and submission writing;
- a knowledge of various forms of media and how to access them;
- an ability to develop simple advertising/promotion campaigns;
- an opportunity to extend their knowledge of any of the above areas via further study or supervised project work within their own organisation;
- an opportunity to acquire some basic grounding in the theories and practices involved in a range of service delivery tasks: e.g. recreation, education, health and information; and
- an opportunity to acquire some basic understanding of the characteristics of particular segments of the population whose needs are often the con-

cern of community organisations (e.g. young children, youth, migrants, the disabled, the aged).

### **Organisation of the Course**

The course consists of twenty semester units. However, these units will be ordered and taught in ways quite different to the usual Associate Diploma course. The course divides into two parts. In the first part students will work in small groups through **fourteen** pre-packaged units. In the second part, students will undertake an equivalent of **six** further units of study.

#### **Part 1**

These fourteen units contain the basic set of knowledge and skills required by those running community organisations. Each unit comprises a teaching package which can be administered to small groups. Students, in groups of 8-12, will work their way through each unit consecutively, with the assistance of a member of the College lecturing staff who acts as a tutor/facilitator. Each unit requires approximately 30-32 hours of formal group meetings (with tutor facilitator) and an additional 48-50 hours of work alone or in small groups.

#### **Unit Number Unit**

55101	Personal Development — then the following units chosen in any order:
55115	Setting up an Organisation
55102	Community Practice and Practitioners
55108	Government & Political Processes I
55109	Government & Political Processes II
55105	Funding
55117	Structures & Processes in Community Organisations
55103	Community Research I
55113	Promotion for Community Organisations
55111	Local Processes
55116	Social Inequalities
55110	Group Processes
55112	Personnel Practices
55106	Money Management I

#### **Part 2**

Each student will complete a total of six units in Part 2.

This part of the course will provide opportunity for students to consolidate skills and to develop expertise in particular areas of their own choosing. It will do this by allowing students:

- (a) to work through one or more additional unit packages, offering more advanced study in topic areas already studied in the first part. At the moment these are Money Management II and Community Research II, Media Production and Social Construction of Social Problems.
- (b) to enrol in units taught in other programmes at this College (e.g. in areas such as recreation, primary education, art/craft etc.)

- (c) to undertake individual or small group learning projects of their own choosing. These projects might entail enrolling in approved units taught at other educational institutions, or collections of relevant, approved short courses; directed reading or organisational or other supervised research or consultancy projects. The last mentioned might entail one or more students who happen to work in a particular organisation using a College staff member, or some other person with appropriate qualifications and expertise appointed by the College as adjunct staff, as a resource person.

Effectively, the staff member would work with the students as a consultant on a particular organisational/management/research problem they might be confronting. Alternatively, students may be able to meet some or all the requirements of this part of the course by submitting a piece of written work containing their reflections upon projects on which they had previously worked or are currently working. It would be expected that these would be informed by a dialogue between the students' recollected experience and ideas/concepts/information provided in the first part of the course. In this way students with extensive experience of community organisations would be able to gain credit for that experience.

For administrative purposes students will enrol in appropriate units bearing the same title as those in the first part of the course, but identified by the suffix II or III and so on, or in units entitled Community Skills I, II and so on.

### **Progress of Students**

Student progress through the course might look like this:

<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>		<b>Year 4</b>
5 units	5 units	4 units	1 unit	5 units
Part I			Part 2	

It is anticipated that students will be in paid employment and /or have a number of other commitments (e.g. raising a family) and that as a consequence, no faster progress than this would be envisaged. Indeed, many may move more slowly, or sporadically. It will be noted that slightly faster progress is anticipated in the last third of the course, when students are more experienced with study.

### **Assessment**

Students will be assessed on a unit by unit basis, but its approach to assessment will be congruent with the philosophy of the course. Particularly in the first part of the course, assessment will be largely of the self-administered mastery type, designed to enable the groups facilitator and students to identify and overcome any problems with learning. Appropriate forms of summative assessment will also be administered at the conclusion of each unit.

### **Admission Requirements**

Only adults who are, or who have recently been working in a helping community organisation will be enrolled as students.

**Time to complete**

It would normally be expected that a student would take 4 years to complete the Associate Diploma. However, a student may take up to five years without requiring special permission of the Board of Studies. Provision would exist for students to take leave of absence from the course for periods of time that they find convenient. If a single period of leave is longer than one year, permission will be required from the Board of Studies, but might be granted without question for up to two more years.

**Advanced Standing**

Students will be encouraged to seek advanced standing in recognition that many working with community organisations have already undertaken some recent study and in some cases have learnt a great deal from experience.

Advanced standing will be awarded on a unit by unit basis.

Students might obtain advanced standing for up to ten units. Except in exceptional circumstances, it would be expected that advanced standing will be obtained for units in its second phase of the course.

The basis for student claims for advanced standing might be:

- Study in an equivalent unit at university or CAE.
- Study at technical college or in short courses in relevant areas. In such cases it might be expected that rather more time would have been spent in that level of study than in the unit for which advanced standing is sought.
- Considerable experience in certain areas of community organisation work. In this case it would be expected that the student would write a substantial piece (at least 3,000 words) reflecting on that experience, or present external written work (reports etc.) which embody the fruit of that experience.

## **GRADUATE DIPLOMA IN TOURISM MANAGEMENT**

The Graduate Diploma in Tourism Management is an advanced and intensive program designed to meet the needs of persons seeking, or already engaged in management careers in the travel and tourism industry. The program will normally involve one year of full-time or two years of part-time study and will lead to a postgraduate award in the A.C.T.A. category PG1.

### **Objectives**

The objectives of the programme are to:

- Develop a broad knowledge and understanding of contemporary tourism, especially in terms of its determinants and outcomes.
- Provide specific knowledge and understanding of the structure and function(s) of the travel and tourism industry in the context of Australian economic, social and political systems.
- Develop and reinforce disciplinary knowledge and skills related to management and administration in firms and organisations in the travel and tourism industry.
- Facilitate the re-orientation of people from various academic and career backgrounds toward being effective planners, developers and managers of firms and organisations.
- Develop analytical and problem-solving skills which will assist future managers to develop tourism in ways that are effective and sensitive to not only market and corporate needs, but to the needs and interests of other affected parties.

### **Admission Requirements**

- Applicants should hold a recognised degree or equivalent award and have some experience in the planning, management or operation of a travel and tourism industry firm or organisation, or have a definite intention to seek a management career in the travel and tourism industry.
- Applicants who have a degree but no relevant experience should be prepared to submit a statement which makes clear their reasons for seeking to undertake the course.
- Applicants with no recognised degree or equivalent award, but with significant experience and a record of progress in the travel and tourism industry can also apply and will be considered for entry.
- If necessary, all prospective entrants will be interviewed to aid the selection process.

### **Course Structure**

The Graduate Diploma in Tourism Management begins in February. Qualifying for the award will require completing a program comprising a minimum of 1200 semester hours of course work as follows:

<b>Unit</b>	<b>Semester Hours</b>	<b>Semester</b>	<b>Pre-requisites</b>
<b>Foundation Units</b>			
Tourism Systems*	150	1	None
The Travel and Tourism Industry*	100	1	None
Tourism and Leisure Organisation and Policy*	150	2	None
<b>Applied Units</b>			
Tourism and Leisure Research	150	1	None
Tourism Management	100	1	None
Tourism and Leisure Marketing	100	2	2 Foundation Units
Economics of Tourism and Leisure	150	2	2 Foundation Units
Tourism and Leisure Planning (Elective)	100	1	2 Foundation Units
Tourism Management Project (Elective)	100	2	Tourism Management, and Leisure and Tourism Research
Travel and Tourism Law	100	2	None
Applied Methods (Elective)	50-150	2	Head of Department's Approval
Accounting Finance & Management	100	2	None
<b>Electives</b>			
Electives	100	1 or 2	Head of Department's Approval
(from other College Departments, and subject to negotiations, from the Centre for Environmental and Urban Studies, Macquarie University and the University of Canterbury, Christchurch, New Zealand)			

\*All students will be required to complete the three units marked with an asterisk.

A contractual programme arrangement will be established with each student to suit their individual mix of prior studies, experience, interests and objectives. Thus, where a student's academic background is such that undertaking one or more units in the program would involve duplication of previous studies, they may be granted approval by the School's Board of Studies to substitute an expanded range of electives as an alternative. However, for most students, the program will largely comprise Foundation and Applied Units offered and prescribed by the School of Recreation and Community Studies.

The following is a sample of units in other Departments which may be suitable electives; the list is indicative rather than prescriptive or comprehensive; students should consult the College Calendar and liaise with the Course Co-ordinator to arrange their elective program; these electives are all 100 semester hour units:

#### **Administrative, Social & Political Studies**

- Organisation & Management
- Organisation Design
- Organisation Structure & Change
- Employee Relations Administration
- Management in the Public Sector



**Computing Studies**

- Computer Systems
- Systems Design
- Financial & Managerial Applications of Computers
- Computer Systems & Programming

**Communication Studies**

- Video Production
- Managing Communication
- Publicity & Public Relations
- Communication Media

**Economics**

- Social Economics A
- Capital Markets

**Financial & Quantitative Studies**

- Managerial Decision Making
- Management Information Systems
- Introductory Statistics
- Social Statistics

**Sample Full-time Course Program**

Full-time students will be expected to undertake six hundred hours work each semester and complete the course in one year.

<b>Semester</b>	<b>Unit</b>	<b>Semester Hours</b>
I	Tourism Systems	150
	The Travel & Tourism Industry	100
	Tourism & Leisure Research	150
	Tourism Management	100
	Tourism & Leisure Planning	100
II	Leisure & Tourism Organisation & Policy	150
	Economics of Tourism & Leisure	150
	Tourism & Leisure Marketing	100
	Travel & Tourism Law	100
	Accounting, Finance & Management	100
		<b>1200 hours</b>

### Sample Part-time Course Program

Part-time students will be expected to undertake three hundred hours work each semester and complete the course in two years.

Semester	Unit	Semester Hours
I	Tourism Systems	150
	Tourism & Leisure Research	150
II	Tourism & Leisure Organisation & Policy	150
	Economics of Tourism & Leisure	150
III	The Travel & Tourism Industry	100
	Tourism Management	100
	Tourism & Leisure Planning	100
IV	Tourism & Leisure Marketing	100
	Travel & Tourism Law	100
	Accounting Finance and Management	100
		<hr/> 1200 Hours

### Progression of Students

Progress in the program will be by completed unit rather than by semester. Pre-requisites and co-requisites will be specified for some units and will govern entry to those units.

Each student is required to complete each course unit to the satisfaction of the Lecturer concerned, and to achieve this, must complete all prescribed work, assignments and examinations.

Prescribed course assignments, examinations, and regulations pertaining to maximum time for course completion, granting of exemptions and advanced standing status will be determined by the Board of Studies of the School of Recreation and Community Studies.

### Award of Graduate Diploma

- i) To qualify for the Graduate Diploma in Tourism Management a student must complete a defined program totalling 1200 semester hours, unless exemptions are granted or substitutions permitted as defined in (ii) and (iii) below.
- ii) Credit for relevant studies completed at graduate level in other institutions may be granted by the Board of Studies up to an equivalent of three 100 semester hour subjects. 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 (or at other institutions) for those in the defined program where duplication of previous studies would result from following the normal defined program. 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 in a unit which is a pre-requisite for another unit must repeat and pass the failed unit before taking the unit for which it is a pre-requisite.
- vi) The normal time for the completion of all the requirements of the Graduate Diploma program will be one year (full-time) and two years (part-time). However, the Award can be obtained by part-time students who complete the requirements in six semesters. In special circumstances the Board of Studies can grant extensions beyond these times, or permit students to complete their program in less than the normal time.

# Course Information

School of Teacher Education



# SCHOOL OF TEACHER EDUCATION

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The School of Teacher Education offers courses at both undergraduate and postgraduate 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 postgraduate 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 1988 at undergraduate level are:

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

Postgraduate courses to be offered in 1988 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
- 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)**

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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; this experience may be obtained concurrently with enrolment in Phase III;
- 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.

NOTE: The structure outlined below is for students who first enrolled in 1986 or later. Those who first enrolled before this should see the 1985 Calendar for details of the course structure.

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.
  - 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	I	18/38
II	IIA IIB	English II, Art/Craft I, Health I	Australian Studies II, Computer Awareness	II	19/40
III	IIIA IIIB	Social Studies I, Art/Craft II, Physical Education I, English III.	—	III	19/42
IV	IVA	Maths II, Science II, Music II, Water Safety	—	IV	18/43
V	VA	Maths III, English IV, Health II	Communication in Educational Environment	V	17/39
VI	VIA VIB	Maths IV, English V, Social Studies II, Physical Education II	Elective	VI	17/42

#### PHASE II

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

### PHASE III

Semester	Education Studies	Advanced Teaching Studies	Class/Week Contact/Hours
VII	Analysis of Educational Practice, Elective	—	6/20
VIII	Elective, Elective	—	6/20
IX	—	Elective, Elective	6/20
X	—	Elective, Elective	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 Semester 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	Principles & Practices of Teaching I	Developmental Psychology I
II	Principles & Practices of Teaching II	Developmental Psychology II
III	Principles & Practices of Teaching III	Social Bases of Education
IV	Principles & Practices of Teaching IV	—
V	Teaching Children with Learning Difficulties	—
VI	Design of Educational Programmes.	Philosophical Bases of Education



### **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 experience 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 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; English; Health Studies; History; Mathematics; Music Studies; 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 and a unit in Communication in the Educational Environment in Semester V or VI. In Semester VI students may develop their skills in an area of interest to them by choosing one elective from this list: Art in Australia; Australian Natural History; The Crafts in Australia; Educational Drama; Introductory Statistics; Music and Society; Oral Interpretation; Urban Studies; Family History Studies; Computing Skills in Education; Science and Technology 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.

## **BACHELOR OF EDUCATION (PHYSICAL EDUCATION)**

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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 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 followed by a second teaching method (minor).
- electives

Semester	Unit	Class Contact Hours	Week Hours
I	Principles of Teaching I	3	5
	Developmental Psychology I	2	5
	Teaching P.E. in the Primary School	2	4
	Performance Studies IA - Gymnastics	2	3
	Performance Studies IB - Dance	2	3
	Performance Studies IC - Basic Motor Skills	2	3
	Human Biology	3	6
	Communication I	2	6
	General Studies Unit (Level I)	3	6
II	Teaching in the Secondary School I	2	5
	Developmental Psychology II	2	5
	Introduction to P.E. in the Secondary School	2	4
	Functional Anatomy	3	6
	Performance Studies IIA - Gymnastics	2	3
	Performance Studies IIB - Track & Field	2	3
	Mechanics of Human Motion	3	6
	Computer Awareness	3	6
	General Studies Unit (Level II)	3	6
III	Teaching in the Secondary School II	2	5
	Social Bases of Education	2	5
	Teaching P.E. in the Secondary School II	2	4
	Kinesiology	3	8
	Performance Studies IIIB - Dance	2	3
	Performance Studies IIIC - Swimming	2	3
	Human Physiology	3	8
	General Studies Unit (Level III)	3	8
IV	Human Ability & Disability	3	6
	Philosophical Basis of Secondary School Issues	2	6
	Adapted Physical Education	2	4
	Social Basis of Sport	3	8
	Performance Studies IVC - Sport	2	3
	Performance Studies VC - Sport	2	3
	Statistics	3	6
	General Studies Unit (Level IV)	3	9
V	Educational Programming	2	6
	Educational Technology	0	3
	Curriculum Physical Education IA	2	4
	Organisation & Administration of P.E.	2	4
	Physiological Efficiency	3	10
	Performance Studies VI	2	4
	Performance Studies VB - Dance III	2	3
Elective	2:5	6:10	
VI	Interactional Analysis	3	10
	Curriculum Physical Education IB	2	4
	Second Method	3	6
	Biomechanical Efficiency	3	10
	Performance Studies IIIA - Gymnastics	2	10
	Performance Studies VIC - Sport	2	3
	Elective	2:5	6:10
VII	Curriculum Design	3	10
	Curriculum Physical Education IC	2	4
	Second Method	3	6
	Development & Measurement of Physical Ability	2	5
	Performance Studies VIII	2	4
	Performance Studies VIIC - Sport	2	4
	Elective	3:5	8:10
VIII	Elective	2	10
	Curriculum Physical Education ID	2	4
	Second Method	3	6
	Prevention and Care of Injuries	2	5
	Elective	3:5	8:10
	Elective	3:5	8:10

## **CONVERSION COURSE FOR BACHELOR OF EDUCATION (PRIMARY)**

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The School will offer in 1988, 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 Bachelor of Education (Primary Education) programme. Holders of such a Diploma 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 Philosophical Bases of Education from Phase I of the degree programme.

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

All three units will be offered in the latter part of 1988. Applications will be invited before the end of the first school term.

## **BACHELOR OF EDUCATION (PHYSICAL EDUCATION) CONVERSION**

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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 Bachelor of Education (Physical Education).

Successful applicants for the Conversion Course are required to complete three semester-units:

- Social Bases of Education I OR Philosophical Bases of Education I
- Kinesiology and Applied Anatomy
- Statistics A

## **BACHELOR OF EDUCATION (TEACHER LIBRARIANSHIP)**

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This is a four-year full-time course designed to prepare people to become both classroom teachers and teacher-librarians in primary schools.

The structure of the course is as follows:

- a disciplinary sequence in Education Studies over eight semesters
- a group of units of Teaching Studies in all the areas of the primary school curriculum
- a sequence of Library Studies units to develop the competencies of a teacher-librarian

- several units of Background Studies
- a disciplinary sequence in elective General Studies over six semesters
- a sequence of Practicum experiences over eight semesters in schools or other relevant professional work places.

Semester	Education Studies	Teaching Studies	Library Studies	Background Studies	General Studies	Class/Week Contact/Hours
I	Principles & Practices of Teaching I, Develop. Psychology I	English I, Science I, Health I	Inf. Users IC, Inf.Resources IC	Australian Studies I	—	19/40
II	PPT II, DP II	English II, Maths II, Art/Craft I, Music I	Techniques for Information Production	Australian Studies II	—	18/38
III	PPT III, Social Bases of Education	Social Stud. I, English III, Maths II	—	Computer Awareness	I	18/37
IV	PPT IV	Maths III, Science II,* Phys. Ed. I,	Inf. Methods IA	—	II	18/39
V	Individual Differences	Art/Craft II,* Music II*	Inf. Users IIC, Inf. Resources IIC.	—	III	17/40
VI	Philosophical Bases of Education	Social Stud. II,* Health II,* Water Safety	Inf. Methods IIC	Communication	IV	18/42
VII	Analysis of Educational Practice	English IVA, English V,* Maths IV,* Phys. Ed. II*	Inf. Methods IIIC	—	V	20/47
VIII	Program Design, Implementing Educational Change	—	Inf. Users IIIC, Inf. Users IVC	—	VI	15/40

\*Students choose 5 out of 8 units marked with asterisk

## **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; part-time students must, however, attend the full-time classes held during the day..**

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; History; English.

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:

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<b>Unit Number</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
12702	Psychological Bases of Secondary Education	3	6
12803	Philosophical Bases of Secondary Education	2	4
15830	Computers in Education	2	4
17701	Sport in the Secondary School	2	4
09701	Practical Experience (20 days + school visits)	0	0

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

### Curriculum Electives:

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<b>Unit Number</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
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
13704	Secondary English Method I	5	10
19702	History Method I	5	10

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## 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
13804	Secondary 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 programmes, 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 for a 3 year diploma and at least 2 years professional experience.

### **A FOUR SEMESTER PART-TIME SEQUENCE**

<b>Semester</b>	<b>Unit No.</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
I	13721	The Reader and Reading I	2	4
	13723	Literature I	2	4
	13725	Literature and Response I	2	4
	09711	Practicum I		
II	13722	The Reader and Reading II	1	4
	13724	Literature II	2	4
	13726	Literature and Response II	1	4
	09712	Practicum II	1	4
III	13821	The Reader and Reading III	1	4
	13823	Literature III	2	4
	13825	Literature and Response III	1	4
	09811	Practicum III		
IV	13820	Literature in Action	2	8
	09812	Practicum IV		



## GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: PRIMARY MUSIC

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This is a part-time programme of four semesters duration 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.

**N.B.** There will be no intake to this course in 1988.

### A FOUR SEMESTER PART-TIME SEQUENCE

Semester	Unit No.	Unit Name	Class Contact Hours	Week Hours
I	16610	Musicianship I	1	3
	16702	Music and Movement	1	3
	16713	Vocal Studies	2	6
	16612	Music Curriculum I)	2	6
	16705	Educational Enquiry Techniques)		
II	16708	Recorder I	1	3
	16710	Musicianship II	1	3
	16803	Percussion	2	6
	16712	Music Curriculum II)	2	6
	16805	Music Project I)		
III	16620	Guitar I	1	3
	16707	Integrated Classroom Activities I	1	3
	16808	Recorder II	1	3
	16810	Musicianship III	1	3
	16812	Music Curriculum III)	2	6
	16905	Music Project II)		
IV	16703	Instrumentarium	1	3
	16720	Guitar II	1	3
	16807	Integrated Classroom Activities II	1	3
	16910	Musicianship IV	1	3
	16912	Music Curriculum IV	2	6

## **GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: READING EDUCATION**

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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 specialists, 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 FOUR SEMESTER PART-TIME SEQUENCE**

<b>Semester</b>	<b>Unit No.</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
I	13709	Reading Process I	2	4
	13710	Evaluation in Reading	1	2
	13711	Language and Reading I	1	2
	13712	Literature and Reading I	2	4
	09702	Practicum in Reading I		
II	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			
III	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			
IV	13818	Research Project (OR)	3	6
	13819	Implementing Reading )		
	09803	Practicum in Reading IV		

## **GRADUATE DIPLOMA IN EDUCATIONAL STUDIES: SPECIAL EDUCATION**

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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:

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

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

<b>Semester</b>	<b>Unit No.</b>	<b>Unit Name</b>	<b>Class Contact Hours</b>	<b>Week Hours</b>
I	12707	Teaching Exceptional Children	3	8
	12719	Teaching Practicum I	4	10
	12740	Teaching Basic Skills I	3	8
	12808	Behaviour Management	3	8
	15741	Teaching Basic Skills II	2	6
	15715	Introductory Statistics for Teachers	1	2
II	12722	Parent & Teacher Consultancy	2	6
	12819	Teaching Practicum II	4	10
	12820	Research Review	2	6
	12840	[Teaching the Severely Handicapped I	3	8]
	12841	[Teaching the Severely Handicapped II	3	8]
	12847	[Development and Disability OR	2	6]
	12850	[Assessment and Remediation I	3	8]
	15851	[Assessment and Remediation II	3	8]
	12821	[Resource Teaching Services	2	6]

## **MASTER OF ARTS IN CHILDREN'S LITERATURE AND READING**

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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.

<b>Unit No.</b>	<b>Unit Name</b>	<b>Class Contact hours</b>
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) )
13735	Media, Literature and Literacy	3)2 to be )completed
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	328
Art/Craft	202
Communication Studies	206
Computing Studies	346
Economic Studies	316
Education Studies	215
English	231
Financial and Quantitative Studies	306
Health Education	251
Information Studies	350
Legal Studies	320
Leisure Studies	371
Mathematics	256
Music	265
Nursing	391
Physical Education	275
Practical Experience	192
Science	288
Social Science	299



# BACHELOR OF EDUCATION (PRIMARY EDUCATION)

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## 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:

<b>09911</b>	Teaching Practicum I	Semester I	Block
<b>09912</b>	Teaching Practicum II	Semester II	Block
<b>09913</b>	Teaching Practicum III	Semester III	Community practice
<b>09914</b>	Teaching Practicum IV	Semester IV	Block: infants and primary concentration
<b>09915</b>	Teaching Practicum V	Semester V	Block: infants and primary concentration; children with special needs
<b>09916</b>	Teaching Practicum VI	Semester VI	Block

<b>09911</b>	<b>TEACHING PRACTICUM I</b> <b>Semester: I</b>	12 days
	<b>Co-requisite:</b> Principles & Practices of Teaching I	
	<b>Organisation:</b> Block	
	<b>Objectives:</b> Students will plan, implement and evaluate teaching based on the exposition model.	
<b>09912</b>	<b>TEACHING PRACTICUM II</b> <b>Semester: II</b>	15 days
	<b>Co-requisite:</b> Principles & Practices of Teaching II	
	<b>Organisation:</b> Block	
	<b>Objectives:</b> 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:**

Principles & Practices of Teaching IV

**Organisation:**

Block

**Objectives:**

As for Practicum I & II, plus — 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:**

Teaching Children with Learning Difficulties

**Organisation:**

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:**

Design of Educational Programmes

**Organisation:**

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.

**BACHELOR OF EDUCATION  
(TEACHER LIBRARIANSHIP)**

**09911 Teaching Practicum I and**

**09912 Teaching Practicum II**

will be undertaken in 1988

# GRADUATE DIPLOMA (CHILDREN'S LITERATURE)

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## 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**

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**09701 TEACHING PRACTICUM I**

**Semester: I**

**Objectives:**

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

**09801 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 (READING EDUCATION)

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## **09702 PRACTICUM IN READING I**

(Graduate Diploma in Reading Education)

**Pre-requisite:**

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 in Reading Education)

**Pre-requisite:**

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 in Reading Education)

**Pre-requisite:**

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 in Reading Education)

**Pre-requisite:**

Practicum in Reading I, II, III

**Objectives:**

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

# BACHELOR OF EDUCATION (PHYSICAL EDUCATION)

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## 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:

<b>09901</b>	Teaching Practicum I	Semester I	Block practice in primary school
<b>09902</b>	Teaching Practicum II	Semester II	Block practice in secondary school (physical education)
<b>09903</b>	Teaching Practicum III	Semester III	Block practice in secondary school (physical education)
<b>09904</b>	Teaching Practicum IV	Semester IV	Camping or Community Practice
<b>09905</b>	Teaching Practicum V	Semester V	Special education: Block practice in special school or special class in secondary school
<b>09906</b>	Teaching Practicum VI	Semester VI	Block practice in secondary school; and second methodology
<b>09907</b>	Teaching Practicum VII	Semester VII	Block practice in secondary school; physical education, and second methodology
<b>09908</b>	Teaching Practicum VIII	Semester VIII	Block practice in secondary school; physical education and second methodology

## 09901 TEACHING PRACTICUM I

**Semester:** I

12 days

**Co-requisite:**

Principles & Practices of Teaching I; 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. 13 days

**Co-requisite:**

Principles & Practices of Teaching II; 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. 13 days

**Co-requisite:**

Principles and Practices of Teaching III; Practices of Teaching P.E. III

**Organisation:**

Block practice in secondary school (physical education).

**Objectives:**

In addition to the objectives for 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. 10 - 15 days

**Organisation:**

Camping or Community.

**Objectives:**

For the Camping or Community Practice, in addition to the objectives for Practicum III, students will demonstrate developing professional competence in whatever teaching/learning situation is selected, especially the skills of self-evaluation. **N.B.** The Camping Practicum involves teaching in two camps during a school term.



## 09905 TEACHING PRACTICUM V

**Semester:** V

approx. 13 days

**Organisation:**

Special Education (physical education) Block practice in special school or special class in secondary school.

**Pre-requisites:**

Human Ability and Disability; Adapted Physical Education.

**Related Unit:**

Educational Programming.

**Objectives:**

As for Semester III plus 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. 13 days

**Organisation:**

Block practice in secondary school; physical education and second methodology.

**Co-requisites:**

Second Methodology I.

**Related Units:**

Curriculum P.E. IA; Curriculum P.E. IB; Analysing Classroom Interaction.

**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 also undertake teaching in their second specified subject area in line with the stated objectives of the subject taken in this semester.

## 09907 TEACHING PRACTICUM VII

**Semester:** VII

approx. 13 days

**Organisation:**

Block practice in secondary school; physical education and second methodology.

**Co-requisite:**

Second Methodology II.

**Related Units:**

Curriculum P.E. IC; Curriculum Development.

**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 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. 13 days

**Organisation:**

Block practice in secondary school; physical education and second methodology.

**Co-requisite:**

Second Methodology III.

**Related Unit:**

Outdoor Education.

**Objectives:**

As for Teaching Practicum VI and VII.

## ART/CRAFT

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This Department offers a major disciplinary sequence in Art Studies which 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 1940-1988 — The Articulation of Surfaces
10220	Art Studies II	— Western Art 1940-1988 — 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.

### **10120 ART STUDIES I — Western Art 1940-1988 The Articulation of Surfaces**

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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 1940-1988 The Definition of Space**

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**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**

(Bachelor of Education (Teacher Librarianship))

**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**  
(Bachelor of Education (Teacher Librarianship))  
**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))  
(Bachelor of Education (Teacher Librarianship))  
**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))  
(Bachelor of Education (Teacher Librarianship))  
**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 work 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.

# COMMUNICATION STUDIES

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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.

The full specialisation is offered in the Bachelor of Business programme within the School of Financial and Administrative Studies. As well, minor elective specialisations or disciplinary sequences are offered in programmes presented by the Schools of Nursing, Recreation and Community Studies and Library and Information Studies. Other core or elective subject-units are offered in programmes within the School of Teacher Education.

## 11100 INTRODUCTION TO COMMUNICATION

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To examine the nature of interpersonal communication and communication models; to consider communication processes in group and organisational settings; to determine the uses and effects of mass communication; to examine the relation between language and communication.

## 11105 VIDEO PRODUCTION

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To extend the range of skills in information production which are introduced in the unit "Techniques for Information Production". The orientation of Video Production is practical and students will carry out extensive work in the studio and on location. At the completion of the unit students will have the capacity to plan and produce a video-based information product.

**11111 COMMUNICATION I — INTERPERSONAL COMMUNICATION**

**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.

**11211 COMMUNICATION II — ARGUMENTATION AND REASONING**

**Semester: I and II**

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.

**11314 COMMUNICATION IIIA — COMMUNICATION IN SMALL GROUPS**

**Semester: II**

3 class contact hours

8 week hours

**Pre-requisite: (Bachelor of Business students only)**

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

**Semester: I**

3 class contact hours  
8 week hours

**Pre-requisite: (Bachelor of Business students only)**

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 organisations; to illustrate specific professional applications of communication processes in organisational contexts.

## 11514 COMMUNICATION VA — MASS COMMUNICATION

**Semester: I**

3 class contact hours  
10 week hours

**Pre-requisite: (Bachelor of Business students only)**

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

**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, information campaigns, health and industrial safety and law.

## 11702 COMMUNICATION IC

**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.

## 11706 MANAGING COMMUNICATION

**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

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

Managing 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**

**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**

**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 apply a variety of specific training techniques; to demonstrate effectiveness in the delivery of selected training techniques; to evaluate learning.

## **11721 MANAGING TRAINING AND DEVELOPMENT**

**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

**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 (P/G)

**Semester:** II

2 class contact hours

7 week hours

**Pre-requisite:**

None

**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

**Semester:** II

2 class contact hours

4 week hours

**Pre-requisite:**

None

**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

**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

**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

**Semester:** II

2 class contact hours

7 week hours

**Co-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**

**Semester: I**

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**

**Semester: II**

3 class contact hours

6 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**

**Semester: I**

3 class contact hours

6 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

**Semester: I**

3 class contact hours

6 week hours

**Pre-requisite:**

None. However, students are advised to complete (11901) Human Communication 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.

## 11904 COMMUNICATION IN THE EDUCATIONAL ENVIRONMENT

**Semester: I and II**

2 class contact hours

4 week hours

**Pre-requisite:**

None

**Objectives:**

This unit examines the processes of interpersonal and group communication in the broader context of the professional relationships engaged in by classroom teachers; it will provide teacher education students with a range of basic communication competencies which can be applied to the expanding roles teachers will be expected to play as educators.

# EDUCATION STUDIES

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## 12105 AN INTRODUCTION TO DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY

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

**Semester: I**

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.

## 12126 PSYCHOLOGY

(Bachelor of Applied Science (Information))

3 class contact hours

8 week hours

**Pre-requisite:**

None

**Objectives:**

To provide knowledge of major psychological concepts and theories contributing to the discipline of information science; to develop curiosity about human behaviour and our physical, biological and social environment; to understand the purposes of psychology, the nature of its subject matter and its limitations; to gain knowledge of psychological topics including biological background of behaviour, perception, the learning process, motivation, individual differences and social interaction; to develop an appreciation of scientific methods, a readiness to apply them to problems of human behaviour, and an awareness of the limitations of these methods; to develop a critical attitude towards generalisations about human behaviour and increase ability to discriminate between reasonable and unreasonable generalisations in terms of the evidence on which they are based; to develop ability to apply knowledge gained and intellectual skills developed to new situations.

## 12140 PRINCIPLES AND PRACTICES OF TEACHING I

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**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.

## 12141 DEVELOPMENTAL PSYCHOLOGY I

(Bachelor of Education (Physical Education)); (Bachelor of Education (Primary Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: I** 2 class contact hours  
5 week hours

**Pre-requisite:**

None

**Objectives:**

To develop an understanding of 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.

## 12226 INSTRUCTIONAL DESIGN

(Bachelor of Applied Science (Information))

**Semester: II** 3 class contact hours  
6 week hours

**Pre-requisite:**

Psychology; Information Science V; Introduction to Communication

**Objectives:**

At the completion of the unit, students should be able to explain the instructional process, by describing the basic elements and the relationships between and among these; match appropriate instructional strategies to desired learning outcomes and justify their choice of strategies by reference to appropriate theoretical constructs; plan, implement and evaluate teaching based on selected principles of instructional design.

## 12240 PRINCIPLES AND PRACTICES OF TEACHING II

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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.

## 12241 DEVELOPMENTAL PSYCHOLOGY II

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester: II**

2 class contact hours  
5 week hours

**Pre-requisite:**

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 differences from a range of theoretical perspectives.

## 12243 PRINCIPLES OF TEACHING II

(Bachelor of Education (Physical Education))

**Semester: II**

2 class contact hours  
5 week hours

**Pre-requisite:**

Principles and Practices of Teaching I; Practices of Teaching Physical Education I

**Co-requisites:**

Practices of Teaching Physical Education II; Developmental Psychology II

**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 DEVELOPMENTAL PSYCHOLOGY IIP

(Bachelor of Education (Physical Education))

**Semester: II**

2 class contact hours  
5 week hours

**Pre-requisite:**

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.

## 12340 PRINCIPLES AND PRACTICES OF TEACHING III

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester:** III

2 class contact hours  
4 week hours

**Pre-requisite:**

Principles and Practices of Teaching II, and any **two** of Principles and Practices of Teaching I; Developmental Psychology I,II

**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.

## 12341 SOCIAL BASES OF EDUCATION

(Bachelor of Education (Physical Education)); (Bachelor of Education (Primary Education)); (Bachelor of Education (Teacher Librarianship))

**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.

## 12342 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.

### **12343 PRINCIPLES OF TEACHING III**

(Bachelor of Education (Physical Education))

**Semester: III**

2 class contact hours

5 week hours

**Pre-requisite:**

Principles of Teaching II; Practices of Teaching Physical Education II

**Co-requisite:**

Practices of Teaching Physical Education III

**Objectives:**

Students will identify how Secondary Schools provide for individual differences; explain the basic concepts and procedures of measurement and evaluation; state the basic principles and concepts of cognitive-field theory; and apply their knowledge of cognitive-field theory to process and discovery based models of teaching.

### **12424 EDUCATION IN AUSTRALIA**

(Bachelor of Education (Physical Education))

**Semester: IV**

4 class contact hours

8 week hours

**Pre-requisite:**

Philosophical Bases and Secondary School Issues

**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.

### **12440 PRINCIPLES AND PRACTICES OF TEACHING IV**

(Bachelor of Education (Primary Education))

(Bachelor of Education (Teacher Librarianship))

**Semester: IV**

3 class contact hours

9 week hours

**Pre-requisite:**

Principles and Practices of Teaching I, II, III; Developmental Psychology I, II

**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.

## 12540 TEACHING CHILDREN WITH LEARNING DIFFICULTIES

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester: V**

3 class contact hours  
8 week hours

**Pre-requisite:**

Principles and Practices of Teaching I, II, III, IV; Developmental Psychology I, II

**Objectives:**

Students will demonstrate awareness of individual differences and of the learning problems of children; assess pupils' performance in basic skills; write individual mastery programmes in the basic skills; describe strategies for improving language performance of pupils with learning difficulties; describe ways of mainstreaming children in regular classrooms.

## 12543 HUMAN ABILITY AND DISABILITY

(Bachelor of Education (Physical Education))

**Semester: IV**

3 class contact hours  
6 week hours

**Pre-requisite:**

Developmental Psychology I, II

**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 Education (Physical Education))

**Semester: VI**

4 class contact hours  
8 week hours

**Pre-requisite:**

Philosophical Bases and Secondary School Issues

**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. To further examine a particular educational context through this framework, and with the assistance of primary sources and materials.

**12640 DESIGN OF EDUCATIONAL PROGRAMMES**

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester: VI**

2 class contact hours  
6 week hours

**Pre-requisite:**

Principles and Practices of Teaching I, II, III, IV; Developmental Psychology I, II

**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.

**12641 PHILOSOPHICAL BASES OF EDUCATION**

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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.

**12431 PHILOSOPHICAL BASES AND SECONDARY SCHOOL ISSUES**

(Bachelor of Education (Physical Education))

**Semester: IV**

2 class contact hours  
4 week hours

**Pre-requisite:**

None

**Objectives:**

At the end of this unit students will be developing a reasoned and informed approach to teaching based on an understanding of some major educational issues that confront secondary teachers today; have analysed alternative approaches to key educational problems in terms of their philosophical underpinnings; have begun 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.

## 12633 DESIGN OF EDUCATIONAL PROGRAMMES

(Bachelor of Education (Physical Education))

**Semester: V**

2 class contact hours

6 week hours

**Pre-requisite:**

Principles and Practices of Teaching I; Principles of Teaching II, III; Developmental Psychology I, II; Principles and Practices of Teaching Physical Education; Human Ability and Disability

**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 physical education 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.

## 12617 INTERACTIONAL ANALYSIS

(Bachelor of Education (Physical Education))

**Semester: VI**

3 class contact hours

10 week hours

**Pre-requisite:**

Principles of Teaching I, II and III

**Co-requisite:**

Practicum VI, VII or VIII

**Objectives:**

At the end of this unit students will analyse interaction in terms of teacher-pupil interaction models; apply their understanding of teacher-pupil interaction in interpreting the contribution of group dynamics to classroom climate and classroom communication; demonstrate skill in applying systematic observation and analysis techniques to self-evaluation of teaching strategies; communicate pupil information to relevant others in a meaningful and co-operative manner.

## 12317 ADOLESCENT PSYCHOLOGY I

(Bachelor of Education (Physical Education))

**Semester: III**

2 class contact hours

4 week hours

**Pre-requisite:**

Developmental Psychology II; or equivalent

**Co-requisite:**

None

**Objectives:**

Students will be able to demonstrate a knowledge and understanding of a range of theoretical constructs of the psychology of adolescence; be able to give an account of the psychological correlates of significant aspects of physical, sexual, social, emotional and intellectual development in the adolescent period.

**12404 MANAGEMENT OF BEHAVIOUR PROBLEMS**

(Bachelor of Education (Physical Education))

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

Students will analyse behaviour and the conditions for changing behaviour; describe some systematic applications of procedures for behaviour change; evaluate alternative approaches to the management of behaviour; demonstrate skills in the management of behaviour in classrooms.

**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.

## **12722 PARENT AND TEACHER CONSULTANCY**

(Graduate Diploma in Special Education)

**Semester: II**

2 class contact hours

6 week hours

### **Pre-requisite:**

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.

## **12760 ANALYSING CLASSROOM INTERACTION**

(Bachelor of Education (Primary Education))

**Semester: VII**

3 class contact hours

10 week hours

### **Pre-requisite:**

None

### **Objectives:**

Students will consciously select the most appropriate teaching method for the task in hand and modify the approach in accordance with feedback gained from assessment of classroom interaction; analyse classroom interaction in terms of group dynamics and teacher-pupil interaction; apply their understanding of classroom interaction in interpreting the contribution of group dynamics to classroom climate; evaluate research into teacher effectiveness; and demonstrate skill in applying systematic observation and analysis techniques to self-evaluation of classroom strategies.

## 12761 THE SOCIAL CONTEXT OF CHILDHOOD

(Bachelor of Education (Primary Education))

**Semester: VII or VIII**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**Objectives:**

To critically analyse the theory and implications of contemporary social reports and policy documents relating to children; review and evaluate the literature and research relating to topics such as change in family function and structure, children of the unemployed, children of working parents, children in foster care, institutionalised children and child delinquency; identify the rights of children and their guardians and the implications for schooling; identify supporting government and community agencies with which teachers need to liaise and/or consult; analyse current school practice and plan appropriate change; identify the legal rights and constraints of school personnel.

## 12732 IMPLEMENTING EDUCATIONAL CHANGE

(Bachelor of Education (Primary Education))

(Bachelor of Education (Teacher Librarianship))

**Semester: VII or VIII**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**Objectives:**

To provide teachers with skills and knowledge appropriate for seeking and implementing change in schools. This will entail developing skills in negotiating and working with others in the school community for goals related to the betterment of the school, and in presenting submissions to educational authorities. Students will also identify the requirements of successful implementation of educational innovations and develop the ability to effectively evaluate an educational innovation.

## 12734 MAINSTREAMING

(Bachelor of Education (Primary Education))

**Semester: VII or VIII**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**Objectives:**

To increase teacher-students' skills in managing and teaching children with learning problems in the regular classroom. The acquisition of these skills will be related to a study of current issues and policies of mainstreaming.

## 12805 SUPERVISION IN THE PRACTICUM

(Bachelor of Education (Primary Education))

**Semester: VIII**

3 class contact hours  
10 week hours

**Pre-requisite:**

- A recognised pre-service teaching qualification.
- At least 60 consecutive days of satisfactory professional teaching experience.

**Objectives:**

This unit is concerned with developing a range of basic supervisory skills which will enable the classroom teacher to contribute positively and effectively to the development of professional competency in student teachers. By the end of the unit, students should be able to demonstrate knowledge, understanding and skill in interpersonal communication and a variety of supervision techniques. In addition to this, students will develop an awareness of the competencies by which students are assessed throughout the practical experiences program.

## 12740 TEACHING BASIC SKILLS I

(Graduate Diploma in Special Education)

**Semester: I**

3 class contact hours  
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.

## 12802 SOCIOLOGICAL BASES OF SECONDARY 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: II**

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.

## 12820 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: II**

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.

## 12860 INDIVIDUALISING INSTRUCTION

(Bachelor of Education (Primary Education))

**Semester: VIII**

3 class contact hours  
10 week hours

**Pre-requisite:**

None

**Objectives:**

Students will interpret, analyse and evaluate published materials on assessment and teaching strategies as related to individualising instruction; identify the learning needs of individuals through the application of appropriate assessment procedures; prescribe learning goals according to the perceived characteristic of the learner; 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 in 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 in 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 in 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 in 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.

## **12960 ANALYSIS OF EDUCATIONAL PRACTICE (Primary)**

(Bachelor of Education (Primary Education))

(Bachelor of Education (Teacher Librarianship))

**Semester: VII or VIII**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**Objectives:**

To focus on the relationship between a school and its community. This will entail an analysis of present and past policies of community involvement in Australian schools and an investigation of modes of school organisation and administration relevant to community involvement. Students will examine the development of school and community based programs and will explore the nature of the parent-teacher-student relationship and its bearing upon the professional status of teachers. The development of skills in working co-operatively with parents and other community service agencies will be promoted.

## **12964 CURRICULUM DEVELOPMENT (Primary)**

(Bachelor of Education (Primary Education))

**Semester: VII or VIII**

3 class contact hours  
10 week hours

**Pre-requisite:**

None

**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.

## **12965 CURRICULUM DEVELOPMENT (P.E.)**

(Bachelor of Education (Physical Education))

**Semester: VIII**

3 class contact hours  
10 week hours

**Pre-requisite:**

Design of Educational Programmes; Philosophical Bases of Education

**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

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The Department of English offers two sequences of General Studies, available to students in the Bachelor of Education (Primary Education), Bachelor of Education (Physical Education) and Bachelor of Education (Teacher Librarianship). 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:

<b>13140</b>	Drama and the Theatre Arts I	—	Introduction to World Theatre
<b>13240</b>	Drama and the Theatre Arts II	—	Acting
<b>13340</b>	Drama and the Theatre Arts III	—	The Craft of the Theatre
<b>13440</b>	Drama and the Theatre Arts IV	—	Themes, Symbols and Archetypes in Drama
<b>13540</b>	Drama and the Theatre Arts V	—	Dramatic Form
<b>13640</b>	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.

## • 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:

<b>13141</b>	English I	—	Language and Literature
<b>13241</b>	English II	—	Form and Meaning
<b>13341</b>	English III	—	The Victorians and After
<b>13441</b>	English IV	—	Revolution and Romanticism
<b>13541</b>	English V	—	Elizabethans and Jacobean: The Emergence of Modern Language and Literature
<b>13641</b>	English VI	—	Australian Literature and Language

A sequence of English Teaching units is also offered to students within the Bachelor of Education (Primary Education), Bachelor of Education (Physical Education) and Bachelor of Education (Teacher Librarianship) degrees. 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



**13140 DRAMA AND THE THEATRE ARTS I**  
**Introduction to World Theatre**  
(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))  
**Semester: I** 3 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)); (Bachelor of Education (Teacher Librarianship))  
**Semester: II** 3 class contact hours  
6 week hours

**Pre-requisite:**  
None  
**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)); (Bachelor of Education (Teacher Librarianship))  
**Semester: III** 3 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)); (Bachelor of Education (Teacher Librarianship))  
**Semester: IV** 3 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.

## **13540 DRAMA AND THE THEATRE ARTS V**

### **Dramatic Form**

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: V**

3 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 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.

## **13640 DRAMA AND THE THEATRE ARTS VI**

### **Direction, Production and Acting**

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: VI**

3 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)); (Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**Semester: II** 3 class contact hours  
6 week hours

**Pre-requisite:**

None

**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)); (Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**Semester: IV** 3 class contact hours  
9 week hours

**Pre-requisite:**

Two of English I, II and III

**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)); (Bachelor of Education (Teacher Librarianship))

**Semester: V**

3 class contact hours  
10 week hours

**Pre-requisite:**

Two of 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)); (Bachelor of Education (Teacher Librarianship))

**Semester: VI**

3 class contact hours  
10 week hours

**Pre-requisite:**

Three of English I, II, III, IV and 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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: I**

2 class contact hours  
4 week hours

**Pre-requisite:**

None

**Objectives:**

Students will demonstrate some knowledge of the nature and functions of language; including literary language; 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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: II**

2 class contact hours  
4 week hours

**Pre-requisite:**

None

**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))  
(Bachelor of Education (Teacher Librarianship))

**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 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.

## **13412 ENGLISH TEACHING IV**

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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 specific skills required by the developing reader and the techniques of teaching these skills to pre-primary and primary children. They will examine the place of reading in the total/language literature environment. They will examine the place of reading in the total language environment, reading across the curriculum and some special problems in reading.

**13414 ENGLISH TEACHING V**  
**Teaching English as a Second Language**

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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 (including differences in literacy background) 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**

(Background Studies Elective: Bachelor of Education)

**Semester: VI**

3 class contact hours  
8 week hours

**Pre-requisite:**

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.

**13650 ENGLISH SECONDARY METHOD I**

(Bachelor of Education (Physical Education))

**Semester: VI**

3 class contact hours  
6 week hours

**Pre-requisite:**

At least 4 units of English

**Objectives:**

The student will develop an understanding of how competency in language usage is achieved, how effective communication and self-expression can be fostered, and how a discriminating response to literature and media may be developed; examine the syllabus in English for Years 7 to 10 and to consider its implications in terms of developing language skills and integrating English work; translate the objectives and principles of the syllabus into reality by developing sound, sensitive and creative classroom procedures.

**13750 ENGLISH SECONDARY METHOD II**

(Bachelor of Education (Physical Education))

**Semester: VII**

3 class contact hours  
6 week hours

**Pre-requisite:**

English Secondary Method I

**Objectives:**

The student will develop an understanding of how competency in language usage is achieved with special emphasis on writing, and on developing a discriminating approach to the media; to examine the syllabus in English for years 7 to 10 and consider its implications for the teaching of writing and the media; consider the issues of English teaching in the multicultural classroom.

## 13850 ENGLISH SECONDARY METHOD III

(Bachelor of Education (Physical Education))

**Semester: VIII**

3 class contact hours

6 week hours

**Pre-requisite:**

English Secondary Method I and II

**Objectives:**

The student will further develop an understanding of how competency in language usage is achieved with special emphasis on reading, and developing a discriminating response to literature; examine the syllabus in English for Years 7 to 10 and consider its implications for the teaching of literature; examine the syllabus in English for Years 11 and 12 and consider its implications for the integration of literature and language work in the senior school; develop sensitive, imaginative and creative classroom procedures for implementing the objectives of the syllabus.

## 13651 DRAMA IN EDUCATION I

(Bachelor of Education (Physical Education))

**Semester: VI**

3 class contact hours

6 week hours

**Pre-requisite:**

English I and II or Drama and the Theatre Arts I and II

**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.

## 13751 DRAMA IN EDUCATION II

(Bachelor of Education (Physical Education))

**Semester: VII**

3 class contact hours

6 week hours

**Pre-requisite:**

Drama in Education I

**Objectives:**

Students will acquire appropriate skills in the implementation of educational drama in schools by exploring drama and language; verbal and non-verbal communication in learning and teaching; oral interpretation; the elements of theatre in education with consideration of space, light, sound, audience and costume; selecting materials for study and implementing these through the various modes of drama; programming in drama; sequencing units of work, according to student needs.

### 13851 DRAMA IN EDUCATION III

(Bachelor of Education (Physical Education))

**Semester: VIII**

3 class contact hours

6 week hours

**Pre-requisite:**

Drama in Education I and II

**Objectives:**

Student will develop at least one area of specialisation in drama production. They will explore two of the following. One to be selected as a major study in which all aspects of production are to be considered:

- Production for proscenium stage.
- Production for theatre in the round.
- Presentation of a Documentary Play.
- Production using video.
- Production using film.
- Readers' Theatre production.
- A theatre-in-education project.

### 13704 SECONDARY ENGLISH METHOD I (P/G)

(Graduate Diploma in Education)

**Semester: I**

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; examine the secondary school syllabus in English and to analyse the content in terms of achieving literacy and oracy; give the students the competency of skill to translate the syllabus into reality by developing imaginative, creative and sound classroom procedures.

### 13804 SECONDARY ENGLISH METHOD II (P/G)

(Graduate Diploma in Education)

**Semester: II**

5 class contact hours

10 week hours

**Pre-requisite:**

Secondary English Method I.

**Objectives:**

To further consider issues in the teaching of High School English, especially the teaching of Literature and the Media, and to consider Assessment and Evaluation in English Teaching.



## 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-requisite:**

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-requisite:**

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

(Advanced Teaching Studies: Bachelor of Education, Phase III)

**Semester: IX, X**

3 class contact hours  
6 week hours

**Pre-requisite:**

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 in 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 in 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 in Reading Education)

### **Pre-requisite:**

Reading Process I

1 class contact hour  
2 week 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 in Reading Education)

1 class contact hour  
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 in Reading Education)

**Pre-requisite:** 1 class contact hour  
Evaluation in Reading I 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 III**  
(Graduate Diploma in Reading Education)

**Pre-requisite:** 1 class contact hour  
Evaluation in Reading II 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 in Reading Education)

1 class contact hour  
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, of process writing material and 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 in Reading Education)

**Pre-requisite:** 1 class contact hour  
Language and Reading I 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 in Reading Education)

**Pre-requisite:**

Language and Reading I

1 class contact hour

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 in 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 early readers and their cognitive and psychological development; analyse and practise methods of presenting young children with a worthwhile literary experience.

### 13716 LITERATURE AND READING II

(Graduate Diploma in 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 in 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 in Reading Education)

**Pre-requisite:**

None

1 class contact hour

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 in Reading Education)

**Semester: III**

1 class contact hour

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 in Reading Education)

3 class contact hours

6 week hours

### **Pre-requisite:**

Levels I, II and III

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 in Reading Education)

3 class contact hours

6 week hours

### **Pre-requisite:**

Levels I, II, and III.

### **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 hour

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 hour

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 hour

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)

2 class contact hours

8 week hours

### **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.

## **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 EDUCATION**

(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

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Health Education course units are methodology based units aimed at producing practitioners aware of their role as health educators and who are skilled in the competencies required for health promotion activities in a variety of settings.

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 constructive and 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))  
(Bachelor of Education (Teacher Librarianship))

**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.

## 14111 HEALTH STUDIES I: Physical Health

(General Studies)

**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.

14115

## HEALTH EDUCATION I

(Bachelor of Education)

**Semester: I or II**

3 class contact hours

6 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 and community health promotion programme in society; and appreciate the scope of modern approaches, contemporary teaching and promotional methods in health education.

14203

## HEALTH EDUCATION TEACHING II

(Bachelor of Education (Primary Education))

(Bachelor of Education (Teacher Librarianship))

**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.

14211

## HEALTH STUDIES II: Human Safety

(General Studies)

**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.

**14215 HEALTH EDUCATION II**  
(Bachelor of 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.

**14311 HEALTH STUDIES III: Environmental Health**  
(General Studies)  
**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 with particular emphasis on health promotion in the workplace.

**14315 HEALTH EDUCATION III**  
(Bachelor of Education)  
**Semester: I or II** 3 class contact hours  
6 week hours

**Objectives:**  
Students will understand aspects of health education in varying community settings; develop aspects of selective planning methodology, implementation and evaluation of community health programmes; relate characteristics of adult learners to the design of community programmes; and maintain close contact with practical aspects of community health promotion programmes.

**14411 HEALTH STUDIES IV: Social Health**  
(General Studies)  
**Semester: IV** 4 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.

- 14415 HEALTH EDUCATION IV**  
 (Bachelor of Education)  
**Semester: VI or VIII** 3 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 co-ordinators 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 whole school health programmes in the light of all these factors.
- 14511 HEALTH STUDIES V: Mental Health & Drugs**  
 (General Studies)  
**Semester: V** 4 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.
- 14515 HEALTH EDUCATION V**  
 (Bachelor of Education)  
**Semester: I or II** 3 class contact hours  
 8 week hours
- Objectives:**  
 Students will identify processes required to recognise areas of community need; analyse the tasks performed in community health education settings and identify the competencies required; design community health promotion programmes; and determine suitable criteria and methods which may be used to evaluate community health programmes.
- 14611 HEALTH STUDIES VI: Health in the Community**  
 (General Studies)  
**Semester: VI** 4 class contact hours  
 10 week hours
- Pre-requisite:**  
 Health Studies V
- Objectives:**  
 Students will investigate methods of measuring health status in communities; the organisation and evaluation of 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 hours

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

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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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: I and II**

2 class contact hours  
4 week hours

**Pre-requisite:**

None

**Objectives:**

Students will demonstrate knowledge of the development and principles of numeration systems, understanding of the algorithms for the basic operations with counting numbers, knowledge of the decimal rational number system and an understanding of the development of algorithms within this system. 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))  
(Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: III and IV**

2 class contact hours  
4 week hours

**Pre-requisite:**

Mathematics Teaching I

**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 demonstrate an awareness of basic concepts and methods of topology and Euclidean geometry and some appreciation of mathematical systems. They will be able to formulate appropriate instructional objectives, to plan learning programmes, 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 programme and appreciation of the integrated development of mathematical knowledge.

## 15312 MATHEMATICS III — CALCULUS A

(Bachelor of Education (Physical Education))  
(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: IV and V**

3 class contact hours

6 week hours

**Pre-requisite:**

Mathematics Teaching I

**Objectives:**

Students will develop an understanding of the recognised stages of growth of mathematical thinking and its relevance to the content of early childhood mathematics. They will develop the ability to evaluate principles of teaching and learning at this level and apply these principles in the consideration of content and teaching methods, including the formulation of instructional objectives, assessment and introductory diagnostic and assessment procedures. They will acquire knowledge of the teaching content appropriate to the development of basic concepts and skills in number, geometry and measurement.

## 15412 MATHEMATICS IV — COMPUTING A

(Bachelor of Education (Physical Education))  
(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester: IV**

3 + 1 class contact hours

9 week hours

**Pre-requisite:**

Mathematics I, II, III

**Objectives:**

To introduce basic machine concepts and software principles; to provide a sound basis of understanding of computing which can be applied in other courses; to provide a high level of competence in the use of the BASIC language; to give students an understanding of a local area network.

## 15414 MATHEMATICS TEACHING IV

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester: V and VI**

2 class contact hours

5 week hours

**Pre-requisite:**

Mathematics Teaching I, II, III

**Objectives:**

Students will demonstrate awareness of the nature and common causes of children's learning difficulties in mathematics. They will acquire a knowledge of methods for identifying different levels of mathematical performance and for isolating specific deficits in concept and skill attainment. They will demonstrate knowledge and understanding of extension topics which could be used to stimulate interest in mathematics and to challenge the abilities of individual students. They will demonstrate a knowledge of strategies and resources for individualising mathematics instruction and they will develop the ability to assess, evaluate and select appropriate mathematical resources.

## 15512 MATHEMATICS V — COMPUTING B

(Bachelor of Education (Physical Education))  
(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**Semester: I and II**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**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))

2 class contact hours  
8 week hours

**Pre-requisite:**

None

**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: (N.B. 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.

## 15612 MATHEMATICS VI — CALCULUS B

(Bachelor of Education (Physical Education))

(Bachelor of Education (Primary Education))

(Bachelor of Education (Teacher Librarianship))

**Semester: VI**

3 + 1 class contact hours

10 week hours

**Pre-requisite:**

Mathematics IV

**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))

(Bachelor of Education (Teacher Librarianship))

**Semester: VI**

3 + 1 class contact hours

10 week hours

**Pre-requisite:**

Mathematics IV

(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.

## 15615 COMPUTING SKILLS IN EDUCATION (Elective)

(Bachelor of Education (Primary Education))

**Semester: VI**

3 class contact hours

6 week hours

**Pre-requisite:**

Computer Awareness. (N.B. Students who have completed or intend to include Mathematics IV — Computing A, are not permitted to select this unit.)

**Objectives:**

Students will gain expertise in word processing and the use of databases together with knowledge of classroom applications of these skills. They will develop programming skills in BASIC and LOGO, at the same time appreciating the need for structure in program design. They will also be aware of the scope for children to create their own programs, especially in LOGO.

## 15703 SECONDARY MATHEMATICS IA

(Bachelor of Education (Physical Education))

(Graduate Diploma in Education)

**Semester: VII**

4 class contact hours

10 week hours

**Pre-requisite:**

Mathematics I to IV (or equivalent)

**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 students to develop their own consistent philosophy of teaching mathematics and to provide a framework on which they may base their 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.

## 15715 INTRODUCTORY STATISTICS FOR TEACHERS

(Graduate Diploma (Special Education))

**Semester: I**

1 class contact hours

2 week hours

**Pre-requisite:**

None

**Objectives:**

This unit is designed to introduce students to some of the terms and techniques contained in educational research articles. More specifically, to develop an understanding of selected elementary concepts; to develop familiarity with the initial treatment, analysis and presentation of data; to introduce the use of calculators and computers in the processing of data and to introduce the study of a probability distribution curve. This is a very brief introduction, aiming to increase students' comprehension of research articles, but not aiming to enable them to critically evaluate research design.

## 15741 TEACHING BASIC SKILLS II

(Graduate Diploma (Special Education))

**Semester: I**

2 class contact hours

6 week hours

**Pre-requisite:**

None

**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 programmes 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 IA

**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

**Pre-requisite:**

Secondary Mathematics IB

**Co-requisite:**

Secondary Mathematics IIA

**Objectives:**

As for 15704

## **15830 COMPUTERS IN EDUCATION**

(Graduate Diploma in Education)

**Semester: I**

2 class contact hours  
4 week hours

**Pre-requisite:**

None

**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 programmes 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.

## **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.



## Advanced Teaching Studies

### **15901 COMPUTER BASED LEARNING**

(Bachelor of Education (Primary Education))

**Semester: VII, VIII, IX or X**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**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**

(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 and is designed as follows:

Semester	Musicianship 1 hr/wk	Musicology 1 hr/wk	Practical Studies 2 hrs/wk	Contact Hours		
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

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.

Every third year, first, second and third year students will combine for two semesters of choral work.

## 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))  
(Bachelor of Education (Teacher Librarianship))

**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.

## 16121 MUSIC STUDIES I

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**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; how musical skills are acquired and developed in order to plan a programme exhibiting logical development of skills and concept acquisition; appropriate teaching strategies and skills associated with each of the music activity areas of listening, performing and organising sound; appropriate repertoire, teaching and evaluation strategies in order to organise the musical experiences of children from K to 2.

## 16208 MUSIC TEACHING IIB

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**Semester: III or IV**

3 class contact hours  
6 week hours

### **Pre-requisite:**

Music Teaching I

### **Objectives:**

Students will gain knowledge of: further skills in musicianship and instrumental techniques; appropriate repertoire, skills and strategies for sequential concept acquisition to teach music at the middle childhood level through the integration of the music activity areas of listening, performing and organising sound; music programming; evaluation techniques pertaining to children's musical needs; available material and teaching strategies.

## 16221 MUSIC STUDIES II

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: II**

3 + 1 class contact hours

6 week hours

**Pre-requisite:**

None

**Objectives:**

Students will demonstrate written and aural 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)); (Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**Semester: IV**

3 + 1 class contact hours

9 week hours

**Pre-requisite:**

Music Studies I, II and III

**Objectives:**

Students will demonstrate aural and 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)); (Bachelor of Education (Teacher Librarianship))

**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 hour  
3 week hours

**Pre-requisite:**

None

**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:**

None

**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 specialised 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 hour

3 week hours

**Pre-requisite:**

None

**Objectives:**

Students will develop basic performing skills on the acoustic guitar; skills in reading guitar music; skills in a variety of accompaniment styles; and 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)); (Bachelor of Education (Teacher Librarianship))

**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 hour

3 week hours

**Pre-requisite:**

None

**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; 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; 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.

## 16713 VOCAL STUDIES

(Graduate Diploma: Primary Music)

**Semester: I**

2 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

Students will demonstrate : confidence in singing in both unison and part singing; a knowledge of skills associated with voice production and the development of these skills in the classroom; a knowledge of solfa in the realisation of vocal skills; familiarity with criteria for song selection for the K-6 classroom; knowledge of organising, training and conducting choirs.

## 16707 INTEGRATED CLASSROOM ACTIVITIES I

(Graduate Diploma: Primary Music)

**Semester: III**

1 class contact hour  
3 week hours

**Pre-requisite:**

None

**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: II**

1 class contact hour  
3 week hours

**Pre-requisite:**

None

**Objectives:**

Students will develop skills in playing C and F recorders; and relate acquired performance skills to the teaching of recorders.

### 16803 PERCUSSION

(Graduate Diploma: Primary Music)

**Semester: II**

2 class contact hours

6 week hours

**Pre-requisite:**

None

**Objectives:**

Students will develop body percussion skills; skills in playing tuned and untuned percussion instruments; skills in writing percussion arrangements and will relate acquired skills of performance to the class music programme.

### 16710 MUSICIANSHIP II

(Graduate Diploma: Primary Music)

**Semester: II**

1 class contact hour

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:**

None

**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.
- 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: III** 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.
- 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 accompanying 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 Music Project I.

**16901 TEACHING MUSIC**

(Bachelor of Education (Primary Education))

**Semester: VII, VIII, IX or X**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**Objectives:**

Students will gain an understanding of: the nature of musical conceptual development and of methods in designing and programming activities suitable for such development; programme planning and implementation in the school from K to 6; functional evaluation techniques for use in programme development; skills pertinent to the teaching of a developmental music programme.

**16902 TEACHING MUSIC: PERFORMANCE**

(Bachelor of Education (Primary Education))

**Semester: VII, VIII, IX or X**

3 class contact hours

10 week hours

**Pre-requisite:**

None

**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

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## 17104 WATER SAFETY

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

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))  
(Bachelor of Education (Teacher Librarianship))

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)

**Semester: I or II**

3 class contact hours  
6 week hours

### **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.

## 17132 FUNCTIONAL ANATOMY

(Bachelor of Education (Physical Education))

**Semester: II**

3 class contact hours  
6 week hours

### **Pre-requisite:**

None

### **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.

**17135 PRINCIPLES AND PRACTICES OF TEACHING PHYSICAL EDUCATION I**

(Bachelor of Education (Physical Education))

**Semester: I**

2 class contact hours

4 week hours

**Pre-requisite:**

None

**Co-requisite:** Principles & Practices of Teaching I; Developmental Psychology I; Performance Studies IA, IB, & 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.

**17136 PERFORMANCE STUDIES IA  
Conditioning and Developmental Gymnastics**

(Bachelor of Education (Physical Education))

**Semester: I**

2 class contact hours

3 week hours

**Pre-requisite:**

None

**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**

(Bachelor of Education (Physical Education))

**Semester: I**

2 class contact hours

3 week hours

**Pre-requisite:**

None

**Objectives:**

To demonstrate proficiency and versatility in the skills of creative and national dance.

- 17139 PERFORMANCE STUDIES IC**  
**Basic Motor Skills**  
 (Bachelor of Education (Physical Education))  
**Semester: I** 2 class contact hours  
 3 week hours
- Pre-requisite:**  
 None
- 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.
- 17206 PHYSICAL EDUCATION TEACHING II**  
 (Bachelor of Education (Primary Education))  
 (Bachelor of Education (Teacher Librarianship)) 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:**  
 Two of 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.

**17235 PRINCIPLES AND PRACTICES OF TEACHING PHYSICAL EDUCATION II**

(Bachelor of Education (Physical Education))

**Semester: II**

2 class contact hours

4 week hours

**Pre-requisite:**

Principles and Practices of Teaching Physical Education I

**Co-requisite:**

Principles of Teaching II

**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.

**17236 PERFORMANCE STUDIES IIA  
Gymnastics II**

(Bachelor of Education (Physical Education))

**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**

(Bachelor of Education (Physical Education))

**Semester: II**

2 class contact hours

3 week hours

**Pre-requisite:**

None

**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.

## 17310 KINESIOLOGY

(Bachelor of Education (Physical Education))

**Semester:** III

3 class contact hours

8 week hours

**Pre-requisite:**

Two of Human Biology, Mechanics of Human Motion, Functional Anatomy

**Objectives:**

To develop an understanding as it is affected by the body's structure; to understand how various structures relevant to motor performance function and interact; to understand the theory and mechanisms that contribute to the understanding and performance of motor skills.

## 17330 PHYSIOLOGICAL EFFICIENCY OF HUMAN MOVEMENT

(Bachelor of Education (Physical Education))

3 class contact hours

10 week hours

**Pre-requisite:**

Kinesiology

**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.

## 17335 PRINCIPLES AND PRACTICES OF TEACHING PHYSICAL EDUCATION III

(Bachelor of Education (Physical Education))

**Semester:** III

2 class contact hours

4 week hours

**Pre-requisite:**

Principles and Practices of Teaching P.E. II:

**Co-requisite:**

Principles of Teaching III

**Objectives:**

To plan lessons using a variety of teaching methods; to show understanding of pupil-centred models — guided discovery, problem solving, expression and appreciation; to demonstrate competence in implementing principles and skills of individualised and group teaching in competency-based instruction situations; to outline instruments of evaluation in competency-based instruction situations; to formulate instructional objectives for specific physical education units.



**17337 PERFORMANCE STUDIES IIIB**

**Dance II**

(Bachelor of Education (Physical Education))

**Semester: III**

2 class contact hours

3 week hours

**Pre-requisite:**

None

**Objectives:**

To show competence in the performance of social and jazz dance; to understand the performance and have knowledge of social and jazz dance form.

**17339 PERFORMANCE STUDIES IIIC**

**Swimming Diving and Lifesaving**

(Bachelor of Education (Physical Education))

**Semester: III**

2 class contact hours

3 week hours

**Pre-requisite:**

None

**Objectives:**

To demonstrate skill in performance of swimming strokes to a prescribed standard; to show understanding of the principles and methods of training for swimming; to attain the Bronze Medallion or higher awards of the R.L.S.S.A.; to show understanding of the mechanical principles of stroking.

**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:**

Practices of Teaching III

**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-requisite:**

Gymnastics I, II; Dance I, II;

Principles & Practices of Teaching Physical Education III

**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 III

**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.

**17435 CURRICULUM PHYSICAL EDUCATION ID  
Outdoor Education**

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

**Objectives:**

To examine the role of outdoor activities in the physical, mental and social development of adolescents; to develop the knowledge and skills necessary to plan and lead a range of outdoor activities; to develop techniques for communicating ecological awareness as an integral part of outdoor experience; to collect resource material related to activities in the outdoors and to agencies which provide outdoor experiences.

**17439 PERFORMANCE STUDIES IVC**

**Sport**

(Bachelor of Education (Physical Education))

**Semester: IV**

2 class contact hours

3 week hours

**Pre-requisite:**

None

**Objectives:**

To develop skill and understanding in selected sports at the elementary level.

**17513 BIOMECHANICAL EFFICIENCY OF MOVEMENT**

(Bachelor of Education (Physical Education))

3 class contact hours

10 week hours

**Pre-requisite:**

Kinesiology and Applied Anatomy

**Objectives:**

To develop knowledge and understanding of the applications of biomechanical laws to physical performance.

**17536 PERFORMANCE STUDIES IIIA**

**Intermediate Gymnastics**

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

**Pre-requisite:**

Performance Studies IIIA; Kinesiology

**Objectives:**

To refine and extend the skills of gymnastics established in earlier units; to be able to perform set routines on floor and olympic apparatus, or with the equipment of rhythmic gymnastics.

**17537 PERFORMANCE STUDIES VB**

**Intermediate Dance**

(Bachelor of Education (Physical Education))

2 class contact hours

4 week hours

**Pre-requisite:**

Kinesiology; Dance I & II

**Objectives:**

To demonstrate increased knowledge of the chosen dance styles; to demonstrate increased competence in the performance of the chosen dance styles.

**17539 PERFORMANCE STUDIES VC**

**Sport**

(Bachelor of Education (Physical Education))

**Semester: IV**

2 class contact hours  
3 week hours

**Pre-requisite:**

None

**Objectives:**

To develop skill and knowledge of selected sport at the elementary level.

**17613 BIOMECHANICAL ANALYSIS**

(Bachelor of Education (Physical Education))

2 class contact hours  
10 week hours

**Pre-requisite:**

Biomechanical Efficiency of Movement

**Objectives:**

To be able to apply physical and mathematical models to the analysis of human movement; to be able to explain the principles of operation of systems used for the analysis of human movement; to be able to manipulate instruments and analysis systems to produce meaningful data about human movement; to be able to select the appropriate analysis procedures for a given human movement situation.

**17629 PERFORMANCE STUDIES VI**

(Bachelor of Education (Physical Education))

2 class contact hours  
4 week hours

**Pre-requisite:**

Kinesiology

**Objectives:**

To develop skill and knowledge at an intermediate level in selected physical activity.

**17631 SPORTS PSYCHOLOGY**

(Bachelor of Education (Physical Education))

4 class contact hours  
10 week hours

**Pre-requisite:**

Kinesiology

**Objectives:**

To understand the psychological determinants of physical performance; to be cognisant of contemporary analytical procedures in sports psychology.

**17639 PERFORMANCE STUDIES VIC**

**Sport**

(Bachelor of Education (Physical Education))

2 class contact hours  
3 week hours

**Objectives:**

To develop skill and understanding at the elementary level.

**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 school's programme.

**17703 SOCIAL BASIS OF SPORT AND RECREATION**

(Bachelor of Education (Physical Education))

3 class contact hours  
8 week hours

**Pre-requisite:**

Social Bases of Education

**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  
5 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  
5 week hours

**Pre-requisite:**

Kinesiology

**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.

## **17707 DANCE AND THE THEATRE ARTS**

(Bachelor of Education (Physical Education))

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To become aware of the elements involved in planning dance for the theatre; to become aware of the role of various personnel in production of dance theatre; to be involved in the production and presentation of a dance performance.

## **17708 THE HISTORY OF DANCE**

(Bachelor of Education (Physical Education))

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To study the history of dance with the view of understanding the various dance forms; to understand the place of dance in the society of time; to experience dance from each era.

## **17730 ANALYTICAL PROCEDURES IN EXERCISE PHYSIOLOGY**

(Bachelor of Education (Physical Education))

4 class contact hours  
10 week hours

**Pre-requisite:**

Physiological Efficiency of Movement

**Objectives:**

To appreciate the role of pure and applied research in exercise physiology; to understand the application of research tools in exercise physiology.

## **17739 PERFORMANCE STUDIES VIIC**

### **Sport**

(Bachelor of Education (Physical Education))

2 class contact hours  
4 week hours

**Objectives:**

To develop skill and understanding in sport at the elementary level.

## **17829 PERFORMANCE STUDIES VIII**

(Bachelor of Education (Physical Education))

2 class contact hours  
4 week hours

**Pre-requisite:**

Kinesiology

**Objectives:**

To develop skill and knowledge at an intermediate level in selected physical activity.

**17830 ENVIRONMENTAL INFLUENCES IN EXERCISE  
PHYSIOLOGY**

(Bachelor of Education (Physical Education))

4 class contact hours  
10 week hours

**Pre-requisite:**

Physiological Efficiency of Movement

**Objectives:**

To appreciate the impact of environmental stress on physical work capacity; to be cognisant of the relative value of ergogenic aids utilised by athletes.

**17831 DIRECTED STUDIES IN HUMAN MOVEMENT STUDIES I**

(Bachelor of Education (Physical Education))

**Semester: VII**

2 class contact hours  
10 week hours

**Pre-requisite:**

Physiological Efficiency of Movement OR  
Biomechanical Efficiency of Movement

**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.

**17832 DIRECTED STUDIES IN HUMAN MOVEMENT STUDIES II**

(Bachelor of Education (Physical Education))

**Semester: VIII**

2 class contact hours  
10 week hours

**Pre-requisite:**

Directed Studies in Human Movement Studies I

**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.

**17839 PERFORMANCE STUDIES VIIC  
Outdoor Pursuits**

(Bachelor of Education (Physical Education))

2 class contact hours  
4 week hours

**Objectives:**

To develop skill and understanding in outdoor pursuits at the elementary level.

## **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

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The Science Department offers a major general studies sequence to students following the **Bachelor of Education** programme whether in the Primary Education, Teacher Librarianship 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 or VIA.

18137 Science I	Human Biology
18237 Science II	Plant Biology
18337 Science III	Animal Biology
18437 Science IV	Field Ecology
18537 Science VA	Human Ecology
18637 Science VIA	People and the Environment

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 Education)** programme and as Preparatory Studies and Electives in the **Bachelor of Education (Physical Education)** programme.

A sequence of units in Biological Science is offered in the **Diploma of Applied Science (Nursing)** programme.

## 18105 BIOLOGICAL SCIENCES I

(Diploma of Applied Science (Nursing))

**Semester: I**

5 class contact hours

8 week hours

**Pre-requisite:**

None

**Objectives:**

At the conclusion of this unit students will be able to demonstrate that they have been provided with a sound foundation of basic concepts of human function and structure. Aspects of biology, chemistry and physics will be introduced where necessary to provide understanding of structure and function within the human body and of the nursing process.

Support and movement, digestion, cell and tissue structure and function will be examined together with the underlying concept of homeostasis. Control systems will be introduced.

## **18205 BIOLOGICAL SCIENCES II**

(Diploma of Applied Science (Nursing))

**Semester: II**

5 class contact hours

8 week hours

**Pre-requisite:**

None

**Objectives:**

At the conclusion of this unit students will be able to demonstrate a basic understanding of some aspects of structure and function of the human body, including the cardio-vascular, respiratory, urinary, reproductive and endocrine systems. Blood and transport in the body, genetics, pregnancy and embryology will also be studied.

## **18305 BIOLOGICAL SCIENCES III**

(Diploma of Applied Science (Nursing))

**Semester: III**

5 class contact hours

8 week hours

**Pre-requisite:**

Biological Sciences I or Biological Sciences II

**Objectives:**

At the conclusion of this unit, students will be able to demonstrate a basic understanding of the human body systems introduced in Biological Sciences II, but at a more advanced level; electricity and its safe application; radiation (various types) and its safe application; microbiology; and work related to the five senses.

## **18405 BIOLOGICAL SCIENCES IV**

(Diploma of Applied Science (Nursing))

**Semester: IV**

3 class contact hours

6 week hours

**Pre-requisite:**

Biological Sciences III

**Objectives:**

At the conclusion of this unit students will be able to describe the role played by the nervous and endocrine systems in controlling all body functions and maintaining homeostasis; thus they will be able to relate one body system to another, will have developed a concept of the body functioning as a whole and be able to relate this to nursing practice in health and in pathological, stress and exercise conditions.

## **18106 SCIENCE TEACHING I**

(Bachelor of Education (Primary Education))

(Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**Semester: I**

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))

**Semester: II**

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))

**Semester: III**

3 class contact hours

1 laboratory hour

8 week hours

**Pre-requisite:**

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))  
(Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**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 — ANIMAL BIOLOGY

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: III**

3 class contact hours  
1 laboratory hour  
8 week hours

### **Pre-requisite:**

Science I or II

### **Objectives:**

At the conclusion of this unit students will be able to describe the characteristics of the major animal groups; justify a natural system of animal classification according to evolutionary principles; understand animal structure and function with particular reference to adaptation to the environment, especially the Australian environment; describe certain aspects of animal behaviour; demonstrate laboratory and recording skills related to the examination of animals; apply research techniques to a simple research project.

## 18437 SCIENCE IV — FIELD ECOLOGY

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: IV** 3 class contact hours  
1 laboratory hour  
8 week hours

**Pre-requisite:**

Two of Science I, II, and III

The 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.

## 18537 SCIENCE VA — HUMAN ECOLOGY

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: V** 3 class contact hours  
2 laboratory hours  
10 week hours

**Pre-requisite:**

Science I, II, III and 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 show an understanding of 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.

## 18540 CHEMISTRY I

(Bachelor of Education (Physical Education))

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

During this unit students will acquire a general background in chemistry necessary for some of the later courses which they will be taking, such as Human Physiology; some of the necessary concepts and skills as an appropriate base for students who wish to teach science as a second method.

## 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 Education))

**Semester: VI**

3 class contact hours

8 week hours

### **Pre-requisite:**

None

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 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.

## 18615 SECONDARY SCIENCE METHOD I

(Bachelor of Education (Physical Education))

**Semester: VI**

3 class contact hours

6 week hours

### **Pre-requisite:**

(i) General requirement: Students must complete 18540 Chemistry I and 18903 Background Physics before graduation to meet Science I-III requirements.

(ii) Four semester units in Science

### **Objectives:**

At the conclusion of the unit students will be able to formulate lesson objectives and plan science lessons consistent with syllabus aims; apply and evaluate various

teaching methods suited to science lessons; evaluate and select resource materials suitable for science teaching; plan and construct a unit of work for a junior secondary science class; discuss and demonstrate principles of managing science classes; describe and demonstrate laboratory skills and procedures appropriate for junior secondary science teaching; describe and discuss recent science curriculum developments; demonstrate familiarity with the N.S.W. School Certificate Science Syllabus; write test items consistent with stated objectives; demonstrate a satisfactory knowledge of the content needed to teach junior secondary science.

## 18637 SCIENCE VIA — PEOPLE AND THE ENVIRONMENT

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: VI**

3 class contact hours

2 laboratory hours

10 week hours

**Pre-requisite:**

Science VA

This unit explores the needs of a human community in terms of the consequences of 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.

## 18702 SCIENCE METHOD I

(Graduate Diploma in Education)

**Part I**

5 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.

## 18706 ADVANCED SCIENCE METHOD IA — BIOLOGY

(Graduate Diploma in Education)

3 class contact hours

6 week hours

**Pre-requisite:**

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)

3 class contact hours  
6 week hours

**Pre-requisite:**

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, be 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)

3 class contact hours  
6 week hours

**Pre-requisite:**

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)

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.

## 18715 SECONDARY SCIENCE METHOD II — BIOLOGY

(Bachelor of Education (Physical Education))

**Semester: VII**

3 class contact hours

6 week hours

**Pre-requisite:**

Four Semester units in Science

**Objectives:**

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. At the end of the unit students will be able to justify the teaching of biology in terms of the stated aims of science teaching in the senior years; evaluate and apply different teaching methods suited to various aspects of the subject; develop an awareness of specialised problems related to the nature of the subject; evaluate and select resource materials which could be used in developing programmes; formulate a teaching sequence for sections of the syllabus and plan suitable time allocations; integrate biology with other sciences and disciplines of the curriculum.

## 18802 SCIENCE METHOD II

(Graduate Diploma in Education)

**Part II**

4 class contact hours

10 week hours

**Pre-requisite:**

Science Method I.

**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.

## **18815 SECONDARY SCIENCE METHOD III**

(Bachelor of Education (Physical Education))

**Semester: VIII**

3 class contact hours  
6 week hours

**Pre-requisite:**

Secondary Science Method I or II

**Objectives:**

At the end of the unit students will be able to apply their educational studies to the teaching of science; develop their abilities in the design, organisation and evaluation of methods and materials in science teaching; recognise and plan for individual differences in science classes.

## **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.

## **18903 BACKGROUND PHYSICS — ELECTROMAGNETISM**

(Bachelor of Education (Physical Education))

.3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

At the end of the unit students will be able to explain the major concepts and laws related to the interaction between stationary charges and charges which are in relative motion; demonstrate practical skill in the manipulation of laboratory apparatus used in this topic area; solve problems relating to this topic area; apply the concepts gained in this unit to phenomena of everyday life.

# SOCIAL SCIENCE

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The Social Science Department offers a major strand in History which is designed as follows:

19125	History ID:	The European Experience A.
19225	History IID:	The European Experience B.
19325	History IIID:	Australia to 1900.
19425	History IVD:	Australia in the Twentieth Century.
19525	History VD:	Pacific History.
19625	History VID:	Papua New Guinea History.

## 19103 AUSTRALIAN STUDIES I

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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))  
(Bachelor of Education (Teacher Librarianship))

**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 centering on selected focus questions.

## 19125 HISTORY ID: THE EUROPEAN EXPERIENCE (A)

(Bachelor of Education (Primary Education)); (Bachelor of Education (Physical Education)); (Bachelor of Education (Teacher Librarianship))

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**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 judgements must rely upon the critical evaluation of available evidence.

## 19203 AUSTRALIAN STUDIES II

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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 complexities.

## 19204 SOCIAL STUDIES TEACHING II

(Bachelor of Education (Primary Education))  
(Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**Semester: II**

3 class contact hours

6 week hours

**Pre-requisite:**

None

**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 judgements 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)); (Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**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)); (Bachelor of Education (Teacher Librarianship))

**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.

## 19601 URBAN STUDIES

(Bachelor of Education (Primary Education))

**Semester: VI**

3 class contact hours

8 week hours

### **Pre-requisite:**

None

### **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.

## 19610 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.

## 19624 FAMILY HISTORY STUDIES

(Bachelor of Education (Primary Education))

**Semester: VI**

3 class contact hours

8 week hours

**Pre-requisite:**

None

**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)); (Bachelor of Education (Teacher Librarianship))

**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.

## 19705 HISTORY METHOD I (P/G)

(Graduate Diploma in Education)

**Semester: I**

5 class contact hours

10 week hours

**Objectives:**

This unit is designed for graduates who intend to specialise in the teaching of History. It will examine the unique claims of History as a discipline and its relationship to the interdisciplinary studies of people in society now being practiced in the junior school.

In particular, the course aims at developing competence in, and enthusiasm for, the teaching of History through an understanding of the aims and organisation of the syllabi; an awareness of specialised problems related to the nature of History at the junior level of the secondary school; the development of the ability to organise a well sequenced programme of work suitable for students of differing interests and abilities; the development of a variety of strategies which make use of a wide range of teaching materials.



## 19710 HISTORY METHOD II

(Bachelor of Education (Physical Education))

**Semester: VII**

3 class contact hours

6 week hours

**Pre-requisite:**

History Method I (Physical Education)

**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.

## 19805 HISTORY METHOD II (P/G)

(Graduate Diploma in Education)

**Semester: II**

5 class contact hours

10 week hours

**Pre-requisite:**

History Method I

**Objectives:**

These units aim to develop competency in and enthusiasm for the teaching of History, in Senior classes in New South Wales secondary schools, through an understanding of the aims and organisation of the particular syllabi relevant to the methods chosen; an awareness of specialised problems related to the nature of the subject at the senior level; the development of the ability to organise a well sequenced programme of work suitable for students of differing interests and abilities; and the development of a variety of strategies which make use of a wide range of teaching materials.

## 19810 HISTORY METHOD III

(Bachelor of Education (Physical Education))

**Semester: VIII**

3 class contact hours

6 week hours

**Pre-requisite:**

History Method II (Physical Education)

**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:**

None

**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:**

None

**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:**

None

**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

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The Department of Financial and Quantitative Studies offers a specialisation within the Bachelor of Business programme in 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 **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**

4 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives and Contents:**

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 unit 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 concept 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; application of computer systems to accounting.

### 31205 ACCOUNTING II

Semester: II

3 class contact hours  
6 week hours

**Pre-requisite:**

Accounting I

**Objectives and Contents:**

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 unit includes: sources of finance; company accounting; analysis and interpretation of financial statements; demonstration of alternatives to historical cost accounting — 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 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 and Contents:**

To extend students' skills in satisfying legal, institutional and professional requirements in relation to external reporting practices of companies. The unit includes: accounting rules prescribed by the Companies Code, listing requirements of Australian Associated Stock Exchanges; accounting for company formations, and liquidations; 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, including funds statements.

## 31405 ACCOUNTING IV

**Semester: II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Accounting II, Quantitative Methods II

**Objectives and Contents:**

To be an introductory course in managerial accounting; 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; product 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; Computing I

**Co-requisite:**

Accounting IV; Company Law

**Objectives and Contents:**

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 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: 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 program; audit working papers; audit perspective of system design/internal control and implementation; statistical sampling, audit reports and auditors' liabilities.

## 31502 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

**Semester: I**

3 class contact hours  
10 week hours

**Pre-requisite:**

Corporate Finance, Financial Institutions and Markets

**Objectives and Contents:**

To introduce students to the theoretical framework and the practical techniques associated with the analysis of investment in financial assets. The unit includes: role of securities market in financial decisions; investment returns and their behaviour; portfolio choice; asset pricing models (theory and evidence); principles of valuation (equity, fixed interest, futures, options); portfolio management; performance measurements.

## **31504 CORPORATE FINANCE**

**Semester: I**

3 class contact hours

8 week hours

**Pre-requisite:**

Accounting II; Quantitative Methods II

**Objectives and Contents:**

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 NPV, 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; working capital management.

## **31505 ACCOUNTING V**

**Semester: I**

4 class contact hours

10 week hours

**Pre-requisite:**

Accounting IV, Corporate Finance

**Objectives and Contents:**

To practise students in quantitative techniques to assist managerial decision making, including the use of computerised packages; to utilise the computer as a tool of financial modelling in accounting contexts; 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 identify areas where management accounting information can assist managerial decision making concerning advanced cost estimation, advanced cost-volume-profit analysis, investigation of variances, transfer pricing, segmental performance evaluation, resource planning; to apply appropriate quantitative techniques to the resolution of certain problems in those areas; to appreciate the strengths and limitations of such techniques; to understand the nature and process of financial modelling in accounting; to utilise the computer as a tool of financial modelling in accounting contexts.

## **31506 SPECIAL TOPICS IN AUDITING**

**Semester: I**

3 class contact hours

10 week hours

**Pre-requisite:**

Auditing

**Objectives and Contents:**

To complement, reinforce, extend and further develop the skills and knowledge acquired in Auditing. The course is twofold. Firstly, the course develops an advanced understanding of EDP financial information systems and their impact on the audit function. Particular emphasis is placed on the development of both application and organisational controls, reinforced by case study presentations. Secondly, the course canvasses contemporary auditing issues such as professional regulation, ethics, audit of the non-profit government sector, special investigations, the auditor and the going concern, small business audits, related party transactions, audit reports and contemporary perspective on the auditor's liability.

### **31601 SECURITIES MARKET REGULATION**

**Semester:** II

3 class contact hours  
10 week hours

**Pre-requisite:**

Security Analysis and Portfolio Management

**Objectives and Contents:**

To develop an understanding of different theoretical frameworks within which the regulation of the securities markets can be analysed, and to evaluate the effect of the current regulations on economic activity in the Australian securities market. The unit includes: economic theory of regulation; competition and regulation; political economics; regulation of financial institutions and markets (options, futures, shares); information value; financial disclosure regulation and economic consequences; insider trading; takeovers; structure and efficiency of securities market; de-regulation.

### **31602 MODERN FINANCE THEORY**

**Semester:** II

3 class contact hours  
10 week hours

**Pre-requisite:**

Security Analysis and Portfolio Management, Advanced Corporate Finance

**Objectives and Contents:**

To provide a rigorous development of the positive framework for analysing the modern developments in finance theory; to examine the contributions of finance theory to normative corporate financial decision making, specifically focusing on the application of recent theoretical developments to the financing and dividend decisions; to develop skills in the evaluation of theoretical arguments and empirical studies. The unit includes: positive and normative approaches to the efficient allocation of scarce resources over time; capital structure theories and evidence; extensions of the capital asset pricing model; option pricing theory and its application to pricing contingent liabilities, underwriting, agency relationships and its links with the capital asset pricing model; capital market efficiency theory (definitions, testing issues and anomalies); divided theories and evidence; mergers/acquisitions theory, evidence and agency implications.

### **31603 INTERNATIONAL FINANCE**

**Semester:** II

3 class contact hours  
10 week hours

**Pre-requisite:**

Corporate Finance, Financial Institutions and Markets

**Objectives and Contents:**

To examine the forces that affect the relative values of currencies in international markets; to identify the major problems encountered by corporations in financing and conducting international operations; to evaluate the impacts of foreign and local taxation policies on international corporate finance. The unit includes: determinants of balance of payments flows; foreign exchange market participants; models of exchange rate determination; foreign exchange risk exposure — identification, measurement and management; financing international operations — the Euro and Asia currency and bond markets; international portfolio diversification; direct investment and the required rate of return; country risk assessment; trade finance.

## **31604 ADVANCED CORPORATE FINANCE**

**Semester: I**

3 class contact hours

10 week hours

**Pre-requisite:**

Corporate Finance

**Objectives and Contents:**

To provide a theoretical and practical framework for students to identify and evaluate the analytical and quantitative techniques used in the investment decision and to a lesser extent the financing and dividend decisions; to develop skills in the practical analysis of these corporate financial decisions. The unit includes: development of the objective of maximising shareholders' wealth and problems arising therein; practical aspects and problems of long term capital budgeting decisions (e.g. inflation, capital rationing, relevant cash flows) including the analysis of such decisions using modern computer software facilities; problems and solutions involved with international investment; interpreting relevant cash flows for evaluating abandonments, mergers and acquisitions; comparing and contrasting the alternative methods for evaluating an appropriate discount rate — the weighted average and capital asset pricing approaches; alternative measures of beta risk for the capital asset pricing model; a normative approach to measuring the firm's financing needs and appropriate dividend policies; short term investment decisions in working capital.

## **31605 ACCOUNTING VI**

**Semester: II**

3 class contact hours

10 week hours

**Pre-requisite:**

Accounting III & IV

**Objectives and Contents:**

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 theory and finance; to analyse alternative explanations of difficulties in obtaining consensus in relation to accounting issues. The unit includes; modelling of external reporting issues in an economic/finance framework; normative aspects of income and asset valuation issues; alternative current value systems; price-level adjusted accounting, exit value accounting, entry value accounting; empirical research in financial accounting; 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.



## **31609 ADVANCED FINANCIAL ACCOUNTING**

**Semester: II**

3 class contact hours  
10 week hours

**Co-requisite:**

Accounting VI

**Objectives and Contents:**

To reinforce, extend and further apply the skills of corporate accounting practice developed in Accounting III; to critically analyse selected topics in company accounting and reporting from a professional perspective; to provide students with the opportunity of acquiring additional conceptual and technical knowledge of matters required for admission to the professional accounting bodies. The unit includes: accounting for company reorganisation; the analysis and evaluation of computer-based financial systems and financial modelling systems; accounting issues involved in receivership, official management, winding up, insolvency; accounting for joint ventures; segment reporting; accounting for trusts; accounting for superannuation plans.

## **31702 MANAGERIAL DECISION MAKING (P/G)**

**Semester: I**

2 class contact hours  
7 week hours

**Pre-requisite:**

Social Statistics A; Social Economics A

**Objectives and Contents:**

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. The unit includes; financial analysis for decision making (cash flows and evaluation of alternative projects); data collection for decision making (surveys, sampling and questionnaires, statistical significance and confidence levels in decision making, forecasting); current developments in public sector management (recent legislation, implications for current and future management practices).

## **31703 MANAGEMENT INFORMATION SYSTEMS (P/G)**

**Semester: II**

2 class contact hours  
7 week hours

**Pre-requisite:**

Managerial Decision Making (P/G)

**Objectives and Contents:**

To identify and categorise information needs in organisational settings as a basis for information systems design; to describe the elements of information systems and their relation to substantive organisational task and management systems; to identify and justify design variables and design approaches associated with typical operational information systems, financial information systems, strategic planning information systems, specific purpose and qualitative information systems, budget and accounting systems; to identify situations in which the mechanisation of information systems is desirable, and the organisational requirements for and implications of such mechanisation; to identify behavioural and organisational considerations associated with designing and using information systems.

**31704 ACCOUNTING FINANCE AND MANAGEMENT (P/G)**

**Semester: II**

2 class contact hours

7 week hours

**Pre-requisite:**

None

**Objectives and Contents:**

To develop skills in the recording process; to introduce students to annual reports as a source of information; to develop skills of analysis and interpretation of a corporation's financial position; to introduce students to the goals of financial decision making, sources of finance and long term investment decision making; to examine the contemporary financial accounting and reporting environment and the accounting standards-setting process; to examine the elements of cost and management accounting; to examine the elements of computer-based accounting systems.

**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.

**37101 QUANTITATIVE METHODS I**

**Semester: I**

3 class contact hours

6 week hours

**Pre-requisite:**

None

**Objectives and Contents:**

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 includes: exploratory data analysis; 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; linear regression and experimental design; statistical computer programs.

## **37201 QUANTITATIVE METHODS II**

**Semester: II**

3 class contact hours

6 week hours

**Pre-requisite:**

Quantitative Methods I

**Objectives and Contents:**

To provide students with an understanding of the workings of interest rates in respect of a wide range of financial transactions; 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: financial mathematics and DCF techniques; government bonds; company loans; housing mortgages, personal loans and the assessment of future investment projects; topics to aid the understanding of the mathematical nature of models used in the social sciences and how a few simple mathematical techniques can be used to derive a variety of important results in accounting and economics.

## **37301 ADVANCED QUANTITATIVE METHODS**

**Semester: II**

3 class contact hours

8 week hours

**Pre-requisite:**

Quantitative Methods II

**Objectives and Contents:**

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 includes: multiple linear regression models and analysis; analysis of variance and experimental design; time-series analysis and forecasting models; discriminant analysis; multivariate statistical techniques appropriate to finance, e.g. factor analysis, cluster analysis.

## **37402 RESEARCH PROJECT**

**Semester: I or II**

0 class contact hours

8 week hours

**Pre-requisite:**

Quantitative Methods II

**Objectives and Contents:**

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 financial, 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 the Head of the relevant Department

**Objectives:**

To provide an opportunity for students to extend the research begun in 37402 Research Project.

### **37701 SOCIAL STATISTICS A (P/G)**

**Semester: II**

2 class contact hours  
7 week hours

**Pre-requisite:**

None

**Objectives and Contents:**

To develop basic quantitative skills; 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 ability to convey numerical information in a meaningful way; to develop a positive attitude to the use of quantitative methods.

### **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 and Contents:**

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.

# ECONOMIC STUDIES

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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 I

**Objectives:**

To develop an understanding of the role and significance of government activity — especially through macroeconomic policy — in the economy; to consider impacts of domestic policy and non-policy on the economy; to consider the impacts of foreign disturbances; to evaluate effects of government policies on the balance of payments and exchange rate. The unit includes: an overview of the current state of the macroeconomy; use of the IS/LM/BP framework to consider impacts of monetary, fiscal and exchange rate policies on the economy; theories of consumption and investment behaviour; the aggregate demand and supply model of the economy with emphasis on the role of labour market adjustments to disturbances; efficacy of policies in the variable price fixed real wage open-economy model.

## **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.

## **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 markets and institutions and to analyse sources of finance within the Australian institutional setting, and internationally; to examine the role and functioning of monetary policy; to consider the interdependence between the domestic and international financial markets and economies. The unit includes: institutional aspects of the Australian financial system; the money supply creation and control process; the relationship between monetary aggregates and the real sector of the economy; the foreign exchange market — mechanics and participants; balance of payments and exchange rate determination; exchange rate adjustments and impacts on the economy and the firm.

## **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.

## **32502 COMPETITION AND WELFARE**

**Semester:** I

3 class contact hours  
10 week hours

**Pre-requisite:**

Economy and Society II

**Objectives:**

To examine the multiple economic objectives of the public sector and the resultant trade-offs that are made; to investigate the economic environment in which decisions are made; to understand ways of measuring public sector performance and to assess empirical results. The unit includes budgetary functions, the distortions to economic behaviour and the incidence of income distribution created by tax and transfer payments; case studies in public expenditure analysis, tax systems and recent tax reform, the public debt and the foreign debt, fiscal federalism and public enterprise economies (including issues of privatisation).

## **32602 INTERNATIONAL ECONOMICS**

**Semester:** II

3 class contact hours  
10 week hours

**Pre-requisite:**

Economy and Society II

**Objectives:**

To examine the factors that determine international flows of goods, services and capital; to identify the manner in which such factors shape the behaviour of firms in the international economy; to practice students in assessing opportunities for firms in the international market place; to consider issues facilitating and constraining firms participating in the Western Pacific region. The unit includes the theory of international trade and investment flows and the use of case studies to identify strategies for firms in the international economy (with particular reference to the Western Pacific).

**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.



## LEGAL STUDIES

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The Department of Legal Studies offers sequences of Legal Studies for students in the Bachelor of Business programme; a major law/humanities sequence for students in the Bachelor of Library Science and Bachelor of Applied Science (Information) programmes; and 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 programme 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 Accounting 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 and Applied Science (Information) programmes 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 elective units in the postgraduate programmes presented by the School of Financial and Administrative Studies.

These are —

34702	Law and Administration
34705	Law and Finance

Programme 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 programme 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. The units are:

- 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. The units are:

- 34101 Law and Society
- 34209 Health and Welfare Law
- 34307 Law and Nursing Practice I
- 34407 Law and Nursing Practice II

**New Proposal:** The Department proposes to introduce a specialisation in Business Law in the Bachelor of Business programme which, if approved as proposed, would comprise:

- (i) the necessary legal studies units in the Accounting, Management, or other approved majors, **plus**
- (ii) any **four** of the following units: Advanced Revenue Law I or II; Advanced Company Law; Banking Law; Trade Practices and Consumer Protection; Industrial and Labour Law.

## **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: I**

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.

## **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

**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: II**

3 class contact hours

8 week hours

**Pre-requisite:**

Law and Society

**Objectives:**

To analyse the unique features of the corporate structure and their implications; the role and functions of the company in modern society; the division between control and ownership of the modern corporation, and the development and implications of legal rules governing its incorporation, pre and post incorporation, contractual and other activities and its administration; to analyse the role, powers, duties and liabilities of company officers, the alternative sources of corporate finance and their legal implications, and companies in trouble; and to assess the adequacies of the present legal rules in the light of changing social and economic pressures. Where practicable, consideration will also be given to proposals for reform, and their practical implications.

### **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

**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 institutional and community settings.

### **34401 REVENUE LAW**

**Semester: I**

3 class contact hours  
10 week hours

**Pre-requisite:**

Law and Society

**Objectives:**

By way of introduction, to analyse the legal basis of the Australian taxation system, the nature of taxation and its role in the socio-economic and political process, and the objectives of fiscal policy in Australia. To examine from a practical perspective key aspects of Commonwealth income tax law, including tax administration (including returns, assessments, objections, appeals, recovery and collection of tax, the Commissioner's powers of investigation and the taxpayer's rights to information); income (including capital gains tax and fringe benefits tax), deduction, rebate and credit provisions (including negative gearing), and further developments as they arise. To analyse provisions for taxation of special categories of taxpayers (including superannuation funds, partnerships, trusts and companies, and the impact of developments such as imputation and the like); to introduce concepts of basic tax planning, analyse key specific and general anti-avoidance provisions, and to consider proposals for reform of income tax law and their technical and wider implications.

## **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 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.

## **34404 BANKING LAW**

**Semester: II**

3 class contact hours  
10 week hours

**Pre-requisite:**

Commercial Law

\*(Consideration is being given to adding Law and the Manager as an alternative pre-requisite.)

**Objectives:**

To examine the structure and operations of banks and other financial institutions and the Australian financial sector; the role of financial institutions in commercial and entrepreneurial transactions; the legal implications of banking and ancillary operations including the duties and rights of banker and customer, and the liability of financial institutions to customers and third parties; the role and impact of regulatory agencies in the financial sector and international aspects of financial transactions.

## **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

**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, to those in business. Topics selected will vary from time to time depending upon their relevance and topicality, but may include such matters as the legal rights, duties and liabilities of corporate officers and shareholders; legal and related implications of takeovers and other corporate reorganisations; receiverships and liquidations; and basic aspects of legal regulation of the securities market, 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 I**

**Semester: II**

3 class contact hours

10 week hours

**Pre-requisite:**

Either Revenue Law, or permission of Head of Department

**Objectives:**

Detailed analysis will be undertaken of areas of domestic tax law of critical importance to students, practitioners, businessmen and others, including capital gains tax, fringe benefits tax, imputation, negative gearing, and other developments. The precise content and emphasis of the course may change from time to time to focus upon important new developments as they arise. Emphasis is upon developing an understanding of the practical application of key elements of the tax law through the refinement of practical and analytic skills. Students will have the opportunity to undertake the completion of a variety of tax returns; the preparation of objections, and the presentation of a mock case before a review tribunal.

### **34602    ADVANCED REVENUE LAW II**

**Semester: II**

3 class contact hours

10 week hours

**Pre-requisite:**

Revenue Law or permission of Head of Department

**Objectives:**

Advanced Revenue Law II undertakes a detailed and practical analysis of legal principles applicable to the taxation aspects of international transactions, focusing particularly on such matters as withholding tax provisions, use of tax havens, exchange controls and related considerations, with particular emphasis on the operation and implementation of the foreign tax credit system and related provisions and the current role of the Double Tax treaties. The course will also include a basic analysis of the practical aspects of the structuring of international tax-planning arrangements. Aspects of other taxes (such as sales tax, custom duties, payroll tax and land tax) may also be examined. The precise content and emphasis of the course may change from time to time to focus upon important new developments as they occur.

### **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.

## **34705 LAW AND FINANCE (P/G)**

**Semester:** II

2 class contact hours  
7 week hours

**Pre-requisite:**

None

**Objectives:**

To examine the legal rules governing corporate financing (with particular reference to corporate securities and the raising of capital); corporate reconstructions (including schemes of arrangement, takeovers and liquidations, both voluntary and involuntary); corporate investment and portfolio management (including the relevant rules of the law of trusts); and international financial transactions with particular reference to the proper law, currency of account, currency of payment and the significance of statutory regulatory bodies.

## **51510 LEISURE AND THE LAW**

**Semester:** I or II

3 class contact hours  
8 week hours

**Pre-requisite:**

Law and Society

**Objectives:**

On completion of this unit the student will: be aware of the areas of injury that may arise under civil and criminal law in recreation management and leisure provision; be alert to modern trends and practices in risk and contract management; recognise the impact of incorporation and insurance in planning leisure and recreation services; understand the language of legal practice and the principles of case law as they pertain to the developing leisure industry.



# ADMINISTRATIVE, SOCIAL AND POLITICAL STUDIES

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We live and work in an organised world, and the way in which it is organised is not automatic, or natural, or neutral. It is the product of people's actions, it reflects the values which people hold, and it expresses a particular pattern of advantage and disadvantage. The Department of Administrative, Social and Political Studies draws on several disciplinary approaches from within the social sciences to help students to understand and take their place in an organised world.

It does this in several ways. First, it offers three **foundation units** — Political Behaviour; Organisation Behaviour and Work, Organisation and Society — which show students how to draw on political, sociological and organisational analysis to understand both the broad pattern and the detail of our social arrangements. Some or all of these units form part of the core of the undergraduate programmes in Financial and Administrative Studies, Library and Information Studies, Recreation and Community Studies, and Nursing Studies.

In the Bachelor of Business, the Department of Administrative, Social and Political Studies has responsibility for teaching seven of the eight units in the Management major which builds on the foundation units. The sequence begins with Employee Relations I and is followed by a number of units that focus on various aspects of managing and structuring organisational activities in order to develop the cumulative understanding that is need to do justice to the concluding units, Corporate Strategy and The Management Process.

As well, the Department of Administrative, Social and Political Studies provides most of the units in three of the **specialisations** available to Bachelor of Business students: Marketing; Employee Relations and Discrimination in Organisations.

In the Bachelor of Arts (Leisure Studies) ASP provides the following **foundation units**:

- Political Behaviour
- Work, Organisation and Society
- Organisation Behaviour
- Sociology of Community
- Organising Human Services

In the Associate Diploma in Recreation we provide, as **foundation units**:

- Work, Organisation and Society
- Political Behaviour
- Organisation Behaviour
- Sociology of Community

In the Bachelor of Applied Science (Information) ASP provides a **minor disciplinary sequence** in Organisational Studies:

- Work, Organisation and Society
- Political Behaviour
- Organisation Behaviour
- Organising Human Services, or  
Government and Business

plus an **elective unit**

- Marketing in Information Provision

In the Diploma of Applied Science (Nursing) we offer an **elective sequence** in Politics:

- Politics & Welfare
- Community Politics

## **35102 POLITICAL BEHAVIOUR**

**Semester: I & II**

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.

## **35103 WORK, ORGANISATION AND SOCIETY**

**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 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.

## **35104 MARKETING IN INFORMATION PROVISION**

**Semester: I**

3 class contact hours  
8 week hours

**Pre-requisite:**

Statistics I. Students will also be expected to take a bridging course in Basic Economics and Finance at the beginning of the programme.

**Objectives:**

This unit introduces key marketing concepts and the basis of the economic and financial theories on which marketing is based. It provides therefore an opportunity for students to systematically examine and integrate foundations on which the framework of the course is built (the information provision model), and to draw out the implications of such theories for information work provision in practice. The unit will introduce students to the concepts of marketing in both the commercial and non-commercial sectors and show how the application of these concepts to service industry tasks will help satisfy consumer wants and needs for both commercial and non-commercial services. In particular the unit will examine the role of marketing for information products and services.

## 35203 THE SOCIOLOGY OF COMMUNITY

**Semester:** II

3 class contact hours

8 week hours

**Pre-requisite:**

Work, Organisation and Society

**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.

## 35305 SOCIAL INEQUALITY AND SOCIAL ACTION

**Semester:** II

3 class contact hours

8 week hours

**Pre-requisite:**

Sociology of Community

**Objectives:**

To enable students to recognise the extent and meaning of social inequality; to develop an understanding of the social, political and economic causes of structural inequality and their consequences for particular social groups; to examine ways in which Australian governments act to advantage some groups and disadvantage

others while basically maintaining the status quo; to acquaint students with the liberal democratic philosophy which in fact defines and describes the social world, and whose values underpin, prescribe and limit the modes of intervention; to give students the capacity to recognise and analyse the discrepancy between the philosophical ideas and rhetoric of liberal democracy on the one hand, and social and political realities of inequality and intervention on the other hand; and to examine competing concepts of equity in Australian society, and their effect in determining priorities and modes of intervention. The implied assumptions of such interventions are analysed in terms of their impact on society as a whole, and the consequences for particular groups.

## **35402 POLITICS AND WELFARE**

**Semester: I**

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 critically appraise 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 individuals 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 (e.g. accountability, a representative public service etc.) and the structure of government organisations (e.g. 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

**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**

**Semester: I**

3 class contact hours

10 week hours

**Objectives:**

This unit concentrates on the nature of scientific rigour. There is a widely-varied reading list dealing with: paradigms of science/scientific investigation; science as a social and historical phenomenon; social research and how it fits into the above; specific examples of social and other scientific research based on various paradigms of research and of organisations and administration and including quantitative, qualitative and unobtrusive methods. Students make a seminar presentation each, based on the above.



## **35902 RESEARCH SKILLS SEMINAR II**

**Semester: II**

3 class contact hours

10 week hours

**Objectives:**

This unit concentrates on the practice of research, using individual students' projected Research Projects as a vehicle for sharpening understanding of the many possible modes of scientific research in the social world, their benefits and limitations. As in the previous Seminar, the emphasis throughout is on the development of understanding, mastery and, consequently, autonomy in the reading, practice and use of research.

## **36903 PROJECT SEMINAR**

**Semester: I**

4 class contact hours

20 week hours

**Objectives:**

Most work in the third semester is done individually, with the help of a supervisor. Students meet several times during the semester to report on work-in-progress and to discuss lessons to be learned from their different experiences of the research process.

## **36202 ORGANISATION BEHAVIOUR**

**Semester: I & II**

3 class contact hours

6 week hours

**Pre-requisite:**

Work Organisation and Society; Political Behaviour

**Objectives:**

To investigate behaviour that is manifest in the course of the organisation of work activity; to develop an understanding of the factors that are involved in organising and managing and to develop in students a critical ability with regard to the analysis of the way in which specific concepts and techniques are applied. To this end specific attention is given to notions such as patronage, bureaucracy, scientific management, motivation, groups, power, leadership, conflict and decision-making.

## **36205 ORGANISING HUMAN SERVICES**

**Semester: II**

3 class contact hours

8 week hours

**Pre-requisite:**

Organisation Behaviour

**Objectives:**

To further develop students' awareness of the central part played by organised interests in social processes; to extend students' capacities for organisational analysis by focussing their attention on inter-organisational relationships, on the factors shaping and maintaining these relationships, and on the contradictions they sometimes engender; to develop in students a critical awareness of the way the conventional language which is used to describe and analyse organised endeavours is partial and partisan and largely reflects the interests of dominant groups; to examine the construction of inter-organisational relationships in a number of human service industry sectors and by so doing illustrate the misleading and partisan character of much of the conventional language used to describe human services; to practise students in inter-organisational analysis; to develop students' awareness of the processes that lead to the transformation of inter-organisational relationships and thus the arrangements and practices that constitute human services.

## 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: II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Organisation Behaviour; Economy and Society II

**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:**

Accounting IV; Corporate Finance, plus either:

- (a) Structure, Adaptation & Change in Organisations; Organisation Design; **or**
- (b) Accounting V; Security Analysis & Portfolio Management; **or**
- (c) A completed specialisation in marketing or employee relations.

**Objectives:**

To develop students' understanding of the planning process in organisations and to develop skills in formulating and evaluating strategies for organisations; to raise 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 students' knowledge, understanding and skills 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 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 provide students with an understanding of the essential elements of employee relations practice in Australia; to examine and understand the behaviour of people in work organisations and to link this to the operation of the labour market. The unit will focus on the essential elements of effective human resources management including recruitment and selection, motivation and appraisal of staff as well as industrial relations. With regard to the latter the unit will focus on the actors and institutions in the Australian industrial relations system; introduce industrial relations theory, particularly as it relates to conflict; link these theoretical insights with the procedure and practice of day-to-day industrial relations; analyse the processes of wage determination in Australia and develop appropriate practitioner skills.

## **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.

## **36504 RESEARCH FOR MARKETING PROBLEMS**

**Semester:** I or II

3 class contact hours  
10 week hours

**Pre-requisite or co-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

**Objectives:**

To examine the theory and practice of human resources management in Australia today. This unit will either prepare specialists for a career in the human resource management area, or familiarise students specialising in other areas of management with the techniques relevant to the management of people at work. Emphasis is placed on 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:**

Either (a) Industrial Sociology; Bureaucracy; **or**  
(b) Employee Relations I; Marketing for Managers; Government and Business

**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 (U/G)**

**Semester:** I

3 class contact hours  
10 week hours

**Pre-requisite:**

Either (a) Bureaucracy; Industrial Sociology **or**  
(b) Employee Relations I; Marketing for Managers; Government and Business

**Objectives:**

To provide students with the opportunity to apply skills acquired in earlier units of the sequence, and to equip them with those disciplinary, analytical and vocational skills peculiar to organisation design problems; to introduce students to the theory and practice of organisation design by way of a comparative analysis of design approaches; to introduce students to contemporary approaches to design and redesign of organisations, careers and jobs; to develop in students the capacity to identify, interpret and analyse the variables affecting organisation design; to encourage students to critically examine a range of alternative approaches to the restructuring of relations in the conduct of work and with clients or customers of organisations; to provide students with experience in applying design skills within a vocational context through Australian case study material from the private and public sectors.

## **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.

## **36605 CONSUMER BEHAVIOUR**

**Semester: II**

3 class contact hours  
10 week hours

**Pre-requisite or co-requisite:**

Marketing for Managers

**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 market place. Accordingly, a study of the pragmatic literature and practice in consumer research is 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 bring together and build upon the areas of theory and practice examined in Employee Relations I (and II). The focus of this unit is employee relations at the workplace and emphasis will be placed on linking insights into the operation of the I.R. system with the practice of industrial relations in the workplace. Emphasis in this unit will be placed on the development of practitioner skills, such as those involved in conflict resolution, negotiation and advocacy.

## 36607 THE MANAGEMENT PROCESS

**Semester:** II

3 class contact hours

10 week hours

**Pre-requisite:**

Accounting IV; Corporate Finance, plus either:

(a) Structure, Adaptation & Change in Organisations; Organisation Design; **or**

(b) Accounting V; Security Analysis & Portfolio Management; **or**

(c) A completed specialisation in marketing or employee relations.

**Co-requisite:**

Corporate Strategy

**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 (P/G)**

**Semester:** I

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**

2 class contact hours

7 week hours

**Pre-or co-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: human resource 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.

## **36809 MANAGING DISCRIMINATION (P/G)**

**Semester: II**

2 class contact hours  
7 week hours

**Pre-requisite:**

Social Dynamics

**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 work organisations; to have students become aware of the principles and implications of Equal Employment Opportunity Programmes; to develop planning and problem-solving skills necessary in the implementation of Equal Employment Opportunity plans within an organisation; 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 develop in students the skills required to evaluate the consequences, both intended and unintended, of policies designed to improve the position of disadvantaged groups; and to contribute to a balanced understanding of the management of human resources.

## **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.

# COMPUTING STUDIES

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The Department of Computing Studies offers a specialisation in Computer Studies as follows:

38101	Computing I:	Business Data Processing Systems.
38201	Computing II(A):	Software Engineering Programming and Systems Analysis.
38301	Computing III:	Commercial Applications Design.
38401	Computing IV:	Data Management and Database Management Systems.

## **38101 COMPUTING I — Business Data Processing Systems**

**Semester: I & II**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives and Contents:**

To provide an introduction to the design and use of computerised data processing systems in commercial environments. The unit includes: 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.

## **38201 COMPUTING II(A) — Software Engineering, Programming and Systems Analysis**

**Semester: II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Computing I

**Objectives and Contents:**

To develop skills in computer programming, systems analysis, design and evaluation. The unit includes: 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.

## **38202 COMPUTING II(B) — Applications of Personal Computers**

**Semester:** II

3 class contact hours

8 week hours

**Pre-requisite:**

Computing I

**Objectives and Contents:**

To give students an introduction to personal computers, their components, functions and characteristics. The unit includes: components of personal computer systems; the operating system DOS and its utilities; standard software for the PC — spreadsheets, wordprocessing, data communication, graphics and desk-top publishing; personal computers in business and their relation to mainframe computers; data management software and system development strategies; guidelines for system evaluation, selection and implementation.

## **38301 COMPUTING III — Commercial Applications Design**

**Semester:** I

3 class contact hours

10 week hours

**Pre-requisite:**

Computing II(A)

**Objectives and Contents:**

To give students the experience of designing and implementing a business application system. The unit includes: array processing, sorting; a comparison of indexed and direct access file processing in COBOL; application software design principles; software development and project management, program acceptance testing.

## **38401 COMPUTING IV — Data Management and Database Management Systems**

**Semester:** II

3 class contact hours

10 week hours

**Pre-requisite:**

Computing III

**Objectives and Contents:**

To extend programming skills and to develop an understanding of database technology and its application for information systems design and use. The unit includes: database and file processing environments; data modelling, model choice and designing database management systems; evaluation and selection of database management systems for specific applications; decision support systems.

## **37502 OPERATIONS RESEARCH**

**Semester:** I

3 class contact hours

10 week hours

**Pre-requisite:**

Quantitative Methods II or permission of Head of Department

**Objectives and Contents:**

To provide an introduction to the methods, applications and literature of operations research. The unit includes: 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

**Objectives and Contents:**

To apply and extend the methods developed in Operations Research with particular emphasis on financial applications. Topics to be examined in this course will be negotiated with the students enrolled in the course. Topics may include: planning and control of capital expenditures, mergers and acquisitions, leasing, capital structure decisions, evaluation of financing alternatives, evaluation of tariff policies and subsidies, implication of the double taxation of dividends.

## **38710 COMPUTER SYSTEMS (P/G)**

**Semester: I**

2 class contact hours  
7 week hours

**Pre-requisite:**

None

**Objectives and Contents:**

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 programmer'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.

## **38720 SYSTEMS DESIGN (P/G)**

**Semester: II**

2 class contact hours  
7 week hours

**Pre-requisite:**

Computer Systems

**Objectives and Contents:**

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.

## **38824 FINANCIAL AND MANAGERIAL APPLICATIONS OF COMPUTERS (P/G)**

**Semester: II**

2 class contact hours  
7 week hours

**Pre-requisite:**

Computer Systems

**Objectives and Contents:**

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.

### **38203 COMPUTING SCIENCE I**

(Bachelor of Applied Science (Information))

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To introduce the disciplines of computing science and applied computing with particular reference to current research, development, and issues in computing science; to examine hardware and software developments within an historical framework; to introduce systems analysis and design concepts, algorithm design and computer programming language; to evaluate the impact of computers and related technology on the practice of information work.

### **38303 COMPUTING SCIENCE II**

(Bachelor of Applied Science (Information))

3 class contact hours  
6 week hours

**Pre-requisite:**

Computing Science I

**Objectives:**

To provide the foundations necessary for the evaluation of systems designs; to evaluate a set of systems design methods and computer programming languages in relation to a range of applications.

### **38403 COMPUTING SCIENCE III**

(Bachelor of Applied Science (Information))

3 class contact hours  
6 week hours

**Pre-requisite:**

Computing Science II

**Objectives:**

To examine documented techniques for data and information analysis and for data modelling; to evaluate commercially available DBMS and relate to the major models for data representation; to examine international standards, within historical and contemporary frameworks; to apply criteria for the evaluation of models for data representation and DBMS.

### **38503 COMPUTING SCIENCE IV**

(Bachelor of Applied Science (Information))

3 class contact hours  
6 week hours

**Pre-requisite:**

Computing Science III

**Objectives:**

To consider contemporary issues in computing and informatics; to analyse the major trends in the computing field with particular reference to decision support systems, artificial intelligence and expert systems; to explore the theoretical underpinning of key issues and trends in the discipline of computing science; to synthesise the theoretical literature in an area of artificial intelligence with an emphasis on applications to expert systems design.

# INFORMATION STUDIES

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## 41101 INFORMATION AGENCIES IB

**Semester:** I

2 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.

## 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

## 41107 INFORMATION USERS IA

**Semester:** I

3 class contact hours  
6 week hours

**Pre-requisite:**

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.

## **41110 THE INFORMATION ENVIRONMENT**

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To introduce social, political, economic and other variables in the information environment; to analyse the role and educational preparation of information workers; to introduce the framework of the Bachelor of Applied Science (Information) course and identify the range of variables in the design of information products and services.

## **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.

## **41113 INTRODUCTION TO COMPUTING**

**Semester: I**

3 class contact hours  
8 week hours

**Pre-requisite:**

None

**Objectives:**

To describe the processing of data in terms of the four functions of input, processing, storage and output; to relate the physical components of a computer system to these functions and examine the basic characteristics of these functions; to describe and analyse the nature and purpose of systems software and applications software; to describe the ways in which telecommunications are used to transmit data between two computing devices.



**41114 INFORMATION USERS IB**

**Semester: I and II**

4 class contact hours  
8 week hours

**Pre-requisite:**

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.

**41119 PROFESSIONAL STUDIES I**

**Semester: II**

2 class contact hours  
6 week hours

**Pre-requisite:**

The Information Environment

**Objectives:**

To relate and extend knowledge of the information environment and the information profession in a variety of specific information provision contexts; to recognise and analyse the relationship between theory and practice in some aspects of information work; to observe and analyse the role of the professional operating within and relating to various organisational structures.

**41120 INFORMATION SCIENCE I**

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To introduce key concepts in information science and information provision; to analyse information transfer models developed in various disciplines, areas and situations and derive from these, principles relevant to information dissemination activities; to examine the information resource life-cycle; to identify the functions and characteristics of a range of information resources; to identify and apply criteria for the evaluation of information resources.

**41130 INFORMATION USERS IC**

**Semester: I**

3 class hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

To be aware of the variety of information agencies; identify the role and tasks of the librarian/information worker as evidenced in such agencies; understand the requirements for the education and training of the librarian/information worker; identify the role, characteristics and organisation of information agencies against a background of their historical development; understand the types and levels of personnel required in information agencies against a background of the development of education for information studies; understand the development of the profession of librarianship and information science.

## **41140 INFORMATION RESOURCES IC**

**Semester: I**

3 class hours

6 week hours

**Pre-requisite:**

None

**Objectives:**

To describe what information is and how it is generated; identify the categories of information resources available and their characteristics; list evaluation criteria which can be used to evaluate information resources and apply these to a selected sample of information resources; understand strategies for the effective location and use of a range of resources to satisfy enquiries, including both manual and online information retrieval; delineate principles involved in effective collection development in libraries.

## **41201 ISSUES IN LIBRARIANSHIP IB**

**Semester: II**

2 class contact hours

6 week hours

**Pre-requisite:**

Information Users IB:

**Pre or Co-requisite:**

Information Users IIB

For Objectives see 41508 Issues in Librarianship IA

## **41202 STATISTICS I**

**Semester: II**

3 class contact hours

8 week hours

**Pre-requisite:**

None

**Objectives:**

To understand basic concepts in descriptive and inferential statistics; to compute a range of statistics; to read and interpret statistics; to select, evaluate and reformat numeric data for presentation purposes; to locate and assess the suitability of secondary data; to develop awareness of, and basic skills in using statistical packages.

## **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-requisite:**

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.

## 41214 INFORMATION USERS IIB

**Semester:** I & 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. Graduate Diploma in Teacher Librarianship students examine these subject areas as they apply to the school curriculum.

## 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 specialised areas of information resources:-

- Business
- Child/Young Adult
- Government
- Local History
- Social Welfare
- Visual Resources

These electives are not always available in each semester. For each area examine the nature of the subject, topic or form and the generation and communication of information within that subject, topic or form; identify the range and characteristics of information resources, both print and nonprint within the area; develop criteria for the evaluation and selection of information resources appropriate to the area; develop strategies for the effective use of information resources within the area; identify issues in collection building in the subject, topic or form.

## **41218    TECHNIQUES FOR INFORMATION PRODUCTION**

**Semester:** II

3 class contact hours

6 week hours

**Pre-requisite:**

None

**Objectives:**

To be aware of the range of materials, equipment, facilities and services required for the production of information resources and products and to demonstrate competency in their evaluation and use for specific purposes; to plan, organise, compose and package an information resource/product; to identify the direct costs associated with the production of information resources; to introduce appropriate promotion techniques.

## **41219    PROFESSIONAL STUDIES II**

**Semester:** I

2 class contact hours

6 week hours

**Pre-requisite:**

Professional Studies I

**Objectives:**

To identify and refine personal and professional values; to identify, describe and carry out career planning and preparation tasks; to demonstrate proficiency in developing a learning contract to fulfil personal and professional goals; to plan a portfolio in relation to a professional goal.

## **41220    INFORMATION SCIENCE II**

**Semester:** II

4 class contact hours

8 week hours

**Pre or Co-requisite:**

Information Science I

**Objectives:**

To introduce key concepts in information organisation and retrieval; to identify, analyse and evaluate conceptual frameworks for the organisation of knowledge and information resources; to identify, analyse and evaluate principles underlying various approaches to analysing and describing information and information resources; to introduce processes of analysing information and information resources for inclusion in information systems; to develop understanding of the principles and structures of files and catalogues.

## **41302    STATISTICS II**

**Semester:** I

3 class contact hours

6 week hours

**Pre-requisite:**

Statistics I

**Objectives:**

To understand the major concepts and assumptions relevant to parametric and non-parametric techniques; to be proficient in the analysis of data using a variety of commonly used techniques; to select appropriate techniques for a given problem and data set; to be proficient in the use of statistical packages; to understand the function and uses of a number of multivariate techniques.

## **41303 RESEARCH METHODS I**

**Semester:** I

3 class contact hours  
8 week hours

**Pre-requisite:**

Statistics I

**Objectives:**

To demonstrate awareness of a variety of ways of achieving knowledge; to identify the major types of disciplined inquiry methods used in information science; to describe the strengths and weaknesses of the scientific research model; to demonstrate proficiency in the skills necessary to carry out a research study based on the focus questions of the Bachelor of Applied Science (Information); to critically evaluate the adequacy of a research proposal and the information science literature.

## **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 organising, 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.

## **41309 INFORMATION SYSTEMS DESIGN I**

**Semester: II**

3 class contact hours

6 week hours

**Pre-requisite:**

Introduction to Computing; Information Science II

**Objectives:**

To investigate methods of identifying the objective(s), user groups, type of use, financial and other constraints associated with a proposed information system; to show how those factors are expressed in terms of data identification, collection, preparation, input, processing, storage, retrieval and output; to provide techniques for costing the implementation and the day-to-day running of a new system; to provide an awareness of the consequences of a new system for the management of an organisation; to provide guidelines for managing the process of implementing a new system; to investigate methods for evaluating the performance of a new system.

## **41310 SUBJECT INFORMATION RESOURCES**

**Semester: I**

3 class contact hours

6 week hours

**Pre-requisite:**

Information Science I

**Objectives:**

To examine information resources of selected disciplines within the broad subject areas of the humanities, the social sciences and the pure and applied sciences. The nature of the disciplines, and the ways in which people concerned with them generate, communicate and use information will also be examined.

## **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.

## **41319 PROFESSIONAL STUDIES III**

**Semester: I**

2 class contact hours

6 week hours

**Pre-requisite:**

Professional Studies II

**Objectives:**

To carry out a range of professional activities set out in the professional portfolio

plan developed in Professional Studies II, and as agreed in the learning contract; to identify, negotiate and plan a professional level project which is based in the practice of information and provides the opportunity to apply and synthesise knowledge gained in the classroom to a real information problem.

## **41320 INFORMATION SCIENCE III**

**Semester:** I

4 class contact hours

8 week hours

**Pre-requisite:**

Information Science I

**Objectives:**

To deepen and extend knowledge of key concepts in information use behaviour considered in Information Science I, and to introduce new concepts as appropriate; to identify, analyse and compare the major paradigms (world views) underlying information behaviour models; to identify and analyse models of information behaviour; to identify and describe the range of variables which predict or influence information behaviour; to identify analyse, and evaluate methods available for defining target groups, and to define and justify a target group for the purpose of information provision.

## **41403 RESEARCH METHODS II**

**Semester:** II

3 class contact hours

6 week hours

**Pre-requisite:**

Research Methods I

**Objectives:**

To become familiar with a number of social science research designs; to design and carry out a research study, specifically to select a research design appropriate for a particular problem; to develop a valid, reliable and useful data collection instrument; to collect and analyse and present data; to discuss the implications of the findings for the problem and make specific recommendations if appropriate; to introduce selected aspects of research as it relates to consultancy work carried out by information professionals.

## **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

Child/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 users; examine means of effective use of these resources by each group of users; identify issues in selection and collection building for each group of users.



## **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.

## **41409 INFORMATION SYSTEMS DESIGN II**

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Systems Design I

**Objectives:**

To consolidate material presented in the units Information Science II, Information Science IV, Introduction to Computing, Information Systems Design I; to provide students with the opportunity to carry out the design of a system to satisfy a particular application; to provide students with the opportunity of carrying out a partial implementation of their design; to identify and solve problems which arise.

## **41415 ADMINISTRATIVE TECHNIQUES IN INFORMATION PROVISION**

**Semester: II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Work, Organisation and Society

**Objectives:**

To introduce models and concepts of organisational structure; to develop an understanding of the impact of organisational structure on the individual; to identify key aspects in the process of resource management, such as the ordering of priorities, resource analysis and task analysis; to develop an awareness of techniques for resource management; to examine a range of methods of work group organisation and determine their strengths and weaknesses for particular situations; to develop an understanding of the concepts and principles of evaluation; to develop, implement and assess criteria and methods for evaluating information products and services.

## **41418 INFORMATION DISSEMINATION**

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

Techniques for Information Production

**Objectives:**

To be aware of the techniques available for the identification of audiences/markets for different kinds of published and broadcast information; to demonstrate competency in using and evaluating relevant technologies in the print and broadcast media; to acquire skills in the composition and preparation of a range of information products; to be aware of the protocols, conventions and legal restraints associated with the print and broadcast media; to be aware of the major channels for promoting, distributing and disseminating print and broadcast information; to acquire skills in publicity techniques.

## **41419 PROFESSIONAL STUDIES IV**

**Semester:** II

2 class contact hours

6 week hours

**Pre-requisite:**

Professional Studies III; Students must also be in the final year of their course.

**Objectives:**

To review the Professional Portfolio plan and associated learning contract developed in Professional Studies II; to complete a project in an actual information provision situation; to complete the development of the student's professional portfolio; to assess the adequacy of the completed portfolio, including the project.

## **41420 INFORMATION SCIENCE IV**

**Semester:** II

4 class contact hours

8 week hours

**Pre-requisite:**

Information Science II

**Pre or Co-requisite:**

Information Science III

**Objectives:**

To analyse principles and assumptions of data and document retrieval models; to analyse and evaluate models of the information search process and its components; to examine the relationship between empirical literature on information needs of target groups and the needs of the individual; to identify and evaluate a range of information search strategies; to develop understanding of the principles and properties of documentary languages and the selection and combination of access keys in information retrieval; to analyse and evaluate for particular circumstances a range of approaches to evaluation of information retrieval.

## **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.

## **41510 INFORMATION COLLECTION MANAGEMENT**

**Semester:** I

3 class contact hours

6 week hours

**Pre-requisite:**

Information Science II & III

**Objectives:**

To identify the range and purposes of information collections; to examine concepts of inventory control and management as they apply to information collections; to evaluate models of information collection, development and the impact on collection policy of environmental, legal and other factors; to identify, evaluate and use effectively, bibliographic and other aids for selection of information and

material for addition to collections; to examine methods of acquiring and maintaining relevance to the collection of information and materials from internal and external sources; to evaluate approaches to the control and circulation of information and materials; to examine means of monitoring and evaluating the effectiveness of information collections.

## **41515 MANAGEMENT FOR INFORMATION PROVISION**

**Semester: I** 3 class contact hours  
6 week hours

**Pre-requisite:**

Administrative Techniques in Information Provision

**Objectives:**

To introduce key concepts and theories relevant to the management of information organisations and services; to develop an understanding of the processes and techniques of management; to develop an awareness of concepts and accountability; to examine principles important to the management of staff; to introduce techniques to the supervision of staff.

## **41520 INFORMATION SCIENCE V**

**Semester: I** 4 class contact hours  
8 week hours

**Pre-requisite:**

Information Science II and III

**Objectives:**

To analyse and evaluate for particular circumstances various approaches to presenting information; to analyse and evaluate methods of analysis of information; to identify and evaluate frameworks for the evaluation of information; to analyse approaches to dissemination of information within the context of information service provision; to appreciate the range of variables in information product design situations; to analyse and evaluate approaches to developing an information product.

## **41601 TARGET GROUP STUDIES — BUSINESS**

**Semester: II** 3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

To extend and apply the general principles of information practice identified through the major in Information Science, to an information provision situation focused on a specific target group; to identify the characteristics of a target group, which impinge on information behaviour; to identify the generators of information within and directed towards a specific target group; to analyse the range and type of information resources available for particular target groups, and the specialised systems for organisation and retrieval of these information resources

**41602 TARGET GROUP STUDIES — CHILDREN AND YOUNG ADULTS**

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41603 TARGET GROUP STUDIES — EDUCATION**

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41604 TARGET GROUP STUDIES — ETHNIC COMMUNITIES**

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41605 TARGET GROUP STUDIES — GOVERNMENT**

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41606 TARGET GROUP STUDIES — HEALTH**

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41607 TARGET GROUP STUDIES — RECREATION**

**Semester: I**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41608 TARGET GROUP STUDIES — WELFARE**

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

Information Science III

**Co-requisite:**

Information Science IV

**Objectives:**

See 41601

**41620 INFORMATION SCIENCE VI**

**Semester: II**

4 class contact hours  
8 week hours

**Pre-requisite:**

Information Science IV & V

**Objectives:**

To analyse and evaluate theories of the nature and classification of knowledge and information; to identify the foundations on which the information science knowledge base has been built, with particular reference to scientific research models; to analyse key concepts in information science, and historical perspectives.

**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.

**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.

**41715 LIBRARY SCIENCE I**

(Master of Arts (Library Science))

**Semester: I and II**

**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: 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.

## **41716 RESEARCH DESIGN AND METHODS I**

(Master of Arts (Library Science))

**Semester: I**

**Pre-requisite:**

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.

## **41717 LEARNING PROCESS AND CURRICULUM DESIGN**

(Master of Arts (Library Science))

**Semester: I**

**Pre-requisite:**

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.

## **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 socio economic 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.

## **41815 LIBRARY SCIENCE II**

(Master of Arts (Library Science))

**Semester:** I and II

**Pre-requisite:**

Library Science I

**Objectives:**

This unit aims to develop and extend the conceptual understanding of the student in regard to 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.

## **41816 RESEARCH DESIGN AND METHODS II**

(Master of Arts (Library Science))

**Semester: II**

### **Pre-requisite:**

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 information 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.

## **41817 RESEARCH PROJECT**

(Master of Arts (Library Science))

**Semester: II**

### **Pre-requisite:**

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.

## **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 — UNDERGRADUATE UNITS**

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## **PROFESSIONAL STUDIES**

### **51103 INTRODUCTION TO LEISURE STUDIES**

**Semester: I**

3 class contact hours  
7 week hours

**Pre-requisite:**

None

**Objectives:**

On completion of this unit the student will: be familiar with the breadth and scope of literature pertaining to the field of leisure and recreation; be aware of various strategies and techniques for locating, retrieving, recording, organising and presenting information relating to the field; have developed a basic understanding of recreation and leisure in the context of society; have begun to develop a personal philosophy of recreation and leisure; be aware of the interdisciplinary nature and scope of the leisure field.

### **51104 RECREATION LEADERSHIP**

(Associate Diploma in Recreation only)

**Semester: II**

3 class contact hours  
6 week hours

**Pre-requisite:**

None

**Objectives:**

On completion of this unit the student will: appreciate different roles played by recreation leaders in the provision of opportunities for recreation; have developed a basic understanding of prevailing theories of leadership and considered their relevance and application to recreation; be familiar with a range of practical leadership skills in recreation; have demonstrated an ability to apply these skills in a peer leadership situation.

### **51106 SOCIAL PSYCHOLOGY OF LEISURE**

**Semester: II**

3 class contact hours  
7 week hours

**Pre-requisite:**

Introduction to Developmental and Educational Psychology

**Objectives:**

On completion of this unit the student will: understand the social and psychological antecedents of leisure behaviour; understand the processes of cognition which impact on the attitudes, perceptions and motivations of individuals at leisure; understand the assumptions underlying research techniques commonly applied in social psychological studies.

**51120 FIELD EXPERIENCE I and II**

**51220** (Bachelor of Arts (Leisure Studies))  
**Semester: II & I (full year units)**

Total hours: 200 each unit

**Pre-requisite:**

Introduction to Leisure Studies, and Recreation Programming are pre-requisites for Field Experience I.

Field Experience I is a pre-requisite for Field Experience II.

**Objectives:**

On completion of these units the student will: have applied and developed the values, knowledge and skills acquired through their academic programme; have a practical appreciation of the dynamics of organisational behaviour as it impacts on the delivery of recreation services; have begun to clarify their career goals and developed contacts within the field.

**51130 FIELD EXPERIENCE I and II**

**51230** (Associate Diploma in Recreation)  
**Semester: I & II (full year units)**

Total hours: 150 (I)  
200 (II)

**Pre-requisite:**

Field Experience I is a pre-requisite for Field Experience II

**Objectives:**

On completion of these units the student will: have applied and developed the values, knowledge and skills acquired through their academic programme; have a practical appreciation of the skills necessary to organise and administer programmes for different community groups; have begun to clarify their career goals and developed contacts within the field.

**51203 RECREATION PROGRAMMING**

**Semester: I**

3 class contact hours  
7 week hours

**Pre-requisite:**

None

**Objectives:**

On completion of this unit the student will: understand the theories, models and purposes of recreation programming; be familiar with the professional frameworks that give shape to recreation service delivery systems; have the skills to translate community need into appropriate recreation programmes; have the necessary skills to plan, implement and evaluate recreation programmes in a variety of community settings.

**51206 MANAGING SMALL LEISURE SERVICE ORGANISATIONS**

**Semester: I**

3 class contact hours  
7 week hours

**Co-requisite:**

Organisation Behaviour

**Objectives:**

On completion of this unit the student will: understand the basic language of practical management; have at their disposal a range of skills necessary to effectively and efficiently manage small leisure service organisations; appreciate the range and nature of organisations which comprise the leisure industry.

## 51215 LEISURE RESEARCH

(year long unit — commences semester I)

3 class contact hours  
8 week hours

**Pre-requisite:**

Social Psychology of Leisure

**Objectives:**

On completion of these units the student will: be familiar with the basic elements and limitations of research and evaluation design; understand and be able to handle a wide range of data gathering and analysis techniques employed in leisure and recreation research; be able to recognise and determine when and where particular research techniques are most effective and efficient; be able to assess the validity and reliability of data and analysis as they appear in reports, submissions and the professional literature; be conversant with the organisation, coding and processing methodology of a (computer) statistical package for the Social Sciences.

## 51304 WORK AND LEISURE

**Semester: II**

3 class contact hours  
7 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will: appreciate concepts of work and leisure in industrial societies; be aware of the historical development of Australian patterns of work and leisure; appreciate the effects of class, gender and age on participation in and commitment to particular leisure pursuits; be able to relate changes in the nature of employment and the organisation of work to the development of new requirements in leisure.

## 51306 MARKETING AND LEISURE SERVICES

3 class contact hours  
8 week hours

**Pre-requisite:**

Managing Small Leisure Service Organisations

**Objectives:**

On completion of this unit the student will: comprehend the inter and intra-organisational processes for marketing leisure services; understand the difference between selling and marketing orientations; be familiar with a range of criteria for effective market segmentation and product differentiation; comprehend current trends in pricing of leisure services; be familiar with the communication processes necessary for successful promotion in terms of personal contact, advertising, incentive schemes and publicity.

## 51406 FINANCIAL MANAGEMENT AND LEISURE SERVICES

3 class contact hours  
8 week hours

**Pre-requisite:**

Marketing and Leisure Services

**Objectives:**

On completion of this unit the student will: be familiar with conventional accounting recording techniques as they are applied in leisure and recreation; understand the application of the rules governing company and government financial reporting; be able to read and analyse financial statements using conventional tools of analysis; appreciate the elements of cost and management accounting.

## 51413 RECREATION AND SPECIFIC POPULATIONS

**Semester:** II

3 class contact hours

8 week hours

**Pre-requisite:**

Recreation Programming

**Objectives:**

On completion of this unit the student will: have explored philosophical and definitional issues associated with such terms as "specific populations"; understand the evolution of recreation services for specific populations; understand basic etiology, characteristics and needs of selected specific populations; appreciate the economic, social, psychological and physiological barriers experienced by this group of leisure seekers; have examined several contemporary issues as they relate to recreation provision for specific populations.

## 51503 LEISURE: EQUITY AND PLANNING

3 class contact hours

8 week hours

**Pre-requisite:**

Leisure Research I & II; Recreation and Specific Populations

**Objectives:**

On completion of this unit the student will: identify the various forms of planning interventions applied in Australian communities; assess the redistributive consequences of planning decisions; critically evaluate planning proposals and reports in terms of their likely contribution to change in the community; appreciate the differences between planning for equity, equality and need.

## 51506 THEORETICAL ISSUES IN LEISURE

3 class contact hours

8 week hours

**Pre-requisite:**

Work and Leisure

**Objectives:**

On completion of this unit the student will: have further developed skills in analysing and evaluating literature in the leisure field; be familiar with the leading theoretical models presently under debate in the leisure field; have examined the problems of corroborating theories in the social sciences and the processes through which theories are developed and theoretical disputes resolved; will recognise the value sets which intrude into all decisions and professional judgements.

## 51606 CONTEMPORARY ISSUES IN LEISURE

3 class contact hours

8 week hours

**Pre-requisite:**

Theoretical Issues in Leisure; Leisure: Equity and Planning

**Objectives:**

On completion of this unit the student will: have developed an appreciation of sources and processes of change in the leisure field; have examined the theoretical and practical dimensions of contemporary professional issues in leisure; have examined the nature of the leisure profession's response to problems it has recognised and to identify "conventional wisdom" which may have constrained the patterns of problem recognition and response; have discussed potential futures for leisure in society.

# PROFESSIONAL SPECIALISMS

(\* offered subject to student demand)

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## 51115 ARTS AND ENTERTAINMENT MANAGEMENT

**Semester:** I or II

3 class contact hours  
8 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will: Appreciate concepts of art and entertainment and the ways in which these are socially constructed and historically variable; understand the organisation of the arts and entertainment industry within Australia, with particular reference to the role of the public and private sectors in funding, co-ordination and provision; be aware of sociological theories of culture and their relevance to the contemporary analysis of leisure; be familiar with current issues shaping the future of the arts and entertainment in Australia.

## 51117 LEISURE AND EDUCATION

**Semester:** I or II

3 class contact hours  
8 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will:-

Understand the relationship between leisure and education within the context of Australian society; comprehend the structure and organisation of Australian education service delivery systems as they relate to leisure; appreciate the strengths and weaknesses of different agency responses to the need for leisure education services.

## 51307 THE ADMINISTRATION OF AUSTRALIAN SPORT

**Semester:** I or II

3 class contact hours  
8 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will: Be familiar with the literature pertaining to the role and scope of sport in contemporary society; appreciate the resource demands which sport imposes at differing levels of performance and be familiar with organisational responses to such demands; understand the private, public and voluntary structures and organisations which support and administer Australian sport; be familiar with professional issues surrounding contemporary trends in Australian sport.



**51308 TOURISM MANAGEMENT**

**Semester: I or II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will: Be familiar with the history of the development of domestic and international tourism; comprehend the structure and organisation of the tourism sector of the leisure industry; appreciate the social and economic costs and benefits of tourism development; be able to evaluate the effectiveness of tourist management and marketing practices in the tourism sector.

**51313 HUMAN ECOLOGY**

**Semester: I or II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will: Appreciate the interrelated nature of the social, political and natural environments in which they live; be aware of the implications for humanity of major disruptions to the global ecosystem; be aware of current responses to these meta-problems; be able to analyse these meta-problems with a view to identifying opportunities for personal action.

**51414 URBAN PARK MANAGEMENT**

**Semester: I or II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Introduction to Leisure Studies; Leisure Research I

**Objectives:**

On completion of this unit the student will: Be familiar with the history and organisation of the provision of urban parklands; understand the principles and procedures of park management planning including the roles of public involvement and design for maintenance; understand the relationship between user demands, park carrying capacity and park management practices; be familiar with standard park operating procedures including the administration of budgets, the organisation of staff and the selection and use of necessary equipment.

**51423 PROGRAMMING WITH SPECIFIC POPULATIONS**

**Semester: I or II**

3 class contact hours  
8 week hours

**Pre-requisite:**

Recreation and Specific Populations

**Objectives:**

On completion of this unit the student will: Be familiar with a number of settings and agencies through which specialised recreation services are delivered; be able to critically analyse and evaluate service delivery systems; be able to recognise the recreational needs of specific populations and facilitate program development; be aware of contemporary programming issues as they relate to recreation for specific populations.

## **51513 MANAGEMENT OF NATURAL AREAS FOR RECREATION**

**Semester: I or II**

3 class contact hours

8 week hours

**Pre-requisite:**

Introduction to Leisure Studies

**Objectives:**

On completion of this unit the student will: Be familiar with the various systems of natural area protection in Australia and overseas; be able to apply the Recreation Opportunity Spectrum technique in the development of a natural area management plan; appreciate the advantages and limitations of various systems of managing and regulating recreational use of natural areas; be familiar with a number of critical case studies dealing with selected issues in wilderness management in Australia.

## **51610 RECREATION FACILITY DESIGN AND MANAGEMENT**

**Semester: I or II**

3 class contact hours

8 week hours

**Pre-requisite:**

Managing Small Leisure Service Organisations

**Objectives:**

On completion of this unit the student will: Be familiar with the design and physical planning processes involved in developing recreation facilities; understand the basic requirements of managing recreation amenities and leisure complexes, including finance, marketing and operations programming; be aware of current trends in organisational design, personnel management, safety, legal and other practical matters as they apply to the operation of leisure complexes; be familiar with a range of evaluation models that have been developed to gauge the effectiveness of recreation facilities.

## **51620 LEISURE STUDIES SPECIAL PROJECT**

**Semester: I or II**

112 semester hours

8 week hours

**Pre-requisite:**

Leisure Research I and II, and Approval of the Head of Department of Leisure Studies, and Maintenance of an academic record which indicates a capacity to handle self-directed work.

**Objectives:**

On completion of this unit the student will be able to: Design a project or programme of study to provide answers to a specific leisure research question; undertake self-directed applied research; draw general principles from a specific study which may have relevance beyond the specific study situation; produce a report which, with some editorial work, may be suitable for publication.

# PROGRAMMING METHODS

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## 51111 EASTERN CIVILISATION SPORTS AND ARTS

**Semester:** I or II

3 class contact hours

5 week hours

**Objectives:**

On completion of this unit the student will: Have studied the development of martial arts and sports in eastern civilisations; have gained an appreciation and understanding of the philosophies and values attached to these arts and sports; have developed skills in a variety of different forms of these arts and sports; have developed the self through expression in these arts and sports; be familiar with the scope and organisation of these arts and sports in the community; have the skills required to incorporate these arts and sports into community recreation programmes.

## 51112 ELECTRONICS FOR RECREATION AND LEISURE

**Semester:** I or II

3 class contact hours

5 week hours

**Objectives:**

On completion of this unit the student will: Appreciate the impact of electronics on all aspects of life, but in particular the rapidly growing influence of electronics on leisure and recreation; understand the potential of some of this electronic equipment for use in recreation programmes, including its advantages and limitations; have developed skills in programming for use of electronic equipment in recreation.

## 51113 OUTDOOR RECREATION I

**Semester:** I or II

3 class contact hours

5 week hours

**Objectives:**

On completion of this unit the student will: have developed an understanding of the way outdoor activities and environmental education programmes can interact and be pursued simultaneously; be aware of the different agencies which provide opportunities for outdoor recreation; be familiar with techniques for communicating ecological awareness in an outdoor environment; be aware of the skills, knowledge and resources necessary to organise orienteering, bushwalking and camping programmes; have developed 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

5 week hours

**Please Note:** If any student has a disability which may affect their ability to complete the requirements of this unit they must consult with the lecturers responsible.

**Objectives:**

On completion of this unit the student will: Have explored the notion of wilderness and to trace the history of the idea from an Australian perspective; appreciate

the ways outdoor activities and environmental education may interact and be pursued simultaneously in specialised environments while at the same time being cognisant of the impact that such activities have upon these environments; have examined the concept of adventure programming from both a philosophical and practical viewpoint; by direct experience, be aware of the skills necessary to organise outdoor recreation programmes selected from the following: abseiling, bicycle touring, canoeing, canyoning, caving, cross-country skiing, downhill skiing, kayaking, orienteering and rock climbing; have investigated 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

5 week hours

**Objectives:**

On completion of this unit the student will: Be aware of the structure and nature of Australian sport; be aware of sporting and related support agencies servicing the community; understand the principles of planning and developing a sporting event or programme; appreciate the human need for physical activity with particular focus on special consumer groups; have participated in selected sporting activities of a recreation nature where elements of the above can be demonstrated.

## **51207 SPORT IN RECREATION II**

**Semester: I or II**

3 class contact hours

5 week hours

**Pre-requisite:**

Sport in Recreation I

**Objectives:**

On completion of this unit the student will: Further understand the structure and nature of sport in contemporary Australian society; have developed 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; be equipped with the knowledge and skills to organise, implement and evaluate recreation programmes in selected sporting activities; have addressed contemporary issues relevant to the provision of sporting programmes at the community level.

## **51109 WATER BASED RECREATION IA**

**Semester: I or II**

3 class contact hours

5 week hours

**Objectives:**

On completion of this unit the student will: Have gained practical experience in the teaching of swimming to people with a wide range of ages and physical abilities; have achieved a high standard of competence in water safety; be able to use water as a theme for recreation programmes; be aware of the role and administrative structures of water based recreation agencies; have 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 or II**

3 class contact hours  
5 week hours

### **Objectives:**

On completion of this unit the student will: Be introduced to boating as a recreational pursuit; have gained a theoretical background in recreational boating and apply it to a variety of programming types; be familiar with the organisation and operation of governmental and private agencies that regulate, control and operate recreational boating opportunities; be able to complete a basic training course in sailing as laid down by the Australian Yachting Federation.

## **51108 FITNESS LEADERSHIP I**

**Semester: I or II**

3 class contact hours  
5 week hours

### **Objectives:**

On completion of this unit the student will: Have developed an elementary knowledge of physical fitness and its assessment; be able to conduct physical fitness leadership programmes within a commercial or non-commercial environment; be familiar with the language associated with testing and the constraints and dangers of physical fitness appraisal; understand the elementary physiology of physical fitness such that facts and fallacies about fitness can be distinguished; be aware 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  
5 week hours

### **Pre-requisite:**

Fitness Leadership I

### **Objectives:**

On completion of this unit the student will: Have built on basic concepts of physical fitness and its assessment covered in Fitness Leadership I; have increased their knowledge of fitness leadership programming; have further developed understanding of the physiological basis of fitness; have investigated the correlates of fitness and the relationship between fitness and prescribed physical activity programmes.

## **51114 VIDEO IN RECREATION**

**Semester: I or II**

3 class contact hours  
5 week hours

### **Objectives:**

On completion of this unit the student will: Have explored the potential of video as a management and programming tool in recreational settings; understand the basics of video production skills; have the opportunity to develop video material with application to a variety of recreational settings and roles; have examined the role of video within the Australian leisure context.

51116

## GRAPHICS IN RECREATION

**Semester:** I or II

3 class contact hours  
5 week hours

**Objectives:**

On completion of this unit the student will: 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; have a working knowledge of design methods, printing on paper and fabric, some photographic processes and display techniques; be familiar with the organisational problems involved in producing a publicity campaign; have produced a number of practical examples of their work throughout the semester.

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.

# GRADUATE DIPLOMA IN LEISURE STUDIES

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## 51701 LEISURE THEORY

**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 ORGANISATION

**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 Theory or  
Leisure Organisation

**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.

## 51804 MARKETING FOR LEISURE AND RECREATION

**Semester:** I

3 class contact hours  
11 week hours

**Pre-requisite:**

None

**Objectives:**

On completion of this unit the student will comprehend the nature of market relations and marketing processes for leisure and recreation; understand the difference between selling and marketing orientations in the public, private/commercial and voluntary sectors; be familiar with the co-ordinative and integrative requirements of all marketing efforts; recognise the criteria for effective market segmentation and the selection of client groups; comprehend current trends in pricing for leisure and recreation; and be familiar with the communication processes necessary for successful promotion in terms of personal contact, advertising, incentive schemes and publicity.

## 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.

# ASSOCIATE DIPLOMA IN COMMUNITY ORGANISATIONS

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## 55101 PERSONAL DEVELOPMENT

**Pre-requisite:**

None

**Objectives:**

To provide an innovative and structured means by which students can reflect upon themselves and society; to provide personal support skills for those working in a highly interactive and emotive context; to extend an individual student's capacity to relate to and communicate with a wide variety of people; to ensure that time and effort spent on community activity is effectively distributed; to encourage individual students to recognise and realise their potential and their limitations, in a variety of human relationships and endeavours.

## 55102 COMMUNITY PRACTICE AND PRACTITIONERS

**Pre-requisite:**

Personal Development

**Objectives:**

To investigate the origins of community protests and projects and the emergence of 'community' as a challenge to increasing bureaucratisation and professionalisation; to investigate the origins and philosophies of community-based services within large government departments; to critically analyse the meanings of community practice as an alternative to other forms of provision; to explore the nature of the relationships between community practitioners and members of a community; to evaluate the impact of community practice and practitioners on recent social change.

## 55103 COMMUNITY RESEARCH I

**Pre-requisite:**

Personal Development

**Objectives:**

To enable an understanding of research as a process of enquiry that has an applied dimension in community projects; to alert students to the social and political contexts of research for community projects; to examine the ethics of particular forms of research and research methodologies; to develop skills in simple research methods for the investigation of local issues and the development of locality profiles; to develop appropriate evaluation and monitoring techniques to apply to local projects.

## 55104 COMMUNITY RESEARCH II

**Pre-requisite:**

Community Research I

**Objectives:**

To further develop the research skills and understandings gained in Community Research I; to examine in detail the research aims, methods and achievements of a number of significant research projects in the social sciences; to achieve analytic skills and statistical skills appropriate to a critical reading of a variety of research results and interpretations; to achieve conceptual skills appropriate to the development of research projects of medium to large scale, as well as smaller projects; to achieve implementation skills of a high order in the design and carrying out of research projects.

## 55105 FUNDING

**Pre-requisite:**

Personal Development

**Objectives:**

To introduce students to the variety of sources of funds and ways of funding community endeavours; to examine the way in which different sources of funds and ways of funding can shape the activities of the organisation being funded, particularly its relationship with clients/users; to encourage students to view the process of approaching potential funding sources for funds as the establishment of a relationship between the organisation seeking funds and the organisation providing funds; to review the fund allocation process of the major organisational sources of funds, with particular emphasis on government organisations; to practice students in ways of approaching sources for funds; to explore by way of practical examples varieties of methods for charging for services and the implications of these for relationships with client/users; to examine the variety of forms of financial institutions which lend money for community endeavours, the forms of these loans, their implications and how to obtain them.

## 55106 MONEY MANAGEMENT I

**Pre-requisite:**

Personal Development

**Objectives:**

To introduce students to a programme budget, income and expenditure, how to estimate costs, etc; to introduce students to elementary bookkeeping — cash receipts/payments/petty cash, etc; to develop skills in preparing annual accounts — statement of Income and Expenditure, Statement of Assets and Liabilities, Fund Accounting; to develop an understanding of annual reports of other organisations.

## 55107 MONEY MANAGEMENT II

**Pre-requisite:**

Money Management I

**Objectives:**

To further students' knowledge of uses of accounting information as an aid to strategic planning; to introduce students to capital budgeting — cost of projects; to introduce students to financial decision making.

## 55108 GOVERNMENT & POLITICAL PROCESSES I

**Pre-requisite:**

Personal Development

**Objectives:**

To enable students to understand political processes; to examine the relationship between government, state and society; to overview the structure of government in Australia; to enable students to understand the processes of government using local government as a case study; to equip students with an understanding of local political processes and the capacity to intervene in these.

## 55109 GOVERNMENT & POLITICAL PROCESSES II

**Pre-requisite:**

Government & Political Processes I

**Objectives:**

To explore with students the dynamics of the varied relationships that exist between ministers, parliamentarians, and between public servants; to develop students understanding of government policy making and resource distribution processes, especially the budgetary process; to give students a clear understanding of the way responsibilities for providing welfare services have been divided between government organisations and, within these, between groups of service providers; to examine closely the dynamics of the variety of ways government organisations interact with non-government organisations; to study the ways in which government departments generate information and ways in which that information can be accessed by non-government groups; to incorporate the variety of insights and understanding obtained elsewhere in the unit to develop lobbying skills.

## 55110 GROUP PROCESSES

**Pre-requisite:**

Personal Development

**Objectives:**

To develop an understanding of how people function in groups; to identify the characteristics of an effective group; to develop skills which will assist in the analysis of ineffective behaviour in groups; to increase knowledge about how the behaviour of oneself affects the operation of the group; to study the structures of community and power in groups; to develop skills in negotiation and handling conflict; to practice and apply the above knowledge and skills in special purpose groups such as committees and meetings.

## 55111 LOCAL PROCESSES

**Pre-requisite:**

Personal Development

**Objectives:**

To investigate the ways in which local processes have been theorised within sociology; to develop in students an understanding of local communities as an arena for the expression of different interests; to analyse case studies of community conflicts in order to illustrate why and how some interests are expressed and pursued while others are pushed aside and ignored; to locate the sources of these interests in differing communities by examining local demography, industry and employment structures.

## 55112 PERSONNEL PRACTICES

**Pre-requisite:**

Personal Development

**Objectives:**

To inform students of and practice them in various aspects of the employment process relevant to community organisations; to introduce students to those aspects of the industrial relations system (laws, institutions and organised interests) that bear upon and help shape employment practices in community organisations; to develop students' capacities to recruit, train and manage volunteers, partly by reviewing aspects of the employment process identified above.

## 55113 PROMOTION FOR COMMUNITY ORGANISATIONS

**Pre-requisite:**

Personal Development

**Objectives:**

To introduce students to promotion and marketing of community organisations and programmes; to provide skills in identifying target groups and ensuring effective promotion to these and effective communication from these; to introduce students to the variety of media sources available for specific information and promotion purposes; to enable students to assess the utility of various forms of media usage in particular projects; to develop a critical understanding of the role of various media in aiding or hindering the aims of community projects; to analyse case studies of media usage in community projects.

## 55114 MEDIA PRODUCTION

**Pre-requisite:**

Personal Development

**Objectives:**

To provide students with basic skills in the production of items of publicity and promotion; to develop skills in co-ordination and communication for the purposes of publicity and promotion; to introduce students to the various publicity production industries and provide an understanding of production processes; to help students to mount a publicity campaign for particular community projects by providing them with a knowledge of production costing and sequences.

## 55115 SETTING UP A COMMUNITY ORGANISATION

**Pre-requisite:**

Personal Development

**Objectives:**

To give students knowledge of the ways in which organisations can be formed. The advantages and disadvantages of each. To make students aware of the various state and local government requirements, concessions, exemptions, etc; to outline the types of records that should be kept to enable the organisation to be efficiently managed and to fulfil the requirements of accountability — i.e. a simple management information system; to introduce students to the various issues that arise when forming an organisation, e.g. insurance, maintenance of property and equipment, location, lease or buy, etc.

## 55116 SOCIAL INEQUALITIES

**Pre-requisite:**

Personal Development

**Objectives:**

To analyse the manner in which inequality is part of the fundamental structuring of Australian society; to trace the historical and economic sources of social inequality in Australian society; to develop an understanding of present economic and social forces that maintain and change levels of inequality in Australian society; to investigate schooling and the division of labour in Australian society for a perspective on social inequality; to identify disadvantaged groups within Australian society and promote an awareness of the social and economic difficulties they encounter; to recognise that inequality is explained in different ways and that these explanations inform action; to examine differing modes of intervention aimed at redressing social inequalities, and their intended and unintended consequences.

## 55117 STRUCTURES AND PROCESSES IN COMMUNITY ORGANISATIONS

**Pre-requisite:**

Personal Development

**Objectives:**

To review conventional forms of organisations within the community sector; to investigate how certain organisational structures reinforce fundamental social divisions; to examine the processes whereby organisations produce specific power structures, languages, expectations, divisions of labour and relationships; to illuminate conventional organisational forms by examining alternative models and evaluating different approaches to organisational design; to investigate alternative models of organisational design and their potential to establish more democratic relationships between workers, management committees and users; to examine the additional difficulties in establishing and maintaining alternative forms of organisation and to develop skills in overcoming these difficulties.

## 55118 SOCIAL CONSTRUCTION OF SOCIAL PROBLEMS

**Pre-requisite:**

Social Inequalities

**Objectives:**

To examine the concept of a "social problem" from the perspective of social inequalities and the sources of these; to develop an understanding of how and why Australia is a society of diverse cultural composition; to examine the extent to which social and cultural differences are a source of tension in Australian society, and why; to develop a recognition of "deviant" behaviour as a socially constructed rather than an individual phenomenon; to interpret the impact of structural changes on individuals.

## 55119 COMMUNITY SKILLS I

**Pre-requisite:**

All fourteen Part I units

**Objectives:**

To provide students with an opportunity to obtain recognition for study of subjects which could not be construed as more advanced versions of Part I units in the course and are not taught elsewhere within Kuring-gai College.

# NURSING

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## STUDIES IN THE DISCIPLINE OF NURSING

The School of Nursing offers a major sequence of Studies in the Discipline of Nursing.

Nursing Studies I	— Concepts of Health and Disease
Nursing Studies II	— The Developing Person — Theory, Belief, Fashion and Practice
Nursing Studies III	— Nursing — Cellular growth and human change
Nursing Studies IVA	— Nursing — The human organism's interaction with the environment
Nursing Studies IVB	— Nursing — The human organism's interaction with the environment
Nursing Studies VA	— Nursing — Human patterns, organisation and meaning
Nursing Studies VB	— Nursing — Human patterns, organisation and meaning
Nursing Studies VC	— Nursing — The patient within a health care organisation
Nursing Studies VIA	— Nursing — Where the context is unpredictable or unfamiliar
Nursing Studies VIB	— Nursing — Where the context is unpredictable or unfamiliar
Nursing Studies VIC	— Nursing — Unifying concepts

### 61105 NURSING STUDIES I

#### Concepts of Health and Disease

Semester: I

4 class contact hours  
10 week hours

#### Pre-requisite:

None

#### Objectives:

Concepts of Health and Disease are many and varied through history; each concept is culturally determined. A study of these concepts is designed to remove some of the sources of confusion about health and disease. Since health is the ultimate goal of all health care, how it is conceptualised determines both the nature of nursing practice and the health care system. The study will take into account the multidimensional nature of the person and the various kinds of health: biological, psychological, ethical, social and spiritual.



## 61205 NURSING STUDIES II

### **The Developing Person — Theory, Belief, Fashion and Practice**

**Semester:** II

4 class contact hours

10 week hours

**Pre-requisite:**

None

**Objectives:**

To explore the changing patterns of growth and development of the human organism from conception to death; to highlight those times of development where the person depends on others for assistance in attaining or maintaining optimal health; to explore the influence of culture and value-systems on understandings of growth, development and dependency; to provide students with opportunities to increase their skills in relating to people of all age groups and their awareness of the diversity of patterns of human development; to increase recognition of the ways in which health care agencies are able to promote health and prevent health related problems for all age groups; to introduce students to the basic elements of research necessary for critical reading of literature relevant to nursing.

## 61305 NURSING STUDIES III

### **Nursing — Cellular growth and human change**

**Semester:** I

4 class contact hours

10 week hours

**Pre-requisite:**

Nursing Studies I and II

**Co-requisite:**

Biological Sciences II

**Objectives:**

To explore the qualities of the human condition particularly related to education, cellular growth and language; to examine changes within the human organism related to teaching and learning; cellular changes resulting in disabilities; the growth of neoplasms; surgical interventions and language function; to consider the implications of these changes for the clinical relationships and judgment of nurses, patients and their families; to understand the broad applications of knowledge of these themes in relation to developmental, acquired and degenerative disabilities and to other changes in structure, function, behaviour and life patterns of the human organism.

## 61405 NURSING STUDIES IVA

### **Nursing — The human organism's interaction with the environment**

**Semester:** II

5 class contact hours

10 week hours

**Pre-requisite:**

Nursing Studies II; Biological Sciences III

**Objectives:**

To explore the qualities of the human condition particularly related to sensation and perception; metabolism; cognition; affect and emotion; fluid and electrolyte dynamics; volition and "behaviour"; and oxygenation; to examine the internal and external dynamics of the human organism's interaction with the environment and its implications for clinical practice; to understand the broad applications of knowledge of these themes in relation to developmental, acquired and degenerative disabilities and to other changes in structure, function, behaviour and life pattern of the human organism.

## **61406 NURSING STUDIES IVB**

**Nursing — The human organism's interaction with the environment**

**Semester:** II

5 class contact hours

10 week hours

**Pre-requisite:**

Nursing Studies I & II; Ethics, Life Sciences & Sociality II; Biological Sciences III.

**Objectives:**

For Objectives see 61405 Nursing Studies IVA.

## **61505 NURSING STUDIES VA**

**Nursing — Human patterns, organisation and meaning**

**Semester:** I

5 class contact hours

10 week hours

**Pre-requisite:**

Nursing Studies IVA

**Objectives:**

To explore the qualities of the human condition, particularly related to communication and kinship; inflammation and immunity; space, time and ideology; support and movement; aesthetics and ethics; co-ordination, control and integration; and transcendence and spirituality; to examine the network of patterns, organisation and meaning in the complex of human life and its implications for the clinical relationships and judgments of nurses, patients and their families; to understand the broad applications of knowledge of these themes in relation to developmental, acquired and degenerative disabilities and to other changes in structure, function, behaviour and life pattern of the human organism.

## **61506 NURSING STUDIES VB**

**Nursing — Human patterns, organisation and meaning**

**Semester:** I

5 class contact hours

10 week hours

**Pre-requisite:**

Nursing Studies IVB

**Objectives:**

For Objectives see 61505 Nursing Studies VA

## **61507 NURSING STUDIES VC**

**Nursing — The patient within a health care organisation**

**Semester:** I

2 class contact hours

8 week hours

**Pre-requisite:**

Nursing Studies IVA and IVB; Work, Organisation and Society; Political Behaviour

**Objectives:**

To analyse relationships within health care systems and organisations and the way in which these structures influence patterns of relationships between nurses, other health workers, patients and their families; to understand the variety of ways in which health care systems have been organised transculturally, historically and within our own society; to explore the changing role of the nurse in the health care system and the career options open to the first level practitioner; to compare the role of the nurse in Australia with the international role of the nurse.

**61605 NURSING STUDIES VIA**

**Nursing — Where the context is unpredictable or unfamiliar**

**Semester: II**

3 class contact hours

8 week hours

**Pre-requisite:**

Nursing Studies VA and VB

**Co-requisite:**

Nursing Studies VIB

**Objectives:**

To increase students' confidence and adaptability in the application of their knowledge to clinical situations which are unpredictable or unfamiliar; to refine the exercise of clinical judgment in an area of nursing speciality and in a geographical area where demography and epidemiology differ from that of the New South Wales Northern Metropolitan Health Region.

**61606 NURSING STUDIES VIB**

**Nursing — Where the context is unpredictable or unfamiliar.**

**Semester: II**

**Pre-requisite:**

Nursing Studies VA and VB

**Co-requisite:**

Nursing Studies VIA

**Objectives:**

For objectives see 61605 Nursing Studies VIA

**61607 NURSING STUDIES VIC**

**Nursing — Unifying concepts**

**Semester: II**

4 class contact hours

8 week hours

**Pre-requisite:**

Nursing Studies III

**Co-requisite:**

Nursing Studies VC, VIA and VIB

**Objectives:**

To provide students with opportunities to review and integrate the human themes and fundamental principles of this nursing programme; to deepen reflection on the humanistic foundations of nursing; to increase awareness of the intimate connection between theory and practice; to critically evaluate Orem's concepts of nursing practice and to compare this with other selected conceptual frameworks; to further examine the significance of responsibility, trust, compassion, clinical judgment, creativity and adaptability.

## STUDIES IN ETHICS, LIFE SCIENCES AND SOCIALITY

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The School 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.

### 61108 ETHICS, LIFE SCIENCES AND SOCIALITY I

#### **Autonomy and Paternalism**

**Semester:** I

3 class contact hours

6 week hours

#### **Pre-requisite:**

None

#### **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.

## 61208 ETHICS, LIFE SCIENCES AND SOCIALITY II

### Ethical Theories and Ethical Reasoning

Semester: II

3 class contact hours

6 week hours

#### Pre-requisite:

None

#### 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.

## 61308 ETHICS, LIFE SCIENCES AND SOCIALITY III

### Theories of Justice

Semester: I

3 class contact hours

6 week hours

#### Pre-requisite:

Ethics, Life Sciences & Sociality I & II

#### Co-requisite:

Law and Society

#### 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.

## 61408 ETHICS, LIFE SCIENCES AND SOCIALITY IV

### Truth and Information

Semester: II

3 class contact hours  
8 week hours

#### Pre-requisite:

Ethics, Life Sciences and Sociality II

#### Objectives:

The student will examine the concepts of truth and information. 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.

## 61508 ETHICS, LIFE SCIENCES AND SOCIALITY V

### Authority and Responsibility

Semester: I

3 class contact hours  
8 week hours

#### Pre-requisite:

Ethics, Life Sciences & Sociality II; Health and Welfare Law

#### 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.

## 61608 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:

Ethics, Life Sciences and Sociality 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; and to an 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 (1), as amended by Act No. 47, 1975 (2); Act No. 24, 1980 (3); Act No. 196, 1980 (4); Act No. 87, 1981 (5); Act No. 153, 1983 (6); and Act No. 152, 1984 (7).**

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. (**N.B.** All reference to Riverina College of Advanced Education, which appears in this Act, has been removed.)

**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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| <b>Short title.</b>        | 1. This Act may be cited as the "Colleges of Advanced Education Act, 1975".   |
| <b>Commence-<br/>ment.</b> | 2. (1) This section and sections 1 and 3 shall commence on the date of assent to this Act.<br>(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. |
| <b>Interpretation.</b>     | 3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—<br>"advanced education course" means a course of study approved under the Higher Education Act, 1975, 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, 1975;

“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.

**Dissolution of corporate college.** 5A. Schedule 2 has effect in respect of the dissolution of a corporate college.

**Placing of corporate college under control of administrator.** 5B. Schedule 3 has effect in respect of the placing of a corporate college under the control of an administrator.

**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-three 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 a corporate college, the council of the college shall be reconstituted to consist of—

- (a) not more than twenty-three members; or
- (b) where the college is a college in respect of which the regulations specify a greater number of members — not more than that greater number of members,

as provided 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, in the college prescribed by the by-laws for the purposes of this paragraph;
- (b) Members elected in the manner and by the persons prescribed by the by-laws in respect of each class of members, comprising—
  - (i) 5 eligible servants of the college, consisting of—
    - (a) 3 members of the academic staff;
    - (b) 1 member of the non-academic staff; and
    - (c) 1 member of either the academic or the non-academic staff, as prescribed by the by-laws,having the qualifications prescribed by the by-laws either

- generally or in respect of each or any class of them;
- (ii) 2 students of the college having the qualifications prescribed by the by-law, for both or each of them; and
- (iii) 2 persons, other than servants or students of the college, who have received an academic award of the college on completion of an advanced education course or an award prescribed by the by-laws for the purposes of this subparagraph; and
- (c) appointed members (being 12 in number or, where regulations made for the purposes of subsection (1) (b) specify a greater number of members than 23, 12 plus the number of members by which the number so specified exceeds 23, in number) 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.

(2A) A servant (other than a servant whose service with the college is, in the terms of his or her employment by the college, expressed to be casual service) or a student of the college may not be appointed under subsection (2) (c).

(2B) In this section "eligible servant", in relation to a college, means a servant of the college other than one whose service with the college is, in the terms of his or her employment by the college, expressed to be part-time, casual or temporary service but includes a servant of the college whose service is classified by the by-laws as full-time or half-time.

(3) A person may not be elected or appointed under subsection (2) if he is of or above the age of 70 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 that member 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, until the expiration of such period (not exceeding 4 years) as is specified in the instrument of appointment of that member,

and any elected or appointed member is, if otherwise qualified, eligible for re-election or re-appointment, as the case may be.

(5) .....

(6) Notwithstanding subsection (4), section 30 of the Interpretation Act, 1897, applies to and in respect of an appointment made under subsection (2) (c).

**Graduate members of councils.**

7A. For the purposes of section 7(2)(b)(iii)—

- (a) an academic award conferred under the common seal of a dissolved college, within the meaning of Schedule 2, shall be deemed—
  - (i) where it is or was conferred (in accordance with clause 10 of that Schedule) on a student transferred to a course or programme of study provided by another college or

educational institution—to be an academic award of the college or institution to which the student is or was transferred; or

(ii) where it was conferred before the dissolution of the college—to be an academic award of a college, if any, specified as the appointed person in relation to the dissolved college by order made under clause 5 (1) of that Schedule or, where no college is so specified, to be an academic award of a college nominated by the Minister for the purposes of this section; and

(b) an academic award conferred, on completion of an advanced education course, by an institution subsequently declared to be a college or constituted as a corporate college under section 4 shall be deemed to be an academic award of the college or corporate college.

**Vacation of  
office of  
member of a  
council.**

8. (1) A member (other than an official member) of the council of a corporate college shall be deemed to have vacated office, if the member—

(a) attains the age of seventy years;

(b) dies;

(c) 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) becomes bankrupt, applies to take the benefit of any law for the relief of bankrupt or insolvent debtors, compounds with his or her creditors or makes an assignment of his or her estate for their benefit.

(e) is convicted in New South Wales of a felony or of a misdemeanour punishable by imprisonment for twelve months or longer, or 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) resigns his or her office by writing under his or her 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) is absent from three consecutive meetings of the council of which reasonable notice has been given to the member 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 or her absence;

(h) being a member elected under section 7 (2) (b) (i) ceases to be an eligible servant within the meaning of section 7, of the college or to hold the qualifications prescribed by the by-laws in respect of the member:

(i) being a member elected under section 7 (2)(b)(ii), ceases to be a student of the college or to hold the qualifications prescribed by the by-laws in respect of the member;

(j) being a member elected under section 7 (2) (b) (iii) becomes a servant or student of the college; or

(k) being a member appointed under section 7 (2) (c), becomes a servant (other than a servant whose service with the college is, in the terms of his or her employment by the college, expressed to be casual service) or 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 or her 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 or her predecessor but is eligible if otherwise qualified, 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) At any meeting of the members of the council of a corporate college one half (or where one half is not a whole number the whole number next higher than one half) of the total number of members for the time being of the council shall form a quorum.

**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 approved by the Board by an order relating to that college;
- (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; and
- (i) may engage in such activities relating to advanced education as it deems desirable and as are consistent with the promotion of the purposes and interest of the college.

(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.

**Powers of corporate college over certain land.**

- 10A. (1) Where any real or personal property used for the conduct of a corporate college is vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise), the corporate college has, by its council, the control and management of that real or personal property and is, by its council, responsible for its maintenance.
- (2) Except to the extent that subsection (3) otherwise provides, nothing in subsection (1) enables a corporate college to alienate, mortgage, charge or demise any land or interest in land vested in the Crown or a Minister of the Crown (whether as Constructing Authority or otherwise).
- (3) A corporate college may, on behalf of the Crown or a Minister of the Crown, as the case may require, lease land of which , pursuant to subsection (1), it has the control and management, subject to the lease being for a term not exceeding 21 years and including a condition providing for forfeiture of the lease and re-entry by the lessor if the lease is assigned.
- (4) A corporate college is, in the exercise of any of its functions under this section, subject to the control and direction of the Minister.

**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 11 (5) of the Higher Education Act 1975, 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 the 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 35 of the Public Service Act, 1979, delegate any power, authority, duty or function to a Department Head, within the meaning of the Act, it may, under that section, delegate the power, authority, duty or function to a corporate college or to a servant of a corporate college.
- (10) To the extent to which a Department Head, within the meaning of the Public Service Act, 1979, may under section 48 of that Act, delegate any power, authority, duty or function to any officer of the Department, within the meaning of that Act, he 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 a 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 a 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 a 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 Education Commission Act, 1980, 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 a 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 a 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 Governor 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 this Act.

(1A) The Minister may, for the purposes of this Act, acquire land, including

land previously appropriated or resumed for any purpose, by purchase, acceptance of transfer or conveyance.

(2) The Minister shall not make a recommendation for the purposes of subsection (1) in respect of the resumption or appropriation of land for the purposes of a corporate college unless the Minister 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 or 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 transferred to the college subject to such trusts, conditions, covenants, provisions, exemptions, and reservations as the Minister administering the Crown Lands Consolidation Act, 1913, 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 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 by the Minister in respect of any matter, a college shall not make any charge, other than the fees so fixed, in respect of that matter.

(5) Subject to subsections (4) and (6), a college may fix fees to be charged by the college, including fees in respect of—

(a) admission to the college;

(b) examinations;

(c) residential facilities provided by the college;

- (d) courses or programmes of study other than advanced education courses;
  - (e) the conferring of awards;
  - (f) the provision of amenities and services, whether or not of an academic nature; or
  - (g) an organisation of students or of students and other persons.
- (6) A college is, in the exercise of its power to fix fees under this section, subject to the control and direction of the Minister.

**Certificate of Academic Award.** 18. A certificate evidencing any academic award conferred by a corporate college shall be under the seal of the college.

**Financial Year.** 19. The financial year of a corporate college shall be—

- (a) where no period is prescribed as referred to in paragraph (b)— the year commencing on 1st January; or
- (b) the period prescribed for the purposes of this section.

20. \*\*\*\*\*

**Annual Report** 21. (1) This section applies to an institution (being a college or other institution) that conducts an advanced education course, but does not apply to an institution to which the Annual Report (Statutory Bodies) Act, 1984, applies. (2) As soon as practicable after 1st January, but on or before 30th June, in each year, an institution to which this section applies shall prepare and forward—

- (a) to the Minister; and
- (b) where the institution forms part of a Department of the Government not administered by the Minister — to the Minister administering that Department.

a report of its work and activities in relation to advanced education courses for the 12 months ending on 31st December in the preceding year. (3) The Minister shall lay the report or cause it to be laid before both Houses of parliament as soon as practicable after receiving the report.

**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;
- (a1) the management and good government of the college;
- (b) the discipline of servants of the college and the imposition of penalties for breaches of discipline by servants of the college;
- (c) 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) \*\*\*\*\*
- (i) the membership and method of appointment of committees and boards of the college and of the council of the college and the

- (j) quorum powers and duties of any such committee or board; 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 on 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; and
  - (u) the exemption of persons specified or described in the by-laws from the payment of fees..
- (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
- (a) shall be sealed with the seal of the college and be submitted for the consideration and approval of the Governor; and
  - (b) for the purposes of section 41 (v) of the Interpretation Act, 1897, is required to be approved by 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.** 26. *(The amending provision relating to the Local Government Act, 1919, is not reprinted: Reprints Act, 1972, s.6.)*
- Amendment of Act No. 50, 1924.** 27. *(The amending provision relating to the Metropolitan Water, Sewerage, and Drainage Act, 1924, is not reprinted: Reprints Act, 1972, s.6.)*
- Amendment of Act No. 11, 1938.** 28. *(The amending provision relating to the Hunter District Water, Sewerage and Drainage Act, 1938, is not reprinted: Reprints Act, 1972, s.6.)*
29. \*\*\*\*\*

### 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.** 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).
- Council of established corporate college.** 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 — employed as a member of the Public Service; or
    - (ii) where, before he became such a servant, he was a member of the Teaching Service — employed 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.

## Schedule 2.

(Sec. 5A.)

- Interpretation** 1. **Dissolution of Corporate College**  
In this Schedule—
- “appointed day”, in relation to a dissolved college, means the day upon which the college is dissolved;
- “appointed person”, in relation to a dissolved college, means, except to such extent and for such purposes, if any, as a corporate college is specified in the order by which the college is dissolved as being the appointed person, the corporation;
- “corporation” means the corporation constituted by clause 7 (1);
- “dissolved college” means a college dissolved by an order under clause 5 (1);
- “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;
- “transferred servant” means a servant of a corporate college who becomes—
- (a) a servant of another college;
  - (b) an officer or temporary employee of the Public Service; or
  - (c) a member of a Teaching Service, in accordance with clause 8 (1).
- Minister may recommend dissolution.** 2. (1) Where the Minister is of the opinion—
- (a) that a corporate college is unable to meet its debts as they fall due;
  - (b) that a corporate college lacks sufficient funds to perform its functions adequately;



- (c) that there has been such a substantial decrease in the demand for the advanced education courses provided by a corporate college that the college has lost its viability;
- (d) that it would be more efficient or economical, or both, to dissolve a corporate college; or
- (e) that population changes or movements or other changes in the community or community needs require the transfer or relocation of resources employed in the provision of advanced education courses by a corporate college.

He may recommend to the Governor that the corporate college be dissolved.

(2) The Minister shall not make a recommendation under subclause (1) in relation to a corporate college unless—

- (a) he is satisfied that the dissolution of the college is in the best interests of the State;
- (b) he has consulted with the college regarding the proposed recommendation; and
- (c) he has considered the interests of the staff and students of the college.

**Arrangements relating to staff**

- 3. (1) Before a corporate college is dissolved, the Minister—
  - (a) may, in consultation with the Board, persons appointed in accordance with the regulations as representatives of the servants of the college, the councils or governing bodies of such other colleges or educational institutions as may be concerned and, as the case may require, the Public Service Board and the Education Commission of New South Wales, make arrangements for a servant of the college (not being a casual employee), upon its dissolution, to be transferred to a position in—
    - (i) another college;
    - (ii) the Public Service; or
    - (iii) a Teaching Service; and
  - (b) shall notify the servant of the arrangements referred to in paragraph (a) that have been made for his transfer.
- (2) Nothing in this clause authorises the transfer of a person to a position in—
  - (a) another college without the concurrence of the council of that college;
  - (b) the Public Service without the concurrence of the Public Service Board; or
  - (c) a Teaching Service without the concurrence of the Education Commission of New South Wales.
- (3) The arrangements, referred to in subclause (1) (a), for the transfer of a servant of a college may be made in respect of the servant personally or by reference to a class or description of servants to which the servant belongs.
- (4) A servant of a college shall be deemed to have been notified of the arrangements, referred to in subclause (1) (a), for his transfer if the arrangements are specified in the order by which the college is dissolved.

**Arrangements relating to students.**

- 4. (1) Before a corporate college is dissolved, the Minister shall—
  - (a) in consultation with the Board, persons appointed in accordance with the regulations as representatives of the students of the college, the councils or governing bodies of such other colleges or educational institutions as may be concerned and, if the case so requires, the Education Commission of New South Wales, make arrangements for each student enrolled in an advanced education course provided by the college, upon its dissolution, to be

transferred to a course or programme of study provided by—

- (i) another college; or
- (ii) some other educational institution,

being a course or programme of study that is, in the opinion of the Minister, substantially the same, in academic content, as the advanced education course in which the student is enrolled at the college to be dissolved; and

- (b) notify each student of the college of the arrangements referred to in paragraph (a) that have been made for his transfer.

(2) The arrangements, referred to in subclause (1)(a), for the transfer of each student enrolled in an advanced education course may be made in respect of a student personally or by reference to a class or description of students to which the student belongs.

(3) A student of a college shall be deemed to have been notified of the arrangements, referred to in subclause (1) (a), for his transfer if the arrangements are specified in the order by which the college is dissolved.

**Governor may  
dissolve  
college.**

(1) The Governor may, on the recommendation of the Minister under clause 2 (1), by order published in the Gazette, dissolve a corporate college.

(2) An order under subclause (1)—

- (a) shall specify the date on which the college to which the order relates is dissolved; and

- (b) may specify, in relation to that college—

- (i) that a corporate college be the appointed person to such extent and for such purposes as may be specified in the order;

- (ii) the arrangements made under clause 3 (1) (a) in respect of servants;

- (iii) the arrangements made under clause 4 (1) (a) in respect of students; and

- (iv) a person for the purposes of clause 9.

**Transfer of  
assets, etc., of  
dissolved  
college.**

(1) On and from the appointed day for a dissolved college, subject to and in accordance with any provision of the order by which the college is dissolved and by which a corporate college is specified in that order as being the appointed person—

- (a) all real and personal property and all right and interest therein and all management and control thereof that, immediately before that day, was vested in or belonged to the dissolved college shall vest in and belong to the appointed person;

- (b) all money and liquidated and unliquidated claims that, immediately before that day, were payable to or recoverable by the dissolved college shall be money and liquidated and unliquidated claims payable to or recoverable by the appointed person;

- (c) all proceedings pending immediately before that day at the suit of the dissolved college shall be deemed to be proceedings pending on that day at the suit of the appointed person and all proceedings so pending at the suit of any person against the dissolved college shall be deemed to be proceedings pending at the suit of that person against the appointed person;

- (d) all contracts, agreements, arrangements and undertakings (not being a contract of employment or a contract, agreement, arrangement or undertaking entered into by a student with respect to the provision to the student of an advanced education course or some other course or programme of study) entered into with, and all securities lawfully given to or by, the dissolved college and in force immediately before that day shall be deemed to be

- contracts, agreements, arrangements and undertakings entered into with and securities given to or by the appointed person;
- (e) the appointed person may, in addition to pursuing any other remedies or exercising any other powers that may be available to it, pursue the same remedies for the recovery of money and claims referred to in this subclause and for the prosecution of proceedings so referred to as the dissolved college might have done but for its dissolution;
  - (f) the appointed person may enforce and realise any security or charge existing immediately before that day in favour of the dissolved college and may exercise any powers thereby conferred on the dissolved college as if the security or charge were a security or charge in favour of the appointed person;
  - (g) all debts, money and claims, liquidated and unliquidated, that, immediately before that day, were due or payable by, or recoverable against, the dissolved college shall be debts due by, money payable by and claims recoverable against the appointed person;
  - (h) all liquidated and unliquidated claims for which the dissolved college would, but for its dissolution, have been liable shall be liquidated and unliquidated claims for which the appointed person shall be liable; and
    - (i) a reference in any other Act, or in any regulation, by-law or other statutory instrument to the dissolved college shall be read and construed as a reference to the appointed person.

(2) Subject to this Act and any order by which a corporate college is dissolved, any act, matter or thing done or omitted to be done before the appointed day for a dissolved college by, to or in respect of the dissolved college shall, to the extent that, but for the dissolution of the college, that act, matter or thing would on or after that day have had any force or effect or been in operation, be deemed to have been done or omitted to be done by, to or in respect of the appointed person.

(3) No attornment to the appointed person by a lessee (not being the lessee under a lease to which subclause (4) relates) from a dissolved college shall be required.

(4) Notwithstanding any other provision of this clause, on the appointed day for a dissolved college a lease in force immediately before the appointed day, being a lease of a kind referred to in section 5 (9) granted by the dissolved college, is terminated.

**Minister to be  
corporation  
sole for certain  
purposes.**

7. (1) The Minister is, for the purpose of exercising or performing any power, authority, duty or function expressed to be conferred or imposed on him as the appointed person or the corporation by or under this Act, hereby incorporated as a corporation sole with the corporate name "Minister administering the Colleges of Advanced Education Act, 1975".

(2) The corporation—

- (a) has perpetual succession;
- (b) shall have an official seal;
- (c) may take proceedings, and be proceeded against in its corporate name;
- (d) may do and suffer all other things that a body corporate generally may, by law, do and suffer, and
- (e) is, for the purpose of any Act, a statutory body representing the Crown.

(3) The seal of the corporation shall not be affixed to any instrument or document except in the presence of the Minister, or an officer of the Board

for the time being authorised by him for the purpose, who shall attest by his signature the fact and date of the affixing of the seal.

(4) All courts and persons acting judicially—

- (a) shall take judicial notice of the seal of the corporation that has been affixed to any instrument or document; and
- (b) shall, until the contrary is proved, presume that the seal was properly affixed.

(5) Property vested in the corporation pursuant to clause 6 (1) may be disposed of in accordance with subclauses (6) and (7).

(6) The Governor may, by notification published in the Gazette, divest the corporation of any real property and vest any such property in such corporate college or other person as may be specified in the notification.

(7) The corporation may transfer any personal property vested in it to such corporate colleges or other persons as the corporation may determine.

(8) Claims and proceedings that, pursuant to clause 6 (1), are claims and proceedings against the corporation are claims and proceedings against it as nominal defendant.

**Transferred staff.** 8.

(1) A person who, immediately before the appointed day for a dissolved college, was a servant of that college and who—

- (a) presents himself for work, on the appointed day, in the position to which he is, on that day, in accordance with the arrangements referred to in clause 3 (1) (a), to be transferred; or
- (b) has, in the opinion of the Minister, a reasonable excuse for not presenting himself for work, on the appointed day, in the position to which he is, on that day, in accordance with the arrangements referred to in clause 3 (1) (a), to be transferred but presents himself for work in that position as soon as practicable after that day,

shall, upon presenting himself for work under paragraph (a) or (b), as the case may be, become—

- (c) a servant of another college;
- (d) an officer or temporary employee of the Public Service; or
- (e) a member of a Teaching Service.

as the case may require.

(2) A transferred servant shall be paid salary or wages, and allowances, at a rate not less than the rate that was payable to him immediately before the appointed day for the college of which he was, immediately before that day, a servant, subject, in the case of salary or wages, 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 or allowances are varied or altered by an award of a competent tribunal, an industrial agreement, the employer to which he is transferred or otherwise in accordance with law.

(3) Subject to subclause (4), where a transferred servant was, immediately before the appointed day for the college of which he was, immediately before that day, a servant, a contributor to a superannuation scheme, he—

- (a) shall retain any rights accrued or accruing to him as such a contributor; and
- (b) may continue to contribute to any superannuation scheme to which he was a contributor immediately before the appointed day.

as if he had continued to be a servant of the dissolved college during his service with the employer to which he is transferred, and—

- (c) his service with the employer to which he is transferred shall be deemed to be service with the dissolved college for the purposes of any law under which those rights accrued or were accruing

- or under which he continues to contribute; and
- (d) he shall be deemed to be a servant of the dissolved college for the purposes of any superannuation scheme to which, by the operation of this subclause, he is entitled to contribute.
- (4) A person who, but for this subclause, would be entitled under subclause (3) to contribute to a superannuation scheme shall not be so entitled upon his becoming a contributor to any other superannuation scheme, and the provisions of subclause (3) (d) cease to apply to or in respect of him in any case where he becomes a contributor to another superannuation scheme.
- (5) Subclause (4) does not prevent the payment to a transferred servant, 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 a contributor.
- (6) Where, pursuant to subclause (3) (b), a transferred servant continues to contribute to a superannuation scheme, the employer to which he is transferred shall contribute to that superannuation scheme the same amount as would have been payable by the dissolved college if that person had remained a servant of the dissolved college and been paid salary or wages at the rate paid to him by the employer to which he is transferred.
- (7) For the purposes of sick leave, long service leave or leave in the nature of long service leave, service of a transferred servant with a dissolved college shall, if not so deemed by section 13 (6), be deemed to be service with the employer to which he is transferred.
- (8) For the purpose of calculating the entitlement of a transferred servant to long service leave or leave in the nature of long service leave at any time, there shall be deducted from the amount of long service leave or leave in the nature of long service leave to which, but for this subclause, the transferred servant would be entitled—
- (a) any long service leave or leave in the nature of long service leave; and
  - (b) the equivalent in long service leave or leave in the nature of long service leave of any benefit instead of long service leave or leave in the nature of long service leave.
- taken or received by the transferred servant before that time.
- (9) Subject to subclause (10), a transferred servant shall retain any right to annual leave accrued to him in respect of his service with the dissolved college.
- (10) A person who becomes a member of a Teaching Service pursuant to subclause (1) shall not retain any right to annual leave accrued to him as a servant of a dissolved college but shall, instead of that right, be entitled to compensation.
- (11) The amount of compensation to which a person is entitled pursuant to subclause (10) is the monetary equivalent of the annual leave the right to which he would, but for that subclause, retain, calculated by reference to the salary or wages payable to him immediately before the appointed day for the college of which he was, immediately before that day, a servant.
- (12) The compensation to which a person is entitled pursuant to subclause (10) is recoverable from the Government of New South Wales and shall be paid out of the Consolidated Fund which, to the necessary extent, is hereby appropriated accordingly.
- (13) A transferred servant is not entitled to claim both under this Act and any other Act, benefits in respect of the same period of service.
- (14) Nothing in this clause affects the operation of the Industrial Arbitration Act, 1940.

**Super-annuation—  
employer's  
liability.**

9. Where, before the appointed day for a dissolved college, a person died or retired or was retrenched and the person was, at the date of his death, retirement or retrenchment, a servant of the dissolved college, which college was, at that date, for the purposes of any superannuation scheme, his employer, then, for the purposes of the Act by or under which that scheme is established, the Government of New South Wales or, where the order by which the college is dissolved so specifies, a person specified in that order for the purposes of this clause shall, on and after the appointed day, be deemed to be the employer in the service of whom that person was employed at the date of his death, retirement or retrenchment for the purposes of any provision in that Act under which payments may be required to be made by that employer in respect of the superannuation scheme.

**Students**

10. (1) Where a student enrolls in the course or programme of study in respect of which arrangements for his transfer have been made pursuant to clause 4 (1) (a), the college or institution to which he has transferred—

(a) shall, as far as it may practicably do so, give him credit in that course or programme for any subject or work completed by him in the advanced education course from which he has transferred; and

(b) where—

(i) before the completion of that course or programme the student requests the council or governing body of that college or institution to confer on him, on completion of that course or programme, an academic award under the seal of the dissolved college;

(ii) in the opinion of that council or governing body the student has completed such part of his course or programme at the dissolved college as to warrant his academic award being conferred under the seal of the dissolved college; and

(iii) the student satisfactorily completes the course or programme in which he has enrolled at the college or institution to which he has transferred,

shall confer that academic award on the student under the seal of the dissolved college.

(2) A person having custody or possession of the common seal of the dissolved college shall make the common seal available to a college or educational institution requiring the common seal for the purposes of subclause (1) (b).

(3) Where a person completes an advanced education course provided by a corporate college but the college is dissolved before an academic award has been conferred on the person in respect of the course, the appointed person shall confer the academic award on the person under the common seal of the dissolved college.

**Regulations**

11. (1) The Governor may make regulations containing other provisions of a savings or transitional nature consequent on the dissolution of a corporate college.

(2) A provision made under subclause (1) may take effect as from the appointed day for a dissolved college or a later day.

(3) To the extent to which a provision referred to in subclause (1) takes effect from a date that is earlier than the date of its publication in the Gazette, the provision does not operate so as—

(a) to effect, in a manner prejudicial to any person (other than the State or an authority of the State), the rights of that person existing before the date of its publication therein; or

- (b) to impose liabilities on any person (other than the State or an authority of the State) in respect of anything done or omitted to be done before the date of its publication therein.
- (4) A provision made under subclause (1) shall, if the regulations under this clause so provide, have effect notwithstanding any other clause of this Schedule.

### Schedule 3

(Sec.5B)

#### CORPORATE COLLEGE UNDER CONTROL OF ADMINISTRATOR.

- Interpretation.** 1. In this Schedule—  
 “administrator”, in relation to a corporate college, means the person appointed as administrator of that college pursuant to clause 4;  
 “appointed day”, in relation to a corporate college, means the day upon which an administrator is appointed for the corporate college;  
 “Department” means a Department within the meaning of the Public Service Act, 1979;  
 “Department Head” in relation to a Department, means the Department Head within the meaning of the Public Service Act, 1979, in relation to that Department;  
 “higher education” has the meaning ascribed thereto in section 4 of the Higher Education Act, 1975.
- Minister may recommend appointment of administrator.** 2. Where the Minister is of the opinion—  
 (a) that a corporate college is unable to meet its debts as they fall due;  
 (b) that a corporate college lacks sufficient funds to perform its functions adequately; or  
 (c) that there has been such a substantial decrease in the demand for the advanced education courses provided by a corporate college that the college has lost its viability.  
 he may recommend to the Governor that an administrator of the college be appointed.
- Administrator —qualifications.** 3. A person shall not be appointed as the administrator of a college unless he is, in the opinion of the Minister, experienced in, or has qualifications which are relevant to the administration of higher education in New South Wales.
- Governor may appoint administrator.** 4. The Governor may, on the recommendation of the Minister under clause 2, by order published in the Gazette, appoint, on a date specified in the order, a person to be the administrator of a corporate college.
- Transfer of functions to administrator.** 5. On and from the appointed day for a corporate college—  
 (a) the administrator shall (until the order by which he was appointed is revoked) have and may exercise and perform all the powers, authorities, duties and functions of the college and the council of the college; and  
 (b) the members of the council of the college shall cease to hold office as such.

- Remuneration.** 6. (1) Where an officer of a Department is appointed as an administrator, there is payable, in respect of the period of his appointment as administrator, by the college to the Department Head, for transmission to the Consolidated Fund, such costs and expenses in respect of the administration as the Minister determines.
- (2) Where a person who is not an officer of a Department is appointed as an administrator, there is payable, in respect of the period of his appointment as administrator, by the college to him such remuneration and expenses in respect of the administration as the Minister determines.
- Regulations** 7. The regulations may make provision for or with respect to the functions of an administrator and, in particular, for or with respect to—
- (a) the accommodation, if any, to be provided at or by the college for the administrator; and
  - (b) requiring servants of the college—
    - (i) to render all necessary assistance to the administrator in the exercise or performance of his powers, authorities, duties or functions in accordance with his appointment; and
    - (ii) not to obstruct the administrator in the exercise or performance of his powers, authorities, duties or functions.
- Reconstitution of council.** 8. The Minister may, upon the revocation of the order by which an administrator was appointed, appoint, by notification published in the Gazette, a council of a corporate college as if it were, for the purposes of this Act, the first council of the college.



# 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— 9. Preliminary**

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 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 the 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 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 the 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.
  - (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;
  - (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 Officer 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;
  - (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 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 (i).
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.
  - (4) or 8 (1) of the Act;
 whichever event shall first occur.

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

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 superintendance 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 I— 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 the 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 the 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— Preliminary.** 91. In this Chapter, "Appeal Committee" means, in the case of an appeal by—
- (a) a servant— the Staff Appeal Committee; and
  - (b) a student— the Student Appeal Committee.
- Division 2— General.** 92. An Appeal Committee shall be appointed in accordance with the provisions 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.

**Divison 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) a 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;
- (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.

# **THE 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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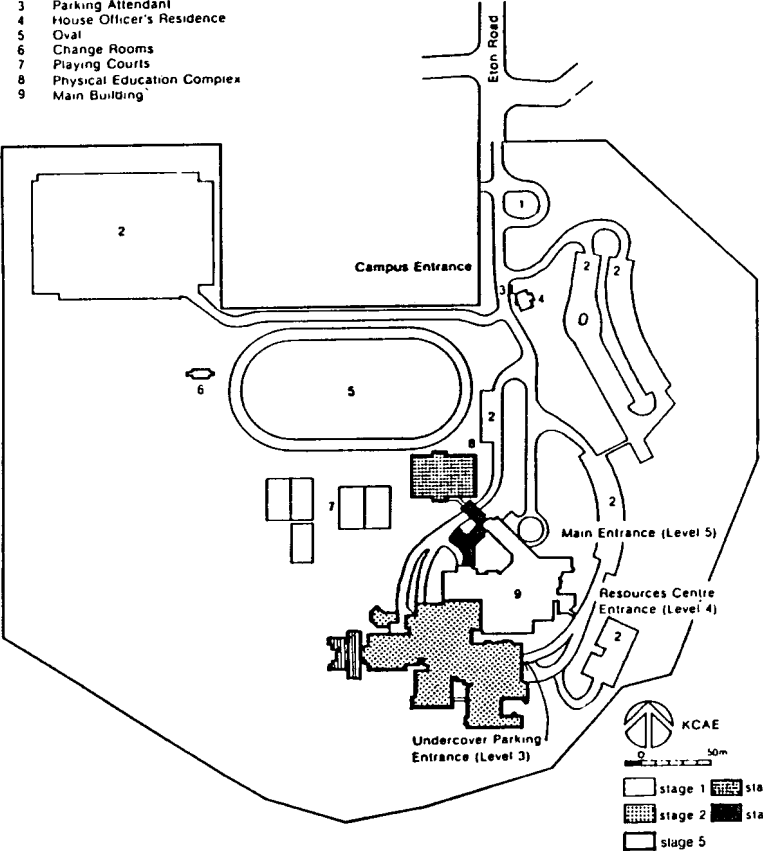


# Campus Plan

## 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 Physical Education Complex
- 9 Main Building





KURING-GAI COLLEGE OF ADVANCED EDUCATION  
SCHOOL OF FINANCIAL AND ADMINISTRATIVE STUDIES

Addition to 1988 College Calendar

Since the 1988 College Calendar was prepared, a number of changes have been made to the Bachelor of Business degree as a result of a Review by the Higher Education Board.

These changes encompass two new majors in Computing and Finance and two new specialisations in Business Law and International Business as well as the introduction of several new units. These are detailed overleaf.

\*\*\*\*\*

COMPUTING MAJOR

The Computing major provides an essentially applied course in the use of computers for accounting and management information systems. A combination of skills in computing, accounting and management will equip students for a career in programming, systems analysis and design and commercial software marketing and support.

BACHELOR OF BUSINESS - TYPICAL FULL-TIME PROGRAMME  
COMPUTING MAJOR

<u>SEMESTER</u>	<u>UNIT NUMBER</u>	<u>UNIT</u>	<u>NOMINAL CLASS CONTACT</u>	<u>WEEK HOURS</u>
I	31105	Accounting I	4	6
	32101	Economy and Society I	3	6
	35102	Political Behaviour	3	6
	35103	Work, Organisation & Society	3	6
	37101	Quantitative Methods I	3	6
	38101	Computing I	3	6
II	11111	Communication I	3	6
	31205	Accounting II	3	6
	32201	Economy & Society II	3	6
	34105	Law and the Legal Process	3	6
	38201	Computing IIA +	3	6
	37201	Quantitative Methods II	3	6
III	11211	Communication II	3	6
	38202	Computing IIB +	3	8
	31504	Corporate Finance	3	8
	32301	Economy & Society III	3	8
	34201	Commercial Law	3	8
IV	31405	Accounting IV	3	8
	38301	Computing IIIA +	3	8
	32402	Financial Institutions & Markets	3	8
	38302	Computing IIIB +	3	8
	36202	Organisation Behaviour	3	6
V	38401	Computing IVA +	3	10
	38402	Computing IVB + Two Electives *	3	10
VI	38501	Computing VA +	3	10
	38502	Computing VB + Two Electives *	3	10

\* A minimum of four electives must be taken  
+ Computing major

BACHELOR OF BUSINESS - TYPICAL PART-TIME PROGRAMME  
COMPUTING MAJOR

SEMESTER	UNIT NUMBER	UNIT	NOMINAL CLASS CONTACT	WEEK HOURS
I	31105	Accounting I	4	6
	32101	Economy and Society I **	3	6
II	31205	Accounting II	3	6
	38101	Computing I **	3	6
III	37101	Quantitative Methods I ** **	3	6
IV	38202	Computing IIB +	3	8
	37201	Quantitative Methods II **	3	6
V	11211	Communication II	3	6
	32301	Economy & Society III	3	6
	38201	Computing IIA +	3	6
VI	31405	Accounting IV	3	8
	32402	Financial Institutions & Markets	3	8
	38301	Computing IIIA +	3	8
VII	31504	Corporate Finance	3	8
	34201	Commercial Law	3	8
VIII	38302	Computing IIIB + **	3	8
IX	38401	Computing IVA + One Elective*	3	10
X	38402	Computing IVB + One Elective*	3	10
XI	38501	Computing VA + One Elective*	3	10
XII	38502	Computing VB + One Elective*	3	10

\* A minimum of four electives must be taken

+ Computing major

\*\* Students must complete all of the following units:

11111 Communication I; 32201 Economy & Society II;

34105 Law and the Legal Process; 35102 Political Behaviour;

35102 Work, Organisation & Society. Where indicated, students should choose one (or two, in semester III) of these subjects, ensuring that normal pre-requisites are observed.

FINANCE MAJOR

The Finance major provides a rigorous coverage of the modern, computer-assisted techniques of financial analysis, an understanding of the capital markets within which organisations make financial decisions to pursue their corporate strategies, and a solid grounding in the discipline of finance and its current developments. All these are necessary for a professional career in finance. A double major in Finance and Accounting is possible by completing only 31 subject units.

BACHELOR OF BUSINESS - TYPICAL FULL-TIME PROGRAMME  
FINANCE MAJOR

SEMESTER	UNIT NUMBER	UNIT	NOMINAL CLASS CONTACT	WEEK HOURS
I	31105	Accounting I	4	6
	32101	Economy and Society I	3	6
	35102	Political Behaviour	3	6
	35103	Work, Organisation & Society	3	6
	37101	Quantitative Methods I	3	6
	38101	Computing I	3	6
II	11111	Communication I	3	6
	31205	Accounting II	3	6
	32201	Economy & Society II	3	6
	34105	Law and the Legal Process	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 & Society III	3	8
	37305	Multivariate Analysis in Finance +	3	8
		Electives* (at least one)		
IV	31405	Accounting IV	3	8
	32402	Financial Institutions & Markets	3	8
	31502	Security Analysis and Portfolio Management + (for Finance Majors only)	3	10
		Electives* (at least two)		
V	31505	Accounting V +	4	10
	31604	Advanced Corporate Finance + **	3	10
	34201	Commercial Law	3	8
		Electives* (at least one)		
VI	31601	Securities Market Regulation +	3	10
	31602	Modern Finance Theory +	3	10
	36402	Corporate Strategy +	3	10
	31603	International Finance + **	3	10

+ Finance Major

\* A minimum of four electives must be taken

A double major in Accounting and Finance is possible if five electives in accounting (namely Company Law, Revenue law, Auditing, Accounting III and Accounting VI) are chosen.

\*\* In 1988 only, Advanced Corporate Finance (31604) will be in Semester II and International Finance (31603) in Semester I

BACHELOR OF BUSINESS - TYPICAL FULL-TIME PROGRAMME  
FINANCE AND ACCOUNTING MAJOR

SEMESTER	UNIT NUMBER	UNIT	NOMINAL CLASS CONTACT	WEEK HOURS
I	31105	Accounting I	4	6
	32101	Economy and Society I	3	6
	35102	Political Behaviour	3	6
	35103	Work, Organisation & Society	3	6
	37101	Quantitative Methods I	3	6
	38101	Computing I	3	6
II	11111	Communication I	3	6
	31205	Accounting II	3	6
	32201	Economy & Society II	3	6
	34105	Law and the Legal Process	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 & Society III	3	8
	37305	Multivariate Analysis in Finance +	3	8
	31305	Accounting III (elective*)	3	8
IV	31405	Accounting IV	3	8
	32402	Financial Institutions & Markets	3	8
	31502	Security Analysis and Portfolio Management + (for Finance Majors only)	3	10
	34301	Company Law (elective*)	3	8
	31406	Auditing (elective*)	3	8
V	31505	Accounting V +	4	10
	31604	Advanced Corporate Finance + **	3	10
	34201	Commercial Law	3	8
	34401	Revenue Law (elective*)	3	10
VI	31601	Securities Market Regulation +	3	10
	31602	Modern Finance Theory +	3	10
	36402	Corporate Strategy +	3	10
	31603	International Finance + **	3	10
	31605	Accounting VI (elective*)	3	10

+ Finance Major

\* A minimum of four electives must be taken

\*\* In 1988 only, Advanced Corporate Finance (31604) will be in Semester II and International Finance (31603) in Semester I.

BACHELOR OF BUSINESS - TYPICAL PART-TIME PROGRAMME  
FINANCE MAJOR

SEMESTER	UNIT NUMBER	UNIT	NOMINAL CLASS CONTACT	WEEK HOURS
I	31105	Accounting I	4	6
	32101	Economy and Society I	3	6
	-	***	3	6
II	31205	Accounting II	3	6
	37103	Computing I	3	6
III	37101	Quantitative Methods I	3	6
	-	***	3	6
	-	***	3	6
IV	32201	Economy & Society II	3	6
	37201	Quantitative Methods II	3	6
	-	***	3	6
V	11211	Communication II	3	6
	31504	Corporate Finance Elective *	3	8
VI	31405	Accounting IV	3	8
		Elective * Elective *		
VII	37305	Multivariate Analysis in Finance +	3	8
	32301	Economy & Society III	3	8
VIII	31402	Financial Institutions & Markets	3	8
	31502	Security Analysis and Portfolio Management + (for Finance Majors only)	3	10
IX	31505	Accounting V +	4	10
	34201	Commercial Law	3	8
X	31601	Securities Market Regulation +	3	10
	31603	International Finance + **	3	10

SEMESTER	NUMBER	UNIT	NOMINAL CLASS CONTACT	WEEK HOURS
XI	31604	Advanced Corporate Finance + ** Elective *	3	10
XII	36402	Corporate Strategy +	3	10
	31602	Modern Finance Theory +	3	10

+ Finance Major

\* A minimum of four electives must be taken.

A double major in Accounting and Finance is possible if five electives in accounting (namely Company Law, Revenue Law, Auditing, Accounting III and Accounting VI) are chosen.

\*\* In 1988 only, Advanced Corporate Finance (31604) will be in Semester II and International Finance (31603) in Semester I.

\*\*\* Indicates that students should choose one (or two, in Semester III) of the following core units ensuring that normal pre-requisites are observed. 11111 Communication I; 36202 Organisation Behaviour; 34105 Law and the Legal Process; 35102 Political Behaviour; 35103 Work, Organisation and Society.

Specialisation in International Business

International Marketing  
International Business Economics  
International Business Law and Regulation  
International Finance

Specialisation in Business Law

Any four of the following units:-

Advanced Company Law  
Trade Practices and Consumer Protection  
Banking Law  
Advanced Revenue Law I  
Advanced Revenue Law II  
Industrial and Labour Law

New Units

Managerial Economics  
Advertising and Media Management  
Issues in Human Resources Management  
Personal Financial Planning



11604 ADVERTISING AND MEDIA MANAGEMENT

Semester: I

3 Class Contact Hours  
10 Week Hours

Pre-requisite:

Communication VA - Mass Communication or permission of Head of Department.

Objectives:

To provide students with the knowledge and skills necessary for promotional advertising and the management of media in the modern organisational or business environment. To examine the historical development of advertising and promotion, the implications of regulation and deregulation of the advertising industry, and the advantages and disadvantages of selected communication media. To develop a practical understanding of the key processes of private, public and non-profit advertising management, and practice in the analytical tools used in the design and evaluation of advertising and promotional campaigns.

34603 INTERNATIONAL BUSINESS LAW AND REGULATION

Semester: I

3 Class Contact Hours  
8 Week Hours

Pre-requisite:

Commercial Law

Objectives:

To introduce students to those legal rules which affect most directly traders doing business where there is an international element involved. Focuses on matters relating to the formation of contracts in international business transactions; municipal and international regulation of such transactions; the resolution of disputes relating to the interpretation of performance and breach of such contracts; related currency transactions and the forms of security used in such transactions. Students are assumed to have a knowledge of the Australian municipal law relating to contract, partnership, agency and fiduciary duties.

36505 INTERNATIONAL MARKETING

Semester: I

3 Class Contact Hours

8 Week Hours

Pre-requisite:

Marketing for Managers or permission of Co-ordinator of International Business specialisation.

Objectives:

To provide students with an understanding of the marketing concept and the marketing mix from an international perspective. Issues to be addressed include the economic, cultural, political and legal environments of selected countries, government assistance for export, international market research and segmentation, product policy, distribution and channel management, and international marketing planning and strategy.

36610 ISSUES IN HUMAN RESOURCES MANAGEMENT

Semester: II

3 Class Contact Hours

8 Week Hours

Pre-requisite:

Employee Relations II

Objectives:

To provide students with an understanding of the principles and practices of the effective management of human resources, and the social and economic events which have led to changes in personnel management. This unit builds on the contributions made in Employee Relations II. It particularly focuses on current developments and central issues in human resources management.

32303 MANAGERIAL ECONOMICS

Semester: II

3 Class Contact Hours

8 Week Hours

Pre-requisites:

Economy and Society II, Quantitative Methods II,  
Law and the Legal Process.

Objectives:

To consolidate many of the skills and techniques with which students have been confronted in prior units in order to address the issues of decision making and value creation in the presence of uncertainty. Specifically, students will be introduced to: concepts of value creation and value added and the decision process; risk and uncertainty; decision criteria; interpreting available data-research methods and forecasting; applications including feasibility and competitive assessment, demand estimation, pricing, product portfolio development and control, economics of business taxation transport and shipping, valuation of assets; business planning and strategy. There will be a strong emphasis on case studies and where possible, students will be assigned to a project within a firm.

31503 PERSONAL FINANCIAL PLANNING

Semester: I

3 Class Contact Hours

8 Week Hours

Pre-requisites:

Economy and Society II, Quantitative Methods II, Accounting II.

Co-requisites: Corporate Finance or permission of Head of Department.

Objectives:

To examine the key issues which affect the contemporary personal financial planning environment in Australia:- financial investment products, the legal and regulatory environment, taxation and social security aspects. To adopt a financial planning process to lifestyle objectives, to analyse current trends in the marketing of financial services in Australia and overseas and to provide a forum in which students may use financial planning principles in computer assisted case study applications.