HUNTER INSTITUTE OF HIGHER EDUCATION

1989 CALENDAR HANDBOOK
1989 CALAENDAR

All inquiries should be directed to the Information Counter (B) which is located between the Administration Building (A) and the Main Building (C). The offices of the Principal, Deputy Principal, Heads of School of Administration and Technology, Education and Humanities, Health and of Visual and Performing Arts, the Registrar, the Bursar and some administration sections are located in the Administration Building.

The School of Administration and Technology comprises the Departments of Business and Administration, Industrial Technology, Applied Sciences and Information Technology & Quantitative Methods. The School of Education and Humanities comprises the Departments of Education, Pedagogy and Humanities. The School of Health comprises the Departments of Nursing and Health Studies, Social Health and Welfare, Health Occupations and Health Management. The School of Visual and Performing Arts comprises the Departments of Art, Visual Arts and Media Studies and Expressive Arts and Design. Most Departmental offices are located in the Main Building.

The Registrar's Division comprises Academic Services, Staffing Services, the Computer Centre, Information and Publicity and the Printery. The Bursar's Division comprises Accounts, Salaries, Purchasing and Properties. Staffing Services and part of Academic Services are located on the ground floor of the Administration Building while all other offices are located in the Main Building.

The Student Services Section is located on the concourse of the Main Building while the Students' Representative Council conducts its activities in the Students' Union (N). Support services for Aboriginal students can be located in the Wollotuka Aboriginal Education Centre (M).
At the time of publication negotiations were being held to amalgamate the Hunter Institute of Higher Education and the University of Newcastle.

The Hunter Institute up until 1988 was known as the Newcastle College of Advanced Education, the change in name taking effect from January 1, 1988.

The Calendar was first published in 1949.

The Arms

The following is an extract from the document granting Arms to the Institute, dated June 2, 1977:

Vert a base composed of Rocks proper a broken Chain in fess throughout Argent over all a Torch erect Or enflamed proper.

The principal elements incorporated in the arms of the Institute depict the myth of the Greek demigod Prometheus: the Rock to which Prometheus was bound, the broken Chains from which he was freed and the enflamed Torch representing Prometheus' gift of fire and skills to mankind. Hence the elements in the arms signify the gift of the power of knowledge, freeing and inspiring mankind to build "Towards a Better World".

Contents of Calendar

The information contained in this Calendar applied at the time of compilation of information (November, 1988).

The Institute reserves the right to amend any course contained herein without prior notice. Students should enquire about the availability and location of courses when enrolling. It may not be possible for all of the published subjects or modules to be offered in a particular year. Students will be advised at enrolment about the availability or otherwise of particular subjects or modules. It is unlikely that modules will be offered unless the weighted average number enrolling is 20 or more students.

A detailed list of contents appears at the beginning of each section.
The Institute was housed in the TAFE Technical and Further Education (N.S.W.) and the Institute and proceeded formally in 1975. In discharge of its powers, the Council consults with the Institute Academic Board and chief executive officers. The Institute has established committees to advise it on matters relating to finance, personnel and management, academic and planning, and requirements of these courses; the progress and the examination of students; the terms and conditions upon which awards, fellowships, scholarships and prizes may be conferred; the conduct of negotiations of the Council with the N.S.W. Minister for Education and Training. The purposes of the Institute, the manner in which its powers are to be exercised and the powers and duties of the Council and chief executive officers. The Council has powers to make By-laws for the purpose for which it was constituted. The Institute is funded by the Australian Government through the agencies of the Department of Employment, Education and Training and the National Board of Employment, Education and Training. The planning of the Institute's recurrent and capital programmes is undertaken on a three-year basis in accord with the policy and requirements of these instrumentalities, but at the present time is subject to annual review in accord with current policy. The Institute is entirely responsible for the handling and management of its funds, both capital and recurrent, granted under States and Territories Acts.
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**FEBRUARY**

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<td>Occupational Health and Safety Meeting.</td>
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<td>Principal's Advisory Committee Meeting.</td>
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<td>On-Campus School commences (external students).</td>
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<td>Accommodation Sub-Committee Meeting.</td>
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<td>Staffing Sub-Committee Meeting.</td>
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<td>Autumn Semester Recess ends. On-campus School ends (external students).</td>
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### Events

- Autumn Semester ends. Last day for withdrawal from a module without incurring a fail result.
- Mid-Semester Recess ends.
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<tr>
<td>6 Fri</td>
<td>Occupational Health and Safety Committee Meeting.</td>
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<td>Personnel and Management Committee Meeting.</td>
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<td>Aboriginal Education Centre Management Committee Meeting.</td>
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<td>11 Wed</td>
<td>Academic Board Meeting.</td>
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<td>Planning Committee Meeting.</td>
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<td>Properties and Grounds Committee Meeting.</td>
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<td>Finance Committee Meeting.</td>
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<td>26 Thur</td>
<td>Council Meeting.</td>
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<tr>
<td>27 Fri</td>
<td>Spring Semester ends.</td>
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<td>28 Sat</td>
<td>Examinations commence.</td>
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<td>NOVEMBER</td>
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<td>1 Wed</td>
<td>Ethnic Affairs Committee Meeting.</td>
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<td>2 Thur</td>
<td>Staffing Sub-Committee Meeting.</td>
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<td>Properties and Grounds Committee Meeting.</td>
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<td>Summer School break.</td>
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<tr>
<td>DECEMBER</td>
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<td>1 Fri</td>
<td>Occupational Health and Safety Committee Meeting.</td>
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<td>Finance Committee Meeting.</td>
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<td>Principal Dates 1990</td>
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<td>JANUARY</td>
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<td>9 Tues</td>
<td>Special Examinations begin.</td>
</tr>
<tr>
<td>10 Wed</td>
<td>Supplementary/Deferred Examinations begin.</td>
</tr>
<tr>
<td>31 Wed</td>
<td>Examinations end.</td>
</tr>
</tbody>
</table>
### Officers of the Institute

(INCLUDING PRINCIPAL, DEPUTY PRINCIPAL, HEADS OF SCHOOL, REGISTRAR, BURSAR)

<table>
<thead>
<tr>
<th>Officers of the Institute</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Council</strong></td>
<td>14</td>
</tr>
<tr>
<td>Committees of the Council</td>
<td></td>
</tr>
<tr>
<td><strong>The Academic Board</strong></td>
<td>15</td>
</tr>
<tr>
<td>Committees of the Academic Board</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Staff</strong></td>
<td></td>
</tr>
<tr>
<td><strong>School of Administration and Technology</strong></td>
<td>16</td>
</tr>
<tr>
<td>Department of Business and Administration</td>
<td></td>
</tr>
<tr>
<td>Department of Industrial Technology</td>
<td></td>
</tr>
<tr>
<td>Department of Applied Sciences</td>
<td></td>
</tr>
<tr>
<td>Department of Information Technology and Quantitative Methods</td>
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<tr>
<td><strong>School of Education and Humanities</strong></td>
<td>17</td>
</tr>
<tr>
<td>Department of Humanities</td>
<td></td>
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<td>Department of Education</td>
<td></td>
</tr>
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<td>Department of Pedagogy</td>
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<tr>
<td><strong>School of Health</strong></td>
<td>18</td>
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<tr>
<td>Department of Nursing and Health Studies</td>
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<tr>
<td>Department of Social Health and Welfare</td>
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<td>Department of Health Occupations</td>
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<tr>
<td>Department of Health Management</td>
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<tr>
<td><strong>School of Visual and Performing Arts</strong></td>
<td>19</td>
</tr>
<tr>
<td>Department of Art</td>
<td></td>
</tr>
<tr>
<td>Department of Visual Arts and Media Studies</td>
<td></td>
</tr>
<tr>
<td>Department of expressive Arts and Design</td>
<td></td>
</tr>
<tr>
<td><strong>Off-Campus Studies</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>Course Directors</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>Administrative Staff</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Special Education Staff</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Library Staff</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Huntersearch</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Student Services</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Honorary Fellows of the Institute</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>Honorary Associates of the Institute</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>Honorary Degrees of the Institute</strong></td>
<td>22</td>
</tr>
</tbody>
</table>
Officers of the Institute

Principal:
Douglas Rex HUXLEY, BA, LitEd(New England), MA, PhD(Newcastle)

Deputy Principal:
Leslie Raymond EASTCOTT, BA, DipEd(Newcastle), MED(Sydney), PhD(Aberdeen)

School of Administration and Technology
Head of School:
John P. Drinan, BSc(UNe), PhD(Macquarie)

School of Education and Humanities
Head of School:
Allan Owen TAYLOR, BA, ASTC(Man Arts)(NSW), MEngSc, PhD(Newcastle), FIA

School of Health
Head of School:
Jenny GILCHRIST, ATD, DipCSAD(Sculpture), BA(London)

School of Visual and Performing Arts
Head of School:
Graham John CURROW, BSc(Tech)(NSW), MSc, GradDipAdmin(UWA), President

Registrar:
John David TODD, BCom(Newcastle)

Bursar:
Donald C. FOSTER, BBus(ACCA)(Mitchell), GradDipAdmin(UWA), AAA

The Council

President:
Elwin George CURROW, MB, BS(Sydney), FRCS, FRACMA

Vice President:
Margaret Estelle BOWMAN, BA(UNE), DipEd(NSW)

Members Appointed by the Minister for Education:
Brian Aubrey ADNAM, FASA, CPA, FAIF
Evelyn BAKER
Allen Francis BEARD, BSc, DipEd(Sydney)
Margaret Estelle BOWMAN, BA(UNE), DipEd(NSW)
David John BRADSHAW, TSTQ(Victoria)
Stephen John BRAY, DipLaw(SAB)
Elwin George CURROW, MB, BS(Sydney), FRCS, FRACMA
Kenneth Raymond DUTTON, MA(Sydney), DdetU(Paris), FACE
Gordon Ernest GILROY, BSc(Tech)(NSW)
Bernard John GRIFFIN, BSc(Newcastle), DipEd(UNE), MEDStud(Newcastle)
Geoffrey Willoughby MOORE

Members being Official Members:
Principal:
Douglas Rex HUXLEY, BEd(Lite), MA, PhD(Newcastle)
Deputy Principal:
Leslie Raymond EASTCOTT, BA, DipEd(Newcastle), MED(Sydney), PhD(Aberdeen)
Praelector:
Allan Owen TAYLOR, BA, ASTC(Man Arts), MEngSc, PhD(Newcastle), FIA

Members Elected by Members of the Academic Staff:
Philip Jack FOREMAN, MA, LLIT, MED(UNE), PhD(Macquarie), MACE, MAPS
James Walter CRAMP, BA(UNE), DipArt, GradDip(Ind Design)(NSW)

Member Elected by Members of the Non-Academic Staff:
Arthur Walker TUPMAN

Members Elected by the Students of the Institute:
Scott Matthew GARDINER
Michelle WOODWARD

Graduates of the Institute Elected by Members of Council:
Brian Alwyne ADAMTHWAITE, DipTech(Primary), DiplTech(Lq)(NCAE)
Elisabeth Ratcliffe, AssocDipSocWelf(NCAE)

Secretary to the Council:
John David TODD, BCom(Newcastle)

Executive Committees

The Council Committees

By previous decisions of the Council, the President and the Principal are ex officio members of all Council sub-committees.

Legislative Committee:
BOWMAN, Mrs. Margaret E. (Chairperson)
BRAY, Mrs. Stephen John
CRAMP, Mr. James H. (Chairperson)
DUTTON, Professor Kenneth R.
EASTCOTT, Dr. Leslie R.
HUXLEY, Dr. Douglas
RATCLIFFE, Mrs. Elizabeth
WOODWARD, Ms Michelle

Finance Committee:
ADNAM, Mr. Brian A.
BEARD, Mr. Alan F. (Chairperson)
BOWMAN, Mrs. Margaret E. (Chairperson)
CURROW, Dr. Elwyn G.
EASTCOTT, Dr. Leslie R.
FOREMAN, Dr. Philip J.
GARDINER, Mr. Scott M.
HUXLEY, Dr. Douglas
TAYLOR, Dr. Allan O.

Personal and Management Committee:
ADAMTHWAITE, Mr. Brian A. (Chairperson)
BOWMAN, Mrs. Margaret E. (Chairperson)
BRADSHAW, Mr. David J.
BRAY, Mr. Stephen J.
EASTCOTT, Dr. Leslie R.
FOREMAN, Dr. Philip J.
GILROY, Mr. Gordon E.
HUXLEY, Dr. Douglas
RATCLIFFE, Mrs. Elizabeth
TAYLOR, Dr. Allan O.
TUPMAN, Mr. Arthur W.
WOODWARD, Ms Michelle

Properties and Grounds Committee:
BEARD, Mr. Alan F.
BOWMAN, Mrs. Margaret E. (President)
BRADSHAW, Mr. David J.
CRAMP, Mr. James H.
CURROW, Dr. Elwyn G. (Chairperson)
EASTCOTT, Dr. Leslie R.
GARDINER, Mr. Scott M.
GILROY, Mr. Gordon E.
GRIFFIN, Mr. Bernard J.
HUXLEY, Dr. Douglas
MOORE, Mr. Geoffrey W.
TUPMAN, Mr. Arthur W.

Planning Committee:
ADAMTHWAITE, Mr. Brian A.
BEARD, Mr. Alan F.
BOWMAN, Mrs. Margaret E. (President)(Chairperson)
CALLOWELL, Dr. John W.
CRAMP, Mr. James H.
CURROW, Dr. Elwyn G.
DUTTON, Professor Kenneth R.
EASTCOTT, Dr. Leslie R.
GARDINER, Mr. Scott M.
HUXLEY, Dr. Douglas
TAYLOR, Dr. Allan O.

Academic Board

Chairman:
Dr. D.R. Huxley
Deputy Chairman:
Dr. L.R. Eastcott

Member of Council:
Mr. B.J. Griffin

Heads of School:
Dr. A.O. Taylor
Dr. J.P. Briman
Ms. J. Graham
Ms. G.J. Ritchie

One Principal Lecturer elected by and from the staff of each School:
Ms. L. McEnery
Mr. T. Fullerton
Mr. F. Morgan
Mr. W. Merrilees

One Course Director elected by and from the staff of each School:
Ms. M. Pedder
Mr. J. Hill
Dr. P. Foran
Mr. G. Jones

One Academic Staff Member who is neither a Principal Lecturer nor Course Director elected by and from the staff of each School:
Dr. R. Hosken
Dr. P. McGrath
Mr. K. Scott
Ms. C. Sanders

One Student from each School:
Mr. S. Gardiner
Ms. Gail Norton
Mr. Simon Albery
Mr. Tony V. Edwards

Committees of Academic Board

Executive Committee of Academic Board:
Dr. D.R. Huxley, Chairman
Dr. L.R. Eastcott
Dr. G.J. Gichrist
Ms. J. Graham
Dr. A.O. Taylor
Dr. J.P. Briman
Ms. L. McEnery
Mr. J. Hill
Dr. P. McGrath

Staff Development Programme Leave Committee:
Dr. L.R. Eastcott, Chairman
Mr. G.J. Gichrist
Mrs. F.M. Lloyd
Dr. J. Absalom
Mr. J. Gill
Academic Staff

SCHOOL OF ADMINISTRATION AND TECHNOLOGY

Head of School: John Patrick Drinan, BSc(Queenland), PhD(Macquarie)

Department of Business and Administration
Head of Department and Principal Lecturer: William J. Meinders, BCom(Newcastle), MA(Toronto), PhD(Toronto)

Senior Lecturers:
- Ross Coulton, BA(New South Wales), MA(Newcastle), BSc(Data Processing)(NSWIT), MEngSc, MMath, MACS (Newcastle)
- John Dugas, BA, MED(Stud) and DiplEd(Newcastle), CertFilm & Television Studies(London)
- Brian Regan, BSc(Eng), DiplCompSci(Newcastle), MACS (Newcastle)
- Peter Schiemer, BMath(Newcastle)

SCHOOL OF EDUCATION AND HUMANITIES

Head of School:
- Allan O. Taylor, BA, MSc(Man Anta), MEngSc (Newcastle), PhD(Stud)(Design)(Newcastle)

Principal Lecturer:
- James A. Bradshaw, BA(New England), DiplArt, GradDipInd Design(NSW)

Department of Humanities
Head of Department and Principal Lecturer:
- John Archibald Wayne Caldwell, BA, DiplEd(NSW), MA, PhD(Newcastle), MACS

Senior Lecturers:
- Barry W. Ablett, ASTC(Man Anta), MLA
- William L. Cook, BA(New South Wales), MA, PhD, NSW, PhD(Newcastle), ASTC(Man Anta), MLA
- William H. Willshire, DiplEd, MLA
- Raymond G. Fairall, BSc(Tech)(NSW), MEngSc, MLA
- Scott A. Grenquist, BA, BSc(Eng), MSc(Eng), MLA
- Lawrence N. See, ASTC(Man Anta), MLA
- Luke Solly, DipTech(Man Anta), BEd

Department of Applied Sciences
Head of Department and Principal Lecturer:
- Stephen J. Beveridge, BSc, DiplEd(Newcastle), MSc, PhD(Newcastle), ARACI, FRSM, MIABS

Senior Lecturers:
- Anthony J. Buxton, DipAppSc(MedRadiog)(RMI), BMedStud, PhD(Newcastle), MMedSc, PhD(Eng), MLA
- David J. Condon, BMedStud(TAFE), MAPsS
- Terence J. Lovat, BEd, GradDipIndDesign(SACE), BTheed, MEd(UC), MLA, PhD(Newcastle), MACS
- R. Barry Cokcin, DipTeach(Chitecthurch), BMedStud(TAFE), BDesign, MLA, PhD(Eng), APsS
- Robert N. Conway, BA, MED(Stud) and DiplEd(Newcastle), MEd(Eng), MACS
- John W. Hill, BA(New South Wales), MA, MEd, MACS (Newcastle)

Academic Staff

There is no additional content available in this document regarding the Academic Staff of the school.
Robert S. Kucera, RN, RMN, RICN, DipTeach(Nursing) (Newcastle)
Jenelle Langham, RPN, BA(Flinders), Hon(Northwestern)
Patricia McGee, RN, RPN, DipTeach(Nurse Educ)(Surry Hills, ESt)
Ann McGregor, RPN, BA, DipInformation Management
Gae. Miller, MSc(Nursing)(Newcastle), DipTeach(Nursing) (Amidale), DNE(NeWcastle), RGN RMN
Margo Nancarrow, RN, RPN, DipTeach(Nursing) (Newcastle)
Marazyl Rowley, RN, RMN, DipChlildbirthEd, BA(Flinders)
Shirley Rutter, RN, Dip(Nursing)
Senior Tutors:
Trudy Podmore, RN, RM, DipTeach(Nursing)(Newcastle)
Jean Sanders, RN, DipTeach(Nursing)(Newcastle)
Tutors:
Beth Bolte, RGN, RMN, BA, DipEd
Helen Humphries-Clark, RN, RM, SCM(UK), DNE, FCMNA
Diane Henderson, RN, RM, DNA
Judith Thomson, RN, RM, Renal CertDipTeach(Nursing)(Newcastle)
Department of Social Health and Welfare
Head of Department and Principal Lecturer:
Anthony M. Nicholas, MA(Sped)(Macquarie), BSc(NSW), MAPsA
Senior Lecturers:
Lance Davis, AssocArtsSocSci(Laney Coll), PostGradCertSpecEduc, BSc(UC), MPSyCh(Clinical)(Newcastle), MAPsA
George H. Morgan, BA, PostGradCertEd(York), MD, MA, Industrial Relations(Warwick)
Ray F. Morland, DPE(U), DipSc(SocVU), BA, MA(Wellington), PhD(UWA, Sydney), MPhil, BSc
Helen M. Vaile, BA, MA, DipEd(Sydney)
Deidre Wicks, MA, DipTeach(Nursing)(Newcastle)
Lecturers:
Glenn A. Albrecht, BA(Phil), PhD(Newcastle), Alexander Bebridge, WA, SocSciWelfare(St. Lucia), WAG, DipEd(Sociology)(Newcastle), MAPsA
Mary Goldsworthy, DipEd(Econ), DPE(Theater(Mater Dei-Sydney), MPPS(Loyola)
Greg Heys, BS(UWNSW), DipJrRegPlanning(LUNE), AASW
Howard N. Higginbottom, BA(San Diego), MA, PhD(Honolulu)
William J. James, BA(Northwestern), PhD(OU), MAPsA, AFPSPs, MAW
Gary K. Newman, DipEd, BA(Newcastle), ML(LYNE)
Gwenda Schreiber, BA(South Africa), GradDipCoins(RMIT), Dip(Nunwic), MAPsA
Tutor:
Will Kenwolfe, BA, Humanities(Middlesex Polytechnic)

Department of Health Occupations
Head of Department and Principal Lecturer:
Lyn Portill, RN, Coronary Care Certificate, BA(Macquarie), GradDipEd(Nursing)(SCAE), FCNA, FCNNSW
Senior Lecturers:
James Knight, RN, DiplCommHealthNursing(Cumbeland), BAF(Flinders)
Marinly J. Pedder, RN, CM, Cert of Operating Theatre Nursing, DNE(Cumberland), BA(Macquarie), MedEdCumberland
Robyn A. Schulz, RN, CM, Mothercraft Certificate, DNE(Amidale), BA(Newcastle), Renal Certificate, MedEd(Cumberland)
Ronald Sharkey, RN(B), (Queensland), GradDipHealthEd(SACAE)
Lecturers:
Andrew Bertram, RN, DipTeach(Nursing)(Newcastle), BEd(Nursing)(Amidale)
Mair P. Crawford, RN, RNE, Post Grad DipDipEd(London), BA(Newcastle)
Glenis Francis, RN, RON(N2), BSc(Wellington), GradDipEd(Auckland)
Robert S. Kucera, RN, Intensive Care Certificate, DipTeach(Nursing)(Newcastle)
Janet S. Ley, RN, CM, DipEd(Nursing)(NSW), DipAdmin(Nursing)(Amidale), FC(NNSW)
Suzanne Lunnom, RN, BNSW
Shirley Schluck, RN, Family Planning Certificate, AssocDipNurs(Amidale), Admin Certificate, BA(NeWcastle)
Department of Health Management
Head of Department and Principal Lecturer:
Jara A. Knwane, BA(Sydney), PhD(California)
Senior Lecturers:
Leon W. Burnwil, DipTeach, BA, BEd(Studied(Neurse2)
Robert W. Hoaken, BSc(Wa), MSc(MonaSh), MBA, PhD(Philadelphia)
Adrian A. More, RN, RM, DipTeach(Nursing)(Newcastle)
Shirley Schulz, RN, Family Planning Certificate, AssocDipNurs(Amidale), Admin Certificate, BA(NeWcastle)
Department of Visual and Performing Arts
Head of School:
Graham John Gilchrist, ATO, DiplCSAD(Sculpture), BA(London)
Department of Art
Head of Department and Principal Lecturer:
Peter W. Singleton, ICAC, NDY(Staff Col1)
Senior Lecturers:
Garry W. Jones, ASTC, DipArtEd, MA(Studio Art)(New York)
Alonda O’Brien, ASTC, DipPaint, MArCA(RC London)
Gordon J. Rintoul, FMA(Melbourne), MArCA(RC London), FBID, BID
Lecturers:
Patricia A. Adams, ASTC, DipPaint
Brett Acker, BEd(ArT)(CAE)
Patrick Bernard, DipArt, DipEd(B, BA), MFA(California)
Frank M. Cellman, ASTC, DipPaint
Jutta Feddersen, DipTextiles(Bremen), MA(Visual Arts)
(London)
Glen Henderson, DipArt(NCAA), GradArt(NCAA), RPN
Michael Keighery, BA(Visual Arts), GradDip(Visual Arts), Sydney College of the Arts
Senior Lecturers:
Karen L. Yok, DipArtDesign, DipArtCeramics, TTC
John McGrath, Teachers Certificate, DipArt
Kerri L. Meredith, DipArt
Vlad Nikolesku, DipArt(VC), GradDip Fine Art(VC), BE(Ed)(Newcastle), DipTeach(Nursing)(Amidale), DipAdmin(Nursing)(Amidale), FC(NNSW)
Suzanne Lunnom, RN, BNSW
Shirley Schluck, RN, Family Planning Certificate, AssocDipNurs(Amidale), Admin Certificate, BA(NeWcastle)
Department of Health Management
Head of Department and Principal Lecturer:
Jara A. Knwane, BA(Sydney), PhD(California)
Senior Lecturers:
Leon W. Burnwil, DipTeach, BA, BEd(Studied(Neurse2)
Robert W. Hoaken, BSc(Wa), MSc(MonaSh), MBA, PhD(Philadelphia)
Adrian A. More, RN, RM, DipTeach(Nursing)(Newcastle)
Shirley Schulz, RN, Family Planning Certificate, AssocDipNurs(Amidale), Admin Certificate, BA(NeWcastle)
Department of Visual and Performing Arts
Head of School:
Graham John Gilchrist, ATO, DiplCSAD(Sculpture), BA(London)
Department of Art
Head of Department and Principal Lecturer:
Peter W. Singleton, ICAC, NDY(Staff Col1)
Senior Lecturers:
Garry W. Jones, ASTC, DipArtEd, MA(Studio Art)(New York)
Alonda O’Brien, ASTC, DipPaint, MArCA(RC London)
Gordon J. Rintoul, FMA(Melbourne), MArCA(RC London), FBID, BID
Lecturers:
Patricia A. Adams, ASTC, DipPaint
Brett Acker, BEd(ArT)(CAE)
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Shirley Schulz, RN, Family Planning Certificate, AssocDipNurs(Amidale), Admin Certificate, BA(NeWcastle)
 Administrative Staff

REGISTRAR’S DIVISION
Registrar:
John D. Todd, BCom(Newcastle)

Deputy Registrars:
Administration:
Paul R. Welsh, AASA, CPA
Academic:
Robert Weir, B(Arts)

Administrative Secretariat:
Administrative Assistants:
Chandie Murti, BA(USP), MA(ISS The Hague)
Terry Smith, AssocDiplSocWelf(NCAE)

Academic Services:
Assistant Registrar:
Judith M. Walker, BCom(Newcastle), DipEdDevCountries (Papua New Guinea)

Administrative Assistant:
Larisa D. Dobbe, BA(Macquarie)

School Services:
Administrative Officers:
School of Administration and Technology:
Susan M. Eade, BA(Newcastle), DipEd(TAFE)(NCAE)

School of Education and Humanities:
Peter Anderson, LLB(Adelaide)

School of Social Science and Arts:
Sherrill M. Proust, BA(Sydney)

Administrative Assistant:

School of Education and Humanities:
Kathrina A. Booth-Kittel, BA, BSc(Macquarie)
Raelene J. Reeves, BA(Adelaide)

School of Social Science and Arts:
Maurice D. Chalmers, BA, MA(Sydney)

Student Records and Systems:
Administrative Officer:
Virginia R. Roberts

Administrative Assistant:
Kathleen L. Reynolds

Computer Centre:
Manager:
Alan S. Milgato, BCom(Newcastle), MACS

Development Supervisor:
Cecil Jones

Operations Supervisor:
Grant S. Collin, AssoDiplArts(Mitchell), AACS

Information Centre Supervisor:
David Caler, BMath, BMg(Math)(Newcastle), AACS, AAMM

Computer Programmers:
Robert E. Campbell

David G. Durbin, AssoDiplCompStudies(HIIHE)

Systems Assistant:
Lyndette Sinclair

Information and Publicity:
Information and Publicity Officer:
Keith C. Powell, BJourn, RMIT, MSBE

Information and Publicity Assistant:
Cee Patilloon, MSBE

Graphic Artist:
Stephen J. Dunkley, AssocDiplCAQ(NCAE)

Management and Information Unit:
Head of Unit:
Jacqueline B. Mcleod, B, DipEd, MEDstudies(Newcastle)

Research Assistant:
To be appointed.

Staffing Services:
Assistant Registrar:
John Gainer, BCom(NSW), MBA(Newcastle), MIPMA

Administrative Officer:
HeLEN R. PARR

Administrative Assistants:
Robert Milan

To be appointed

BURSAR’S DIVISION
Bursar:
Donald C. Foster, BBusAcc(Mitchell), GradDipAdmin

(UNE), AASA

Deputy Bursar:
Brian J. Smith, BBusAcc(Qld), GradDipAdvAcc(Qld), AASA, CPA, AITEA

Assistant Bursar (Finance):
Graham E. Stewart, BSc, AASc, AASA, CPA, AITEA

Finance Officer Budget:
To be appointed.

Finance Officer Accounts Receivable:
Patricia D. Logan

Finance Officer Accounts Payable:
Graeme P. Parkinson

Finance Officer Salaries:
Manie Munnan

Finance Officer Projects and Investigations:
Neil M. McNair

Purchasing and Supply Officer:
Robert M. Richardson, APFSM, MIAA

Assistant Purchasing and Supply Officer:
David L. Hoggart, APFSM

Assistant Bursar (Properties):
Trevor W. Mowbray

Facilities Officer:
To be appointed.

Maintenance Supervisor:
Fred J. McCleary

Gardener Tradesman:
Jack Hicks

DEPUTY PRINCIPAL’S OFFICE
Equal Employment Opportunity Co-ordinator:
Susan M. Jones, BA, LLB(Melb)

Assistant Co-ordinator:
Rozlina A. Cameron, B(Health)

External Studies:
Claire P. Martin

Head of Instructional Media Unit:
R. Keith Davey, BSc(Newcastle)

Student Services:
Senior Student Counsellor:
Nanette Bryant, BA, DipSocialWork(Sydney)

Part-Time Student Counsellor:
Teresa G. Dziewaswa, BA, DipTeach(Newcastle)

Library Staff

Institute Librarian:
Joan Batchelor, BA(Sydney), DipEd, DipBusstudies, AASA

Technocal Services:
Senior Librarian: Roly E. Emanuel, BA(NSW), AASA

Tel: 2640, ext. 290

Fax: 2640, ext. 999

E-mail: sl.davies@nhoa.miaa

Newspaper Services:
Margaret E. Stewart, B(NSW), DipEd, AASA

Library Technicians:
Margaret Galvin, AASA

Carolyn E. Jacobs

Cassandra L. Lane

Susan Williams, AASA

HUNTER INSTITUTE OF HIGHER EDUCATION
RESEARCH AND DEVELOPMENT COMPANY
LIMITED (HUNTERSEARCH)

Director:
Philip J. Foreman, BA, MLit, MEd(New England), PhD
(Macquarie), MACE, MAPsS

Research Associates:
Robert N. Cowan, BA, EdStud, MEd(Newcastle), PhD
(Macquarie), DipSpecEd(NCAE), MACE

Judith A. Cowley, MA(Macquarie), PhD(Newcastle),
LSM, MAATD

Janice North, BSpecEd(Finders), MEd(New England)
Gregory L. Robinson, BA, DipEd(Dydney), MEd, PhD
(Macquarie), MAPpsS

Teachers:
Lyn Benson, DipSpecEd(NCAE)

Dianne Carniel, DipTech(NCAE)

Lyndall Hopeton, B(Health), DipTeach, GradDiplEdStud
(SpecEd)(NCAE)

Joan Madidjan, DipTeach(ECE), GradDiplEdStud(SpecEd)
(NCAE)

Jane KPL, BEd(BG), MSpecEd(Finders)and MHHM

Kay Rankin, BEd(ECE)(NCAE)

Barsha Rozenberg, DipTeach(Prim)(NCAE)

Anne Shorter, DipTeach(Prim)(NCAE)

Research Assistants:
Pamela McLean, BSc, DipEd(Sydney), GradDiplSpecEd
(NCAE)

Tricia Mason-Smith, DipTeach(Prim)(NCAE)

 idiotic
Honorary Fellows of the Institute

1975: Griffith Hammond Duncan (deceased), OBE, MA (Sydney), BEd(Melbourne), FACE
1981: Leslie Gibbs (deceased), AM, BEM, FAIM

Honorary Associates of the Institute

1976: Edward Albury Crago, BSc(Sydney)
1976: Gordon Charles Elliott, BA, DipEd(Sydney), MA (NSW), ABPsS, MAPsS, MACE

Honorary Degrees of the Institute

Bachelor of Education (Industrial Arts):
1980: Walter Eli Wilcox, MIA
Bachelor of Education (Home Science/Textiles):
1981: Mabel Frances Grady (deceased), BA(NSW)
Bachelor of Education (Physical Education):
1982: Harold Wesley Gillard, AM
Bachelor of Education (Science):
1986: John Patrick Doherty, BSc, MSc(Sydney)
Academic Structure

The Academic Structure has several major characteristics which are detailed below:

1. An Academic Board, chaired by the Principal and responsible to Council for institute-wide academic policy and the maintenance of academic standards. Academic Board is recognised as the supreme academic decision-making body of the institution receiving and acting on recommendations from the Principal, Deputy Principal and School Boards.

   Academic Board has the following membership:
   - The Principal
   - The Deputy Principal
   - One Member of Council
   - Heads of School
   - One Principal Lecturer
   - One Course Director
   - One academic staff who is an elected member of the Academic Board
   - One student from each School

   The Board normally meets once each two months.

2. Schools

   These are the major academic units of the institution. There are four Schools:
   - Administration and Technology
   - Education and Humanities
   - Health
   - Visual and Performing Arts

   Each School has a membership of Head of School, Teaching Staff who are appointed to Departments of the School, and Students who are registered in courses offered by the School.

   The Heads of School are supported in their academic and the academic operations of the School including course development and assignment of resources.

   The Head of School is appointed by the Academic Board and other Principal Lecturers.

   The responsibilities of Head of School are fulfilled after recommendation from:
   - The School meeting as a whole
   - The School Board
   - The Departments

   The School meets at least four times annually and is responsible for determining general policies, particularly course directions within financial and other identified resource constraints; and recommending to the Head of School on problems of resource management and other emerging administrative and educational issues.

   The School Board has final responsibility for recommendation on behalf of the School to Academic Board on all academic-related matters. In particular, the School Board has responsibility for recommendation on courses and module-related issues and will act after considering recommendations from the relevant department meetings.

   The composition of the School Board consists of:
   - Head of School (Chairperson)
   - Principal Lecturers
   - One representative who is not a Course Director nor Department Head from each department in the School whose Course Directors
   - The head or nominee of each department in the School that is providing a major strand to a course in the School, where that department is not represented by a Course Director
   - At least two student representatives.

   The School Board has the power to co-opt as necessary to allow effective fulfilment of its functions.

   The Department has the following responsibilities:
   - management of approved courses assigned to departments by the Head of School, after discussion within the School and following recommendation from the School;
   - preparation, teaching and assessment of assigned modules within and across Schools, departments and courses;
   - In association with the Head of School, the design of new courses and modules and the review of existing courses and modules;
   - across-department interaction on course management and module teaching matters;
   - identification of staff and other resource needs and negotiations of these with the Head of School;
   - maintenance and enhancement of day-to-day course and module academic standards; and
   - organisation and maintenance of appropriate student academic advising procedures.

   The department is headed by a Principal Lecturer with responsibility to the Head of School for the academic and management performance of the department but with substantial delegated authority for day-to-day management issues and academic leadership.

   The Head of the Department is supported by Course Directors who are responsible for leadership in and management of a specific course or course area and by module co-ordinators with responsibility for leadership in and management of a module or sequence of modules in a specific discipline area.

   The staff of a department meet as a group at least four times annually; recommend to the Department Head on academic and resource matters, and recommend to School Board on all course and module related matters.

3. Educational Service Centres

   These Service Centres are an integral part of the support structure for the academic functions of the institution and include:
   - The Library
   - The Instructional Media Unit
   - Off-Campus Studies

   Each is headed by a senior officer responsible to the Deputy Principal for the effective provision of appropriate educational services.

Institute Requirements and Procedures

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
</tr>
<tr>
<td>Overseas Students</td>
</tr>
<tr>
<td>Deferment</td>
</tr>
<tr>
<td>Limitation of Numbers</td>
</tr>
<tr>
<td>General Conditions for Awards and Diplomas</td>
</tr>
<tr>
<td>Fees</td>
</tr>
<tr>
<td>Charges</td>
</tr>
<tr>
<td>Timetable Requirements</td>
</tr>
<tr>
<td>Student Indebtedness</td>
</tr>
<tr>
<td>Identity Cards</td>
</tr>
<tr>
<td>Graduation</td>
</tr>
<tr>
<td>Transfer to Other Colleges</td>
</tr>
<tr>
<td>Discipline</td>
</tr>
<tr>
<td>Traffic and Parking Rules</td>
</tr>
<tr>
<td>Procedures on Enrolment, Attendance and Assessment</td>
</tr>
</tbody>
</table>
1.2 Special English Prerequisites

1. Admission Based on the New South Wales Higher School Certificate

In order to be considered for admission to the Bachelor of Arts (Communication Studies) course, candidates will be required to have attained a mark of 60 or better in the 2 Unit English course, with the exception that candidates for admission to the Bachelor of Education (English/History) course will be required to have attained a mark of 50 or better in 2 Unit General English, 2 Unit English, or in the 2 Unit common component of 3 Unit English with the exception that candidates for admission to the Bachelor of Arts (Communication Studies) course will be required to have attained a mark of 60 or better in the 2 Unit English course.

School of Health and School of Administration and Technology

Candidates for admission to courses within the School of Health and Technology will be required to have attained a mark of 50 or better in 2 Unit General English, 2 Unit English, or in the 2 unit common component of 3 Unit English.

Special Course Prerequisites

1.3 School of Education and Humanities

In addition to meeting the English prerequisite prescribed for admission to courses within the School, candidates must meet the following special course prerequisites:

(a) Bachelor of Education (Art)

Candidates for admission to the Bachelor of Education (Art) course (Unit A or Unit B) in the Higher School Certificate.

(b) Bachelor of Education (Music)

Candidates for admission to the Bachelor of Education (Mathematics) course must attain a mark of 70 or better in 2 Unit Mathematics, or in the 2 unit common component of 3 Unit Mathematics.

(c) Bachelor of Music Education

Candidates for admission to the Bachelor of Music Education course must:

(a) have offered 3 Unit or 2 Unit Music of 2 Unit Music (Course B in II) in the Higher School Certificate or its equivalent; and

(b) have passed in Grade VI Performance and Grade VI Musician ship in examinations conducted by the Australian Music Education Board where required.

1.4 School of Visual and Performing Arts

In addition to meeting the English prerequisite prescribed for admission to courses within the School, candidates must meet the following special course prerequisites:

(a) Bachelor of Arts (Visual Arts)

Candidates for admission to the Bachelor of Arts (Visual Arts) course in the Higher School Certificate, with the provision that candidates who have not had the opportunity to offer Art in the Higher School Certificate may submit at interview a substantial portfolio of work where clear evidence of artistic ability is capable of a standard comparable to that expected of candidates who have offered Art in the Higher School Certificate.

(b) Bachelor of Music (Music)

Candidates for admission to the Associate Diploma in Creative Arts and Crafts course must satisfy the Admission Committee that they have the potential to benefit from undertaking the course.

School of Health

In addition to meeting the English prerequisite prescribed for admission to courses within the School, candidates must meet the following special course prerequisites:

(a) Bachelor of Health Science (Nursing)

Candidates admitted to the Bachelor of Health Science (Nursing) course with advanced standing are required to:

(i) be registered with the Nurses' Registration Board of New South Wales, or have such registration pending;

(ii) have completed the Diploma in Applied Science (Nursing) or equivalent; and

(iii) have either:

(a) completed two years work experience as a registered nurse; or

(b) been employed as a registered nurse concurrently with undertaking the course, and that of two years experience is gained before the completion of the course;...

School of Administration and Technology

1.5 Associate Diploma in Social Welfare

Candidates for admission to the Associate Diploma in Social Welfare courses will have satisfied the requirements of an equivalent qualification; or

2. Bachelor of Social Science (Welfare Studies)

Candidates for admission to the Bachelor of Social Science (Welfare Studies) course will be required to satisfy the Institute's Admissions Committee of their suitability for, and interest in, Welfare Studies.

1.6 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.7 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.8 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.9 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.10 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.11 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.12 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.13 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.14 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.15 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.16 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.17 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.18 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.19 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:

1.20 Art Entry to the Bachelor of Education (Industrial Arts)

Candidates for admission to the Bachelor of Education (Industrial Arts) course who have undertaken the Higher School Certificate course in the New South Wales Department of Technical and Further Education may be admitted to the course with advanced standing equivalent to one quarter of the Bachelor of Education course providing:...
3.2 Admission on the Basis of Previous Tertiary Studies/Vocational Training
Candidates for admission to many Institute courses who have undertaken previous tertiary studies and/or vocational training may be admitted to a course with such standing as the Admissions Committee considers appropriate to the course. Admission to any course on the basis of previous studies will require the submission of a statement of educational attainment and a copy of the diploma or certificate, or whatever other evidence as deemed necessary by the Admissions Committee. In the absence of such evidence, the candidate may be required to undertake such additional units of study as determined by the Admissions Committee.

3.3 Provisional/Special Admission
The Admissions Committee may, in the case of any student who has the potential to successfully undertake an Institute course, recommend special admission to the course. The student's file will then be reviewed by the Institute's Admissions Committee, which will then make a decision on the student's eligibility for admission. Provisional admission is only granted in cases where the student is unable to enrol immediately due to exceptional circumstances.

2.1 School of Education and Humanities

2.1.1 Bachelor of Education (Technical and Further Education)
Applicants for admission to the Bachelor of Education (TAFE) course will be required to have completed the Technical and Further Education certificates. Applicants who have completed the Technical and Further Education certificates and have at least two years' experience in the practice of teaching are eligible for admission. Applicants who have completed the Technical and Further Education certificates and have at least two years' experience in the practice of teaching are also eligible for admission to the Bachelor of Education (TAFE) course.

2.1.2 Graduate Diploma in Education (Technical and Further Education)
Candidates who have completed the Technical and Further Education certificates and have at least two years' experience in the practice of teaching are eligible for admission to the Graduate Diploma in Education (TAFE). This course is designed to provide applicants with the knowledge and skills necessary to become effective teachers in the Technical and Further Education sector. Successful completion of the course will lead to the award of the Graduate Diploma in Education (TAFE).

2.1.3 Master of Education (Secondary Education)
Candidates for admission to the Master of Education (Secondary Education) course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching. Successful completion of the course will lead to the award of the Master of Education (Secondary Education).

2.1.4 Master of Education (Special Education)
Candidates for admission to the Master of Education (Special Education) course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching in the Special Education sector. Successful completion of the course will lead to the award of the Master of Education (Special Education).

2.1.5 Masters of Education (Industrial Education)
Candidates for admission to the Masters of Education (Industrial Education) course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching in the Industrial Education sector. Successful completion of the course will lead to the award of the Masters of Education (Industrial Education).

2.1.6 Graduate Diploma in Multicultural Studies
Candidates for admission to the Graduate Diploma in Multicultural Studies course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching in the Multicultural Studies sector. Successful completion of the course will lead to the award of the Graduate Diploma in Multicultural Studies.

2.2 School of Fine Arts

2.2.1 Admission to the Bachelor of Arts (Visual Arts)
Candidates for admission to the Bachelor of Arts (Visual Arts) course will be required to have completed the Technical and Further Education certificates and have at least two years' experience in the practice of teaching in the Visual Arts sector. Successful completion of the course will lead to the award of the Bachelor of Arts (Visual Arts).

2.2.2 Graduate Diploma in Educational Studies
Candidates for admission to the Graduate Diploma in Educational Studies course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching in the Educational Studies sector. Successful completion of the course will lead to the award of the Graduate Diploma in Educational Studies.

2.2.3 Master of Education (Special Education)
Candidates for admission to the Master of Education (Special Education) course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching in the Special Education sector. Successful completion of the course will lead to the award of the Master of Education (Special Education).

2.2.4 Master of Education (Industrial Education)
Candidates for admission to the Master of Education (Industrial Education) course must have completed the Graduate Diploma in Education (TAFE) and have at least two years' experience in the practice of teaching in the Industrial Education sector. Successful completion of the course will lead to the award of the Master of Education (Industrial Education).

3. School of Visual and Performing Arts

3.1 Bachelor of Arts in Art
Candidates for admission to the Bachelor of Arts in Art course will be required to have completed the Technical and Further Education certificates and have at least two years' experience in the practice of teaching in the Visual Arts sector. Successful completion of the course will lead to the award of the Bachelor of Arts in Art.

3.2 Bachelor of Fine Arts in Art
Candidates for admission to the Bachelor of Fine Arts in Art course will be required to have completed the Technical and Further Education certificates and have at least two years' experience in the practice of teaching in the Visual Arts sector. Successful completion of the course will lead to the award of the Bachelor of Fine Arts in Art.
Graduate Diploma in Social Administration

Candidates for the Graduate Diploma in Social Administration course are required:
1. to hold a recognized degree which includes a major in at least one of the social sciences i.e., Psychology, Sociology, Anthropology or Social Work;
2. to have acquired at least two years practical experience in direct service within the broad social services.

Fees
The fees payable in respect of attendance at the Institute shall be determined from time to time by the Council, acting in accordance with the provisions of the Act.

Charges
1. Service Charge
   - All registered full-time, part-time and external students must pay an annual membership to the Students' Association. This fee is indexed each year and was under review at the time of publication.

2. Late Enrolment and Re-enrolment Charges
   (a) Late lodgement of enrolment form charge, where a continuing student does not pay fees and charges by Friday, January 27th, 1989 $10.00
   (b) Late enrolment/ re-enrolment charge, where a continuing student does not pay fees and charges by Friday, February 17th, 1989 $10.00

3. Other Charges
   - Examination under special supervision (per paper) $12.00
   - Review of examination results (per request) $3.00

   Academic Statement in excess of six per annum $0.15

   Replacement of student identity card $1.00

   Late enrolment/ re-enrolment charge $10.00

   Full-time, part-time and external students must submit their applications directly to the Institute on the prescribed application form.

   The Universities and Colleges Admissions Centre application form may be obtained from the Institute at mid-July or from:
   - The Universities and Colleges Admissions Centre, Locked Bag 500, Lidcombe, N.S.W. 2141
   - Telephone (02) 646 2033

   Universities and Colleges Admissions Centre applications must be submitted through the Centre and applicants lodged after the prescribed closing date of May 31st in the year before commencement of studies (e.g. 1989 for 1990 admission) and a late fee of $50.00.

   Graduate, Post-Service and External Courses

   All applicants for admission to graduate courses, post-service courses or for external study must submit their applications directly to the Institute on the prescribed application form. The forms are generally available in mid-July or may be obtained by calling at the Institute or by writing to: The Registrar, Institute of Higher Education, P.O. Box 64, Warnah 2396. Telephone (049) 67 1395.

   Applications should generally be submitted by November 1st.

   Full-time students enrolled after the prescribed closing date will not be given priority in the allocation of places available.

   Overseas Students

   Overseas students requiring subsidised student visas must apply direct to the Overseas Student Programmes Branch within the Department of Immigration and Training.

   Full-time paying overseas students should apply direct to the Institute, addressing correspondence to: The Director, Overseas Student Programmes.

   Continuing students offered a place in the Institute may be granted a deferment of 12 months in taking up the place offered to them. A request for a deferment must be made in writing. If deferment is granted, students must advise the Institute of their intention to take up the place offered by completing the normal application for Admission form by the due date in the year prior to enrolling.

   The Council may limit the number of places available in any module or course.

   General Precautions

   General Award of Diplomas

   In order to qualify for a degree or diploma of the Institute, every candidate shall satisfy the requirements for admission to the appropriate course and following the course of study for the prescribed periods, pass the prescribed examinations and assignments, pay the fees and charges prescribed and comply with such procedures and rules as are determined by the Institute Council.

   Enrolment

   Students are required to complete the following procedures:
   1. pay the student union membership fee
   2. pay such fees as may be specified by the Institute and/or other specified bodies.
   3. complete an enrolment form and other documentation as required.

   Note: Students may also be required to attend the Institute on a specified date to complete enrolment procedures.
by the end of the eighth teaching week of the academic year, the student will be considered to have withdrawn without penalty and will receive WY grades.

(iii) If a student withdraws after the eighth week and before the end of the twenty-fifth week of the academic year the student will be deemed to have withdrawn with failure and will receive WF grades.

(iv) If a student withdraws from a course after the twenty-fifth week of the academic year the student will be deemed to have withdrawn with failure and will receive WF grades.

(v) A student who withdraws from all modules is deemed to have withdrawn from the course. Students who withdraw from their course and are seeking re-admission in a subsequent year are required to seek re-admission as appropriate on a Universities and Colleges Admissions Centre or Institute application form.

1.7 Non-Award Students

1.7.1 Tuition fees for Non-Award modules are set by Council and are based on the number of credit points taken. Details are contained in the fees section of the Institute Calendar.

1.7.2 A student may enrol in modules, as distinct from enrolling in a Non-Award course. Such students shall be termed “non-award students” and must obtain the prior approval of the relevant Head of School to enrol each year.

Non-Award students as classified above shall be required to pay the Student Union Fee applicable to part-time students and shall be subject to the rules for part-time students of the Institute.

1.7.3 A student will not normally be permitted to take simultaneously, modules from more than two courses of an Institute in any academic year with the right of a place in the same course at the end of that time, subject to the following conditions:

(i) that the course is being offered by the Institute;

(ii) that the student applies in writing to re-enrol before the normal closing date for applications for entry in the year in which re-enrolment is sought (normally the first week of October);

(iii) that the application for leave of absence has been received before the date for receipt of re-enrolment charges for the year in which leave is sought (normally the last week in January);

(iv) that the student is required to provide documentary evidence of the name change. The form, which is to be completed to amend these details in the Institute records, is available from the Student Enquiry Counter or by writing to the Registrar.

1.7.4 Where permission is granted to undertake modules from more than one course, only one Union Fee will apply if the student is at the discretion of the appropriate Head(s) of School.

1.7.5 The maximum number of hours per week which can be attributed as a non-award student is the discretion of the appropriate Head(s) of School.

1.7.6 A Non-Award student will not be permitted to accumulate any credit towards an Institute course award. However, a student may on enrolment in an Award course seek exemption.

1.7.7 Where questions or other restrictions apply to a module, a student applying for enrolment in a course will have precedence over non-Award students.

1.7.8 Where an enrolled student is undertaking Non-Award modules offered in another course in which the student is not enrolled, the application of the Progression Rules in the course for which the student is enrolled, will not be affected in any way by the results obtained in the Non-Award module.

1.7.9 When an enrolment is excluded from a course due to failure to meet progression rules, the student shall not subsequently be eligible for exemption by an Unextendable medical certificate indicating that further participation in the course for the remainder of the year is not supported on medical grounds may be granted leave of absence for the remainder of the academic year with the right of a place in the same course for the following academic year, subject to the following conditions:

(i) that the course is being offered by the Institute;

(ii) that the student applies in writing to re-enrol before the normal closing date for applications for entry in the year in which re-enrolment is sought (normally the first week of October);

(iii) that the student is required to provide documentary evidence of the name change. The form, which is to be completed to amend these details in the Institute records, is available from the Student Enquiry Counter or by writing to the Registrar.

1.7.10 Change of Name and Address

Students are required to notify the Registrar immediately of any change of name and address or if they change their name. In the case of a change of name, the student is required to provide documentary evidence of the name change. The form, which is to be completed to amend these details in the Institute records, is available from the Student Enquiry Counter or by writing to the Registrar.

1.8.1 Excluded Students

Students who have been excluded from a course in the Institute and who are seeking re-admission after the required period of exclusion as determined by the Faculty of Justification should address change in circumstances which would demonstrate to the Institute that they are likely to succeed in future studies.

1.8.2 Withdrawn Students

Students who withdraw from their course and are seeking re-admission in a subsequent year are required to seek re-admission as appropriate on a Universities and Colleges Admissions Centre or Institute application form.

The application forms to be completed by the above are available from the Student Enquiry Counter or by writing to the Registrar.

1.9 Notes:

1.9.1 Any application for leave of absence which is incomplete, or the fee charged, may delay the student's re-admission.

1.9.2 A student may be granted partial exemption in one course for which the student is eligible provided that satisfactory progress has been made in one or more modules of that course.

1.9.3 Students who are not eligible for leave of absence or leave of absence and leave of absence may continue with their course or withdraw from the course with (or without failure) in terms of Clause 1.5 if they who withdraw must apply for re-admission by completion of an application form available from the Student Enquiry Counter or by writing to the Registrar.

1.10 Leave of Absence

1.10.1 Non-Students

(a) Full-time students who have successfully completed 000 credit points of an Institute course who have successfully completed 000 credit points, may be granted leave of absence for a maximum of one academic year with the right of a place in the same course at the end of that time, subject to the following conditions:

(i) that the course is being offered by the Institute;

(ii) that the student applies in writing to re-enrol before the normal closing date for applications for entry in the year in which re-enrolment is sought (normally the first week of October);

(iii) that the application for leave of absence has been received before the date for receipt of re-enrolment charges for the year in which leave is sought (normally the last week in January);

(iv) that the student is required to provide documentary evidence of the name change. The form, which is to be completed to amend these details in the Institute records, is available from the Student Enquiry Counter or by writing to the Registrar.

(b) Students who are not eligible for leave of absence and leave of absence may continue with their course or withdraw from the course with (or without failure) in terms of Clause 1.5 if they who withdraw must apply for re-admission by completion of an application form available from the Student Enquiry Counter or by writing to the Registrar.

(c) Students who are not eligible for leave of absence and leave of absence may continue with their course or withdraw from the course with (or without failure) in terms of Clause 1.5 if they who withdraw must apply for re-admission by completion of an application form available from the Student Enquiry Counter or by writing to the Registrar.

(d) Students who are not eligible for leave of absence and leave of absence may continue with their course or withdraw from the course with (or without failure) in terms of Clause 1.5 if they who withdraw must apply for re-admission by completion of an application form available from the Student Enquiry Counter or by writing to the Registrar.

1.10.2 Ineligible Students

Students who are not eligible for leave of absence or leave of absence may continue with their course or withdraw from the course with (or without failure) in terms of Clause 1.5 if they who withdraw must apply for re-admission by completion of an application form available from the Student Enquiry Counter or by writing to the Registrar.

1.11 Exemption from the Course

1.11.1 Determination of Exemptions

Students seeking to enrol in a course in the Institute who have completed all or part of an award of another institution or of the Institute may seek exemption for modules completed elsewhere.

The granting of exemptions will be automatic where there is comparability between work successfully completed at another institution and course requirements for the same units or of the Institute in which exemption is sought. Students applying for exemption, including for work TAFE courses accredited and nationally registered as higher education courses, may be given block exemption, specified exemptions or unspecified exemptions.

Block exemptions are given for successfully completed modules in the award or an equivalent award. Where there is a need to ensure that prerequisite knowledge has been covered, students will be advised in the particular year with block exemptions but may be required to complete satisfactorily certain integral parts of the course or examination.

Specified exemptions for a particular course component are given where a student has completed a part of a course in which the curriculum is substantially the same, which constitutes at least the same proportion of full-time study, and the standard attained is substantially the standard required for a part of the Institute's curriculum. All specified exemptions are given by the Institute.

Unspecified exemptions are given where work completed elsewhere has been in a component of a course for which there is either no course at the Institute, or which is considered equivalent to elective components in the Institute's program. In order to qualify for an award of the Institute, persons granted exemptions must complete, as the minimum requirement for any undergraduate award, the full final year of a course or its equivalent. In courses longer than three years, the appropriate minimum percentage is 25 per cent.

Exemptions will be determined by the relevant Head of School acting on the advice of the Head of School and Course Director. Only modules in full-time study will be recorded in the student's records. Students however, may be granted partial exemption from the course and be required to seek re-admission by the appropriate Head of Department. In these instances, the students are required to enrol in full-time study and satisfy requirements for the module in consultation with the Department requirements.

Where a student is granted exemption the School Board will advise the Registrar of the modules excluded. If a student has been granted exemption and the modules which the student must complete in order to complete the award the Registrar will advise the student of these details.

Students seeking exemption in the course are required at the time of seeking admission to provide a full transcript of their academic record, together with a statement of the content of the units presented for exemption, in order for the Institute to make an assessment of their application. Applications which do not contain all relevant information will not be considered. Applicants for exemption should be aware that the Institute may require that a student's previous modules of study are no longer applicable by virtue of the length of time which has passed since they were first taken.

Generally units of study undertaken ten years or more, equivalent to those of the Institute in which the student was enrolled, will not be accepted for exemption. Applicants may, however, present evidence of the current content of these units or of the extent to which the applicant has updated or maintained knowledge of the content of the units. In cases where students having been required viva voce, or other examination, to
1.12 Cancellation of Modules

Notwithstanding 1.11.1 above, applicants with significant professional or practical experience may apply for exemption on the basis that this experience justifies an exemption. Such applications may be required to undertake written or oral examinations to demonstrate their knowledge of the module in which they are seeking exemption.

Cancellation examinations will be the responsibility of the department offering the module. The result of challenge examination will be notified to the student. Students will be advised in writing by the Registrar of the outcome of Challenge Examination.

1.13 Concurrent Enrolment

A Head of School may cancel any class in any module where the number of enrolments in that class is considered to be insufficient. Class groups may be determined on enrolments at a closing date prescribed by Academic Board. In the event of the cancellation of any class the enrolment of a student shall be deemed to be cancelled in respect of such module and deleted from their record without prejudice to the right of the student to again apply for admission for enrolment in such modules subject to the conditions prescribed for entry to such modules at the time of application.
4.0 CONSIDERATIONS AND SPECIAL CONSIDERATION

4.1 Student Failure to Attend Examination at the prescribed date and time

Subject to the provisions of clause 4.2, a student who fails to attend an examination which is shown on the University examination time table will be deemed to have sat for and failed the examination.

4.2 Deferred Examination

(a) A student who for medical or compassionate reasons or other circumstances beyond the student’s control, is unable to sit for an examination may apply for a Deferred Examination. An Application for Deferred Examination must be lodged with the Registrar as soon as practicable, and in any case not later than the date of the examination and must be supported by suitable medical or other evidence in the form specified in clause 4.4.

(b) Should the medical or other evidence submitted in support of the application for a Deferred Examination be acceptable to the Head of Department responsible for the module, the student shall be granted a Deferred Examination.

Special Consideration of Factors Affecting Examination Performance

(d) Candidates must ensure that their performance in an examination has been adversely affected by illness, disability or other exceptional circumstances. Such applications must be lodged with the Registrar as soon as practicable, and in any case not later than the date of the examination. The evidence must be supported by suitable medical or other evidence in the form specified in clause 4.4.

(b) Should the medical or other evidence submitted in support of the application for Special Consideration to the relevant Head of School for determination. The Head of School may then, in consultation with the appropriate Department, determine what is admissible in this context.

4.3 Evidence in Support of Applications for Deferred Examinations and Special Consideration

(a) Medical Evidence: A candidate who applies for a Deferred Examination or for special consideration on medical grounds must submit a medical certificate from a registered medical or dental practitioner stating

(i) whether the student was examined;
(ii) the nature, severity and duration of the complaint;
(iii) the doctor’s opinion of the effect of the condition on the student’s ability to take, or perform satisfactorily in a module.

A statement that the student was not fit for duty, or was suffering from a ‘medical condition’ will not be accepted.

(b) Evidence Other Than Medical Evidence: A candidate who applies for a Deferred Examination or for special consideration other than medical grounds must submit with the application a Statutory Declaration or other evidence of exceptional circumstances, which precluded the candidate from taking the examination in the appointed place and/or at the appointed time or which the candidate considers affected performance in the examination. The evidence should also furnish any corroborative evidence in support of the application.

(c) A Deferred Examination may not be granted it the opinion of the relevant Head of School more timely notice of an intended arrangement to have been made for the original examination to be taken close to the original time and date.

(d) A Deferred Examination will not be granted to candidates who misread the Examination time-table.

5.0 CHEATING

In undertaking assessment requirements in a module, students are expected to exhibit honesty and ethical behaviour.

Cheating is defined as any fraudulent response whatever by students to any item of assessment. Examples of fraudulent responses include:

- directly copying any part of another’s work;
- using notes or reference materials or other information or materials that are prohibited from use in that form of assessment;
- submitting the work of another as their own;
- consciously committing acts of plagiarism.

Plagiarism is the presentation of another person’s work as one’s own. Where plagiarism occurs in items of assessment contributing to the result in a module, the work must be assessed in the same manner as cheating in an examination.

For the purpose of these rules any of the following acts or omissions on behalf of the candidate are acknowledged and unappropriately referenced:

- directly copying any part of another’s work;
- summarising the work of another;
- copying the work of another;
- using experimental results obtained by another

Cheating constitutes a breach of Discipline under Chapter K Student Conduct and Discipline, of the By-law, which reads in part:

An offence against discipline means any misconduct or delinquency, whether committed in or out of the University, or arising out of the performance of any duty required of the candidate by the University.

6.0 ASSESSMENT OF RESULTS

The assessment of results in any module will be the responsibility of the Head of Department.

6.1 List of Candidates

The Examiners shall furnish to the Head of Department a list of candidates for whom a result is required in a module. Such list shall be referred to as the Examiner’s Return.

6.2 Duties of Examiners

The Examiners shall furnish to the Head of Department through the Chief Examiner, where such is appointed:

- in the case of a module with a single Examiner, a list of candidates who submitted a script and whose names were not included in the list of candidates submitted by the Chief Examiner to that Head of Department;
- in the case of modules with two or more Examiners, a list of candidates who submitted a script and whose names were not included in the list of candidates submitted by the Chief Examiner to one of the Examiners.

6.3 Powers and Duties of Head of Department

The powers and duties of Heads of Department are:

(a) to correct a paper or error;

(b) to make the result or decision accord with the rules and regulations of the Board.

6.4 Provision of Information to School Boards

The Board/s for a particular module.

6.5 Grading of Results

Grading of Results

(a) Students who sit for an examination will be graded on a maximum of 60 marks. The University has determined a policy in Part 7.8 of these rules.

(b) Where a School Board responsible for a course has determined a policy for grading purposes, the School Board may delegate to a Committee of the Board the authority to determine the grading scale for that course. All such authority exercised on behalf of the Board must be consistent with the policy laid down by the Board.

6.6 Application of Academic Board Policy

Where a School Board has prescribed a policy which recognizes special circumstances in relation to a student not otherwise affected by the rules, the Board, before submitting results recommended for each candidate to the School Board, shall adjust the recommendations in an examination result set out in the recommended module.

7.0 POWERS AND DUTIES OF THE DEPARTMENT

The Head of Department may approve or vary the recommendation set out in the recommended module.

7.1 Student Conduct and Discipline

The Head of Department may impose a disciplinary penalty on any candidate for misconduct or delinquency in an examination.

7.2 Decision of the Chief Examiner

The decision of the Chief Examiner shall be final. Any appeal from a decision of the Chief Examiner shall be made to the Board in accordance with the policy laid down by the Board.

7.3 Appointment of Examiners

The Head of Department shall appoint the person or persons to conduct the examination.

7.4 Provision of Information to School Boards

The Board/s for a particular module.

7.5 Report of Results

The Board shall review the results recommended for each candidate to the School Board and shall adjust the recommendations in the course of an examination, and in terms of the approved course rules and such policy as has been set down by the School Board.

8.0 POWERS AND DUTIES OF THE REGISTRAR

(a) To report to the Registrar for the purpose of the purpose of amending the student’s academic record.

(b) To make the result or decision accord with the rules and regulations of the Board.

9.0 POWERS AND DUTIES OF THE PRINCIPAL

(a) To report to the Registrar for the purpose of the purpose of amending the student’s academic record.

(b) To make the result or decision accord with the rules and regulations of the Board.
8.7.1 Principal Grading Scale

8.7.2 Alternative Grading Scale

8.8 Grade Distribution

8.9 Withheld Results

8.9.1 Exclusions

8.9.2 Failure to Meet Minimum Progression Requirements

8.9.3 Finalisation of Results

9.0 Review of Grades Awarded

9.1 Failure in Practical Requirements

9.2 Lack of Professional Competence

10.1 Parameters
10.4.2 Personal

10.4.3 Responsibilities of Staff

10.4.4 Course Directors are responsible for

10.4.5 A Head of School on

10.4.6 Responsibilities of the Registrar

10.4.7 Responsibilities of Academic Board

10.4.8 Appeals

10.5 Breach of Discipline

10.6 Unsuspected

10.7 Show Cause Requirements

11.0 EXCLUSION FROM A MODULE

11.1 Two Failures in an Elective Module

12.0 APPEALS PROCEDURES

15.0 APPEALS HEARINGS

15.1 The Registrar shall arrange the appeal hearing, inviting:

15.1.1 the attendance of the appointee in the company of an advisor, if desired;

15.1.2 a departmental report including the factors/ rationale contributing to the decision and the relevant document, e.g., module descriptors; and

15.1.3 the nomination of an appropriate representative to join the School Appeals Committee in accordance with the approved composition.

15.1.4 All witnesses requested by the student/ department to be available for the appeal hearing;

15.1.5 the appropriate administrative assistance to collate and present any further input before being invited to the appeal.

15.2 Appeal hearings shall be scheduled so that from the date of receipt of a written request for an appeal until the hearing is held, a period of not less than 14 days shall be allowed for the preparation of written documentation and a prima facie case study for the registrar of the academic department. The registrar shall be responsible for preparing the case study. Should the registrar fail to do so, a prudent person would be unable to determine the merits of the appeal, and the registrar’s decision may be set aside.

15.3 Should the registrar fail to provide for an appeal within 21 days of receipt of a written request for an appeal, the applicant shall have the right to bring the matter to the attention of the Appeals Committee. The registrar shall be required to show cause as to why the above procedures have not been followed.

15.4 Should the registrar fail to provide for an appeal within 21 days of receipt of a written request for an appeal, the applicant shall have the right to bring the matter to the attention of the Appeals Committee. The registrar shall be required to show cause as to why the above procedures have not been followed.

15.5 Should the registrar fail to provide for an appeal within 21 days of receipt of a written request for an appeal, the applicant shall have the right to bring the matter to the attention of the Appeals Committee. The registrar shall be required to show cause as to why the above procedures have not been followed.

15.6 Should the registrar fail to provide for an appeal within 21 days of receipt of a written request for an appeal, the applicant shall have the right to bring the matter to the attention of the Appeals Committee. The registrar shall be required to show cause as to why the above procedures have not been followed.

15.7 Should the registrar fail to provide for an appeal within 21 days of receipt of a written request for an appeal, the applicant shall have the right to bring the matter to the attention of the Appeals Committee. The registrar shall be required to show cause as to why the above procedures have not been followed.

15.8 Should the registrar fail to provide for an appeal within 21 days of receipt of a written request for an appeal, the applicant shall have the right to bring the matter to the attention of the Appeals Committee. The registrar shall be required to show cause as to why the above procedures have not been followed.
days prior to the hearing, to enable it to seek legal advice.

21.2 The committee may be legally advised upon and during the performance of its functions.

21.3 Complainants and the respondents and persons accompanying or representing them may be present while the committee is taking evidence, but shall not be present for any of the deliberations of the committee or for any period during which the committee may wish to deliberate in the course of the inquiry.

21.4 The parties to the complaint will be responsible for arranging for any witnesses they wish to call to be available and present at the hearing at a time stipulated by the committee.

The committee, independently of the other parties to the complaint, may invite any person to appear before it for the purpose of giving evidence or verifying any of the information placed before the committee.

21.5 The order of taking evidence shall be:
(a) the complainant;
(b) witnesses called by the complainant;
(c) the respondent;
(d) witnesses called by the respondent; and
(e) witnesses called by the committee; except that the committee may at its discretion permit or conduct the examination of any witnesses at any stage of the proceedings.

21.6 Members of the committee may question the parties to the complaint or any witness as deemed appropriate by the committee.

22.0 NOTIFICATION OF OUTCOME OF GRIEVANCE

22.1 Parties to the grievance will be notified by registered mail of the outcome of the deliberations of the committee within seven (7) days of the hearing.

GLOSSARY

For the purpose of this document:
Academic Board means the senior academic body of the Institute constituted by Council to exercise academic functions in relation to the Institute.
School Board means a Board constituted by Council to exercise certain academic functions in relation to a particular School.
Committee of the Academic Board means a group of members of the Academic Board constituted by the Academic Board to exercise those particular academic functions prescribed by the Academic Board.
Award means a Degree, Graduate Diploma, Diploma or Associate Diploma conferred upon a student by the Council.
Enrolled Student an "enrolled student" is a student in an approved course whose first enrolment in that course has been accepted and approved by the Registrar. A student shall remain an enrolled student until the student:
(a) completes the course, or
(b) withdraws from the course, or
(c) is excluded from the course, or
(d) fails to enrol in the course.
Attenuated Programme An "Attenuated Programme" is a programme of reduced workload provided to students entering an approved course under the Institute provisions for disadvantaged groups in the community.
Chief Examiner means an officer appointed and so designated by a Head of Department in relation to an examination in a particular module for a particular period.
Examiner means an officer appointed by the Head of Department to set and mark examination papers in a particular module for a particular period.
Supervisor means an officer appointed by the Registrar or nominated by a Head of Department to supervise the conduct of a particular examination.
Central Examination Departmental Examination Supplementary Examination Deferred Examination Course Module Result Grade Assessment Provisions
Examiner means an examination administered by the office of the Registrar.
means an examination administered by a Department.
means an examination administered by a Department.
means an examination given to a student in cases where the student has failed to sit for and complete an examination and the reasons for such failure have been accepted by the Head of School.
means a group of subjects specified by the rules which must be successfully completed in order to qualify for a specified award.
means the basic educational unit for which results are awarded within the Institute.
means the formal indicator of a student's achievement in a module.
means the system of assessment approved for a module and may include Central Examinations, Departmental Examinations, Assessments, Field Work, Practical Work, Reports, Seminar Participation or other work which a student is required to do and which will be assessed in determining a student's result in the module.
means a member of the academic staff appointed by Council and so designated.
Reference to "Head of Department" in these Rules is deemed to include reference to "Head of School".
means a member of the academic staff appointed by Council and so designated as the senior academic member of staff in a particular Department except that where there is no Department responsible for modules the Head of School shall be regarded as the Head of Department. Reference to "Head of Department" in these Rules is deemed to include reference to "Head of School".
means the Registrar of the Institute.

STUDENTS NOTES
## Services for Students

<table>
<thead>
<tr>
<th>Service</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Union Building</td>
<td>48</td>
</tr>
<tr>
<td>Students' Union</td>
<td>48</td>
</tr>
<tr>
<td>Child Care Centre</td>
<td>48</td>
</tr>
<tr>
<td>Student Services Section</td>
<td>48</td>
</tr>
<tr>
<td>Counselling Service</td>
<td>48</td>
</tr>
<tr>
<td>Student Accommodation Scheme</td>
<td>48</td>
</tr>
<tr>
<td>Student Employment Service</td>
<td>48</td>
</tr>
<tr>
<td>Employment and Careers Advice</td>
<td>48</td>
</tr>
<tr>
<td>Financial Assistance and Loan Fund</td>
<td>48</td>
</tr>
<tr>
<td>Health Service</td>
<td>48</td>
</tr>
<tr>
<td>Support for Students with Special Needs</td>
<td>48</td>
</tr>
<tr>
<td>Need Assistance?</td>
<td>49</td>
</tr>
<tr>
<td>Government Financial Assistance Schemes</td>
<td>50</td>
</tr>
</tbody>
</table>
Services for Students

**STUDENT UNION BUILDING**
The Student Union Building is located near the Gymnasium/ Sports Centre. On the ground floor can be found the two Common Rooms, the Coffee Shop, the Bar, the Student Union Stationery Shop and the Bank. The Upstairs is the Student Union Office (S.R.C. Office), the Activities Office, and the Student Union Library. On the lower ground floor are meeting rooms and store rooms.

**THE STUDENT UNION**
All students enrolled as students proceeding for a diploma or degree qualification and who have paid the Union fee are members of the Student Union. Copies of the Student Union Constitution are available at the Student Union Office.

The governing body of the Student Union, the Student Representative Council (S.R.C.), is elected by general elections beginning in September each year. Casual vacancies are filled through by-elections and students are requested to note that the President of the Student Union is permitted to enrol as a part-time student for a maximum of two years in courses where normally the course is offered only on a full-time basis. Full details on the position of President are available from the Student Union Services provided by the Student Union Office.

The Student Union Shop:
- For stationery, drawing equipment, art and photographic supplies, instrument accessories, T-shirts and trackcoats, haberdashery, postage stamps and daily newspapers.

**THE BANK**
Commonwealth Bank Agency, repayment of emergency student loans, payments for intercollegiate and club trips etc.

**THE BARS**
A licensed bar operates between 11:00 a.m. and 8:00 p.m. daily, Monday to Friday and to midnight on Thursdays and Saturdays.

**THE COFFEE SHOP**
- Provides a range of regular and alternative food (vegetarian food a specialty), wholesome cakes and pies, espresso coffee and other beverages.

**CAREER COUNSELLING**
- Individual counseling is available to students who have problems concerning academic, personal or other matters.
- Students often seek counseling help with such issues as study problems, time management, stress, personal crises, family difficulties. If it is appropriate, counselors refer students to other personnel within the Institute or to specialized agencies in the community.

The Counseling Service also conducts group programs in such areas as study skills, relaxation training, personal awareness, etc. All Counseling Services are free and confidential. Appointments can be made with Counselors during the day and also after 5.00 p.m. for part-time students.

**STUDENT ADVISORY SERVICE**
- The Service provides assistance and advice on problems related to accommodation, employment, careers and finance. It can also assist students by referring them to appropriate agencies.
- Accommodation
- The Accommodation Service offers assistance in finding suitable accommodation in the local area and in clarifying the rights and responsibility of the tenant and landlord.

**FINANCIAL DIFFICULTIES**
The Student Advisory Officer can offer advice and assistance to students who are experiencing financial problems. Students who wish to apply for a loan from the Institute should consult with the Student Advisory Officer.

**GENERAL WELFARE**
- Students who are perceived to consult the Student Advisory Officer (Welfare) regarding practical issues in such as legal rights, accommodation, employment, transport, and Institute and community welfare matters.

**CAREERS SERVICE**
The Careers Adviser provides information and advice to students on matters relating to careers and graduate employment.

**HEALTH SERVICE**
- An experienced Nursing Sister is available to assist all staff and students of the Institute in matters relating to health. The Sister is on duty every day and is available at all other times by appointment. The Sister may also be expected to cope with the usual student health issues such as illness, sickness and will be happy to discuss any personal health problems.

**SUPPORT FOR STUDENTS WITH SPECIAL NEEDS**
- The Nurturer Institute of Higher Education welcomes applications from students with special needs (e.g. sensory or mobility difficulties) and will assist students with any special requirements in order to facilitate their academic progress.

**EDUCATIONAL AIDS**
- Students who may require special equipment are advised to approach the Institute to discuss the possible acquisition of items relevant to their studies at the Institute. Consideration may be given to the following:
  - There is already wheelchair access to most departments and the Institute is increasing access to campus buildings. Designated car parking is provided.
  - More detailed information on access and facilities is available from the Student Services Office.

A Nursing Sister is on duty every day and is available to provide medical assistance where required. Other Student Services staff, including counselors and a welfare officer, are available to offer direct assistance or co-ordinate services with other agencies outside the Institute.

**POLICY ON STUDENTS WITH SPECIAL NEEDS**
- **Definition:** Students with special needs are defined as those who have a temporary or permanent impairment which has the potential to interfere with their capacity to benefit from Institute courses, to properly exhibit their skills and abilities and to demonstrate ability to cope with the requirements of the Institute for which they are enrolled to attend. Examples of permanent impairments include:
  1. Hearing impairment.
  2. Visual impairment.
  3. Mobility impairment (e.g. paraplegia; quadriplegia; cerebral palsy; spina bifida).
  4. Medical disability (e.g. epilepsy; back injury; diabetes; heart disease).
  5. Language or usage disability.

**Temporary Impairment**
- Examples of temporary impairments include:
  1. The student is a reader/teacher (tutor) for a poor reader/teacher student.
  2. Short-term mobility impairment (i.e. broken limb).
  3. Psychological or emotional problems.

**Reasons for Requiring Assistance**
- The Institute believes that students with special needs should be enabled to follow their educational and vocational aspirations through the implementation of the Institute policy of encouraging and assisting students who have special needs to enrol and to proceed to a successful vocational outcome. Wherever possible, students with special needs may be referred to an appropriate Government agency for assistance.
- The emphasis is on the ability of the student and the ongoing provision of assistance to the student in order to enable the student to achieve educational success.
- While every effort will be made to meet the needs of the student, the Institute will strive to achieve the best results for the student in the most cost-effective manner.

**Procedure for Assessing and Enrolling Students with Special Needs**
- The same conditions and procedures apply to the admission of students with special needs as to all other students. In matters relating to the enrollment, students should not make pre-judgments about:
  1. The ability of the student to cope with the demands of the Institute course (other than according to the criteria relating to other potential enrolments);
  2. The potential success of the student in courses such as Physical Education, where the normal assessment tests may not be appropriate for a student with special needs, it may be possible to discuss with the student alternative assessment procedures for demonstrating the skills being assessed.

**Student Services**
- Students who believe themselves to have been disadvantaged in any way in relation to their academic outcomes for students with special needs, it may be possible to discuss with the student alternative assessment procedures for demonstrating the skills being assessed.

**Information, direct assistance, counselling and/or referral are available.**
- The most suitable student should approach the Student Services Station.

**STUDENT SERVICES OFFICE**
- Provides assistance and advice to students on problems related to accommodation, employment, careers and finance. It can also assist students by referring them to appropriate agencies.

**ACCOMMODATION**
- The Accommodation Service offers assistance in finding suitable accommodation in the local area and in clarifying the rights and responsibility of the tenant and landlord.

**FINANCIAL DIFFICULTIES**
- The Student Advisory Officer can offer advice and assistance to students who are experiencing financial problems. Students who wish to apply for a loan from the Institute should consult with the Student Advisory Officer.

**GENERAL WELFARE**
- A person Core Committee of the Committee for Students With Special Needs is responsible for the implementation of the Institute policy, to make recommendations related to relevant issues, and to consider problems of students raised by staff or students. The Students' Representative Council is invited to advise the Core Committee on the implementation of the Institute policy to improve conditions for students with disabilities.

**SUPPORT FOR STUDENTS WITH SPECIAL NEEDS**
- The Institute furthers, and where possible, students with special needs resulting from a disability should make contact with:
  1. The Special Needs Liaison Officer on the Student Services Section;
  2. The Facilities Officer (parking and access);
  3. An Academic staff member;
  4. The Student Services Officer;
  5. The Library staff member;
  6. An Indigenous Officer;
  7. The Institute Nursing Sister.

**Student Services**
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**Policy for Ongoing Changes**
- All new buildings and extensions are designed with considerations made for future expansion of student facilities. A person Core Committee of the Committee for Students With Special Needs is responsible for the implementation of the Institute policy, to make recommendations related to relevant issues, and to consider problems of students raised by staff or students. The Students' Representative Council is invited to advise the Core Committee on the implementation of the Institute policy to improve conditions for students with disabilities.

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variations of enrolment should contact the Academic Secretariat of the Institute. Students should make initial inquiries at the main inquiry desk near the front entrance to be referred to the appropriate member of Academic Secretariat.

Students can contact the Student Representative Council for information on grievances, complaints, appeals, student representations and other matters relevant to their studies. It is important that students notify the Institute immediately of any change of address. This can be done by completing a "Change of Address" form which is available at the front inquiry counter.

If students require assistance with counselling, financial matters, part-time employment or accommodation they should contact the Student Services Section which has staff to help in all these matters.

The Commonwealth Department of Education has two representatives in Newcastle to assist students with AUSTUDY matters, part-time and full-time studies. The representatives attend the Student Services Section to assist students with their studies.

Assistance for Aboriginal students is provided through the Aboriginal Education Centre which is located on-campus and between the Student Union Building and the Gymnasium.

COMMONWEALTH FINANCIAL ASSISTANCE FOR STUDENTS

AUSTUDY

AUSTUDY allowances may be available to full-time tertiary students.

The level of allowance for most students is based on the student's personal income and on the basis of the parents' income and assets. The parents' income test may be relaxed where there are two or more children in the family in full-time study.

The maximum weekly rates of allowance for students assessed on the basis of parental income range from $53.55 to $116.00. Tertiary students who live away from home while studying may be eligible for reimbursement of fares for up to three return journeys per year between their home and their tertiary institution.

Students may apply for assistance at the higher independent rate of allowance if they meet any one of the following criteria:

- turn 25 years of age or over during the year of study,
- are/were married,
- have worked full-time (i.e. 35 hours a week) or full award hours) for at least three of the past four years,
- are orphans,
- are wards of either the State or the Commonwealth,
- are homeless students (homeless students may be eligible from the time they reach school leaving age, if they have not lived at home for at least the previous six weeks and if neither their parents nor any other adult supports them),
- have a dependent child (this category is new for 1989).

Independent students are assessed without regard to parental income but subject to a personal income and assets test. Married students or those living in a de facto relationship may have their spouse's income and assets taken into account.

Independent students are assessed without regard to parental income and may be eligible for assistance of up to $135.25 a week.

AUSTUDY allowances are paid fortnightly into a bank, building society or credit union account.

Application forms and further information are available through any education institution or your local CES Office.

ABORIGINAL STUDENT ASSISTANCE

AUSTUDY provides assistance for Aborigines and Torres Strait Islanders in a wide range of full and part-time courses. From 1989 AUSTUDY living allowances may be income-tested.

The maximum allowance in 1989 range from $53.55 to $166.25 a week.
AUSTRALIAN ARMY RESERVE UNIT
Students from the Hunter Institute of Higher Education are eligible to enlist in the Reserve Army. The Australian Army Reserve Unit affiliated with the University. Enlistment in the Company is voluntary and open to all students 17 years of age and over. Inquiries regarding enlistment should be made at the Training Depot, King Street, Newcastle.

BANKING FACILITIES
Banking facilities are provided in the Institute complex by the Westpac Bank and Newcastle Mutual Bank. The Institute branch is open during semesters from-
10.00 a.m. — 11:30 a.m. (Monday to Thursday)
11:30 a.m. — 3:30 p.m. (Monday to Thursday)
10.00 a.m. — 11:30 a.m. (Friday)
12:00 p.m. — 4:00 p.m. (Friday)

The hours during vacation times vary and notices are displayed on the door prior to the vacations. Travel information is also available from the branch.

CREDIT UNION FACILITIES
A branch of the University Credit Union operates on campus from Rooms 56-58. The branch is open from 10.30 a.m. to 2:00 p.m. on Tuesday and Thursday of each week and also from 11.00 a.m. to 1:00 p.m. on Friday of pay weeks.

The University Credit Union has a $500 scholarship each year for students enrolled in undergraduate courses. Students must be members of the Credit Union for at least 12 months to be eligible to apply for the scholarship, which is tenable in the second and/or later years of any undergraduate course. Further information and full details are available from the Institute branch of the University Credit Union.

PUBLIC TRANSPORT
The Institute is served by four bus routes, mainly from the central business district of Newcastle.

Bus Route
100 Newcastle-Wallisend via Mainland Road, Mayfield West, University
225 Newcastle-West: via Waratah Street
227 Newcastle-West: via Waratah Street, West, University and Rankin Park Hospital
228 Newcastle-Charlestown: via Waratah, Waratah West, University and Rankin Park Hospital.

Bus timetables for these routes are available from the Inquiry Counter. Student Services Section and the Student Union Shop.

CASHIER'S OFFICE
The Cashier's office is open Monday to Friday from 8.00 a.m. to 11.00 a.m. and 1.30 p.m. to 3.30 p.m. The hours will be extended during enrolment periods and students will be advised accordingly.

CHAPLAINCY SERVICE
A Chaplaincy Service is provided within the Institute by the Christian Churches of Newcastle for the benefit of students and members of staff. The service offers advice and support, and also assistance in biblical and doctrinal studies. Opportunities for liturgical worship are also provided.

NAMES AND ADDRESSES OF CHAPLAINS

Baptist:
To be advised
Presbyterian:
The Reverend Bruce Riding
Telephone: 29-6467

CATHOLIC:
Sr. Mary Goldsworthy, R.S.M.
250 Pallaman Street
Mayfield West 2304
Telephone 67-4118

CHARGES FOR USE OF INSTITUTE FACILITIES AND SERVICES

Charges were being reviewed at the time of publication for implementation in 1989.
The Griffith Duncan Theatre (924 seats) is registered as a public hall, hall. Institute timetables for these routes are extended during enrolment periods and students to 11

1. Army Reserve Unit
2. Institute Clubs and Teams. Actual additional costs of the Institute if any.
3. Other. Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional costs to the Institute, demand for facilities and benefit to the Institute.

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1. Outdoor Basketball Courts:
Any amateur sporting group not directly connected with the Institute:
$0.00 per hour or part thereof plus direct additional costs to the Institute if any.

2. Institute Clubs and Teams. Actual additional operating costs of the Institute if any.
3. Other. Charges not exceeding those specified above, determined by the Principal in the light of relevant factors such as actual additional costs to the Institute, demand for facilities and benefit to the Institute.

(2) Locker Deposits:
$1.00 per annum provided that the sun will only be disposed of in its entirety upon return to the Institute.

(3) Photocopy:
5 cents per copy for photocopying within the Library — except for IBM machine (10 cents).

(4) Microfilm Rental
20 cents per hard copy.

(5) Library Fines:
20 cents per day (5 day week) per item up to a maximum of $9.00 per book or a group of over $200.00 discount is given if the fine is paid on the spot.

(6) Replacement/Repair of Materials and Equipment
In the event that the Institute equipment is lost or damaged, the charge to the owner of the article will be levied. A minimum charge of $2.00 will apply. Where repair is possible and economical, the direct cost of materials and labour will be levied.

(7) Dining Halls
When Dining Halls are used, the approval of the Principal, for functions not associated with the Institute, may be obtained. A formal connection or association with the Institute must accompany the application. Provision may be levied. Provided that a charge not exceeding $120.00 may be determined by the Principal in the light of relevant factors such as actual additional costs to the Institute, demand for facilities and/or benefit to the Institute.

(8) Institute Calendar:
A charge of $4.00 is levied upon each student for the purchase of the Institute Calendar. Persons or organisations other than those having a formal connection or association with the Institute who wish to purchase a copy of the Calendar will be charged $5.00 (plus postage) a copy.

The above charges are expected to remain during 1989. Inquiries should be directed to the Institute Facilities Officer on 69-7441.

INSTITUTE SHOPS
University Co-operative Bookshop
The Institute Branch of the University Co-operative Bookshop is open during normal Institute hours. Two first weeks of each semester 8:30 a.m. to 6:30 p.m. each day, then the following two weeks 9:00 a.m. to 6:00 p.m. From then until the last week of the semester 9:00 a.m. to 5:00 p.m.

After Easter the hours will be 9:00 a.m. to 4:00 p.m. Monday to Thursday and 9:00 a.m. to 1:00 p.m. on Friday.

The Shop will be open at normal hours during all school vacations except Christmas. Hours may vary during vacation periods, however notices will be placed in bookshop door.
Textbooks for courses in previous years have included weaving, painting, and other courses aimed at broadening interests and promoting a well-rounded education. A selection of paperback books and periodicals are ordered by the Branch to establish short courses and enjoy the staff expertise and facilities. Weekend playgym courses are conducted during the year, with specialized equipment and instruction to promote development of balance, co-ordination and physical fitness. A variety of courses are offered for specialists in approved training, field work or practical work at outside locations in Australia. The cover extends to non-staff participation in the affairs of the Hunter Institute to provide advice to Council in its own right and to inform members of Convocation of issues and developments relating to student practical experience education.

The Institute maintains the following insurance cover for staff in the course of their duties and for students engaged in approved training, field work or practical work at outside locations in Australia. The cover extends to non-staff participation in the affairs of the Hunter Institute to provide advice to Council in its own right and to inform members of Convocation of issues and developments relating to student practical experience education.

**CONVOCATION**

The Hunter Institute of Higher Education, University of Newcastle, maintains a Student Body of members who are associated with the Institute; or its predecessors, the Staff of the Institute; or its predecessors, and certain other categories approved by the Institute. The objectives of the Institute Convocation are:

- (a) to provide opportunities for meetings of, and social and cultural activities for, the members; and the dissemin­
  and the Students of the Institute; and of information about the contents of those publications;
- (b) to foster the participation of the members of the affairs of the Institute in particular to provide advice to Council at the request of Council or on the initiative of Convocation;
- (c) to promote the interests of the Institute;
- (d) to represent the opinion of the members to Council and the community;
- (e) to assist the Institute financially by such means as are considered appropriate by the members.

Further information on Convocation and student participation is available from Convocation Liaison Officer, John Tood, by writing to the Institute or telephoning (049) 67-1338.

**HEALTH SOCIETY FOR TRAINEE TEACHERS**

Trainee Teachers may join in the N.S.W. Teachers’ Federation Health Society if they are members of the Teaching Profession. This Society is the vehicle through which the Government of New South Wales provides the financial cover for the health insurance of teachers. The health insurance is in addition to any separate health insurance.

Trainee Teachers who would like more information should contact the Health Society in Sydney by telephoning 601 284-800 for the Hunter T. Library.

**INSURANCES — STAFF AND STUDENTS**

The institute maintains the following insurance cover for staff in the course of their duties and for students engaged in approved training, field work or practical work at outside locations in Australia. The cover extends to non-staff participation in the affairs of the Institute to provide advice to Council in its own right and to inform members of Convocation of issues and developments relating to student practical experience education.

- Professional indemnity insurance is held and indemnifies the Institute and its agents and employees in respect of liability (whether under any contract or otherwise) to an employee who is sued for breach of professional duty by any person for whom the Institute is responsible (e.g. student) by reason of any negligent act, error or omission in the conduct of Institute business.
- Public liability insurance is held to indemnify the Institute’s legal representatives against liability for any personal injury or death or any loss or damage caused by any occurrence and happening in connection with Institute business. This insurance is deemed to include student practical experience education activities.
- Staff are covered for accident and illness occurring as a result of duties whilst on Institute business under the provisions of the Workcover and Transition schemes operating in New South Wales.
- Enquiries regarding the Institute’s insurance cover should be directed to the Deputy Bursar.

**INSTRUCTIONAL MEDIA UNIT**

The Instructional Media Unit is responsible for the production of audio-visual and printed educational material and for the acquisition of the instructional media resources of the Institute. The Unit is responsible for a wide variety of audio-visual equipment much of which is distributed to long or short-term loan by the Branch. The balance of the equipment is available for use by students on the campus. The I.M.U. Workshop for loan to staff and students on a two­

- Electronic and technical services;
- Media reproduction services.

The I.M.U. is responsible for the central production of audio­visual equipment and materials in the form of film, video, slides, and other audio-visual materials. The Unit is responsible for a wide variety of audio­visual equipment much of which is distributed to long or short-term loan by the Branch. During vacations, the I.M.U. Workshop for loan to staff and students on a two-day notice basis.

**LARGE MUSICAL INSTRUMENTS**

The Institute is able to provide staff with a wide range of musical instruments. These include: pianos, harpsichords, violins, cellos, violas, bassoons, oboes, clarinets, saxophones, trumpets, flugelhorns, trombones, tubas, cornets, kettledrums, timpani, xylophones, glockenspiels, harps, electric and acoustic pianos, and special effects instruments such as reeds and percussion. Inquiries regarding the availability of these instruments should be directed to the I.M.U. Workshop for loan to staff and students on a two-day notice basis.

**MEDICAL CERTIFICATES**

Inquiries regarding the production of medical certificates should be directed to the Deputy Bursar. Medical certificates are available for staff members and for students. A fee of $2.00 per annum is charged for medical certificates issued to students. Medical certificates for non-staff members of the Institute are issued free of charge.

**TRAVEL CONCESSIONS**

Inquiries regarding the travel concessions should be directed to the Cashier’s Office between 9.00 a.m. and 12.00 noon and 1.30 p.m. and 3.30 p.m.

**MEDICAL CERTIFICATES AND ADVICE OF ABSENCE**

Students who are absent from the Institute for any period of time of more than one week, whether for any reason, are advised to lodge a medical certificate or letter of explanation with the Student Records and Administrative Systems Office as soon as possible. Students who have no known reason for being absent may be required to provide a medical certificate or letter of explanation within the same time frame. Student Records and Administrative Systems Office as soon as possible. Students who have no known reason for being absent may be required to provide a medical certificate or letter of explanation within the same time frame.

**N.S.W. TEACHERS’ FEDERATION**

The Federation provides full-time employment for Student Teachers for $2.00 per year and unemployed teachers for $1.00. The Federation is the largest union of teachers in New South Wales. A staff of 6,000, including 10 full-time members, are employed by the Federation. Co-operative arrangements with the University of Newcastle include reciprocal borrowing of professional materials in pursuance of the same objective to avoid unnecessary duplication. The Institute is using the University of Newcastle library computer system to provide automated circulation and a permanent on-line catalogue. As a result, users have on-line access to three catalogues —

- the Hunter Institute of Higher Education, University of Newcastle Library;
- the Hunter T. Library;
- the Faculty of Education, University of Newcastle Library.

**NOTICE BOARDS**

Institute notices are displayed on the official Notice Boards on the concourse of the Main Building. Student notices are also expected to become acquainted with the contents of those announcements which concern them.

Specific notices concerning examination timetables and procedural matters relating to examinations are displayed on these boards as well as notices concerning enrolment, scholarships and travel conditions.

All students should consult the notice boards regularly.

The Student Union has its own Notice Board in the cafeteria near the entrance from the concourse and also in the Student Union Building.
## External Studies

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Courses</td>
<td>58</td>
</tr>
<tr>
<td>T.A.F.E. Awards</td>
<td>58</td>
</tr>
<tr>
<td>External Study</td>
<td>58</td>
</tr>
<tr>
<td>Application, Enrolment, Course Planning</td>
<td>58</td>
</tr>
<tr>
<td>On-Campus Schools</td>
<td>59</td>
</tr>
<tr>
<td>Counselling Service</td>
<td>59</td>
</tr>
<tr>
<td>Fees</td>
<td>59</td>
</tr>
<tr>
<td>Assessment and Review of Grades Awarded</td>
<td>59</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>59</td>
</tr>
</tbody>
</table>
The Hunter Institute of Higher Education, while offering predominantly face-to-face programmes for internal students, has developed an extensive distance-teaching provision for external students. The Institute's distance-teaching programmes are designed to assist teachers to progress to an appropriate Diploma award. The main emphasis now is at Degree level across a range of subject specialisations. The Institute has not yet installed a teleconferencing facility, but individual study and tutorials are conducted by mail. The main emphasis is at Degree level across a range of subject specialisations. The Institute has not yet installed a teleconferencing facility, but individual study and tutorials are conducted by mail.

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The School of Administration and Technology

<table>
<thead>
<tr>
<th>Courses of Study</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Diploma of Administrative Studies (Aboriginal)</td>
<td>62</td>
</tr>
<tr>
<td>Associate Diploma of Computing Studies</td>
<td>63</td>
</tr>
<tr>
<td>Associate Diploma of Occupational Health and Safety</td>
<td>65</td>
</tr>
<tr>
<td>Associate Diploma of Police Studies</td>
<td>66</td>
</tr>
<tr>
<td>Diploma of Applied Science (Medical Radiation Technology)</td>
<td>68</td>
</tr>
<tr>
<td>* Bachelor of Business</td>
<td>69</td>
</tr>
<tr>
<td>* Graduate Certificate of Occupational Health and Safety</td>
<td>71</td>
</tr>
<tr>
<td>* Graduate Diploma of Occupational Health and Safety</td>
<td>71</td>
</tr>
<tr>
<td>* Graduate Diploma of Multicultural Studies</td>
<td>71</td>
</tr>
<tr>
<td>Graduate Diploma of Social Administration</td>
<td>72</td>
</tr>
</tbody>
</table>

* Subject to approval by the N.S.W. Office of Higher Education.

NOTE:
The following pages contain a Course Description, a Course Outline and Module Descriptions for each course in the School of Administration and Technology.

Each Module Description is in the format of the following example:

<table>
<thead>
<tr>
<th>Module Number</th>
<th>e.g. AB101B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Name</td>
<td>e.g. Adminstration I</td>
</tr>
<tr>
<td>Credit Points</td>
<td>e.g. 15</td>
</tr>
<tr>
<td>Module Description</td>
<td>e.g. This year-long module introduces the structure and function of 'for profit' and human service organisations and the behaviour of individuals and groups within them.</td>
</tr>
</tbody>
</table>
The School of Administration and Technology

The purpose of the School of Administration and Technology is to meet the needs of the community, especially in the Hunter Region, for courses in general business administration, business management and technology. The School works closely with the various sectors of the Hunter Region's economy, so that courses are designed to produce graduates with the precise knowledge, skills and attributes that are required. Thus, course development and management teams include both School staff and representatives of the various fields of employment that are served.

Courses offered by the School in 1989 are:

- Associate Diploma of Administrative Studies (Aboriginal)
- Associate Diploma of Computing
- Associate Diploma of Occupational Health and Safety
- Associate Diploma of Police Studies
- Graduate Diploma in Multicultural Studies
- Graduate Diploma in Social Administration
- Graduate Diploma in Occupational Health and Safety

The Associate Diploma of Administrative Studies (Aboriginal) is designed for people working in the administration of Aboriginal organisations. It is available in full-time (2 years) or part-time (block release) modes. The latter mode requires attendance at the Institute for 4 x 2 week periods for 4 years, supplemented by directed study in the intervening periods.

The Associate Diploma of Computing is offered to people intending careers in Electronic Data Processing. The course is available full-time (2 years) or part-time (4 years).

The Associate Diploma of Occupational Health and Safety is designed for people working as safety officers and inspectors and in similar roles, in industry. It is available in two part-time modes: 4 years (2 years block release); weekly attendance at the Institute (all eligible candidates) or block release periods at Londonderry Occupational Health and Safety Centre (Department of Industrial Relations and Employment personnel only).

The Associate Diploma of Police Studies is available to serving police officers who have a minimum of one year's service. The course is offered to people who wish to enter careers in medical organ imaging. The Diploma of Applied Science (Medical Radiation Technology) is offered to people who wish to enter careers in medical organ imaging. The areas studied include radiography, ultra sound and nuclear medicine, though the latter is essentially introductory. The course is available only in the full-time (3 years) mode.

The Bachelor of Business aims to produce graduates who will work in a variety of aspects of business management. Three major areas of study will be available - Retailing, human resource management and tourism and hospitality management. The course will be available in full-time (3.5 years) or part-time (6 years) modes.

The Graduate Diploma of Occupational Health and Safety is directed toward people drawn from a variety of professional and technical disciplines such as industrial hygiene, safety and law. This course is offered part-time (2 years).

### Associate Diploma of Administrative Studies (Aboriginal)

**Availability** - On Campus/Block Release

- **Attendance** - Full-Time/Part-Time
- **Total Credit Points** - 160

#### COURSE DESCRIPTION

The Associate Diploma is for Aboriginal people working in, and those preparing for senior management and management positions in a variety of settings, such as government departments and co-operatives. Should course numbers permit, non-Aboriginal applicants will be admitted to the course.

The introduction of the course is the result of continuing demands upon Aboriginal people to fill administrative roles without prior adequate education and background. These roles cover all fields of interest such as land, councils, education, health, accommodation concerns and management of co-operatives. The programme of study comprises five strands, these being:

- Administrative Studies
- Aboriginal Studies
- Financial, Legal and Political Studies
- Communication
- Field Component

#### COURSE OUTLINE - FULL-TIME

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<tr>
<th>Year</th>
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<tr>
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This year-long module introduces the structure and function of "for profit" and human service organisations and the basic working in groups which require a grasp of the multicultural nature of Australia, and its practical and psychological perspectives will be examined in detail. It is expected the student administrator should have awareness of the theoretical and practical applications of communication and behavior, using this guidance to develop experience or make better use of experience in the future. The development of techniques improves the student's ability to deal with the issues involved in problem solving and management by objectives and timeliness.

### Associate Diploma of Computing

**Availability** - On Campus (Day and Evening)

- **Attendance** - Full-Time and Part-Time
- **Total Credit Points** - 160

#### COURSE DESCRIPTION

This course is the first stage of integrated training for suitably qualified applicants to enable them to enter a vigorously growing profession producing graduates who are capable of entering a variety of occupations within a diverse range of industries. The unit of study is divided into two main streams, the first examines aspects of human resource management concentrating primarily on the non-financial aspects of business and the second introduces and focuses on the manner in which computing management in both for profit and non profit organisations, affects the organisation's performance and its response to consumer needs in a competitive environment.

### Associate Diploma of Computing Studies

**Availability** - On Campus (Day and Evening)

- **Attendance** - Full-Time and Part-Time
- **Total Credit Points** - 150

#### COURSE DESCRIPTION

This course is the second stage of integrated training for suitably qualified applicants to enable them to enter a vigorously growing profession producing graduates who are capable of entering a variety of occupations within a diverse range of industries. The unit of study is divided into two main streams, the first examines aspects of human resource management concentrating primarily on the non-financial aspects of business and the second introduces and focuses on the manner in which computing management in both for profit and non profit organisations, affects the organisation's performance and its response to consumer needs in a competitive environment.

The School aims to produce graduates who are working in this field. The people who will undertake these courses are expected to be generally in management positions or in occupational health nursing. The Certificate course is available in 3 years (full-time), or the Diploma in full-time (1 year) or part-time (2 years) modes. The Graduate Diploma of Multicultural Studies is designed for people working in groups which require a grasp of the multicultural nature of Australia, and its practical and psychological perspectives will be examined in detail. It is expected the student administrator should have awareness of the theoretical and practical applications of communication and behavior, using this guidance to develop experience or make better use of experience in the future. The development of techniques improves the student's ability to deal with the issues involved in problem solving and management by objectives and timeliness.

### Associate Diploma of Occupational Health and Safety

**Availability** - On Campus/Block Release

- **Attendance** - Full-Time/Part-Time
- **Total Credit Points** - 160

#### COURSE OUTLINE - FULL-TIME

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with a realistic concept of the professional demands of the vocation.
3. a major project involving systems analysis, systems design, programming and testing together with the associated groundwork, interviews, observations, reporting and evaluation to marry the content of the course with a practical EDP problem.

**COURSE OUTLINE (FULL-TIME)**

### First Year Requirements (Set Modules) Credit Points
- CS101Q Cobol
- CS102Q Programming Languages I
- CS103B Business Studies
- CS104Q Data Systems
- CS105Q Computer Concepts
- CS201Q Cobol

**Second Year Requirements (Set Modules)**
- CS201Q Work Experience
- CS202Q Management Information Systems
- CS203Q Current Applications
- CS204Q Programming Languages II
- CS205Q Systems Development
- CS206Q Commercial Applications (Project)

**COURSE OUTLINE (PART-TIME)**

### First Year Requirements (Set Modules) Credit Points
- CS101Q Cobol
- CS104Q Data Systems
- CS106Q Cobol (Part 1)

### Second Year Requirements (Set Modules)
- CS201Q Work Experience
- CS202Q Management Information Systems
- CS203Q Current Applications
- CS204Q Programming Languages II
- CS205Q Systems Development
- CS206Q Commercial Applications (Project)

**MODULE DESCRIPTIONS**

### CS101Q Cobol
- **Credit Points:** 24
- This module provides the student with an understanding of the elementary concepts and programming techniques of the Cobol language, with the acquisition of problem-solving and programming techniques and an exposure to commercial applications. Various file handling and screen formatting techniques will be considered.

### CS102Q Programming Languages I
- **Credit Points:** 12
- This module gives a first understanding of computer programming. It uses the high level computer language PASCAL as a structured computer programming language. This is followed by similar treatment of good programming principles using the computer language BASIC.

### CS103B Business Studies
- **Credit Points:** 16
- An initial focus on the political and economic environment of business leads to a study of systems of management, via accounting, finance and marketing. An analysis of the role of the information professional and the need for such a professional to attain competence in oral and written skills.

### CS104Q Data Systems
- **Credit Points:** 12
- Introduces the basic components of computer systems relevant to commercial applications and the impact such components have on system designs by the consideration of application examples. The tools of analysis such as entity-relationship diagrams, data flow diagrams, the data dictionary and the incorporation of these items into a feasibility study and a system specification.

### CS105Q Computer Concepts
- **Credit Points:** 16
- Computer Concepts is a broad study of the technical aspects of computing, in both the hardware and software areas. Areas of attention cover computer networks and communications, computer architecture, assembly language and computer logic, data abstraction, storage and implementation of user systems structure, and algorithms for searching, sorting and merging data.

### CS106Q Cobol (Part 1)
- **Credit Points:** 12
- An introduction to the use of operating systems and programming principles of the Cobol language.

### CS201Q Work Experience
- **Credit Points:** 24
- This module draws on all the skills and knowledge acquired in the first year of study of this course. As a result of the experience gained in this part, the student will have an understanding of the roles of others and be aware of the requirements of professional person working in a data processing environment.

### CS202Q Management Information Systems
- **Credit Points:** 12
- Expands on the skills of Cobol (Part 1). In consideration of table handling, string verbs, the sort verb, the use of redefine classes, inter-program communication and the construction of systems using Cobol sub-programs, the use of indexed sequential files and screen handling packages.

### CS203Q Current Applications
- **Credit Points:** 4
- An introduction to Management Information Systems; covering conceptual foundations, structure and development.

### CS204Q Programming Languages II
- **Credit Points:** 12
- This module covers all the skills and knowledge acquired in the major areas of computer technology.

### CS205Q Systems Development
- **Credit Points:** 12
- The module covers all the skills and knowledge acquired in the major areas of computer technology.

### CS206Q Commercial Applications (Project)
- **Credit Points:** 12
- Prerequisites: CS101Q, CS107Q, CS103B, CS104Q
- Major project. This module incorporates skills acquired throughout the course. Students are required to design, develop and implement an information system.

### Associate Diploma of Occupational Health and Safety

#### COURSE DESCRIPTION
The Associate Diploma of Occupational Health and Safety is offered on a two year full-time or equivalent part-time basis.

The purpose of the course is to produce personnel with the necessary background of technology, science and behavioural sciences to meet the needs of employers, unions and Government agencies in the development and implementation of sound practice in the field of occupational health and safety.

The major aims of the course are:
1. To provide a body of knowledge of theoretical and practical importance in occupational health and safety.
2. To integrate basic disciplines, for example technology (design, manufacturing, transport), human sciences (anatomy, physiology, psychology, ergonomics) and social sciences (law, economics, sociology, education) in the field of occupational health and safety.
3. To promote understanding of the principles of health and safety and to develop skills in their application to novel problems from an occupational health and safety viewpoint in the workplace, in the present and the future.
4. To develop problem solving approach to occupational health and safety.
5. To instil a desire to promote the health, safety and well-being of workers.

#### COURSE CURRICULUM
The Associate Diploma is based on six major academic themes.

1. Occupational Health and Hygiene
2. Ergonomics and Environmental Systems
3. Occupational Health and Systems Development
4. Work Experience in OHS
5. Academic Support

#### First Year Requirements (Set Modules) Credit Points
- **OS101S** Occupational Health and Hygiene
- **OS102B** Occupational Safety Technology
- **OS103B** Academic Support IA
- **OS104B** Work Experience IA
- **OS105S** Second Year Requirements (Set Modules)

#### Second Year Requirements (Set Modules)
- **OS101W** Social Dimensions of O.H.S.
- **OS102W** Academic Support II
- **OS104W** Work Experience IA
- **OS201B** Overview Problems in O.H.S.
- **OS202B** Academic Support II
- **OS203B** Ergonomics and O.H.S. IIA
- **OS204B** Problem O.H.S.
- **OS205B** Legal Studies in O.H.S.
- **OS206B** Work Experience in O.H.S. IIB
On emergency planning and communications,

Overview problems selected for treatment will depend on student interests and background, but will include such topics as:

- the construction site,
- the small engineering workshop,
- the open cut mine,
- the supermarket,
- the office.

OS202B  Academic Support II

The objectives of this module are:
- to assist the student in the development of personal skills and professional development skills in the interpersonal communications area;
- to enhance communication presentation skills in both large and small groups;
- to understand and be able to use basic curriculum development skills for seminar and course planning;
- to become familiar with the utilization of computer assisted procedures for handling information.

Work treated in this module is designed to give direct assistance to students in undertaking the overview problems and project modules.

OS203B  Work Experience Occupational Health and Safety IIA

The student commences a synthesis of elements involved in workplace safety, using personal practical experience as the basis.

OS204B  Project in Occupational Health and Safety

Students will review an area of occupational health and safety. This will lead to a project proposal being submitted for approval. The proposal will then be developed under supervision.

The project includes:

- a thorough investigation into the area selected, including methodology;
- drawing appropriate conclusions or clarification of the issues based on the findings;
- application of the findings to the improvement of workplace safety in the student's field of concern;
- description and discussion of a range of possible alternative solutions to the problem;
- a comprehensive bibliography.

The project is submitted in a standardised format, and is retained by the Institute.

OS205B  Legal Studies in Occupational Health and Safety

This module is broken into two parts, the first involving law in the workplace and the second part involving workshops in legal studies.

The first part is designed to promote the understanding of the standards of legal responsibility in the workplace while in the second part students will examine in detail the legal standards relating to safety in the workplace and the remedies available from a breach of these standards. The student should have a sound knowledge of the standards pertaining to safety in the workplace.

OS206B  Work Experience Occupational Health and Safety IIB

Development and presentation of an action plan on a workplace issue, indicating causal analysis of the problems and the thorough synthesis of favourable directions for progress.

Associate Diploma of Police Studies

Availability — On Campus Attendance — Part-Time Total Credit Points — 160

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**Course Description**

The Associate Diploma of Police Studies is designed to develop abilities in these main areas:

- understanding personal relationships;
- effective communication;
- problem solving.

It is recognized that police officers are called upon to perform a series of tasks of the greatest importance, of which dealing with crime is only a part.

The course was developed with the assistance of senior police officers and the Police Association. Topics include:

- Human Behaviour, Administration, Spoken and Written Communication;
- Crime Investigation;
- Police and Community Interaction;
- Human Welfare and the N.S.W. Police Force.

In later parts of the course, the student will be selected from those who have completed half of the course. If officers are available, the N.S.W. Police will be asked to assist in preparing the course.

Before enrolling for the Associate Diploma of Police Studies, a candidate should:

(a) have a permanent member of the N.S.W. Police Force, or,
(b) be deemed to have achieved a similar level and type of training.

**Course Outline**

**First Year Requirements (Set Modules)**

<table>
<thead>
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<tbody>
<tr>
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<td>PO102D</td>
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<td>PO204S</td>
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**Enquiry and Project**

**Module Descriptions**

**PO101W Behavioural Studies**

This module is designed to:

(a) increase student awareness of the psychosocial problems facing the police, and its remedies,
(b) police/society relations,
(c) Police and community support systems.

**PO102D Communication/Policing**

This module will enhance the student's ability to:

- communicate using verbal, non-verbal and written communication skills;
- use appropriate negotiation skills as a communicator;
- use audio-visual aids in communication.

**PO103H Multicultural Studies**

- Multicultural studies for police.

**PO104S Statistics and Material Hazards**

This module consists of two parts:

(a) have an understanding of computers, their values and shortcomings;
(b) be able to apply basic computer techniques to social problems.

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**Course Description**

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- understanding personal relationships;
- effective communication;
- problem solving.

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- Human Welfare and the N.S.W. Police Force.

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(b) police/society relations,
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This module will enhance the student's ability to:

- communicate using verbal, non-verbal and written communication skills;
- use appropriate negotiation skills as a communicator;
- use audio-visual aids in communication.

**PO103H Multicultural Studies**

- Multicultural studies for police.

**PO104S Statistics and Material Hazards**

This module consists of two parts:

(a) have an understanding of computers, their values and shortcomings;
(b) be able to apply basic computer techniques to social problems.
Diploma of Applied Science (Medical Radiation Technology)

**Availabilty — On Campus**
**Attendance — Full-Time with clinical component**
**Total Credit Points — 240**

**COURSE DESCRIPTION**
The Diploma of Applied Science (Medical Radiation Technology) is a diploma level course which has been introduced in response to the increased professional demands being placed on allied health personnel required for medical organ imaging and is designed to provide greater career opportunities and flexibility in career pathways for graduates. Offered over three years of full-time study, the course structure integrates theoretical, practical and clinical components. A total of 240 credit points must be gained to qualify for the award of Diploma of Applied Science (Medical Radiation Technology). The course is designed to provide an introduction to the basic sciences and technologies that are relevant to the delivery of health care in general and MRI in particular.

**RA101S**
**Physics for Medical Radiation Technologists**
- 18
- This module provides the foundation study in an understanding of the principles utilised by the various modalities of medical radiation technology. This module in providing such a basis, will enable the student to understand and appreciate the principles of operation of radiographic, ultrasonic and nuclear medicine instrumentation.

**RA201S**
**Imaging Instrumentation I**
- 1
- The instrumentation employed in medical radiation technology is becoming increasingly complex. An understanding of the instrumentation is vital from both a diagnostic and safety point of view. These modules provide the student with the opportunity to develop an understanding of the mode of operation of frequently encountered radiographic, ultrasonic and nuclear medicine instrumentation. This module covers equipment used for specialised radiographic procedures, such as computed tomography, ultrasound and magnetic resonance imaging.

**RA202S**
**Living Anatomy and Physiology I**
- 1
- This module provides the opportunity to develop this understanding for Medical Radiographers to become increasingly complex. An understanding of the instrumentation is vital from both a diagnostic and safety point of view. These modules provide the student with the opportunity to develop an understanding of the mode of operation of frequently encountered radiographic, ultrasonic and nuclear medicine instrumentation. This module covers equipment used for specialised radiographic procedures, such as computed tomography, ultrasound and magnetic resonance imaging.

**RA206W**
**Human Behaviour and Patient Care**
- 1
- This module provides the opportunity to further develop this understanding for Medical Radiographers to become increasingly complex. An understanding of the instrumentation is vital from both a diagnostic and safety point of view. These modules provide the student with the opportunity to develop an understanding of the mode of operation of frequently encountered radiographic, ultrasonic and nuclear medicine instrumentation. This module covers equipment used for specialised radiographic procedures, such as computed tomography, ultrasound and magnetic resonance imaging.

**RA301S**
**Techniques and Surface Anatomy I**
- 1
- Anatomical and physiological foundations are studied in medical radiation technology. This course teaches healthcare professionals to use a systematic approach to identify relationships among anatomical structures.

**RA302S**
**Techniques and Surface Anatomy II**
- 1
- This module provides the student with the opportunity to develop basic radiographic skills. These skills will be further developed through practice with radio-opaque manikins in addition to clinical experience obtained during Clinical Studies I.

**RA303S**
**Computing and Behavioural Studies**
- 1
- This module provides the student with the opportunity to develop basic radiographic skills. These skills will be further developed through practice with radio-opaque manikins in addition to clinical experience obtained during Clinical Studies I.

**RA304S**
**Clinical Studies I**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA305S**
**Clinical Studies II**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA306S**
**Clinical Studies III**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA307S**
**Clinical Studies IV**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA308S**
**Clinical Studies V**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA309S**
**Clinical Studies VI**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA310S**
**Clinical Studies VII**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA311S**
**Clinical Studies VIII**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA312S**
**Clinical Studies IX**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA313S**
**Clinical Studies X**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA314S**
**Clinical Studies XI**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**RA315S**
**Clinical Studies XII**
- 1
- This module provides the student with the opportunity to apply theoretical concepts in a clinical setting. In addition, the skills of positioning introduced in Techniques and Surface Anatomy I and II will be further reinforced. The examinations and procedures in the modules Techniques and Surface Anatomy I and II will be further reinforced.

**Bachelor of Business***

- *The course is subject to approval by the N.S.W. Office of Higher Education.

**Availability — On Campus**
**Attendance — Full-Time (3.5 years) or Part-Time (6 years)**
**Total Credit Points — 240**

**COURSE DESCRIPTION**
The Bachelor of Business course is divided into two main parts: the first two years are common to all students and focus on business management; the last 1.5 years see students undertake a major field of study. Within this broad division, several courses are developed:

- *the nature of business*
- *the business environment*
- *the management of business enterprises*
- *specialist study in:*
  - marketing, or
  - human resource management, or
  - tourism and hospitality management
application of theory in the real world of business;
• business development.

The course has a strong, practical, experience-based core in which students will work with problems and situations drawn from the real world. This core is supported by a series of modules which provide the theoretical base.

COURSE OUTLINE (FULL-TIME)

First Year Requirements (Set Modules) Credit Points
BU101B Action Business I 20
BU102B Marketing I 20
BU202B Management 20
BU104B The Social and Economic Environment 20

Second Year Requirements (Set Modules)
BU101B Action Business II 20
BU102B Decision-making 20
BU203B Human Resource Management I 20
BLU204B Financial Management 20

Third Year Requirements (Set Modules)
BU301B Co-operative Education 10
BU302B Marketing II 30
BU303B Human Resource Management II 30
BU304B Business and Hospitality Management 30

Fourth Year Requirements (Set Modules)
BU305B Business Development 20
BU306B Individual Study 20

Five Year Requirements (Set Modules)
BU101B Action Business I 20
BU302B Marketing II 20
BU303B Human Resource Management II 30
BU304B Tourism and Hospitality Management 30

Sixth Year Requirements (Set Modules)
BU305B Business Development 20
BU306B Individual Study 20

MOTION DESCRIPTIONS

BU101B Action Business I
20
This module encourages students to become aware of the
many comments and interactions in business enterprise
as "systems", and the wider systems of which enterprises
are part. It involves the interplay of study and activity on
problem and situations drawn from the real world.
BU102B Marketing I
20
This module develops an understanding of the concept and
general principles of marketing, especially in the context of
type of business management.
BU103B Decision-making
20
This module provides students with an understanding of
the nature of decision-making and tools including
computers.
BU104B The Social and Economic Environment
20
This module is designed to develop an awareness of the
social and economic factors that influence business
activity.
BU201B Action Business II
20
This module continues the themes and activities begun in
BU101B i.e. teamwork, communication, problem solving,
innovating, awareness of the components and inter-
relationships within business.
BU202B Management
20
This module aims to develop an holistic approach to
the process of management, with emphasis on situation
improving and decision-making.
BU203B Human Resource Management I
20
This module develops and understanding of the principles
and practices of successful management of the human
resources of business enterprises.
BU204B Financial Management
20
This module provides students with a sound basis in under-
standing the fundamentals of financial management, from
the point of view of overall management of a business
type.
BU301B Co-operative Education
20
This module allows students to learn in the workplace.
Through working in a business enterprise, they learn to co-
operate with others, to develop the abilities needed by
successful business people, to be competent in their duties,
aware, observant, analytical, and to be able to devise and
report improvements to problem situations.
BU302B Marketing II
30
This module aims to assist students to develop adaptable
marketing abilities through investigation of foreign societ-
ies, languages, consumer needs and associated delivery issues
such as financing for and delivering of exports. The
module also explores a range of contemporary Australian
marketing issues and public relations.
BU303B Human Resource Management II
30
This module provides students with a sound industrial
relations framework in order to pursue specific human
resource management issues.
BU304B Tourism and Hospitality Management
30
This module develops an understanding of tourism and
erie and the concept of human resource management
and promotion, and aspects of rehabilitation.
BU305B Business Development
20
This module requires students in groups to work through
the entire process of establishing and developing a business,
from market identification to operation and management.
BU306B Individual Study
20
This module allows students to further develop their major
field of study and other areas in which they perceive
important deficiency. The module is essentially self-
directed, with the counsel of staff.

Graduate Diploma of Occupational Health and Safety*

* This course is subject to approval by the N.S.W. Office of Higher Education.

Availability - On Campus
Attendance - Full-Time (1 year) or Part-Time (2 years)
Total Credit Points - 80

COURSE DESCRIPTION

The Graduate Diploma of Occupational Health and Safety is designed to meet two needs. Firstly, it will provide a sound, basic knowledge of occupational health and safety. Secondly, it will allow this basic understanding to be developed, in some depth, in a field(s) relevant to each student's own interest on work situations. It is envisaged that most students will be employed in management with a particular responsibility for occupational health and safety, or will be occupational health nurses.

Graduate Diploma of Multicultural Studies

Availability - On Campus
Attendance - Full-Time (1 year) or Part-Time (2 years)
Total Credit Points - 80

COURSE DESCRIPTION

Over the past few years, increasing attention has been given
to multicultural issues at the federal, state, and local levels.
There is, for example, increasing recognition that the multi-
cultural nature of Australia's society has been a source of
consideration (if somewhat neglected) richness as well as of
considerable difficulties. Effort is now being directed towards
establishing and maintaining the well-being of incoming non-Australian groups and assisting their successful
integration with the established community along the lines of
"cultural pluralism" within the community rather than
The aims of the course are therefore to:
1. sensitize participants to the nature of multicultural Australia as it evolves;
2. enable students to examine critically their own values and prejudices;
3. create an environment which will allow participants to learn to deal with prejudice and discrimination;
4. appraise participants of the communication barriers caused by language and cultural factors and to provide a framework for coping with these;
5. provide detailed background knowledge of some cultures which are represented in Australia;
6. make participants aware of the special nature and needs of Aboriginal Australians;
7. encourage participants to recognize the positive cultural contributions diverse values and cultures make to Australian society;
8. give participants knowledge of community support systems;
9. develop expertise in particular fields of interest such as fostering community languages and cultures, working in the school, working with a particular ethnic group.

Further details on this course can be obtained by contacting the Institute.
The School of Education and Humanities

A number of undergraduate and graduate courses are offered by the Institute within the School of Teacher Education leading to the following awards:

• Bachelor of Education (Art)
• Bachelor of Education (Early Childhood)
• Bachelor of Education (English/History)
• Bachelor of Education (Home Economics)
• Bachelor of Education (Arts)
• Bachelor of Education (Mathematics)
• Bachelor of Education in association with the N.S.W. Conservatorium of Music

Bachelor of Education (Primary)

Bachelor of Education (Social Sciences)

Bachelor of Education (Science)

Bachelor of Education (Technical and Further Education)

Diploma of Teaching (Technical and Further Education)

Graduate Diploma of Education (Primary Education)

Graduate Diploma of Education (Secondary Education)

Graduate Diploma of Education (Technical and Further Education)

Graduate Diploma of Educational Studies (Computer Education)

Graduate Diploma of Educational Studies (Special Education)

Master of Education (Special Education)

in cooperation with the University of Newcastle

Master of Education (Industral Education)

in cooperation with the University of Newcastle

Final year of Bachelor of Education programme available externally only after one year of teaching experience, or equivalent.

Candidates intending to qualify for the Bachelor of Education are generally expected to undertake the equivalent of four years of full-time study to meet the academic prerequisite of the course.

All Secondary teaching specialisations are offered over four years of consecutive full-time study. Various courses of study are covered in the first two years of full-time study in the School of Education leading to the award of Bachelor of Education. Specifically, programmes for initial and inservice secondary education are offered in English/Literacy, Home Economics, Industrial Arts, Mathematics, Music, Physical Education, Science and Social Science.

Students enrolled in the Early Childhood and Primary courses can gain their Diploma in Teaching after three years of full-time study in the Teaching experience, the Bachelor of Education degree for these two courses can be gained by two years of External Study. Course modules over a year's duration.

The course of study for the Bachelor of Education in Early Childhood Education is designed to prepare candidates to teach children in the age group 0-8 in both Pre-schools and Primary schools.

The study of the course for the Bachelor of Education (Primary Education) is designed to prepare candidates to teach the subjects taught in the Primary school to children in the age group 5-12.

The Diploma in Teaching in Technical and Further Education is offered over two years for students whose previous technical qualifications and work experience satisfy the Advanced Standong requirements for the first year of the programme. The diploma graduate courses are of two distinct types. The programmes leading to the award of the Diploma in Education in Technical and Further Education, are, in case, an attempt to provide preservice teaching training for graduate of Certificate level in tertiary institutions while the programmes leading to the award of the Diploma in Education in Technical and Further Education following by an intensive course of studies for the remainder of Years 2 and 3. Post block study in Year 2 is the equivalent of 6 hours per week for 12 weeks, whilst the equivalent of 18, week periods per year in Technical Education. The pattern of attendance is a 30 hours x eighteen week work schedule in Year 1 with the equivalent of 24 hours x eighteen week periods per year in Technical Education. In Year 2, the equivalent of 12 weeks per week for 36 weeks.

The Diploma in Teaching at the Level of the Bachelor in Education is also available in a full-time programme of studies by the External mode. External students attend an eighteen week residential block at the outset of the course in Year 2. This is followed by two week residencies in Year 3 of the programme. External study is supported by packaged learning materials and TAFE teachers. Apart from the attendance pattern the course is the same as that offered to oncampus students. The on-campus and external modes of the Diploma in Teaching (TAFE) are also available by part-time study. Part-time students may undertake Years 2 and 3 of the programme over any period up to 6 years. Theory and Practice of Teaching I must be completed either prior to any other modules or concurrently with other modules in the first year of enrolment.

Part-time campus students will be required to attend selected courses arranged for full-time on-campus students. Part-time of-campus students are required to attend the Institute for a total time equivalent of an eighteen week residential block and six weeks of residential workshops. This programme can be further modified to accommodate the following purposes:

(a) have qualified for the School Certificate of its equivalent to a full-time student;

(b) have been judged by an appropriate selection committee to possess those personal attributes regarded necessary for successful employment as a full-time or part-time vocational teacher.

Completion of programme:

Students who have completed part of the Diploma in Teaching at TAFE Newcastle C.A.E. prior to 1985 may apply for advanced standing in the current programme.

Diploma of Teaching in Technical and Further Education

Availability - On Campus

Attendance - Full Time

Total Credit Points: 240

Course Description:

The Diploma of Teaching (TAFE) programme is a UG level, three years of full-time study offers candidates the opportunity to gain one year advanced standing, or 80 credit points, may be granted on the basis of technical qualifications and industrial experience.

The course is designed specifically for teachers in Technical and Further Education. To be eligible for the award candidates are required to gain a total of 240 credit points from each of the following areas:

Educational Studies

Professional Development

General/TAFE Studies

Specialist Studies

Supervised Teaching Experience

The pattern of attendance is a 40 hours x eighteen week work schedule in Year 1 with the equivalent of 24 hours x eighteen week periods per year in Technical Education. The pattern of attendance is a 30 hours x eighteen week work schedule in Year 1 with the equivalent of 24 hours x eighteen week periods per year in Technical Education.

Option 1: The Diploma of Teaching (TAFE) is also available in a full-time programme of studies by the External mode. External students attend an eighteen week residential block at the outset of the course in Year 2. This is followed by two week residencies in Year 3 of the programme. External study is supported by packaged learning materials and TAFE teachers. Apart from the attendance pattern the course is the same as that offered to oncampus students. The on-campus and external modes of the Diploma in Teaching (TAFE) are also available by part-time study. Part-time students may undertake Years 2 and 3 of the programme over any period up to 6 years. Theory and Practice of Teaching I must be completed either prior to any other modules or concurrently with other modules in the first year of enrolment.

Part-time campus students will be required to attend selected courses arranged for full-time on-campus students. Part-time of-campus students are required to attend the Institute for a total time equivalent of an eighteen week residential block and six weeks of residential workshops. This programme can be further modified to accommodate the following purposes:

(a) have qualified for the School Certificate of its equivalent to a full-time student;

(b) have been judged by an appropriate selection committee to possess those personal attributes regarded necessary for successful employment as a full-time or part-time vocational teacher.

Completion of programme:

Students who have completed part of the Diploma in Teaching at TAFE Newcastle C.A.E. prior to 1985 may apply for advanced standing in the current programme.

Course Outline

First Year Requirements Credit Points

Standing for Technical Qualifications and Experience 80

Second Year Requirements

TF211E Psychology I 12

TF221G TAFE Teaching I 18

TF242G Communication Studies I 12

TF231G Teacher Decision-making 12

TF232G TAFE Teaching Experience I 12

Third Year Requirements

TF311E Psychology II 8

TF312G TAFE Curriculum I 12

TF321G TAFE Teaching II 18

TF331G TAFE Teaching Studies II 12

TF332G Teacher Decision-making 12

TF333G TAFE Teaching Experience II 12

Fourth Year Requirements

TF411E Psychology III 12

TF422G TAFE Teaching III 18

TF432G TAFE Teaching Studies III 12

TF433G Teacher Decision-making 12

TF434G TAFE Teaching Experience III 12

Module Descriptions

TF211E Psychology I

12

An examination of the underlying psychological principles and practices associated with teaching and learning in a TAFE environment.

TF221G TAFE Teaching I

10

TAFE teachers' roles related to different types of learning are investigated and students engage in practical teaching in both peer group and TAFE classroom settings, so that they can experience teaching strategies in a variety of TAFE situations.

TF242G Communication Studies I

12

Students are introduced to basic instrumental materials preparation and usage, including chalkboard, overhead transparencies, graphic design, photography and audio and video production. Skills developed are used to design, create, deploy and evaluate instructional media packages appropriate to the student's specific field of specialisation.

TF231G TAFE Studies I

14

In Part 1 of the module, the structure and role of TAFE in the community are examined, with particular emphasis being placed on the roles, duties and responsibilities of individual teachers. Part 2 is conducted with the assistance of curriculum study tutors in TAFE colleges. Its emphasis is on syllabus interpretation and lesson planning in the student's specific area of TAFE.

TF242G Communication Studies I 12

This module assists students to examine and improve study habits and their oral, written and non-verbal communication skills necessary for their role as TAFE teachers.

TE041H Literacy and Numeracy Skills

0

Literacy/Numeracy includes testing and remediation by consultation with the lecturer concerning if appropriate.

TF203G Teaching Experience I

12

Ongoing supervised teaching practice conducted in the training college or alternative classroom for students whose prior teaching experience is minimal. Regular observation of the students' teaching will be made by teachers' education lecturers.

TF311E Psychology II

8

Prerequisite: TF211E

The focus of this module is on TAFE teachers and students as group members. Topics will include the study of group dynamics and the social context of education. The current role of TAFE in the community is examined, with particular emphasis being placed on the roles, duties and responsibilities of individual teachers.

TF312G TAFE Curriculum I

12

Prerequisite: TF221G

This module examines the nature of the TAFE teaching situation. Students are introduced to basic instrumental materials preparation and usage, including chalkboard, overhead transparencies, graphic design, photography and audio and video production. Skills developed are used to design, create, deploy and evaluate instructional media packages appropriate to the student's specific field of specialisation.

TF321G TAFE Teaching II

12

Prerequisite: TF221G

A wide range of alternative teaching strategies appropriate
### Bachelor of Education (Art Education)

**Availability — On Campus**

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<tr>
<th>Attendance</th>
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#### COURSE OUTLINE

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<thead>
<tr>
<th>(1st and 2nd year students only)</th>
<th>First Year Requirements</th>
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<tr>
<td></td>
<td>TE111E Education I</td>
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<tr>
<td></td>
<td>AE121G Professional Preparation I</td>
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<tr>
<td></td>
<td>AE130A Visual Arts Studio I</td>
<td>12</td>
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<tr>
<td></td>
<td>AE131A Art Theory I</td>
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<tr>
<td></td>
<td>TE041H Literacy and Numeracy Skills</td>
<td>6</td>
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<td>TE101G Teaching Experience I</td>
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<td>AE221G Professional Preparation II</td>
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<td>AE230A Visual Arts Studio II</td>
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<td>AE231A Art Theory II</td>
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<tr>
<td>GN141Q Computer Applications I</td>
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<td>TE010G Teaching Experience II</td>
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<td>TE311E Education III</td>
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<tr>
<td>AE322G Professional Preparation III</td>
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<td>AE330A Visual Arts Studio III</td>
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<td>AE331A Art Theory III</td>
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<tr>
<td>GS240H General Studies IIA</td>
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<td>TE301G Teaching Experience III</td>
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<th>Fourth Year Requirements</th>
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<td>TE411E Applied Education IV</td>
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<td>AE421G Professional Preparation IV</td>
<td>6</td>
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<td>AE430A Visual Arts Studio IV</td>
<td>24</td>
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<td>AE432G Art Curriculum Studies</td>
<td>12</td>
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<tr>
<td>TE451E Independent Study</td>
<td>12</td>
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<td>TE401G Teaching Experience IV</td>
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<th>Third Year Requirements (Set Modules)</th>
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<td>AE331A Art Theory III</td>
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<td>TE301G Teaching Experience III (A and B)</td>
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<td>TE311E Education III</td>
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<tr>
<td>AE331A Art Theory III</td>
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<td>GS241H General Studies IIA</td>
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<th>Fourth Year Requirements (Set Modules)</th>
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<td>TE401G Teaching Experience IV</td>
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<tr>
<td>TE451E Independent Study</td>
<td>12</td>
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<tr>
<td>AE430A Visual Arts Studio III</td>
<td>24</td>
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<tr>
<td>AE432G Art Curriculum Studies</td>
<td>12</td>
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<td>TE451E Independent Study</td>
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<tr>
<th>General Studies (4th year students only)</th>
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<td>AE430A Visual Arts Studio IV</td>
<td>24</td>
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<tr>
<td>AE432G Art Curriculum Studies</td>
<td>12</td>
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<tr>
<td>TE401G Teaching Experience IV</td>
<td>8</td>
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<tr>
<td>TE451E Independent Study</td>
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#### COURSE DESCRIPTION

The Bachelor of Education (Early Childhood) programme is a degree course of four years' duration. The pre-service component requires a student to study full-time for three years and to attain a minimum of 240 credit points to be awarded a Diploma of Teaching in Early Childhood Education.

Before proceeding to the degree component of the programme, a student is then required to gain a year of teaching experience (the "E" component) of the equivalent. The post-service component of the programme is offered by the external mode of study and requires a student to gain a further 80 credit points, making a minimum of 320 credit points to obtain the Bachelor of Education (Early Childhood) award.

### Bachelor of Education (Early Childhood)

**Availability — On Campus**

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Total Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>320</td>
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</tbody>
</table>

#### COURSE DESCRIPTION

The Bachelor of Education (Early Childhood) programme is a degree course of four years' duration. The pre-service component requires a student to study full-time for three years and to attain a minimum of 240 credit points to be awarded a Diploma of Teaching in Early Childhood Education.

Before proceeding to the degree component of the programme, a student is then required to gain a year of teaching experience (the "E" component) of the equivalent. The post-service component of the programme is offered by the external mode of study and requires a student to gain a further 80 credit points, making a minimum of 320 credit points to obtain the Bachelor of Education (Early Childhood) award.

### Bachelor of Education (Art Education)

**Availability — On Campus**

<table>
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<tr>
<th>Attendance</th>
<th>Total Credit Points</th>
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</thead>
<tbody>
<tr>
<td>Full-Time</td>
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</tbody>
</table>

#### COURSE DESCRIPTION

The Bachelor of Education (Art Education) is a degree course of four years' duration. The pre-service component requires a student to study full-time for three years and to attain a minimum of 240 credit points to be awarded a Diploma of Teaching in Art Education.

Before proceeding to the degree component of the programme, a student is then required to gain a year of teaching experience (the "E" component) of the equivalent. The post-service component of the programme is offered by the external mode of study and requires a student to gain a further 80 credit points, making a minimum of 320 credit points to obtain the Bachelor of Education (Art Education) award.
and in the more formal early childhood classrooms found in primary schools. In each year of the course students are required to complete a four week block practice teaching period. During the first four years this will be in an infants’ department within a primary school, in the second year, in a regular primary or pre-school setting, and in the third year in an approved Community placement.

**Pre-service Component of the Course**

The B.Ed. (E) is a vocational degree which combines the acquisition of a wide range and depth of practical teaching and child care skills. Both content and methodology are vocationally oriented into a continuing, developmental programme which provides for the active involvement of students in the field of teaching and in the provision of child care.

**Post-service Component of the Course**

After a minimum of one year or equivalent of professional experience, study in the post-service component in the fourth year is determined by the external mode. These studies build upon those undertaken in the pre-service component of the course and update earlier theoretical knowledge.

The fourth year, students are required to undertake an individual research project associated with both their studies and experiences within the Early Childhood field.

**Change to Course Structure**

In 1989, most continuing students will be transferred to the new course structures and new modules as outlined below.

**Course Components**

Modules in the course are divided into five general categories. These are:

1. **Education Studies**
   - 60 cps
   - Special Education Studies
2. **Professional Preparation**
   - 78 cps
   - Teaching Experience Studies
   - Specific Educational Programmes
3. **Specialisation Studies**
   - 14 cps
   - Basic Content Studies
   - Early Childhood Studies
4. **General Studies**
   - 24 cps
   - Elective Studies
5. **Integrating Project**
   - 12 cps
   - 325 cps

**Course Outline**

<table>
<thead>
<tr>
<th>First Year Requirements</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE111E Education I</td>
<td>12</td>
</tr>
<tr>
<td>EC121G Professional Preparation I</td>
<td>12</td>
</tr>
<tr>
<td>EC131E Early Childhood IA</td>
<td>8</td>
</tr>
<tr>
<td>EC132H Early Childhood IB</td>
<td>24</td>
</tr>
<tr>
<td>EP133D Expressive Arts I</td>
<td>16</td>
</tr>
<tr>
<td>TE041H Literacy and Numeracy Skills</td>
<td>12</td>
</tr>
<tr>
<td>TE010G Teaching Experience I</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year Requirements</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE211E Education II</td>
<td>12</td>
</tr>
<tr>
<td>EC221G Professional Preparation II</td>
<td>12</td>
</tr>
<tr>
<td>EC231E Early Childhood IIIA</td>
<td>18</td>
</tr>
<tr>
<td>EC232H Early Childhood IIIB</td>
<td>18</td>
</tr>
<tr>
<td>EP233D Expressive Arts II</td>
<td>16</td>
</tr>
<tr>
<td>TE031G Teaching Experience II</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year Requirements</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE311E Education III</td>
<td>12</td>
</tr>
<tr>
<td>EC321G Professional Preparation III</td>
<td>12</td>
</tr>
<tr>
<td>EC331E Early Childhood IIIIA</td>
<td>18</td>
</tr>
<tr>
<td>EC332H Early Childhood IIIIB</td>
<td>18</td>
</tr>
<tr>
<td>GS1430 General Studies I</td>
<td>12</td>
</tr>
<tr>
<td>TE031G Teaching Experience III</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year Requirements</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE411E Applied Education IV</td>
<td>18</td>
</tr>
<tr>
<td>EC421G Professional Preparation IV</td>
<td>12</td>
</tr>
<tr>
<td>EP422H Reading Option (in lieu of General Studies II)</td>
<td>12</td>
</tr>
<tr>
<td>GS424X General Studies II</td>
<td>12</td>
</tr>
<tr>
<td>TE410G Teaching Experience IV</td>
<td>18</td>
</tr>
</tbody>
</table>

**Note:** For Year IV Continuing Students 1989 Continuing Stage IV students may be required to enrol in the following component modules of the above due to curriculum development.

**TE412E Applied Education IV** 12
**EC431E Early Childhood IV** 8
**TE433E Professional Preparation III** 12
**EC432E Early Childhood IV** 12
**TE434E Early Childhood IIIB** 12
**EC434E Professional Preparation IV** 6
**GS435E Early Childhood IIIC** 16

**Module Descriptions**

**TE111E Education I**

- Course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes and such relevant research methodologies will be identified and evaluated.

**EC121G Professional Preparation I**

- This module focuses on specific teaching skills and is offered in two strands: teacher directed skills and pupil directed skills. Skills taught include: preparing, basic questioning, variability, teacher response and reinforcing.

**EC131E Early Childhood IA**

- A series of lectures and field visits that look at the historical and philosophical level of early childhood and the range of early childhood services available.

**EC132H Early Childhood IB**

- The module introduces Early Childhood students to the K-6 curricular areas of language, mathematics and social science at Pre-school and Primary school levels, giving basic and introductory knowledge of content and teaching methods.

**EP133D Expressive Arts I**

- Stranded module involving basic music skills, art and craft studies.

**TE041H Literacy and Numeracy Skills**

- This module provides students with opportunities to develop basic music, singing and instrumental skills, using instruction on an individual level. In addition, the nature of art and craft in the education of children from 5 to 12 years is examined.

**TE010G Teaching Experience I**

- Twenty days of continuous teaching in schools/centres.

**TE211E Education II**

- Twenty days of continuous teaching in schools/centres.

**EC221G Professional Preparation II**

- Twenty days of continuous teaching in schools/centres, and in the more formal early childhood settings and is offered in three strands.

**EC231E Early Childhood IIIIA**

- This module considers aspects of theory and of practical curriculum development in the areas of language, literature, science and technology, and is mandatory for our students with special needs. This module also addresses particular challenges posed by the need to plan for teaching English as a second language, within multicultural early childhood programs.

**TE311E Education III**

- Twenty days of continuous teaching in schools/centres.

**EC321G Professional Preparation III**

- This module is concerned with the theoretical foundations of curriculum design. The development of play behaviour in young children and its function in the physical, cognitive, emotional and language growth of the child will be studied from both theoretical and practical aspects. Practical teaching will be given in designing appropriate programmes.

**EC331E Early Childhood IIIIB**

- This module covers three practical areas necessary for effective teaching in the early childhood services. The topics of child health and nutrition are considered as are common sense classroom approaches to food hygiene, budgeting, and practical first aid. The second part of this module deals with the development and teaching of mathematical concepts and skills and of the role of physical education at the early childhood level.

**EP333E Expressive Arts II**

- Stranded module extending studies pursued in EP133D. This module encompasses a study of children’s early experiences to the expressive arts. Children’s needs and development and the practical skills of music, movement, art and drama are covered. In addition, the module will provide students with the necessary skills, knowledge and attitudes with which to plan and provide meaningful learning experiences in the area of expressive arts.

**TE031G Teaching Experience II**

- For Early Childhood students, this practical experience is undertaken in the first 4 years, with children aged 3 and 5 years.

**TE111E Education IV**

- Twenty days of continuous teaching in schools/centres.

**EC131E Early Childhood IVA**

- This module considers aspects of theory and of practical curriculum development in the areas of language, literature, science and technology, and is mandatory for our students with special needs. This module also addresses particular challenges posed by the need to plan for teaching English as a second language, within multicultural early childhood programs.

**TE211E Education IV**

- Twenty days of continuous teaching in schools/centres.

**EC221G Professional Preparation IV**

- Application for advanced studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.

**GS424X General Studies II**

- Refers to pages at end of section on School of Education and Humanities.

**TE412E Applied Education IV**

- This module provides advanced studies in the areas of family studies and in administration. Advances in the development of language and reading and other current trends in childhood will also be considered.

**EC421G Professional Preparation V**

- This module is offered in 2 strands. The first provides students with skills and knowledge to analyse and evaluate the methods of teaching and the second strand provides students with skills and knowledge designed to enable them to cater for children with special needs who are included in early childhood services.

**EC51E Early Childhood IV**

- The module provides advanced studies in the areas of family studies and in administration. Advances in the development of language and reading and other current trends in childhood will also be considered.

**TE211E Education IV**

- Twenty days of continuous teaching in schools/centres.

**EC221G Professional Preparation IV**

- Application for advanced studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.

**EP422H Reading Option**

- This module involves a strong theoretical insight into the processes of reading, a development of various approaches to class organisation, material selection and dealing with reading problems, and a sound knowledge of the current professional literature and the issues involved.

**EC331E Early Childhood IIIIB**

- This module takes the form of a minor research project developed in conjunction with an Institute supervisor.

**TE311E Teaching Experience IV**

- For “3” and “4” Primary and Early Childhood students the requirement is 180 days of 120 days requirement of continuous teaching in schools/centres.

**TE412E Applied Education IV**

- This module will concentrate student attention on two areas of applied educational studies, drawn from situation-based educational, educational leadership and the aims and values of Australian education.

**EC411E Applied Education IV**

- This module will concentrate student attention on one area of applied educational studies, drawn from situation-based educational, educational leadership and the aims and values of Australian education.

| English as a second language, within multicultural early childhood programs. |
| Teaching Experience III |
| Refers to pages at end of section on School of Education and Humanities. |
| TE412E Applied Education IV |
Bachelor of Education (English/History)

Availability — On Campus (Day)
Attendance — Full-Time
Total Credit Points — 320

COURSE OUTLINE

First Year Requirements Credit Points
TE111E Education I 12
EH121G Professional Preparation I 24
EH132H History I 12
GS140H Computers in Writing 12
TE041H Literacy and Numeracy Skills 0
TE101G Teaching Experience I 8
II

Second Year Requirements
TE211E Education II 12
EH221G Professional Preparation II 20
EH231H English II 18
EH236H History II 16
TE201G Teaching Experience II 8
III

Third Year Requirements
TE311E Education III 12
EH321G Professional Preparation III 10
EH311H English III 18
EH331H History III 20
EH332H
or EH333H Either English III or History III 12
TE301G Teaching Experience III 8
IV

Fourth Year Requirements
EH431H English IV 12
EH436H History IV 12
TE402G Teaching Experience IV 8
TE411E Applied Education IV 18

COURSE DESCRIPTION

The course is designed to allow students to become competent teachers of both English and History but at the same time allowing to choose one of the subjects as an area of special interest.

The course is offered over four years of full-time study and modules will give an adequate background knowledge of the content of the English and the History subjects. The English content modules include the areas of literature, popular culture and drama while the History content modules include studies of certain major countries and thematic analysis of some of the major developments that have helped shape the world.

Other modules will provide students to the teaching methods of the English/History subjects and a Teaching Experience component is included in each of the four years of the course. The Teaching Experience component will allow students to become aware of the new teaching techniques and curriculum development while at the same time gaining practice in the use of audio-visual equipment such as movie cameras, projectors, video recorders and photographic slides.

MODULE DESCRIPTIONS

TE111E Education I

The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

EH131H Professional Preparation I

Teaching procedures, lesson planning procedures, English method and history method.

EH311H English I

12

Two strands:

Understanding Poetry

Adolescent Literature

EH321H History I

12

Ancient and medieval history. To promote an understanding of the development of civilisation in the ancient and early medieval worlds, studies are made of the Mid East, Greece and Roman republic and empire.

GS140H Computers in Writing

12

To be advised.

TE041H Literacy and Numeracy Skills

0

This module includes testing; and remediation by consultation with the lecturer concerned if appropriate.

TE101G Teaching Experience I

8

Twenty days of continuous teaching in schools/centres.

TE311E Education III

12

An examination of the teaching and learning process, including the teaching of children with special needs.

EH221G Professional Preparation II

20

Classroom management and discipline; curriculum planning processes — English method, history method, social issues.

EH321H English II

16

Prerequisite: EH311H

Four strands:

Australian Literature Since 1945
Shakespeare

Drama

World Literature and Popular Culture

EH326H History II

16

There are three strands:

Cultural Background of Asian Studies

China: An Emerging Third World Super Power

Medieval to Early Modern History

Teaching Experience II

8

Prerequisite: TE101G

Twenty days of continuous teaching in schools/centres.

TE311E Education III

12

Prerequisite: TE211E

An examination of the sociological foundations of education and curriculum theory in the educational context.

EH321G Professional Preparation III

10

English Teaching Method

History Teaching Method

EH331H English III

16

Prerequisite: EH231H

Four strands:

Twentieth Century British Literature to 1966 (5cp)

Nineteenth Century Literature (5cp)

Understanding Language (4cp)

Film and Television (4cp)

EH336H History III

16

Prerequisite: EH331H

Twenty days of continuous teaching in schools/centres.

EH431H English IV

16

Prerequisite: EH336H

History IV

16

Prerequisite: EH336H

Europe and the Middle East since 1945. This module studies four areas: France, Germany and USSR; the problem of Cold War confrontation in Europe, the main issues of the Middle East including Israeli-Palestinian conflict and oil diplomacy.

TE402G Teaching Experience IV

8

To be advised.

TE411E Applied Education IV

18

Prerequisite: TE311E

A series of elective studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.

EH321H English IV

16

Prerequisite: EH321H

Two strands:

Current Australian Literature

Contemporary World Literature Since 1965

EH337H History IV

16

Prerequisite: EH337H

History of the United States of America 1775-1920. Main themes are the constitutional problems of newly independent America and the Civil War. The frontier and United States as a "rushing pot" of migration.

TE301G Teaching Experience III

8

Prerequisite: TE201G

Twenty days of continuous teaching in schools/centres.

EH431H English III

16

English IV

16

Prerequisite: EH336H

Literature for the seminar school — and academic content study of texts and authors.

EH336H English III

16

Prerequisite: EH336H

Europe and the Middle East since 1945. This module studies four areas: France, Germany and USSR; the problem of Cold War confrontation in Europe, the main issues of the Middle East including Israeli-Palestinian conflict and oil diplomacy.

TE402G Teaching Experience IV

8

To be advised.

TE411E Applied Education IV

18

Prerequisite: TE311E

A series of elective studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.

EH321H English IV

16

Prerequisite: EH321H

Two strands:

Current Australian Literature

Contemporary World Literature Since 1965

EH337H History IV

16

Prerequisite: EH337H

History of the United States of America 1775-1920. Main themes are the constitutional problems of newly independent America and the Civil War. The frontier and United States as a "rushing pot" of migration.

TE301G Teaching Experience III

8

Prerequisite: TE201G

Twenty days of continuous teaching in schools/centres.

EH431H English III

16

English IV

16

Prerequisite: EH336H

Literature for the seminar school — and academic content study of texts and authors.

EH336H English III

16

Prerequisite: EH336H

Europe and the Middle East since 1945. This module studies four areas: France, Germany and USSR; the problem of Cold War confrontation in Europe, the main issues of the Middle East including Israeli-Palestinian conflict and oil diplomacy.

TE402G Teaching Experience IV

8

To be advised.

TE411E Applied Education IV

18

Prerequisite: TE311E

A series of elective studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.

EH321H English IV

16

Prerequisite: EH321H

Two strands:

Current Australian Literature

Contemporary World Literature Since 1965

EH337H History IV

16

Prerequisite: EH337H

History of the United States of America 1775-1920. Main themes are the constitutional problems of newly independent America and the Civil War. The frontier and United States as a "rushing pot" of migration.

TE301G Teaching Experience III

8

Prerequisite: TE201G

Twenty days of continuous teaching in schools/centres.
BACHELOR OF EDUCATION

(HOME ECONOMICS)

Availability — On Campus (Day)
Attendance — Full-Time
Total Credit Points — 320

Third Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Fourth Year Requirements
TE411E Teaching Experience IV
HE421G Professional Preparation IV
HE431G Teaching Experience IV
HE432M Home Economics IV
HE434M Home Economics IV
TE451E Teacher Experience IV
TE411E Applied Education IV
TE411E Independent Study IV
G9241O General Studies
TE411E Textile Experience IV

Fourth Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures

Fifth Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Fifth Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures

Sixth Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Sixth Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures

Seventh Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Seventh Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures

Eight Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Eight Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures

Ninth Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Ninth Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures

Tenth Year

HE335M Textiles
HE331M Foods
HE233M Family
HE332M Home Economics
HE231G Professional Preparation
HE431G Teaching Experience
HE432M Home Economics
HE421G Professional Preparation

Tenth Year Descriptions

TE101G Teaching Experience I
12 Twenty days of continuous teaching in schools/centres.

TE102G Teaching Experience II
12 Ten days of continuous teaching in schools/centres.

TE103G Teaching Experience III
12 Ten days of continuous teaching in schools/centres.

TE104G Teaching Experience IV
12 Twenty days of continuous teaching in schools/centres.

TE111E Education I
12 The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such. Relevant research methodologies will be identified and evaluated.

HE121G Professional Preparation I
12 e Teaching Procedures
f Lesson Planning Procedures
h Teaching Experience I

HE122G Professional Preparation II
12 Teaching Procedures
Lesson Planning Procedures

HE123G Professional Preparation III
12 e Teaching Procedures
f Lesson Planning Procedures

HE124G Professional Preparation IV
12 Teaching Procedures
Lesson Planning Procedures

HE231G Professional Preparation V
12 Teaching Procedures
Lesson Planning Procedures

HE232G Professional Preparation VI
12 Teaching Procedures
Lesson Planning Procedures

HE233G Professional Preparation VII
12 Teaching Procedures
Lesson Planning Procedures

HE234G Professional Preparation VIII
12 Teaching Procedures
Lesson Planning Procedures
BACHELOR OF EDUCATION (INDUSTRIAL ARTS EDUCATION)

Availability — On Campus
Attendance — Full Time
Total Credit Points — 320

COURSE DESCRIPTION
The Bachelor of Education (Industrial Arts) programme is a degree course of four years duration and students must attain a minimum of 320 credit points to qualify for this award. Substudy areas are included in the broad categories of Education, Educational Studies, Subject Content Studies, General Subject Content Studies and Specialised Industrial Arts Vocation.

Studies in Education establish a general awareness of teaching and learning situations in Secondary schools, while Educational Studies emphasise the specific contribution of Industrial Arts in the educational process. Subject Content Studies establish a body of knowledge relating specifically to the materials, skills and processes the Industrial Arts teachers will draw upon in the teaching situation. Specialised Industrial Arts Vocational Preparation equips students to plan and implement the practical and theoretical components of the course in a classroom situation. The aim of the course is to produce a teacher who is well prepared in the theoretical and practical aspects of industrial arts and who is also equipped to impart their knowledge to the individuals they teach.

COURSE OUTLINE
First Year Requirements Credit Points
TE111E Education I 12
IA121G Professional Preparation I 12
IA131T Technology I 12
IA132T Drawing and Design I 12
GS140Q Mathematics/Chemistry 12
TE011G Teaching Experience I 8

Second Year Requirements
TE211E Education II 12
IA221G Professional Preparation II 12
IA231T Technology II 12
IA232T Drawing and Design II 12
IA333T Engineering Science II 12
TE201G Teaching Experience II 8

Third Year Requirements
TE311E Education III 12
IA321G Professional Preparation III 12
IA331T Technology III 12
IA332T Drawing and Design III 12
IA333T Engineering Science III 12
TE301G Teaching Experience III 8

Fourth Year Requirements (Set Modules)
IA211G Professional Preparation I 12
IA231T Technology I 12
IA232T Drawing and Design I 12
IA333T Engineering Science I 12
TE301G Teaching Experience I 8

Third Year Requirements (Set Modules)
IA211G Professional Preparation I 12
IA231T Technology I 12
IA232T Drawing and Design I 12
IA333T Engineering Science I 12
TE301G Teaching Experience I 8

M O D U L E  D E S C R I P T I O N S

TE111E Education I
12
The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such.

IA121G Professional Preparation I
12
• Teaching Procedures
• Lesson Planning Procedures
IA331T Technology I
12
Students will acquire a fundamental knowledge of wood and metal working processes and an understanding of the principles involved with the practical work attempted. The safe tools will be stressed as students acquire a foundation of technical skills upon which future experiences will be structured.

IA332T Drawing and Design I
12
This study is designed to introduce the student to the basic principle of drawing by developing concepts of spatial relationships. Problem solving using a visual approach will be a feature of the course.

IA334T Maths/Chemistry
12
This module contains studies in mathematics and science. In mathematics, a revision of geometry, trigonometry and exponential leads into studies of determinants and matrices. The main topic is calculus with applications to areas, volumes and centroids and mechanics. The science component is a study of chemistry oriented towards the students' future needs in electrochemistry corrosion, polymer properties and gas laws. Relevant laboratory skills are developed.

TE011G Teaching Experience I
12
The following structure is for External Studies students who commenced the course in 1992.

TS4105 T G of Tech IV
Either
IA4008 Industrial Design I 8
IA4008 Materials Science IV 8
or
IA4108 MSc in Industrial Design 8
IA4111 MSc in Industrial Design 18

TE011G Teaching Experience I
12
Twenty days of continuous teaching in schools/centres.

TE211E Education II
12
Prerequisite: TE111E
An examination of the teaching and learning process, including the teaching of children with special needs.

IA221G Professional Preparation II
12
• Classroom Management and Discipline
• Teaching in Industrial Arts
IA321T Technology II
12
Prerequisite: IA311T
This module is designed to broaden and deepen the students' knowledge and experiences in wood, metal and electronics through assigned work and self-design projects.

IA332T Drawing and Design II
12
This module is designed to broaden experiences in pictorial and descriptive drawing techniques as well as introducing design procedures in a variety of materials. Specific objectives are to apply presentation techniques to group based application as well as design fundamental to the design of functional products.

IA233T Engineering Science II
12
This module develops studies in the area of materials technology and the theoretical and actual behaviour of materials in service.

IA334T Maths/Chemistry
12
This module contains studies in mathematics and science. In mathematics, a revision of geometry, trigonometry and exponential leads into studies of determinants and matrices. The main topic is calculus with applications to areas, volumes and centroids and mechanics. The science component is a study of chemistry oriented towards the students' future needs in electrochemistry corrosion, polymer properties and gas laws. Relevant laboratory skills are developed.

TE011G Teaching Experience I
12
The following structure is for External Studies students who commenced the course in 1992.

TS4105 T G of Tech IV
Either
IA4008 Industrial Design I 8
IA4008 Materials Science IV 8
or
IA4108 MSc in Industrial Design 8
IA4111 MSc in Industrial Design 18

TE011G Teaching Experience I
12
Twenty days of continuous teaching in schools/centres.

TE411E Applied Education IV
18
Prerequisite: TE311E
A series of elective studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.

IA4121G Professional Preparation IV
12
Beginning to teach.

IA4122T Technology IV
18
Prerequisite: IA331T
This module exposes students to advanced technology as it applies to computer-orientated design and manufacturing (CAD/CAM) and robotics to industry generally. Students will also study industrial technology as it applies in our secondary schools. How products are researched, designed and developed within a particular organisation. How a company operates (including personnel, marketing, sales, union relationships, and management. Responsibilities of those involved with designing, development, production etc. of products.

IA432T Drawing and Design IV
12
Prerequisite: IA331T
This module is designed to accommodate the needs of students who desire to study advanced topics in engineering technology. This module will overview the concepts of statics and dynamics with freedom from restrictive assumptions and will develop expertise in the solution of engineering problems associated with applied mechanics.
On 6 and recreation. Topics include the historical background as a source of attitudes to and application of Australia's historical heritage. A major objective is an appreciation of Australia's historical heritage.
On to a number of school-related issues.

Mathematics II
12
12
18

Prerequisites: MA331Q, MA333Q
In this module, numerical analysis includes solutions of nonlinear equations, interpolation, numerical differentiation and integration and solutions of ordinary differential equations. Integration theory includes the theory of Riemann, Lebesgue and Riemann-Stieltjes integrals. Geometry will extend the euclidean geometry studied earlier by looking at the foundations of geometry including non-euclidean geometry.

Mathematics IV

To be advised.

This module provides the student with an understanding of Euclidean Geometry and the methods by which it can be studied. This will enable the student to become competent in analysing and solving geometric problems. The module also develops problem solving skills and structured pro-

grading concepts associated with the implementation of computer based solutions to mathematical problems.

TE301G
Teaching Experience II
8
Prerequisites: TE101G
Twenty days of continuous teaching in schools/centres.

TE311E
Education III
12
Prerequisites: TE211E
An examination of the sociological foundations of education and curriculum theory in the educational context.

MA321G
Professional Preparation III
12
This is a detailed analysis of the mathematic curriculum in the Secondary School. Attention is given to the nature and scope of the mathematics and particularly the presentation of this mathematics.

MA331Q
Mathematics IIIA
18
Prerequisites: MA131Q

MA332G
Mathematics IIIB
12

MA333Q
Mathematics IIC
18
This module contains a study of probability and statistics. The function studied includes the binomial, Poisson and normal distributions. Statistical inference and hypothesis testing. The module also develops the student's problem solving ability and programming skills especially in the construction of computer packages for the classroom using BASIC, LOGO and Pascal and including a formal computer program.

TE301G
Teaching Experience III
8
Prerequisites: TE201G
Twenty days of continuous teaching in schools/centres.

TE411E
Applied Education IV
18

Module Descriptions for B.Ed. Mathematics (External) Students

MA4025
Mathematics IV
8
Sets and classes of sets including sigma algebra, logic and Boolean algebra, topology on the real line, general topology, integration theory including the Riemann, Lebesgue and Riemann-Stieltjes integrals.

MA4027
Mathematics IVA

Number theory extending the consideration of divisibility and congruences to arithmetic functions, Diophantine equations and Gaussian integers. Examination of the theory of finite groups including normal subgroups and quotient groups. The module involves rings, ideals and fields culminating in some introductory Galois Theory.

Mathematics IVC
18
Prerequisites: MA331Q, MA332Q, MA333Q
The application of the methods of operations research to such areas as project scheduling, machine sequencing, flow and decision theory, application of computer studies to information processing in administration, graphics and computer design. Combinatorial theory, including block designs, finite geometries, Latin squares and Hadamard matrices.

TE401G
Teaching Experience IV
8
To be advised.

 pomocmai.png

Bachelor of Music Education

Available to On Campus (Day) Attendance — Full-Time at Institute and Conservatorium

Total Credit Points — 320

First Year Requirements

First Year Component: 42

In this module, numerical analysis includes solutions of nonlinear equations, interpolation, numerical differentiation and integration and solutions of ordinary differential equations. Integration theory includes the theory of Riemann, Lebesgue and Riemann-Stieltjes integrals. Geometry will extend the euclidean geometry studied earlier by looking at the foundations of geometry including non-euclidean geometry.

Second Year Requirements

Second Year Component: 42

Number theory extending the consideration of divisibility and congruences to arithmetic functions, Diophantine equations and Gaussian integers. Examination of the theory of finite groups including normal subgroups and quotient groups. The module involves rings, ideals and fields culminating in some introductory Galois Theory.

Fourth Year Component: 42

Orchestration, General Studies and Aural Perception. A study of spherical trigonometry and its applications.

Specialisation Component: 30

The bias in the Institute component of the course is towards the study of Music Education and the N.S.W. State Conservatorium of Music (Newcastle). This four-year course is designed to produce teachers of Music for secondary schools and offers the opportunity of attaining a high degree of musical expertise together with the theoretical and educational background necessary for a successful and discriminating teacher.

The bias in the Institute component of the course is towards the study of Music Education and the N.S.W. State Conservatorium of Music (Newcastle). This four-year course is designed to produce teachers of Music for secondary schools and offers the opportunity of attaining a high degree of musical expertise together with the theoretical and educational background necessary for a successful and discriminating teacher.

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### Bachelor of Education (Physical Education)

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE111E Education I</td>
<td>12</td>
</tr>
<tr>
<td>PE121G Professional Preparation I</td>
<td>12</td>
</tr>
<tr>
<td>PE131M Physical Education I</td>
<td>30</td>
</tr>
<tr>
<td>PE132S Sports Science I</td>
<td>12</td>
</tr>
<tr>
<td>CA141Q Computer Applications I</td>
<td>6</td>
</tr>
<tr>
<td>TE201G Teaching Experience I</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>210</td>
</tr>
</tbody>
</table>

This module includes testing; and remediation by consultation with the lecturer concerned if appropriate. 

### Module Descriptions

**TE111E Education I**
- Taught over the first year of the course.

**PE121G Professional Preparation I**
- Taught over the first year of the course.

**PE131M Physical Education I**
- Taught over the first year of the course.

**PE132S Sports Science I**
- Taught over the first year of the course.

**CA141Q Computer Applications I**
- Taught over the first year of the course.

### Teaching Experience I

- 20 days of continuous teaching in schools/centres.

### Professional Preparation I

- Taught over the first year of the course.

### Music Curriculum Studies

- Taught over the first year of the course.

### Classroom Management and Discipline

- Taught over the first year of the course.

### Computer Applications I

- Taught over the first year of the course.

### Literature and Numeracy Skills

- Taught over the first year of the course.

### Bachelor of Education (Physical Education)

- Taught over the first year of the course.
Bachelor of Education (Primary Education)

Availability — On Campus (Day)

To be advised.

MODULE DESCRIPTION FOR PHYSICAL EDUCATION (EXTERNAL) STUDENTS

PE2406
Adapted Physical Education Programming

3

Organisation of integrated and segregated programmes of Physical Education and recreation in special disability areas.

PE2407
Contemporary Strategies in Health Instruction and Curriculum Construction

3

Prerequisite: PE3201

This module is designed to help the student develop knowledge and understanding in the area of curriculum construction in health education as well as the variety of teaching strategies and evaluative techniques in health education.

PE4580
Research Project

6

A project initiated and researched by the individual student reflecting the individual’s capabilities and selected research technology of the student.

Assessment Procedures in the Secondary School

Modern school assessment techniques are studied, together with the rationale for testing. Emphasis is placed on the development of practical skills for students in all disciplines.

The Adolescent and Education

An examination will be made of the basic principles of human development through life. These principles will also be considered in the context of the school through practical observations and case studies.

COURSE OUTLINE

Change to Course Structure

In 1989 continuing students will be transferred to the new course structures and new modules, as outlined below.

COURSE OUTLINE

First Year Requirements

No change.

Second Year Requirements

No change.

Third Year Requirements

No change.

Fourth Year Requirements

No change.

MODULE DESCRIPTIONS

TE111E
Education I

12

The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of reading research methodologies will be identified and evaluated.

PR131H
Professional Preparation I

12

A strand module for Primary involving:

1. Teaching Procedures
2. Lesson Planning Procedures
3. Assessment In Education
4. Teaching Experience I

PR313H
Literacy and Numeracy I

20

A strand module extending studies pursued in EP130D. This module encompasses a study of children’s early responses to the expressive arts. Children’s needs and developing perceptions in the areas of music, movement, drama, art and craft are considered. In addition, the module will provide students with the necessary skills, knowledge and attitudes with which to plan and provide meaningful learning experiences in the area of Expressive Arts.

PR132H
Human Environment I

12

Stranded module involving:

1. K-6 Social Studies — syllabus content and classroom approaches
2. K-6 Natural Science — syllabus content and classroom approaches.

EP133D
Expressive Arts I

12

Stranded module involving: basic music skills and art and craft studies.

This module provides students with opportunities to develop basic musicianship and practical instrumental skills on guitar, keyboard or recorder. In addition, the nature and role of art and craft in the education of children from K to 12 years is examined.

TE311E
Teaching Experience III (Part A and B)

To be advised.

TE411E
Applied Education IV

12

A series of elective studies which will apply the foundational theory and skills gained in earlier years to a number of school-related issues.

TE211E
Professional Preparation IV

12

To be advised.

PE311M
Physical Education IV

30

Prerequisite: PE311M

This final year module presentation enables students to complete a major in education and extend their professional expertise by way of electing three of the following: Teaching Experience I, Human Environment II, Coaching of Sports, Motor Learning.

It is considered important that students have gained the appropriate practical experience in their subject areas. A further course requirement students are directed to accrue a specified number of professional credentials such as coaching certificate, officiating credentials, fitness teacher certification, recreation involvement and others approved by the servicing staff.

TE311E
Independent Study

12

Prerequisite: TE311E

This module takes the form of a minor research project developed in conjunction with an institute supervisor.

TE401G
Teaching Experience IV

8

To be advised.

COURSE DESCRIPTION

The Bachelor of Education (Primary Education) programme is a degree course of four years duration. The pre-service component requires a student to study full-time for three years and to attain a minimum of 240 credit points to be awarded a Diploma of Teaching in Primary Education.

Before proceeding to the degree component of the programme, a student is then required to gain a year of teaching experience (the "E" component) or its equivalent.

The post-service component of the programme is only offered by the external mode of study and requires a student to gain an additional 60 credit points (including 20 credit points for the "E" component), making a minimum of 300 credit points to obtain the Bachelor of Education (Primary Education) award. The aim of the course is to produce a teacher who is well prepared in the theoretical and practical aspects of teaching at the levels of the classroom, the school and the educational community.

Structure in Outline: Credit Point Distribution

To satisfy the academic requirements of the course, students must gain 320 credit points attained within the following categories:

- Education Studies (Education)
- Professional Preparation (Principles and Practices of Teaching and Specific Educational Programmes)
- Vocational Experience
- Specialisation Studies
- General Studies (Elective Studies)
- Independent Study
- Literacy Skills (compulsory test)

Total: 320 cp

Note for IV Students in Continuing Studies

1989 Continuing Stage IV students may be required to enrol in the following pre-requisites or modules of the above to be transferred to the new course structure in 1989.

TE411E
Applied Education IV

12

This module takes the form of a minor research project developed in conjunction with an institute supervisor.

TE211E
Professional Preparation IV

12

TE311E
Independent Study

12

To be advised.

Note for IV Students in Continuing Studies

1989 Continuing Stage IV students may be required to enrol in the following pre-requisites or modules of the above to be transferred to the new course structure in 1989.

TE411E
Applied Education IV

12

This module takes the form of a minor research project developed in conjunction with an institute supervisor.

TE211E
Professional Preparation IV

12

TE311E
Independent Study

12

To be advised.
This module involves mathematics mass media, children's literature, multicultural education, E.S.L. and community languages.

This module takes the form of a minor research project 12

General Studies II

This module revises areas of algebra, geometry and trigonometry. The main topics are calculus with applications to areas, volumes and mechanics. Further topics in algebra and geometry are included.

SC133S

Science I

This is a compulsory module consisting of two parts:

(a) Biological Science
(b) Human Biology

GS149Q

Mathematics I

Six

This module revises areas of algebra, geometry and trigonometry. The main topics are calculus with applications to areas, volumes and mechanics. Further topics in algebra and geometry are included.

TE401H

Nurture and Literacy Skills

This module includes testing; and remediation by consultation with the lecturer concerned if appropriate.

TE101G

Teaching Experience I

Two decades of continuous teaching in schools/centres.

TE201G

Education I

Twelve

Teaching Experience II

Four decades of continuous teaching in schools/centres.

TE301G

Education II

Eight

Elective choices:

(a) Environmental and Consumer Chemistry 4
(b) Developmental and Comparative Anatomy 4
(c) Microbiology 8
(d) Biophysics 8
(e) Environmental and Consumer Chemistry 4

This is a compulsory module consisting of two parts:

(a) Mechanics
(b) Optics

SC232G

Physics II

Four

This module consists of two parts:

(a) Mechanics
(b) Optics

Prerequisite: SC131S

SC323G

Chemistry II

Four

This module consists of two parts:

(a) Chemistry
(b) Optics

SC132S

Chemistry I

Four

This module consists of two parts:

(a) Chemistry
(b) Optics

SC134S

Geology I

Six

This module revises areas of algebra, geometry and trigonometry. The main topics are calculus with applications to areas, volumes and mechanics. Further topics in algebra and geometry are included.

SC321G

Teaching Preparation I

Twelve

This module includes testing; and remediation by consultation with the lecturer concerned if appropriate.

SC133S

Science II

Six

This module revises areas of algebra, geometry and trigonometry. The main topics are calculus with applications to areas, volumes and mechanics. Further topics in algebra and geometry are included.

SC134S

Geology I
Teaching Experience

This module consists of two parts:

(1) Electrons (a) Microscopic Theory
SC344A This module consists of two parts:
(1) Astronomy (a) Energy Alternatives
SC322S Chemistry III

24

Prerequisite: SC322S

This is a combination of the following two modules:

SC344A Kinetics and Electronic Effects
SC344A Transition and Polymer Chemistry
SC333S Biology IV

24

Prerequisite: SC333S

This is a combination of the following modules:

SC374A Microbiology
SC377A Response, Regulation and Behaviour
TE301G Teaching Experience III

8

Prerequisite: TE201G

Twenty days of continuous teaching in schools/centres.

TE411E Applied Education IV

18

Prerequisite: TE311E

A series of electives which will apply the foundational theories and practical experiences gained in earlier years to a number of school-related issues.

SC421G Professional Preparation IV

12

To be advised:

SC431S Physics IV

24

Prerequisite: SC331S

This module consists of two parts:

(a) Electronics
(b) Circuit Theory
SC322S This module consists of two parts:
(a) Astronomy
(b) Energy Alternatives
SC344A Chemistry IV

24

To be advised:

SC433S Biology IV

24

Prerequisite: SC333S

This module consists of four units of study. These are as follows:
(1) Man and Environment: philosophy and rationale of environmental impact assessment and of resource utilisation. The E.I.S. (environmental impact study) technique. Methods of data collection. Role of government departments and instrumentalities, such as the pollution control commissions. Environmental monitoring and control. Conceptual models and simulation techniques used in various major development projects. Preparation, presentation and evaluation of E.I.S.


Microbiology. Bacterial systems and the status of existing eco-systems and prediction of change effects due to forestry, agriculture, mining and industrial activities.


SC426S Science and Society

12

To be advised:

TE401G Teaching Experience IV

9

To be advised:

MODULE DESCRIPTIONS FOR SCIENCE (TEACHERS' only)

SC4146 Environmental and Consumer Chemistry

4

Prerequisite: SC2142

The chemistry of specific pollutants, their formation, effects, detection and estimation and possible control measures.

(1) A study of the composition of various consumer products — reasons why they are used in the product formulation and the consequences of their presence both directly to the consumer and to the environment in general.

SC4172 Industrial Microbiology

8

Prerequisite: SC3717


SC4174 Development and Comparative Anatomy

8


ED4006 Leadership

3

The student will examine the theories relating to leadership, the decision-making process, the application of scientific methods, styles of organisational behaviour, supervisory techniques, staff morale and organisational climate.

ED4815 Assessment Procedures in the Secondary School

3

Modern school assessment techniques are studied, together with the rationale for testing. Emphasis is placed on the development of practical skills for students in all disciplines.

ED4824 The Adolescent and Education

3

An examination will be made of the basic principles of human development through life. These principles will also be considered in the context of the school of practical observations and case studies.

SC4142 Chemistry of Natural Resources

4

Prerequisite: SC3141

A study of the origin, distribution, extraction and metals and non-metals. Problems associated with resource usage, waste disposal and recycling.

SC4414 Biotechnology

4

Prerequisite: GS3141


SC4146 Environmental and Consumer Chemistry

4

To be advised:

Bachelor of Education (Social Sciences)

Students study subjects which provide a theoretical and practical background for the teaching of the first six of these which are usually the responsibility of the Social Sciences staff in secondary schools.

Content of the course is a major study within the discipline of Geography, with a minor study in Economics, or the reverse. This is clearly important for teachers of these subjects, but it also guarantees a sound foundation of skills and knowledge to support work in the interdisciplinary areas such as Asian Studies and Society and Culture.

First Year Requirements

Credit Points

TE111E Education I

12

SS121G Professional Preparation I

24

SS131H Economics I

12

SS132H Geography I

12

SS133H Social and Cultural Studies I

12

TE041H Literacy and Numeracy Skills

0

TE101G Teaching Experience I

12

Second Year Requirements

Credit Points

TE111E Education II

12

SS221G Professional Preparation II

24

SS231H Economics II

12

SS232H Geography II

12

GS1420 General Studies I

12

TE201G Teaching Experience II

8

Third Year Requirements

Credit Points

TE311E Education III

12

SS321G Professional Preparation III

12

SS331H Economics III

12

SS332H Geography III

24

SS333H Society and Culture III

12

TE301G Teaching Experience III

8

Fourth Year Requirements

Credit Points

TE411E Applied Education IV

18

SS431H Economics IV

18

SS432H Geography IV

18

SS433H Social and Cultural Studies IV

12

GS2410 General Studies IVA

6

TE401G Teaching Experience IV

8

The following outline is for students who are in the third year of the course in 1989.

Third Year Requirements

Credit Points

SS322G Professional Preparation IIIA

14

SS331H Economics IIIA

12

SS332H Geography IIIA

24

TE301G Teaching Experience IIIA

8

TE311E Education III

12

GS1420 General Studies II

12

Fourth Year Requirements

Credit Points

SS431H Economics IV

18

SS432H Geography IV

18

SS433H Social and Cultural Studies IV

12

TE401G Teaching Experience IV

8

TE411E Applied Education IV

18

GS2410 General Studies III

6

MODULE DESCRIPTIONS

TE111E Education I

12

The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such relevant research methodologies will be identified and evaluated.

SS121G Professional Preparation I

24

Teaching Procedures

Lesson Planning Procedures

Total Credit Points — 320

COURSE DESCRIPTION

Availability — On Campus Attendance — Full-Time

The Bachelor of Education (Social Sciences) programme is a degree course requiring four years of full-time study and students must attain a minimum of 320 credit points.

The cumulative impact of the Social Sciences courses causes concern for humanity—a concern which runs through all four years of the course. Social Sciences lecturers are interested in people, their problems and the solutions they find both locally and in other parts of the world. As a result, Asia and our near neighbours obtain special attention.

Instructed is provided in the areas of Economics, Geography, Asian Studies, Commerce, Social Science, Society and Culture, History, Aboriginal Studies, Social Anthropology and Multicultural Studies.

The course will identify aspects of human development relevant to classroom practice with specific focus on individual differences in students and the causes of such relevant research methodologies will be identified and evaluated.

Based on the course in 1989.

The following outline is for students who are in the third year of the course in 1989.
SS131H Economics I
12
Introduction to basic economic concepts related to consumer expenditure, consumer behaviour, consumer law — Part B of course examines basic concepts in financial accounting.
SS323H Geography I
12
The Earth's structure and processes affecting the surface. Plate tectonics, vulcanism, mountain building, mass wasting, weathering/erosion and deposition and so on are studied as the basis for understanding the relationships between human and biophysical elements. The concepts of management and sustainable yield are developed.
SS133H Social and Cultural Studies I
12
To be advised.
TE01G Teaching Experience I
8
Twenty days of continuous teaching in schools/centres.
TE211E Education II
12
Prerequisite: TE111E
An examination of the teaching and learning process, including the teaching of children with special needs.
BS211G Professional Preparation II
12
This module is a composite of:
• a "reflect and select" model of classroom management and discipline;
• curriculum planning, program and teaching unit development;
• an appreciation of syllabus implementation in two subject areas namely Commerce and Society and English.
SS231H Economics II
12
Prerequisite: SS131H
Basic concepts in macroeconomics — regression model to monetarists — introduction to basic micro concepts, markets and resource allocation.
SS232H Geography II
12
Prerequisite: SS231H
This module studies world population, and settlement types and patterns. This range from the variety of communities that have evolved part of Australia's Aboriginal and multicultural settlement to the modern world patterns of urbanisation in developed and developing nations. Urban change, urban renewal and new town concepts complete the study.
GS241G General Studies I
12
Refer to pages at end of section for School of Education and Humanities.
TE01G Teaching Experience I
8
Prerequisite: TE01G
Twenty days of continuous teaching in schools/centres.
TE311E Education III
12
Prerequisite: TE211E
An examination of the sociological foundations of education and curriculum theory in the educational context.
SS321G Professional Preparation III
12
To be advised.
SS331H Economics III
12
Prerequisite: SS231H
Interactions between human and biophysical elements — basic models of trade, protection, balance of payments analysis for internal and external balance.
SS332H Geography III
12
Prerequisite: SS232H
There are two strands, the first of which develops earlier studies in environmental geography by analysing specific fragile environments and leads into the study of nations where there is an imbalance in resource availability and population needs. The second strand concentrates such studies of nation and business to identify development changes and needs in the region.
SS333H Social and Cultural Studies II
11
To be advised.
TE301G Teaching Experience III
8
Prerequisite: TE201G
Twenty days of continuous teaching in schools/centres.
TE411E Applied Education IV
18
Prerequisite: TE311E
A series of elective studies which will apply the foundational theory and research methodologies gained in earlier years to a number of school-related issues.
SS431H Economics IV
18
Economics of public sector — taxation and public debt
SS432H Geography IV
18
Prerequisite: SS332H
Study of the impact of technological change in the contemporary world on the problems of resource management (including unequal distribution within and amongst nations), population control and growth, food production and distribution, urban growth and its management and manufacture, economy and trade.
SS433H Geography Project
12
Guided individual research based on a problem that can be studied within the students own region and with the geographic skills so far developed. Lecturer guidance is essential and topics will only be approved when it is clear that reasonable parameters have been set and resources and facilities are available to allow success.
GS241G General Studies IA
9
Refer to pages at end of section for School of Education and Humanities.
TE401G Teaching Experience IV
8
To be advised.

Bachelor of Education (Technical and Further Education)

Availability — External, with On Campus Attendance — Part-Time
Total Credit Points — 80

COURSE DESCRIPTION

The Bachelor of Education (TAFE) programme is a two-year part-time course which enables persons holding a Diploma in Teaching (TAFE), or equivalent qualification, to upgrade that qualification to degree level. The course is specifically designed for teachers in Technical and Further Education. To be eligible for graduation students are required to log in a total of 80 credit points in five distinct but related strands of study.

Education Studies 18cp
Specialist Studies 18cp
General Studies 18cp
Independent Studies 18cp
Vocational Experience 80cp

Transition Studies
Studied in the Bachelor of Education (TAFE) course are at degree level and develop from foundations established at Diploma and also the Diploma in Teaching (TAFE). In some sections of the course, for example the Educational Studies strand, the foundation studies in the Diploma are generally of sufficient depth and breadth to provide an adequate base from which the degree level studies can develop. In other sections of the course, for example the General Studies strand, the studies in the Diploma may not (for some students) provide sufficient foundation for degree level studies in that area. In such cases, students will be required to undertake transition studies which will provide the appropriate foundation, in terms of content and depth of study, for the degree level studies.
The number of transition studies required for a particular student will depend on:
(a) the degree level studies chosen — particularly in the General Studies strand; and
(b) the studies undertaken in the Diploma in Teaching (TAFE) course — the General Studies elective in particular.
The credits associated for Transition Studies are additional to those required for the normal Diploma or Degree studies.

Mode of Study
In 1989, and probably in all future years, the course is available by external study only. The Institute provides an extensive support structure for external students and attendance at a one-week on-campus residential school in June is compulsory.

COURSE OUTLINE

First Year Requirements
Credit Points
Advanced Standing for Technical Qualification and Experience 80

Second Year Requirements
TF211E Psychology I 12
TF221G TAFE Teaching I 18
TF222G Educational Media in TAFE 12
TF301G Teaching Experience I 12
TF324G Communication Studies I 12
TF341E Literacy and Numeracy Skills 0
TF303G Teaching Experience II 12

Third Year Requirements
TF311E Psychology II 8
TF312G TAFE Curriculum I 12
TF321G TAFE Teaching II 12
TF331G TAFE Teaching III 12
TF332G Teaching Decision-making 12
TF412E TAFE Curriculum III 16
TF431G TAFE Studies I 6
TF441B TAFE Administration I 6
TF441A TAFE Administration II 6
TF431E Independent Study in TAFE 18
TF403G Teaching Experience IV 8

MODULE DESCRIPTIONS

TF211E Psychology I
12
An examination of the underlying psychological principles and practices associated with teaching and learning in a TAFE environment.

TF221G TAFE Teaching I
18
TAFE teacher tasks related to different types of learning are investigated and students engage in practical teaching in both peer group and TAFE classroom settings, so that they can employ appropriate teaching strategies in a variety of TAFE teaching situations.

TF222G Educational Media in TAFE
8
Students are introduced to basic instrumental materials preparation and usage, including chalkboard, overhead projectors, graphic design, photography and audio and videotape production. Skills developed are used to design, create, and evaluate instructional packages appropriate to the student's particular field of education.

TF321G TAFE Studies I
12
In Part 1 of the module, the structure and role of TAFE in the community are examined, with particular emphasis being placed on the roles, duties and responsibilities of individual teachers. Part 2 is conducted with the assistance of community teachers and lecturers involved in TAFE colleges. Its emphasis is on syllabus preparation and lesson planning in the student's specific area in TAFE.

TF242G Communication Studies I
6
This module assists students to examine and improve study habits and their oral, written and non-verbal communication skills necessary for their role as TAFE teachers.

TE041G Literacy and Numeracy Skills
8
Literacy and Numeracy includes testing, and remediation by consultation with the lecturer concerned if appropriate.

TF303G Teaching Experience II
12
Ongoing supervised teaching practice conducted in the trainee teachers classroom. Regular observation of the teachers will be made by teachers' education lecturers.
Graduate Diploma of Education (Primary Education)

Structure
The course is an experienced based programme conducted over two semesters. Students follow a fixed balanced program of 12 subjects in two semester duration in Education, Mathematics, English and Reading. Modules of study are chosen in the one discipline. Other subjects are Art Education, Craft, Music Education, Health and Physical Education, Natural Science, Social Studies and Principles and Practices of Teaching.

Students are generally required to undertake five weeks of work experience between semesters and a further period of four weeks in Semester II.

Students must complete a major essay for the Diploma in Education. Candidates admitted under this regulation are required to complete degree/diploma requirements concurrently with their candidates for the Diploma in Education. Modifications to this programme may occur in 1989 and students will be advised of any changes upon enrolment.

Graduate Diploma of Education (Secondary)

Structure
The course is an experienced based programme conducted over two consecutive semesters and is divided into seven areas:

All areas include Mathematics, English, Social Science, History, Physical Education, Principles and Practices of Teaching and are available through Distance Learning.

Students are required to complete two teaching method subjects which are chosen from French, German, History, Art, Computer Studies, Mathematics, Music, Physical Education, Science, Social Sciences and English.

In this area of disciplines other than Languages, History and English it is usual for the two method subjects to be chosen in one of the discipline. Other subjects may be combined e.g. English, History, Social Science, English/another Language.

Students are advised to consult the Programme Coordinator when working out their programme.

Admission Requirements
The course is available to persons who have been admitted to a relevant degree at a recognised tertiary institution or who hold a three-year diploma at a field other than teacher education from a recognised tertiary institution. Students relevant to the teaching method subjects to be undertaken in the course must have been included in the degree or diploma as it is the Institute’s practice that all graduates should meet employment criteria set by the N.S.W. Department of Education.

Admission regulation is required to complete degree/diploma requirements concurrently with their candidates for the Diploma in Education. Modifications to this programme may occur in 1989 and students will be advised of any changes upon enrolment.

Available — On Campus
Attendance — Full-Time

Total Credit Points — 80

The overall aim of the course is to integrate theoretical approaches with practical experience in order to foster the development of understandings, skills and attitudes fundamental to successful teaching.

The Diploma of Education enables intending teachers to devote 3-4 years to their personal and scholastic development and then devote one complete academic year to professional preparation. The provision of such a course contributes two important alternatives in the range of pre-service training available:

- individuals may select either an integrated or "end-on" mode of teacher preparation; and
- students may defer their choice of career until after completion of a course of basic tertiary studies.

Graduates from the course will have:

- a sound knowledge of those theoretical structures which underlie important educational practices;
- an understanding of the body of knowledge sampled in primary education (5-12);
- an ability to express themselves appropriately and effectively.

Graduate Diploma of Education (Secondary)

Structure
The course is a two-year course of study leading to the award of the Diploma of Education. Students follow a fixed balanced program of 12 subjects in two semester duration in Education, Mathematics, English and Reading. Modules of study are chosen in the one discipline. Other subjects are Art Education, Craft, Music Education, Health and Physical Education, Natural Science, Social Studies and Principles and Practices of Teaching.

Students are generally required to undertake five weeks of work experience between semesters and a further period of four weeks in Semester II.

Graduates from the course will have:

- a sound knowledge of those theoretical structures which underlie important educational practices;
- an understanding of the body of knowledge sampled in secondary education;
- an ability to express themselves appropriately and effectively.

Graduate Diploma of Education (Primary Education)

Structure
The course is an experienced based programme conducted over two semesters. Students follow a fixed balanced program of 12 subjects in two semester duration in Education, Mathematics, English and Reading. Modules of study are chosen in the one discipline. Other subjects are Art Education, Craft, Music Education, Health and Physical Education, Natural Science, Social Studies and Principles and Practices of Teaching.

Students are generally required to undertake five weeks of work experience between semesters and a further period of four weeks in Semester II.

Admission Requirements
The course is available to persons who have been admitted to a relevant degree at a recognised tertiary institution or who hold a three-year diploma at a field other than teacher education from a recognised tertiary institution. Students relevant to the teaching method subjects to be undertaken in the course must have been included in the degree or diploma as it is the Institute’s practice that all graduates should meet employment criteria set by the N.S.W. Department of Education.

Admission regulation is required to complete degree/diploma requirements concurrently with their candidates for the Diploma in Education. Modifications to this programme may occur in 1989 and students will be advised of any changes upon enrolment.

Available — On Campus
Attendance — Full-Time

Total Credit Points — 80

The overall aim of the course is to integrate theoretical approaches with practical experience in order to foster the development of understandings, skills and attitudes fundamental to successful teaching.

The Diploma of Education enables intending teachers to devote 3-4 years to their personal and scholastic development and then devote one complete academic year to professional preparation. The provision of such a course contributes two important alternatives in the range of pre-service training available:

- individuals may select either an integrated or "end-on" mode of teacher preparation; and
- students may defer their choice of career until after completion of a course of basic tertiary studies.

Graduates from the course will have:

- a sound knowledge of those theoretical structures which underlie important educational practices;
- an understanding of the body of knowledge sampled in primary education (5-12);
- an ability to express themselves appropriately and effectively.

Graduate Diploma of Education (Secondary)

Structure
The course is a two-year course of study leading to the award of the Diploma of Education. Students follow a fixed balanced program of 12 subjects in two semester duration in Education, Mathematics, English and Reading. Modules of study are chosen in the one discipline. Other subjects are Art Education, Craft, Music Education, Health and Physical Education, Natural Science, Social Studies and Principles and Practices of Teaching.

Students are generally required to undertake five weeks of work experience between semesters and a further period of four weeks in Semester II.

Graduates from the course will have:

- a sound knowledge of those theoretical structures which underlie important educational practices;
- an understanding of the body of knowledge sampled in secondary education;
- an ability to express themselves appropriately and effectively.
This strand focuses on the development of some basic needs within the Secondary classroom. Emphasis is placed on assessment of needs, catering for special needs through skills of teaching with practical application to improve pupil management strategies to assist students in the development of a personal model of pupil management. 

Strand B: Classroom Management and Discipline

This strand focuses on an examination of a wide range of pupil management strategies to assist students in the development of a personal model of pupil management.

Strand C: Psychology

An examination of the underlying psychological principles and practices associated with teaching and learning in a TAFE environment.

Strand D: Communication

The focus of this module is on TAFE teachers and students as group members. Topics will include the study of group interaction and the need to keep abreast of continual developments in the field of communication.

Strand E: Specialist Studies

The course is mainly prescriptive with various student emphases accommodated through student selected applications in assigned work, alternate module treatment depending on the students area of specialisation, and in the project. The pattern which it is expected that students would normally follow is shown below, with each module requiring two hours of face-to-face lectures per week thus allowing greater flexibility to employ the "hands-on" approach to learning in workshops and computer laboratory sessions.

**Module Descriptions**

**TF211 E Psychology I**

An examination of the underlying psychological principles and practices associated with teaching and learning in a TAFE environment.

**TF212 G Teaching Experience I**

Thirty-five continuous days of teaching in schools.

**TF213 G Teaching Experience II**

Weekly on-campus weeks on-campus 18 weeks in the Secondary classroom. Focuses on the development of some basic needs within the Secondary classroom. Emphasis is placed on assessment of needs, catering for special needs through skills of teaching with practical application to improve pupil management strategies to assist students in the development of a personal model of pupil management.
Part-Time School Strand
First Year Requirements (Set Modules)
SE411E Developmental Disabilities
SE421E Professional Development in Special Education
SE431E Interpersonal Skills in Special Education

Second Year Requirements (Set Modules)
SE412E Foundation Studies in Learning Difficulties
SE451E Independent Research Study
Second year requirements for students who commenced part-time studies in 1988:

SE412E Foundation Studies in Learning Difficulties
SE451E Independent Research Study

SE421E Professional Development in Special Education
SE431E Interpersonal Skills in Special Education

Course Description (Adult Strand)
The strand in Adult Special Education is available to basic education teachers, consultants, graduate teachers and teachers working with adults who have disabilities.

Full-Time Adult Strand
First Year Requirements (Set Modules) Credit Points
SE401E Practicum
SE411E Developmental Disabilities
SE413E Learn Difficulties (Adulthood)
SE422E Professional Development in Adult Special Education
SE431E Interpersonal Skills in Special Education

Second Year Requirements (Set Modules)
SE401E Practicum
SE411E Developmental Disabilities
SE413E Learn Difficulties (Adulthood)
SE451E Independent Research Study
Second year requirements for students who commenced part-time studies in 1988:

SE401E Practicum
SE422E Professional Development in Adult Special Education
SE431E Interpersonal Skills in Special Education

Graduate Diploma of Educational Studies (Speech and Language Remediation)

Course Description:
The Graduate Diploma of Educational Studies (Speech and Language Remediation) aims to provide practitioners with specialist language resources skills to enable effective team management of programmes for children and youth with language and/or communication difficulties and of their families. Such difficulties may include those arising where English is not the first language for the student or where students may come from different sociocultural backgrounds to those of their peers.

The course is also designed to provide teachers with the necessary skills to identify young children and students in need of speech pathology services, to provide a link between programmes offered by speech pathologists and by teachers involved in the regular or specialist classroom, as well as to foster the growth of language development and language-related learning.

Studies are designed to include strong field and practical components in addition to the necessary theoretical components of the course.

Graduate Diploma of Educational Studies (Special Education)

Availability — On Campus
Total Credit Points — 80

School Strand Course Description
The Graduate Diploma of Educational Studies (Special Education) is designed to prepare three year trained teachers to undertake a resources/consultancy role in Primary or Secondary schools or to teach classes for children who are developmentally disabled.

Course Outline
Full-Time School Strand
First Year Requirements (Set Modules) Credit Points
SE401E Practicum
SE411E Developmental Disabilities
SE412E Foundation Studies in Learning Difficulties
SE421E Professional Development in Special Education
SE431E Interpersonal Skills in Special Education
SE451E Independent Research Study

Second Year Requirements (Set Modules)
SE401E Practicum
SE411E Developmental Disabilities
SE413E Learn Difficulties (Adulthood)
SE451E Independent Research Study
Second year requirements for students who commenced part-time studies in 1988:

SE401E Practicum
SE412E Foundation Studies in Learning Difficulties
SE451E Independent Research Study

SE421E Professional Development in Special Education

15 Focuses on the logistics of teaching in a variety of special education contexts.

SE431E Interpersonal Skills in Special Education

10 This module develops the consultative and collaborative skills needed in the interaction with parents, teachers and other professionals. The course includes models of consultation and conflict resolution techniques.

SE451E Independent Research Study

8 Students are required to complete a research study in a topic in Special Education. The module aims to develop skills in formulating research questions and in collecting and reporting information.

SE413E Learn Difficulties (Adulthood)

25 Focuses on learning difficulties within a variety of adult education settings.

SE422E Professional Development in Adult Special Education

8 This module focuses on the logistics of working in a variety of adult special education contexts.

Master of Education (Industrial Education)

Availability — External, with On Campus Attendance — Part-Time
Total Credit Points — 160

Course Outline
First Year Requirements Credit Points
SL431H Linguistics and Learning 20
SL432H Studies in Language and the Expressive Arts 15
SL431E Interpersonal Skills in Special Education 20
SL410E Practicum 15

Module Descriptions
SL431H Linguistics and Learning

This module addresses the basic nature and application of linguistic theory. The focus is on the structure and function of language and considers linguistic theories and their implications for the teaching and analysis of language. The content of developmental disabilities, current issues and concerns are also addressed in this context.

SL410E Practicum

This module focuses initially on the development of intervention strategies for students with language related learning problems. The module also examines the incorporation of language skills within curriculum areas.

SL421G Studies in Language and the Expressive Arts

This module focuses on the relationship of non-verbal methods of communication, thinking and learning to the development and fostering of language and communication. The place of art, craft, movement, music and drama in the curriculum will be considered in addition to that of more formal and informal modes of communication (e.g. signing and symbols). Students will be able to pursue an in-depth study of a topic of their own choice.

SL412E Interpersonal Skills in Special Education

This module considers the skills necessary for teachers to communicate effectively with clients, their families and other professionals. Factors relating to different socio-economic groupings and the needs of aboriginal or migrant descent will also be addressed.

Methods of conflict management, of enhancing, self-esteem and developing assertiveness skills are addressed, in addition to those skills and attributes needed in professional consultative roles.

SL410E Clinical Practicum

This module a series of practica is arranged involving students in the application of knowledge, skills and attitudes gained through studies in theoretical aspects of the course. Placements in centre or community settings are allocated on the educational preparation needs of the students and the service needs of the Special Education Centre.
This postgraduate degree is designed to provide a national resource of innovative teachers, consultants, advisers and researchers in the field of Industrial Education in Australia and overseas by their participation, involvement and dynamism.

The course is primarily aimed at suitably qualified members of the community who, through previous studies, their employment, or professional contributions significantly contribute to the development of the professional, are motivated towards higher learning, research and publication in the field of industrial education. The length of study for full-time candidates is normally two years and may extend to the third year. Extension beyond three years requires the candidate to show cause. The full-time study mode is normally:

(i) one year for the four resource units and initiation of the research thesis proposal; and

(ii) two years for the completion of the four resource units and initiation of the research thesis proposal; and

(iii) two years for the completion of the research thesis.

The length of study for part-time or off-campus candidates is normally four years with provision for extension to six years. Extension beyond six years requires the candidate to show cause. The part-time and off-campus study mode is normally:

(i) one year for the completion of the four resource units and initiation of the research thesis proposal; and

(ii) two years for the completion of the research thesis.

The candidate will take courses of study approved by the Course Director, which may be selected from the following modules:

- IE511E Research Design
- IE521G Industrial Education
- IE522G Curriculum Planning in Industrial Education

The student and the research thesis may be completed within the course of study to a thesis submitted for a full research masters degree.

Applications for admission to the program will be considered from persons fulfilling each of the following requirements:

(i) One of the following qualifications:

- BEd(TAFE), BEd(TiTech), Grad DipT Ed (IndArts), Grad Dip Ed (TAFE), PostGrad Dip Ed (IndArts), ASTG(Mental Arts), or
- Certain PG1 or UG1 awards in teaching with a major appropriate to industrial education, or equivalent.

(ii) A minimum of three years experience in the practice of industrial education as a teacher of primary craft, secondary industrial arts, TAFE trade or technician certificate, or equivalent, including consulting/advisers calculated on the basis of comparison with the teaching days in a school year. Normal admission to the masters degree program is restricted to those suitably qualified candidates who have demonstrated a commitment to the teaching profession and to Admissions Committee, exceptional ability at the undergraduate level (equivalent to a grade point average of 2.0 on the A.U.P.I. system) and time available. Provisional admission to the program may be granted by the Admissions Committee to persons who satisfy admission requirement 5(i) and possess degree level qualifications and who, in the pursuit of their occupation or studies, have undertaken the appropriate courses at the master degree level in industrial education. Candidates so admitted are required to undertake such additional units or studies, and to meet specific time requirements, as may be determined by the Head of School of the University of Newcastle and the Hunter Institute of Higher Education.

This module provides the graduate with competency in the design and implementation of industrial education research and leadership in a management or supervisory role in industrial education. The module will contribute to the development of the learners to industrial psychology, including worker motivation. The unit will also deal with the broader concept of human work classification systems which will assist students to organise, classify, and career planning within the field of industrial education. The unit also contributes to the graduates capacity for developing programmes for the management of human resources of supervision, management of human work classification systems, and the worker and the family in the workplace. The unit aims to further the development of the learners to be aware of manpower classification systems. Students taking the course will complete a Thesis Research Project.
2. Learning Disabilities
This advanced seminar unit reviews current research on the psychology of learning disability. A variety of theoretical viewpoints are considered together with their implications for remediation.

3. Behaviour Disorders
This unit investigates the characteristics and theoretical perspectives of behavioural disorders. Through a study of management techniques and associated research, students will also have opportunities to enhance their skills in the delivery of services.

4. The Education of Gifted and Talented Children

5. Communication Disorders
The Faculty of Education at the University of Newcastle is responsible for all administrative procedures associated with the degree.

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## General Studies Modules

**GS1410**
**General Studies IA**
Students will select an appropriate number of strands from the following:
- Craft Design (elements and principles in a variety of media)
- Computer Applications I (introduction to elementary programming)
- Australian Literature (nineteenth and twentieth century writers)
- Writing (practical and aesthetic writing)
- Introduction to French (tourist communication spoken)
- Practical Music Performance I (guitar or piano in groups)
- Personal Development (health, safety and social competence)
- Sport Studies (administering and coaching)
- Religious Studies (a study of comparative religions)
- Intervention Strategies (children with special needs)
- Asian Studies (understanding of contemporary events)
- Technology I (basic leatherwork)
- Artists Colours I (studio practices and applications)
- Drama I (introduction to stage, theatre and history)

**GS1420**
**General Studies I**
Applies to some Secondary specialisations.
- Computer Applications is compulsory.
- Select one of the following:
  - Craft Design
  - Literature
  - Writing
  - Introduction to French
  - Practical Music Performance I
  - Personal Development
  - Sport Studies
  - Religious Education I
  - Intervention Strategies
  - Asian Studies
  - Technology I
  - Artists Colours I

** GS1430**
**General Studies I**
Applies only to Early Childhood and Primary students.

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## The School of Health

### Courses of Study

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma of Health Science (Nursing)</td>
<td>110</td>
</tr>
<tr>
<td>Diploma of Health Science (Nursing) (Conversion Course)</td>
<td>112</td>
</tr>
<tr>
<td>Bachelor of Health Science (Nursing)</td>
<td>112</td>
</tr>
<tr>
<td>Associate Diploma of Social Welfare</td>
<td>114</td>
</tr>
<tr>
<td>Bachelor of Arts in Social Science (Welfare Studies)</td>
<td>115</td>
</tr>
<tr>
<td>Bachelor of Arts in Social Science (Tourism and Recreation)</td>
<td>117</td>
</tr>
</tbody>
</table>

**NOTE:** The following pages contain a Course Description, a Course Outline and Module Descriptions for each course in the School of Health. Each Module Description is in the format of the following example:

- **Module Number** e.g. AB101B
- **Module Name** e.g. Administration I
- **Credit Points** e.g. 15
- **Module Description** e.g. This year-long module introduces the structure and function of "for profit" and human service organisations and the behaviour of individuals and groups within them.
The School of Health

The School of Health is responsible for the provision of a range of courses which prepare both health and welfare professionals for work in hospitals, schools, industry and a variety of community settings. All courses, whether undergraduate, postgraduate, or distance learning, are offered in health and welfare fields. The School is responsible for the provision of a Diploma of Health Science in Nursing.

Diploma of Health Science (Nursing)

The Diploma of Health Science (Nursing) is one of several health professional education programs developed by the School. It is intended for students who have completed the necessary entrance requirements and who wish to develop a career as a registered nurse.

The Diploma of Health Science (Nursing) aims to produce beginning competent nurse practitioners, who will be able to function safely and effectively in any domain of nursing practice. It provides a comprehensive approach to nurse education, providing students with the knowledge and skills required for work in medical/surgical, mental health and developmental disability fields. The development of clinical skills is an essential component of the course. The Nursing material aims to produce beginning competent nurse practitioners, who will be able to function safely and effectively in any domain of nursing practice.

The Diploma of Health Science (Nursing) is designed to prepare students for professional careers in applied social science and community welfare. Graduates will have a sound understanding of complex social issues and policy in contemporary society, skill in the application of social science theory and method and will be equipped to assume research based roles in a variety of fields. The Diploma of Health Science (Nursing) is one of several health professional education programs developed by the School. It is intended for students who have completed the necessary entrance requirements and who wish to develop a career as a registered nurse.

The Bachelor of Arts in Social Science (Welfare Studies) prepares students for professional roles in the rapidly growing area of the welfare industry, particularly in the fields of social policy and community welfare. The Bachelor of Arts in Social Science (Welfare Studies) provides the psychological and sociological bases for the development of general and specialist skills in areas related to the study of social issues. It develops an understanding of each of the health care and social science disciplines, and involves the study of applied statistics using relevant epidemiological data.

The Bachelor of Arts in Social Science (Welfare Studies) is designed to prepare students for professional careers in applied social science and community welfare. Graduates will have a sound understanding of complex social issues and policy in contemporary society, skill in the application of social science theory and method and will be equipped to assume research based roles in a variety of fields. The Bachelor of Arts in Social Science (Welfare Studies) is designed to prepare students for professional careers in applied social science and community welfare. Graduates will have a sound understanding of complex social issues and policy in contemporary society, skill in the application of social science theory and method and will be equipped to assume research based roles in a variety of fields.

The Bachelor of Arts in Social Science (Welfare Studies) is designed to prepare students for professional careers in applied social science and community welfare. Graduates will have a sound understanding of complex social issues and policy in contemporary society, skill in the application of social science theory and method and will be equipped to assume research based roles in a variety of fields.
Diploma of Health Science (Nursing) (Conversion Course)

Availability — On Campus
Attendance — Part-Time
Total Credit Points — 30 (160 credit points Advanced Standing)

COURSE DESCRIPTION
The Diploma of Health Science (Nursing) conversion part-time course offers registered nurses the opportunity to convert their certificate qualification to a Diploma level qualification in a two year part-time evening study. Some parts of the course are designed to be completed by students enrolled in other health science courses as well as nursing students. The core material aims to foster breadth of vision on health issues, and to develop problem-solving and communication skills and ability to cope effectively with conflict and change.

The nursing dedicated material examines theories of nursing, and nursing assessment, planning and intervention skills for use in a variety of settings and with people of all ages. The comprehensive clinical approach to the Diploma programme provides essential knowledge and skills for work in medical/surgical, mental health and developmental disability fields of nursing. For this reason, registered nurses completing the Diploma equivalent phase of the degree programme will concentrate on the areas of clinical nursing in which they have not had experience in their original nursing courses. Students will be required to attend lectures and tutorials at the Institute and clinical placements in the Newcastlle/ Hunter Region. The clinical component varies throughout the course and is designed to be as flexible as possible. It may take the form of a clinical block or a longitudinal study or visits to various health care settings or support groups. Students must be prepared to undertake a one-week clinical block each semester.

Further Studies
Students who successfully complete the conversion course and qualify for the award of Diploma of Health Science (Nursing) may then apply for entry into the Degree programme who do not hold New South Wales registration in New South Wales.

Admission Requirements
The course is available to registered nurses only and applicants will be asked to provide evidence of current registration with the New South Wales Nurses Registration Board before being considered for admission. Candidates who do not hold New South Wales Higher School Certificate or other tertiary qualifications may be required to undertake an entrance test. As a result, candidates will apply.

Normally all candidates for nursing courses are required to hold a current registration with the New South Wales Nurses Registration Board before being considered for admission. Candidates who do not hold New South Wales Higher School Certificate or other tertiary qualifications may be required to undertake an entrance test. As a result, candidates will apply.

Bachelor of Health Science (Nursing)

Availability — On Campus
Attendance — Part-Time
Total Credit Points — 200

COURSE DESCRIPTION
The Bachelor of Health Science (Nursing) aims to build on knowledge and skills already acquired and to prepare nurses to function in a variety of specialist health care roles in both institutional and non-institutional environments. For registered nurses already functioning in specialist nursing roles the course aims to develop a commitment to the advancement of nursing theory and to the development of a research base for nursing practice.

The degree is offered in two phases to registered nurses who fell into two main groups:

1. PHASE I: Registered nurses who hold a Category A registration obtained from a hospital based nursing programme may enrol in Phase I of the degree course which is offered over two part-time years of study. Those who have completed two years of practice and are seeking Diploma equivalent status. The comprehensive clinical approach to the Diploma equivalent phase of the degree programme provides essential knowledge and skills for work in medical/surgical, mental health and developmental disability fields of nursing. For registered nurses completing the Diploma equivalent phase of the degree programme will concentrate on the areas of clinical nursing in which they have not had experience in their original nursing course or courses.

2. PHASE II: Holders of a Diploma in Applied Science (Nursing) or equivalent qualification or registered nurses who have completed Phase I described above or have completed the Diploma equivalent phase of the degree course which can be completed in two years part-time. To gain admission into Phase II candidates are required to:

- be registered with the Nurses' Registered Board of New South Wales or have such registration pending
- have completed the Diploma of Applied Science (Nursing) or equivalent, and
- have completed a (a) two completed years work experience as a registered nurse and (b) have completed an additional 40cp of advanced study and have completed two years work experience as a registered nurse.

All students will be expected to complete Phase II in a two year part-time course.

Students who successfully complete Phase I in Nursing Practice will be eligible to continue to Phase II of the degree course which will be offered in the same two years part-time course.

Bachelor of Health Science (Nursing) (Conversion Course)

Availability — On Campus
Attendance — Part-Time
Total Credit Points — 200

COURSE DESCRIPTION
The Bachelor of Health Science (Nursing) (Conversion Course) aims to build on knowledge and skills already acquired and to prepare nurses to function in a variety of specialist health care roles in both institutional and non-institutional environments. For registered nurses already functioning in specialist nursing roles the course aims to develop a commitment to the advancement of nursing theory and to the development of a research base for nursing practice.

The degree is offered in two phases to registered nurses who fell into two main groups:

1. PHASE I: Registered nurses who hold a Category A registration obtained from a hospital based nursing programme may enrol in Phase I of the degree course which is offered over two part-time years of study. Those who have completed two years of practice and are seeking Diploma equivalent status. The comprehensive clinical approach to the Diploma equivalent phase of the degree programme provides essential knowledge and skills for work in medical/surgical, mental health and developmental disability fields of nursing. For registered nurses completing the Diploma equivalent phase of the degree programme will concentrate on the areas of clinical nursing in which they have not had experience in their original nursing course or courses.

2. PHASE II: Holders of a Diploma in Applied Science (Nursing) or equivalent qualification or registered nurses who have completed Phase I described above or have completed the Diploma equivalent phase of the degree course which can be completed in two years part-time. To gain admission into Phase II candidates are required to:

- be registered with the Nurses' Registered Board of New South Wales or have such registration pending
- have completed the Diploma of Applied Science (Nursing) or equivalent, and
- have completed a (a) two completed years work experience as a registered nurse and (b) have completed an additional 40cp of advanced study and have completed two years work experience as a registered nurse.

All students will be expected to complete Phase II in a two year part-time course.

Students who successfully complete Phase I in Nursing Practice will be eligible to continue to Phase II of the degree course which will be offered in the same two years part-time course.
**Associate Diploma of Social Welfare**

**Availability** — On Campus

**Attendance** — Full-Time and Part-Time

Total Credit Points — 120

**COURSE DESCRIPTION**

The Associate Diploma of Social Welfare is a course of vocational study leading to two years full-time, or longer part-time. Emphasis is placed on the integration of practical skills with theoretical knowledge.

The course comprises the main strands of study: social welfare studies, field experience and vocational forum.

Social Welfare Academic Studies is comprised of all course modules except those taken in field experience and vocational forum strands.

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**Bachelor of Arts in Social Science (Welfare Studies)**

**Availibility** — On Campus

**Total Credit Points** — 120

**COURSE DESCRIPTION**

The course will professionally prepare students for employ-
This module has two components:

1. **Social Policy and Administration**
   - This module examines the functions and dysfunctions of social organisation, and the organisations and constraints which affect the service delivery of welfare in society. In so doing it examines law and administration.

2. **Welfare Practice**
   - Specific field placements are organised at social welfare agencies to enable the student to develop the skills and knowledge required in the welfare setting. In addition, the student has the opportunity to become aware of types of welfare agencies and how they work. This module builds on the experiences gained in Welfare Practice 1.

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### Bachelor of Arts in Social Science (Tourism and Recreation)

#### MODULE DESCRIPTION

The Bachelor of Arts in Social Science (Tourism and Recreation) offers students who are professionals for employment in the rapidly developing areas of the leisure industry, particularly tourism and recreation. Tourism is widely accepted as one of the broad industry sectors which offers significant growth and employment potential, both in domestic and export markets. Graduates with major studies in tourism are particularly encouraging. The course is designed to train professionals who will manage and facilitate leisure activities of a wide variety of public agencies, public organisations or private enterprises.

The course aims to develop professionals who are competent in working with people, managing natural, physical, financial and human resources, planning and implementing programmes in the field of leisure, including tourism and community recreation service industries.

- **The Course Structure for the Tourism and Recreation Degree** includes a total of 240 credit points, including 120 credit points in tourism and recreation, 60 credit points in a second discipline, and 60 credit points in an additional discipline.

#### COURSE OUTLINE

**Year 1**
- **GS101H Social Science I**
  - Australian Society I (12cp)
  - Human Relations I (12cp)
- **GS102W Legal and Political Institutions** (12cp)
- **TR101M Leisure Studies I**
  - Leisure Studies I (20cp)
- **TR102M Recreation 1**
  - Recreation 1 (20cp)
  - Recreation 2 (20cp)
- **TR103M Tourism I**
  - Tourism I (20cp)

**Year 2**
- **GS201H Social Science II**
  - Australian Society II (12cp)
  - Human Relations II (12cp)
- **GS131W Social Economics**
  - Social Economics (12cp)
  - Recreation Studies (16cp)
- **TR201M Leisure Studies 2**
  - Leisure Studies 2 (20cp)
- **TR202M Recreation 2**
  - Recreation 2 (20cp)
- **TR203M Tourism 2**
  - Tourism 2 (20cp)

**Year 3**
- **GS305H Social Science III**
  - Australian Society III (12cp)
  - Human Relations III (12cp)
- **GS304W Human Relations 3**
  - Human Relations 3 (12cp)
  - Health Studies (12cp)
- **TR204M Recreation 3**
  - Recreation 3 (20cp)
- **TR205M Tourism 3**
  - Tourism 3 (20cp)

**Available Options**
- **TR302M Recreation 3**
  - Recreation 3 (20cp)
- **TR303M Tourism 3**
  - Tourism 3 (20cp)

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**Prerequisite:**

- **GS101H Social Science I**

**Objectives:**

- To study the discipline of sociology, psychology and social science.
- To understand the development of sociology and social science.
- To develop an understanding of the role of sociology in society.
- To develop an understanding of the role of sociology in society.
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- To develop an understanding of the role of sociology in society.
- To develop an understanding of the role of sociology in society.
This module is designed to offer the student a wide range of indoor recreational activities and their management in order to develop the skills, understanding and appreciation of the many personal pleasures and values that these recreational activities have to offer. Selections will be made from the following areas: training and conditioning; games; theatrical pursuits; crafts; language and music; and hobbies.

TR105M Outdoor Recreation

This module offers the student a varied group of experiences in a wide range of outdoor recreational activities, including aquatics, games, orienteering, camping, cycling, etc. The course aims to develop the student's own skills and knowledge of a broad range of activities and a commitment to the promotion of the total well-being of all people through the provision of appropriate leisure services.

TR201 Recreation 1

This module introduces the student to an individual research project and to the management strategies necessary for the successful conduct of a recreation facility.

TR202M Recreation 2

This module will contribute to knowledge, skills and attitudes related to the principles of management as they apply to the leisure industry, the economic and political context of leisure studies, with particular regard to community recreation and the tourist industry, fundamental political and legal structures and the law as it relates to the leisure industry. Professional codes of behaviour of the leisure studies graduate; communication skills to facilitate good interpersonal relationships with groups and individuals; skills of leisure service management; a commitment to principles of equity in leisure service provision.

TR203M Recreation 3

This module will contribute to knowledge, skills and attitudes relating to the purpose, basic procedures and the interpretation and application of research related to leisure studies; professional codes of behaviour of the leisure studies graduate; the ability to inquire and think conceptually about social issues relevant to recreation and leisure studies; the professional code of behaviour of the leisure studies graduate; the ability to understand and respond to the leisure needs of the community; skills in the area of research implementation and evaluation; in leisure studies; a responsible attitude to the development of Tourism and Community Recreation which is sensitive to the environmental and cultural values of contemporary Australian society and to the promotion of international understanding; a commitment to principles of equity in leisure service provision.

TR204M Tourism 1

This module offers the student a varied group of experiences in a wide range of outdoor recreational activities, including aquatics, games, orienteering, camping, cycling, etc. The course aims to develop the student's own skills and knowledge of a broad range of activities and a commitment to the promotion of the total well-being of all people through the provision of appropriate leisure services.

TR205M Tourism 2

This module will contribute to knowledge, skills and attitudes related to the principles of management as they apply to the leisure industry, the economic and political context of leisure studies, with particular regard to community recreation and the tourist industry, fundamental political and legal structures and the law as it relates to the leisure industry. Professional codes of behaviour of the leisure studies graduate; communication skills to facilitate good interpersonal relationships with groups and individuals; the ability to understand and respond to the leisure needs of the community; skills of leisure service management; a commitment to principles of equity in leisure service provision.

GS303H Australian Society III

Preliminary: GS201H Following analytic of "region" as a concept. A case study is made of a region (e.g., the Hunter Valley) in order to provide sociological insights into social, economic and political features, structures and needs of regions, in both urban and rural contexts. Focus points include regional organisations, power structures, lifestyles and issues.

GS304W Human Relations III

The aim of this module is to continue the overview of abnormal psychology. The major areas to be covered are the developmental disorders of childhood and adolescence, mental retardation and the disorders of ageing and senescence. In addition, issues in the treatment and care of the elderly will be considered as well as information techniques. Legal and ethical issues will also be covered.

GS105P Health Studies

This module is designed to give students an opportunity to examine features of health widely accepted in our society, to explore their own health status, and to experience strategies designed to maintain and/or improve general health. This module acknowledges that health is a process experienced by individuals, families and communities, and is influenced by physical, emotional, social and environmental factors.
The School of Visual and Performing Arts

The School of Visual and Performing Arts is developing further important study opportunities in the visual and expressive arts, communications, and design areas. New buildings and extensive studio and workshop facilities have been erected since 1981 for the promotion of a broad range of studies. These facilities have greatly improved study opportunities. The philosophy of this School endorses the notion that participative creative development is considered to have a most vital aspect in the education of creative people. It is the objective of this School that graduates should be able to utilise their knowledge and creative abilities in practice as an individual professional or craftsperson or to work collectively in one of the many creative art professions.

A major development within the School has been the Bachelor of Arts (Communication Studies) course which aims to prepare people to work professionally in the media and communication industries. To this end, graduates will be equipped with an appropriate range of skills, knowledge and understanding and will also be expected to develop a professional attitude to work in this field. Graduates will have the competence required to enter one of the professional areas listed below, backed up by skills and ability across a broad range of communication activities. Graduates also will understand the relationship between media theories and practice and the historical, cultural and economic aspects of communications in society.

The School is also developing a new course in Design to include graphic design and industrial design.

Undergraduate Courses

Associate Diploma in Creative Arts and Crafts, Bachelor of Arts — Visual Arts, Bachelor of Arts — Communication Studies

Graduate Course

Graduate Diploma in Art

majors in the following:

- Painting
- Sculpture
- Ceramic Arts
- Illustration
- Textiles
- Photography
- Film/Video
- Art History
- Visual Arts Theory
- Drawing

The School’s current and projected study areas include the following:

- Media Studies
- Cultural Studies
- Theatre Studies
- Ceramic Arts
- Graphic Design
- Design History
- Theory of Design
- Drawing

Each of the above subjects is available in one to four one-year units, one at basic level and three at advanced level.

The following is an example of the study of art:

**Painting**

1. BASIC A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. ADV. I

**Sculpture**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Ceramics**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Illustration**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Textiles**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Photography**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Film/Video**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Art History**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Visual Arts Theory**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

**Drawing**

1. A, ADV. I, ADV. II

2. A, ADV. I, ADV. II

3. A, ADV. I

All units are offered subject to there being a viable number of students interested in taking them.

**Associate Diploma in Creative Arts and Crafts**

The Associate Diploma in Creative Arts and Crafts will be offered in 1989 as a four year part-time evening course.
AC280V Video — Advanced II 3D
Prerequisite: Video — Advanced I
Develops an awareness of the broad range of experimental video and of the necessary funding of video production. Also creates an awareness of marketing and distribution strategies of video products and gives the necessary information and understanding to enable the students to produce video products which demonstrate a degree of originality.
AC281V Video — Advanced III 3D
Prerequisite: Video — Advanced II
Writing and Research 1
This module will enable students to develop:
- cognitive skills;
- critical skills;
- analytical skills;
- marketable writing skills;
- marketable research skills;
- basic commercial computer skills;
- an understanding of the significance of writing to the communications industry;
- an understanding of the value of research and reporting to society.

Year 2
CM201V Media Structures and Practices
Prerequisite: CM102V Mass Communication and Society
At the completion of this module, students should be able to:
- understand the structure of ownership and control of the media in Australia;
- relate this understanding to a wider appreciation of the role of the media in society;
- examine the historical development, ownership and control on the industry and society;
- understand the role of the media in social, technical and commercial processes and practices in the various strands of the communications industry.

CM209V Integrated Communication Studies 2
Prerequisite: CM109V Integrated Communication Studies 1
At the completion of this module, students should be able to:
- develop further, through extended project work, integrated writing and research skills of value to the communications industry;
- support the teaching of video production by developing techniques of sequential and essay thematic photography;
- relate contemporary cultural production to social economic, political and social forces.

CM216V Law, Technology and Social Change
Prerequisite: CM115D Graphics 1
At the completion of this module, students should be able to:
- have a basic knowledge of laws and regulations as they apply to Australian media;
- have an understanding of legal requirements relevant to communications practice;
- provide a forum for discussion of ethical and legal issues concerning communications;
- discuss the legal implications of communications developments;
- examine changes to media technology in the context of regional and socio-economic factors and historical circumstances.

CM217V Video 3
Prerequisite: CM213V Video 2
At the completion of this module, students should be able to:
- extend further knowledge and skills gained in Graphics 1 and 2;
- apply acquired skills in the production of articles for commercial use.

CM218V Cultural Studies 2
Prerequisite: CM117V Cultural Studies 1
At the completion of this module, students should be able to:
- further develop their intellectual and personal style and professional relationships with them;
- develop their creative flair and imaginative resources.

CM220V Social and Radio Production 1
Prerequisite: CM214D Sound and Radio Production 2
At the completion of this module, students should be able to:
- extend further knowledge and skills gained in Graphics 1 and 2;
- further refine the technical skills of the student to a level acceptable to the radio industry;
- ensure an awareness in the student of prevailing work practices in a wide variety of radio and audio industrial contexts.

CM221D Graphics 3
Prerequisite: CM215 Graphics 2
At the completion of this module, students should be able to:
- extend further knowledge and skills gained in Graphics 2;
- refine design and colour perception;
- continue to develop experience in the production of graphic design formats;
- develop critical approach to design concepts;
- develop further knowledge on the student's intellectual and imaginative skills;
- to provide a broad visual education.

CM231V Writing and Research 2
At the completion of this module, students should be able to:
- attain a more advanced understanding of theories and methods of research and analysis;
- examine recent theoretical developments in media and communications;
- apply these to their work;
- continue to develop the student's intellectual and imaginative skills;
- to provide a broad visual education.

CM230V Australian Cultural Studies
At the completion of this module, students should be able to:
- extend further knowledge and skills gained in Graphics 2;
- to develop and skills and techniques necessary for the communication of ideas.
Choose one of the following three modules as the second part of the major in Writing and Research.

CM305D Screenwriting
Prerequisites: CM214DV, Writing and Research 2
CM213DV Video

This module will develop students' abilities to write scripts for film, television, video and audiovisual presentations.

CM309V Public Relations
Prerequisites: CM209V Integrated Communication Studies 1
CM214DV Writing and Research 2

At the completion of this module, students will be able to:
- Full-conversant with the practices of public relations in Australia from historical and contemporary perspectives;
- Develop a clear understanding of the development of public relations campaigns;
- Promote, through project work, ability in the planning and implementation of public relations activities;
- Understand the ethical and legal concerns encountered in public relations campaigns.

CM314DV Advertising
Prerequisite: CM109V Integrated Communication Studies 1
Corequisite: CM209V Integrated Communication Studies 2

At the completion of this module, students should be able to:
- Understand the historical development of advertising as a contemporary communications form and the nature of the Australian advertising industry;
- Be aware of the research methods used in the development, implementation and evaluation of advertising campaigns;
- Analyze individual advertisements and advertising campaigns;
- Develop a clear understanding of the process of developing and implementing an advertising campaign;
- Promote through project work, ability in the planning and implementation of an advertising campaign;
- Be informed about advertising laws and regulations, as well as the various care in the advertising industry.

CONTINUING STUDENTS Second and third year students (enrolled in 1988 or earlier) will continue with the old course requirements.

Second Year Requirements (old course)

CM200V Compulsory Modules

CM200V Screen Studies
Prerequisites: CM214DV Writing and Research 2

History of the main forms of film and television discourse.

CM201V Media Structures and Practices
Prerequisites: CM214DV Writing and Research 2

Structure of ownership and control in the Australian media industry. Professional, technical and commercial processes and practices.

CM203V Video
Prerequisites: CM104DV

Audio, lighting, camera structure, vision switching, videotape recording, editing, sets and graphics, control room procedures, planning and production, video production, editing, post-production effects and transformations, experimentation.

CM202V Photography
Prerequisites: CM104DV

The range of cameras, types of lighting, photomontage and basic press photography techniques. The skills necessary to undertake assignments in press photography and photojournalism, public relations photography, magazine photography and scientific, industrial and architectural photography.

CM300V Law, Technology and Social Change
Prerequisites: CM214DV Writing and Research 2

This module deals with media law, the increasingly complex media technology and the social changes brought about by such technology.

CM301V Cultural Theories
Prerequisites: CM214DV Writing and Research 2

Introduction to the theories and functions of writing with emphasis on different kinds of audience. Includes journalism, review writing and feature articles.

CM302D Professional Writing
Prerequisites: CM203V

Industrial and commercial processes and practices. Intensive studio training. An approved sequence of projects depending on student needs and interests.

CM303D Graphic Design
Prerequisites: CM203V

Packaging public relations material, photo graphics, video and slide graphics, computer graphics. Design procedures, e.g., designing, layout, proofreading, diagramming, maps and charts.

CM305V Photography (Colour)
Prerequisites: CM202V


CM307V Photography in the Media
Prerequisites: CM202V

Introduction to types of press and media photography and public relations photography.

CM305D Writing (Script Writing)
Prerequisites: CM202V

An introduction to various types of script writing including film, television, radio and drama. Deals with synopsis, treatment, characterisation, dialogue, narrative strategies and relations between writers, producers, directors and actors.

CM304V Writing (Feature Writing)
Prerequisites: CM202V

This module will develop professional writing skills in the field of technical and commercial writing.

CM301V Research
Prerequisites: CM203V

Selection and definition of research area; gathering material, editing and selection, presentation, review.

CM303V Stereo Production
Prerequisites: CM203V

Design, planning, production, recording and editing. An approved sequence of projects appropriate to students' needs and interests.

Bachelor of Arts (Visual Arts)

Availability - On Campus
Attendance - Full-Time or Part-Time
Total Credit Points - 240

Full Year Programme

The course of study for the Bachelor of Arts (Visual Arts) is designed to prepare students for professional careers in the visual arts and in arts-related fields.

Duration of Course
The course can be completed over three years of full-time study, or over a longer period of part-time study according to individual needs and subject to general Institute requirements.

Second Year Programme

This transitional year requires students to commit themselves to a study of 6 hours per week for specialised involvements in the final year. In both the Studio and Theory Components of the programme elective studies require the student to carefully select a range of involvements.

Theory Studies (Ungraded Assessment)
The full-time student must select course modules which together total 15 hours per week. Three study pattern options exist:
- one study of 12 hours per week
- one study of 3 hours per week (cannot be taken into Third Year)
- one study of 9 hours per week
- one study of 6 hours per week
- one study of 3 hours per week (cannot be taken into Third Year).

Theory Studies (Graded Assessment)
Full-time students select study strands from a range of history/theory offerings. Two strands are undertaken in the first semester (2x2 hours per week) and two more strands in the second semester (2x1 hours per week).

Second Year Programme Requirements are as follows:

<table>
<thead>
<tr>
<th>Studio Component</th>
<th>Hours Per Week</th>
<th>Credit Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Study I</td>
<td>F/Y 2</td>
<td>2 10</td>
</tr>
<tr>
<td>Studio Study II</td>
<td>F/Y 2</td>
<td>2 10</td>
</tr>
<tr>
<td>Theory Study I</td>
<td>F/Y 2</td>
<td>2 10</td>
</tr>
<tr>
<td>Theory Study II</td>
<td>F/Y 2</td>
<td>2 10</td>
</tr>
</tbody>
</table>

Third Year Programme (Graded Assessment)
This culminating year is one of intensive specialisation in the chosen "Studio Major" (areas normally available are: Painting, Sculpture, Printmaking, Photography, Media and Illustration, Fibre Art, Film and Video). This specialist program is supplemented by two required theory modules:
- Professional Research Paper (one-half hour per week)
- Art and Business (one hour per week, Semester One only; a course of lectures concerning art and business practices).
Full-Year and Semester Studies
Wherever possible, studies are offered on a full-year basis to ensure equity and to encourage (particularly in studio activities) the development of sustained working patterns. However, some studies apply in the case of Second Year (and in Third Year Art and Business). In these instances greater elective opportunity and intensive learning experiences can be provided.

Required Study Hours
The Programme Requirements given above show that while full-time students must attend approximately 20 hours of lectures etc. per week, additional independent research is required, extending the normal workload to 40 hours per week in order to achieve satisfactory standards.

Assessment Procedures
Assessment procedures vary from first to third year in accordance with the educational character of each year's programme. In the first year, large open assessment sessions bringing students together so that each student's introductory experiences can be seen and discussed as an integrated whole. In second year, assessments are conducted in a manner by which students can gain direct feedback on their work. Wherever possible, the same principle applies in the third year, but with a far greater depth and breadth of studio dialogue can occur. The third year studio presentations are assessed by specialist panels of staff. Normally students are expected to present all relevant studio work at the assessments regardless of whether the work is to be exhibited. All studio work is assessed by specialist panels of staff. At all studio assessment students are invited to present all relevant studio work, drawings, notes, sketchbooks, journals, folios, work in progress and completed work. All work produced on-campus and off-campus, including work not directly related to the assessment should be presented.

Bachelor of Arts (Visual Arts)

Module Descriptions

Note: Second and third year B.A. (Visual Arts) students will not be permitted to vary their studio programmes later than Week Five of the academic year.

Programme Requirement Schedule:

<table>
<thead>
<tr>
<th>Studio Component</th>
<th>Duration</th>
<th>Hours Per Week</th>
<th>Credit</th>
<th>Contact</th>
<th>Research</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Professional Study</td>
<td>F/Y 15</td>
<td>19</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Research Paper</td>
<td>F/Y 5</td>
<td>2.5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art &amp; Business</td>
<td>Sem 1 5</td>
<td>6</td>
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</tr>
</tbody>
</table>

Workshop Weeks

Two weeks are set aside each year (usually in April and one in September) for full-time students. Two weeks are held as a follow-up for part-time students, and for part-time students only (inc. Printmaking). Two weeks are normally set aside in April for full-time students but are used solely as progress indicators.

Programme Requirement Schedule:

<table>
<thead>
<tr>
<th>Studio Component</th>
<th>Duration</th>
<th>Hours Per Week</th>
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<th>Contact</th>
<th>Research</th>
<th>Prerequisites</th>
</tr>
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<tr>
<td>Major Professional Study</td>
<td>F/Y 15</td>
<td>19</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Research Paper</td>
<td>F/Y 5</td>
<td>2.5</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>Art &amp; Business</td>
<td>Sem 1 5</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Bachelor of Arts (Visual Arts)

Module Descriptions

Note: Second and third year B.A. (Visual Arts) students will not be permitted to vary their studio programmes later than Week Five of the academic year.

Programme Requirement Schedule:

<table>
<thead>
<tr>
<th>Studio Component</th>
<th>Duration</th>
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</tr>
</tbody>
</table>

Workshop Weeks

Two weeks are set aside each year (usually in April and one in September) for full-time students. Two weeks are held as a follow-up for part-time students, and for part-time students only (inc. Printmaking). Two weeks are normally set aside in April for full-time students but are used solely as progress indicators.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP209A</td>
<td>Sculpture</td>
<td></td>
<td>As for VP239A (above), but with a workload and development requirement commensurate with the extra hours of involvement in Sculpture.</td>
</tr>
<tr>
<td>VP213V</td>
<td>Ceramics</td>
<td>Prerequisite: VP100A (inc. Ceramics)</td>
<td>An investigation of Ceramics as a support to the student's major studio involvement.</td>
</tr>
<tr>
<td>VP224A</td>
<td>Ceramics</td>
<td>Prerequisite: VP100A (inc. Ceramics)</td>
<td>An expanded investigation of Ceramics, including a research component.</td>
</tr>
<tr>
<td>VP240A</td>
<td>Ceramics</td>
<td>Prerequisite: VP100A (inc. Ceramics)</td>
<td>Emphasis is placed on the development of individual student projects. Students are expected to expand their knowledge gained from other studio involvements.</td>
</tr>
<tr>
<td>VP248A</td>
<td>Ceramics</td>
<td>Prerequisite: VP100A (inc. Ceramics)</td>
<td>Continuing emphasis on the development of individual student projects, particularly with regard to personal and professional growth.</td>
</tr>
<tr>
<td>VP253A</td>
<td>Fibre Art and Textiles</td>
<td>Prerequisite: VP100A (inc. Fibre Art and Textiles)</td>
<td>Being familiar with the diverse creative possibilities of this media area, the student is expected to pursue a programme that can reflect their personal and technical nature. The given projects will vary but students are expected to achieve a mature working attitude.</td>
</tr>
<tr>
<td>VP258A</td>
<td>Fibre Art and Textiles</td>
<td>Prerequisite: VP100A (inc. Fibre Art and Textiles)</td>
<td>For VP253A (above), including a research involvement.</td>
</tr>
<tr>
<td>VP260A</td>
<td>Fibre Art and Textiles</td>
<td>Prerequisite: VP100A (inc. Fibre Art and Textiles)</td>
<td>As for VP253A (above), but with a workload and development requirement commensurate with the extra hours of involvement in this media area.</td>
</tr>
<tr>
<td>VP265A</td>
<td>Fibre Art and Textiles</td>
<td>Prerequisite: VP100A (inc. Fibre Art and Textiles)</td>
<td>As for VP253A (above), but with a workload and development requirement commensurate with the extra hours of involvement in this media area.</td>
</tr>
<tr>
<td>VP270A</td>
<td>Fibre Art and Textiles</td>
<td>Prerequisite: VP100A (inc. Fibre Art and Textiles)</td>
<td>As for VP253A (above), but with a workload and development requirement commensurate with the extra hours of involvement in this media area.</td>
</tr>
<tr>
<td>VP275A</td>
<td>Fibre Art and Textiles</td>
<td>Prerequisite: VP100A (inc. Fibre Art and Textiles)</td>
<td>As for VP253A (above), but with a workload and development requirement commensurate with the extra hours of involvement in this media area.</td>
</tr>
<tr>
<td>VP280A</td>
<td>Film and Video</td>
<td>Prerequisite: VP100A (inc. Film and Video)</td>
<td>The exploration of the creative aspects of the Film and Video process. Students are expected to develop basic skills in using both established and experimental approaches to the media.</td>
</tr>
<tr>
<td>VP285V</td>
<td>Film and Video</td>
<td>Prerequisite: VP100A (inc. Film and Video)</td>
<td>As for VP280A (above), but with a research component.</td>
</tr>
<tr>
<td>VP290V</td>
<td>Film and Video</td>
<td>Prerequisite: VP100A (inc. Film and Video)</td>
<td>As for VP280A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP295V</td>
<td>Film and Video</td>
<td>Prerequisite: VP100A (inc. Film and Video)</td>
<td>As for VP280A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP300A</td>
<td>Film and Video</td>
<td>Prerequisite: VP100A (inc. Film and Video)</td>
<td>As for VP280A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP305V</td>
<td>Film and Video</td>
<td>Prerequisite: VP100A (inc. Film and Video)</td>
<td>As for VP280A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP310A</td>
<td>Painting</td>
<td>Prerequisite: VP100A (inc. Painting)</td>
<td>Specialist painting for advanced students. Individual study is required on student development and needs. Emphasis is placed on a fusion of technical and conceptual growth and investigation leading to an exhibition. Includes participation in the year's commitment.</td>
</tr>
<tr>
<td>VP313A</td>
<td>Painting</td>
<td>Prerequisite: VP100A (inc. Painting)</td>
<td>As for VP310A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP320A</td>
<td>Painting</td>
<td>Prerequisite: VP100A (inc. Painting)</td>
<td>As for VP310A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP323A</td>
<td>Printing</td>
<td>Prerequisite: VP100A (inc. Printing)</td>
<td>As for VP310A (above), but with a workload and development requirement commensurate with the extra hours of involvement.</td>
</tr>
<tr>
<td>VP330A</td>
<td>Sculpture</td>
<td>Prerequisite: VP100A (inc. Sculpture)</td>
<td>As for VP239A (above), but with a workload and development requirement commensurate with the extra hours of involvement in Sculpture.</td>
</tr>
<tr>
<td>VP340A</td>
<td>Ceramics</td>
<td>Prerequisite: VP210A (inc. Ceramics)</td>
<td>As for VP313A (above), but including a research component.</td>
</tr>
<tr>
<td>VP343A</td>
<td>Ceramics</td>
<td>Prerequisite: VP240A or VP249A</td>
<td>As for VP313A (above), but with a workload and development requirement commensurate with the extra hours of involvement in Sculpture.</td>
</tr>
<tr>
<td>VP350A</td>
<td>Ceramics</td>
<td>Prerequisite: VP240A or VP249A</td>
<td>As for VP313A (above), but with a workload and development requirement commensurate with the extra hours of involvement in Sculpture.</td>
</tr>
<tr>
<td>VP360A</td>
<td>Photography</td>
<td>Prerequisite: VP100A (inc. Photography)</td>
<td>A professional commitment to photographic media, developed according to individual objectives and approaches. Some challenging photographic formats, contexts, and theoretical frameworks are explored under the guidance of the teaching staff to supplement and expand the study in the student's personal programme. Conceptual growth and experimentation are emphasized, leading to presentation of the final exhibition.</td>
</tr>
<tr>
<td>VP365V</td>
<td>Photography</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP370D</td>
<td>Sculpture</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP375A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP380A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP385V</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP390A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP400A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP405V</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP410A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP415V</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP420A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP425V</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
<tr>
<td>VP430A</td>
<td>Ceramics</td>
<td>Prerequisite: VP360A</td>
<td>As for VP360A (above), but with a workload and development requirement commensurate with the extra hours of involvement in the discipline.</td>
</tr>
</tbody>
</table>
An in-depth study of the concerns of Twentieth Century major characteristics, changes, cultural settings, economic and political climates as factors underlying movements and trends.

or

Historical Survey of Graphics and Illustration

(2:3)

An introduction to the historical origins and development of graphics and illustration in Australia with reference to international influences. The study will focus on contemporary attitudes and cultural roles adopted by practitioners.

VPS99A

Visual Arts Theory I

(2:3) 10 Full Year Study

Prerequisite: VPS90A

A study of two semester-long theory strands of interest to the student with regard to the kind of relevance to the student's studio commitments.

Semester One Strands:

(One to be chosen)

Perception and Aesthetics

(2:3)

An introduction to theories of perception and aesthetics in work in the modern world, especially those theories which have gained prominence since 1850.

or

The 3D Arts Since 1900

(2:3)

An examination of the evolution of Sculpture, Ceramics and the Fibre Arts in the Twentieth Century. Emphasis is on the major characteristics, changes, cultural settings, economic and social/political climates as factors underlying movements and trends.

or

Historical Perspective on Photomedia

(2:3)

A study of the continuity of historical and contemporary practices in Photography and Film and Video, and the inter-relationships of these modern media.

or

Semester Two Strands:

(One to be chosen)

Perception and Aesthetics

(2:3)

An introduction to theories of perception and aesthetics in work in the modern world, especially those theories which have gained prominence since 1850.

or

Contemporary Australian Crafts

(2:3)

A challenging study of the so-called "Crafts", the media employed, the traditions involved, the cultural context and contemporary attitudes of Australian practitioners.

or

History of Illustration

(2:3)

A study of the history of illustration and the relationship between illustration and the fine arts. The course will focus on the development of illustration as a modern medium.

or

Museology

(2:3)

An introductory study of the history and roles of museums, including the architectural, educational, curatorial, economic and conservation factors.

Note: Students may opt to do both VPS90A and VPS99A (above) and change their study plan at the end of the first semester.

VPS92A

Art and Business

(1:5) 6 Semester One only

Prerequisites: VPS20A and VPS90A

An in-depth study of those aspects of commerce and business practice frequently encountered by artists in the course of their professional careers. The lecture programme is supplemented with visiting lecturers having specialist knowledge of particular aspects.

VPS93V

Film and Video 1 (part-time only)

(7:5) 5 Full Year Study

Prerequisite: VPS20V or VPS20V or VPS29V

As for VPS90V (above), but with a work load commensurate with the reduced hours of involvement in the discipline.

VISUAL ARTS THEORY STUDIES

VPS90A

Visual Arts Survey

(3:5) Full Year Study

Mass lectures and tutorials provide a background study of the visual culture of the Twentieth Century.

VPS90V

Film and Video 2 (part-time only)

(7:5) 5 Full Year Study

Prerequisite: VPS20V or VPS20V or VPS29V

As for VPS90V (above), but with a work load commensurate with the reduced hours of involvement in the discipline.

VISUAL ARTS THEORY STUDIES

PG440A

Ceramics

90

This major strand is designed to encourage an individual creative work in ceramics. The main objective of the course is the attainment of high professional standards. This is approached through the development of individual research and self-evaluation processes.

Contemporary art practices in ceramics is studied through contact with professionals and evaluative processes. It is expected that the student will have formulated ideas concerning individual study areas.

PG410A

Painting

90

This major strand is designed to encourage the student to develop professional attitudes to painting. The student is expected to achieve high levels of artistic competence which are not normally anticipated in undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. Each student has access to studios, laboratories and work-sites. This will demonstrate a capacity for independent, self-motivated work. Personal development is reinforced by tutorial and seminar situations. A guest lecture programme is an integral part of this course.

Each student is exposed to many stylistic and aesthetic possibilities in the visual arts. A programme which examines current art practice. At all times stress is placed upon individual achievement and to this end, formal contact is kept to a minimum of seven hours per week (average) when lectures and seminars take place. The student is expected to participate through the interchange of ideas.

An important aspect of the course is the one hour tutorial where the individual student and members of staff focus their discussion on progress examination problems arising from the in-depth studio work. Major strands are subject to student demand.

Graduate Diploma in Art

Graduate Diploma in Art is designed to enable students to achieve high levels of artistic competence which are not normally anticipated within undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. Each student has access to studios, laboratories and work-sites. This will demonstrate a capacity for independent, self-motivated work. Personal development is reinforced by tutorial and seminar situations. A guest lecture programme is an integral part of this course.

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An important aspect of the course is the one hour tutorial where the individual student and members of staff focus their discussion on progress examination problems arising from the in-depth studio work. Major strands are subject to student demand.

Immediate taking over of the student's part-time study. Average course hour distribution for full-time study is as follows:

Corequisite Studies

3 hours per week (lecture or seminar)

10 course hours

Major Strand

(i) 4 hours per week comprising:

(a) 3 hours group tutorial

or (b) 1 hour personal tutorial

(total 120 course hours)

(ii) studio practice - 20 hours per week

(total 600 course hours)

Total: 720 course hours.

Formal Student Time Commitment

Average 40 hours per week to include all individual tutorials, seminars, lectures, research and studio practice. Part-time students average 20 hours per week.

Major Strands

Major strands are available in the following disciplines in 1995:

Painting

Sculpture

Printmaking

Illustration (Plant and Wildlife)

Ceramics

Photography

Fibre Art

Textiles

Assessment

An exhibition of selected work is mounted by the student at the end of the course. This work is assessed by a panel which includes a specialist academic, a practising professional and an external professional.

All working studies are made available at this assessment.

Credit Points

This course has been allocated 80 credit points.

MODELE DESCRIPTIONS

PG440A

Ceramics

90

This major strand is designed to encourage individual creative work in ceramics. The main objective of the course is the attainment of high professional standards. This is approached through the development of individual research and self-evaluation processes.

Contemporary art practices in ceramics is studied through contact with professionals and evaluative processes. It is expected that the student will have formulated ideas concerning individual study areas.

PG410A

Painting

90

This major strand is designed to encourage the student to develop professional attitudes to painting. The student is expected to achieve high levels of artistic competence which are not normally anticipated in undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. Each student has access to studios, laboratories and work-sites. This will demonstrate a capacity for independent, self-motivated work. Personal development is reinforced by tutorial and seminar situations. A guest lecture programme is an integral part of this course.

Each student is exposed to many stylistic and aesthetic possibilities in the visual arts. A programme which examines current art practice. At all times stress is placed upon individual achievement and to this end, formal contact is kept to a minimum of seven hours per week (average) when lectures and seminars take place. The student is expected to participate through the interchange of ideas.

An important aspect of the course is the one hour tutorial where the individual student and members of staff focus their discussion on progress examination problems arising from the in-depth studio work. Major strands are subject to student demand.

Graduate Diploma in Art

Graduate Diploma in Art is designed to enable students to achieve high levels of artistic competence which are not normally anticipated within undergraduate programmes. Studies include historical, theoretical and critical considerations within a studio-oriented experience. Each student has access to studios, laboratories and work-sites. This will demonstrate a capacity for independent, self-motivated work. Personal development is reinforced by tutorial and seminar situations. A guest lecture programme is an integral part of this course.

Each student is exposed to many stylistic and aesthetic possibilities in the visual arts. A programme which examines current art practice. At all times stress is placed upon individual achievement and to this end, formal contact is kept to a minimum of seven hours per week (average) when lectures and seminars take place. The student is expected to participate through the interchange of ideas.

An important aspect of the course is the one hour tutorial where the individual student and members of staff focus their discussion on progress examination problems arising from the in-depth studio work. Major strands are subject to student demand.
Introduction.

Contact with professional artists and craftsmen is organised.

This major strand is designed to encourage individual creative development in sculpture with expert guidance from staff and visiting specialists. The main objective of this strand is the attainment of high professional standards in sculpture, building upon previous experience and studies. Coupled with this is an examination of the context within which the sculptor works in society.

It is expected that the student will already have formed ideas concerning their intended direction and will create work which the students develop a high degree of personal attitude. This major strand enables the student to extend undergraduate studies in sculpture II and sculpture I and extend studies through one or various print media so that a high professional standard will be achieved.

As for PG440A, but with a workload and development requirement commensurate with this reduced part-time involvement.

Contact with professional printmakers and print suppliers is organised.

Illustration (Plant and Wildlife)

Newcastle and the Hunter Valley Region is unique within this country in the variety and abundance of native flora and fauna and most is readily accessible to the student. This major strand enables the student to extend undergraduate studies in illustration with supporting work in photography, graphics, painting and printmaking.

Students holding a Science degree in a relevant field are also admitted to the course in which scientific and taxonomic illustration may be studied. The primary objective is to develop a high degree of professional practice. This is accomplished through the freedom to follow an individual direction supported by best professional advice available.

An involvement with the community and appropriate research institutions is encouraged. Current illustration work is examined and contact with professional illustrators is organised.

Fibre Art/Textiles

This major strand is designed to encourage self-initiated concepts through individual creative projects. The primary objective is to develop a high degree of professional practice. An involvement with the community is encouraged and contact with professional artists and craftsmen is organised. The student will pursue historical, theoretical and critical aspects of textiles.

MUSEUM DESCRIPTIONS

PG411A Painting I 40

As for PG410A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG412A Painting II 40

As for PG410A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG461V Photography I 40

As for PG460V, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG462V Photography II 40

As for PG460V, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG421A Printmaking I 40

As for PG420A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG422A Printmaking II 40

As for PG420A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG431A Sculpture I 40

As for PG430A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG432A Sculpture II 40

As for PG430A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG471D Illustration I 40

As for PG470D, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG472D Illustration II 40

As for PG470D, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG451A Fibre Art/Textiles I 40

As for PG450A, but with a workload and development requirement commensurate with this reduced part-time involvement.

PG452A Fibre Art/Textiles II 40

As for PG450A, but with a workload and development requirement commensurate with this reduced part-time involvement.
Incorporation as College of Advanced Education

5. (1) The Minister may, by notification published in the Gazette, incorporate:
   (a) a college that is a college of advanced education with the name specified in the notification; and
   (b) appoint the first council of that college.
(2) The members of a corporation constituted under this section and of the corporation that is the predecessor of the person who are, for the time being:
   (a) members of the council of the college;
   (b) servants of the college;
   (c) students at the college;
   (d) teachers of the college;
   (e) within any other class of persons specified in the by-laws of the college as members of the corporation;
   (f) unless, in the case of a person referred to in paragraph (e), he is not the member of 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.
(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 that might have been continued or commenced by or against it by its former name.
(7) Except as provided by subsection (6), 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 (8)(b), there is reserved for the whole of the term the rent that may reasonably be obtained without fine.
(9) A lease by a corporate college for the purpose 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 reversion 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.

Placement of Corporate College Under Control of Administrator

5B. Schedule 3 has effect in respect of the placement of a corporate college under the control of an administrator.

Servants of Riverina College of Advanced Education

Schedule 4 has effect.

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 23 persons.

Transfer of Certain Persons to Staff of Corporate College

13. (1) In this section "supernumeration scheme" means a scheme, fund, or agreement under which any supernumeration 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 course or programmes of study provided or to be provided by the college;
   (b) agrees in writing to the inclusion of his name in the notification.

(3) Where a notification referred to in subsection (2) is published on or before the day on which the 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 during the period, if any, in which he was a servant of the college, subject to any adjustment necessary for 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 class of salary, wage or remuneration paid to servants of the college and in accordance with law.

(5) Where any condition of employment of a person who, pursuant to subsection (3), becomes a servant of the college was, immediately before he became such a servant, regulated by an award or industrial agreement, an agreement made under the Public Service Act, 1902, or the Education Commission Act, 1980, that condition shall continue to apply and, if an award or industrial agreement regulating that condition and binding on the college is made by a competent tribunal, be modified or varied in accordance with law.

(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; and
   (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

(7) 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

(8) is entitled to be paid in respect of a servant of the college,简易 text representation: Colleges of Advanced Education Act, 1975

Act No. 11, 1975(1), as amended by Act No. 47, 1975(2); Act No. 24, 1980(3); Act No. 49, 1990(4); Act No. 87, 1991(5); and Act No. 152, 1984(6).

An Act with respect to the constitution of new colleges of advanced education and the contribution and establishment of 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.

Short Title

This Act may be cited as the "Colleges of Advanced Education Act, 1975".

Commencement

1. (1) This section and sections 1 and 3 commence on the date of assent to this Act.
   (2) Except as provided in subsection (1), this Act shall come into operation on such day as may be appointed by the Governor in respect thereof and as may be notified by proclamation published in the Gazette.

Interpretation

3. (1) In this Act, except to the extent that the context or subject-matter otherwise indicates or requires—
   "advanced education course" means a course of study approved under the Higher Education Act, 1975, as an advanced education course;
   "appointed day" means the day appointed and notified under section 2(2);
   "Board" means the New South Wales Higher 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;
   "delegate" means any person, not being the Minister, to whom a power is delegated under this Act;
   "department" means a department of a Government department;
   "employee" means an employee of a corporation;
   "establishment" means the New South Wales Establishment Assembly of the Legislative Council of the State of New South Wales;
   "institute" means a university or an educational institution;
   "by-law" means regulations made under this Act.

Colleges of Excellent Education

4. (1) The Minister may, by order published in the Gazette—
   (a) constitute a corporation that is 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 revoke an order published under subsection (1), he may constitute a corporate college to take the place of the college to which the 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 department 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, incorporate—
   (a) a college that is a college of advanced education with the name specified in the notification; and
   (b) appoint the first council of that college.
   (2) The members of a corporation constituted under this section and of the corporation that is the predecessor of the person who are, for the time being—
      (a) members of the council of the college;
      (b) servants of the college;
      (c) students at the college;
      (d) teachers of the college;
      (e) within any other class of persons specified in the by-laws of the college as members of the corporation;
      (f) unless, in the case of a person referred to in paragraph (e), he is not the member of 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.
   (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 that might have been continued or commenced by or against it by its former name.
   (7) Except as provided by subsection (6), 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 (8)(b), there is reserved for the whole of the term the rent that may reasonably be obtained without fine.
   (9) A lease by a corporate college for the purpose 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 reversion by the lessor if the lease is assigned; and
      (d) include such other conditions, and such covenants, as the college approves.

Disolution of Corporate College

5A. Schedule 2 has effect in respect of the dissolution of a corporate college.

Placement of Corporate College Under Control of Administrator

5B. Schedule 3 has effect in respect of the placement of a corporate college under the control of an administrator.

Servants of Riverina College of Advanced Education

Schedule 4 has effect.

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 23 persons.
15. (1) Where land on which a corporate college for such estate, and subject to such trusts and 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 payable on the execution of such instrument, under the provisions of subsection (9) of the Lands Administration Act, 1920, and shall be registered under any Act without fees.

Control of Academic Awards

16. A college shall not confer any academic award in respect of a course of study prescribed by the Board by its rules or its regulations, as the case may be.

Fee

17. (1) Subject to this section, the Minister may fix the fees payable by any person attending a college for the purposes of this Act.

(2) The board of a college may require any person attending a college for the purposes of this Act to pay such fees as the Minister may fix under subsection (1) of this section.

Acquisition of Land

14. (1) The Governor may, on the recommendation of the Minister and subject to the appropriation Act, 1912, for the purposes of this Act, acquire any land for the purposes of this Act.

(2) A conveyance, transfer or other instrument executed for the purposes of subsection (1) —

(a) is not liable to be stamped with stamp duty payable on the execution of such instrument, under the provisions of subsection (9) of the Lands Administration Act, 1920, and shall be registered under any Act without fees.

(3) Where, pursuant to subsection (9)(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 him if he had ceased, by reason of resignation, to be such a contributor.

(4) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.

Grant or Transfer of Certain Land to Corporate College

15. (1) Where land on which a corporate college for such estate, and subject to such trusts and 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 payable on the execution of such instrument, under the provisions of subsection (9) of the Lands Administration Act, 1920, and shall be registered under any Act without fees.

Control of Academic Awards

16. A college shall not confer any academic award in respect of a course of study prescribed by the Board by its rules or its regulations, as the case may be.

Fee

17. (1) Subject to this section, the Minister may fix the fees payable by any person attending a college for the purposes of this Act.

(2) The board of a college may require any person attending a college for the purposes of this Act to pay such fees as the Minister may fix under subsection (1) of this section.

Acquisition of Land

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(2) A conveyance, transfer or other instrument executed for the purposes of subsection (1) —

(a) is not liable to be stamped with stamp duty payable on the execution of such instrument, under the provisions of subsection (9) of the Lands Administration Act, 1920, and shall be registered under any Act without fees.

(3) Where, pursuant to subsection (9)(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 him if he had ceased, by reason of resignation, to be such a contributor.

(4) Nothing in this section affects the operation of the Industrial Arbitration Act, 1940.
Powers, etc. of Corporate College

10. (1) Subject to this Act and the regulations, a corporate college may—
(a) has, by its council, the control and management of any land or interest in land vested in or acquired by the college and is, by its council responsible for its maintenance;
(b) shall, at such times as is, or such places as are, approved by the Minister in respect of the college, prescribe courses or programmes of advanced education for the purposes of this Act as are approved by the Board by an order relating to that college;
(c) may confer academic degrees and grant and issue certificates evidencing those awards in respect of those courses or programmes of advanced education as are approved by the Board by orders regulating the admission of students to and the conduct of such courses or programmes.

Delegation of Powers, etc.

11. (1) The powers of a corporate college may, by resolution, delegate to—
(a) a member of the council;
(b) a servant of the college; or
(c) the holder for the time being of a specified office or position in the college;
(d) a committee appointed by the council;
(e) the exercise or performance, in any specified class or specified class of cases, of any power, duty or function of the college as the Governor may in any particular case approve, as if the Governor were the college.

Audit

20. (1) The accounts of a corporate college shall be audited by the Auditor-General in respect thereof all the powers conferred on the Auditor-General in relation to the audit of public institutions.

Annual Report

21. (1) Where a section applies to an institution (being a college or other institution) that conducts an advanced education course, but does not apply to an institution that conducts an advanced education course (Statutory Bodies Act, 1984).

21. (2) A corporate college shall, before the 1st January, and not before 30th June, annually prepare and lay before Parliament a report of its work and activities in relation to advanced education courses for the 12 months preceding 31st December in the preceding year.

22. 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 Prohibited

22. No political or religious test shall be administered to any person in order to entitle him to be admitted as a student of a corporate college or to be eligible to receive any academic award or to enjoy any advantage, privilege or right of the college.

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;
(b) the fee for and the payment for the registration of any student of the college;
(c) the fee for and the payment for the attendance of candidates at any academic awards and the attendance of candidates therefor;
(d) the manner of appointment, promotion and dismissal of servants of the college; or
(e) any matter with respect to which by-laws are made by a corporate college; or
(f) any matter with respect to which by-laws made by a corporate college or a Minister of the Crown are applicable to a corporate college or other institution.

Regulations

24. (1) The Governor may make regulations for or with respect to—
(a) any matter with respect to which by-laws are 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; or
(c) prescribing all matters that, by this Act, are required to be prescribed by regulations or which are necessary or convenient for carrying out or giving effect to this Act.

25. A regulation made by a corporate college may be made by the powers conferred on the college or by the production of a document purporting to be a copy of the by-law and to be made in the manner prescribed by or before the regulations for or with respect to by-laws.
2. This Act establishes an established corporate college.

4. An established corporate college continues on and after the appointed day as constituted by this Act and its continuity as a corporation is not affected by any act, regulation or by-law of this Act.

Application of Act to Certain Colleges

2. This Act applies to and in respect of an established corporate college (other than an established college) as if it had not, before the appointed day, been notified as a body corporate under section 27 of the Interpretation Act, 1897.

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 26(3).

Continuation of Reconstituted Colleges

4. An established corporate college continues on and after the appointed day as constituted by this Act and its continuity as a corporation is not affected by any act, regulation or by-law of 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 it had not, before the appointed day, been a body corporate established under the Higher Education Act, 1969, and an existence immediately before the appointed day as an established corporate college were not a matter of record.

Council of Established Corporate College

6. (1) The members of a body corporate comprising an established corporate college shall be the persons who immediately before the appointed day were members of the council, as so reconstituted, and elected under the provisions of this Act.

(2) 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, the council of that body corporate was published as published under section 27(3).}

SCHEDULE 1

Interpretation of Act

"established college" means a college of advanced education established under this Act and includes a corporate college constituted under this Act as such a college.

"corporate college" means a college of advanced education constituted under this Act as a body corporate.

"delegation" means the corporation constituted by clause 7 of Schedule 2 (called "the college") to perform its functions.

"delegated service" means a service performed by the college and includes a delegation.

"delegated service, " means the corporation constituted by clause 7 of Schedule 2.

"Transferred service" means a servant of a corporate college who, immediately before the appointed day, was employed by another body corporate and was reconstituted under this Act.

Arrangements Relating to Students

4. Before a corporate college is dissolved, the Minister may, in consultation with the Board, persons appointed to the Board and the Education Commission of New South Wales, make arrangements for, or both, to dissolve a corporate college; or

(b) 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;

(c) that it would be more efficient or economical, in relation to a corporate college, to offer a teaching service; and

(d) that that population changes or movements or other changes in the community or circumstances necessitate the transfer or relocation of facilities or resources employed in the provision by a corporate college of any advanced education course provided by a corporate college; or

(e) that a corporate college is in the best interests of the State;

(f) that the college is in the best interests of the State;

(g) that the college is in the best interests of the State;

(h) that the college is in the best interests of the State;

(i) that the college is in the best interests of the State;

(j) that the college is in the best interests of the State;

(k) that the college is in the best interests of the State;

(l) that the college is in the best interests of the State;

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(u) that the college is in the best interests of the State;

(v) that the college is in the best interests of the State;

(w) that the college is in the best interests of the State;

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(U) that the college is in the best interests of the State;

(V) that the college is in the best interests of the State;

(W) that the college is in the best interests of the State;

(X) that the college is in the best interests of the State;

(Y) that the college is in the best interests of the State;

(Z) that the college is in the best interests of the State;
may specify, in relation to that college —

(i) that a corporate college be the appointed person to the extent that 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.

6. (1) On and from the appointed day for a dissolved college, subject to the provisions of the order by which the college is dissolved and by which a corporate college is specified, all debts due and payable to or recoverable by the dissolved college shall vest in and belong to the appointed person.

(2) The corporation may transfer any personal property vested in it to such corporate colleges or any other body corporate or other person as it may specify, a person specified in that order for the purposes of any Act, or any other person as the corporation may determine.

(3) No attornment to the appointed person by a transferee servant, or any instrument or document except in the presence of the affixing of the seal.

(4) The corporation shall, if not so deemed by section 13(6), be deemed to be service with the employer to the extent that, but for the dissolution of the college, he was, immediately before that day, a servant of that college.

(5) The corporation may transfer any provision in that Act under which payments maybe deferred or otherwise in accordance with law.

(6) The compensation to which a person is entitled pursuant to subclause (10) is not to be transferred to the employer to which he was transferred to the extent that he is entitled under this Act to present himself for work for the purposes of any Act, or any other person as the corporation may determine.

(7) A transferred servant is not entitled to claim, both under this subclause and subclause 13(1), compensation in respect of the same period of service.

(8) Nothing in this subclause affects the operation of the superannuation scheme.

Superannuation — Employer's Liabilities

1. Where, pursuant to subclauses (3)(d) and (3)(g), a transferred servant continues to contribute to a superannuation scheme to which he was entitled, the employer to whom he is transferred shall contribute to that superannuation scheme the same amount as would have been paid had he continued to contribute.

2. Where the employer to whom a transferred servant is entitled to contribute is dissolved, the corporation is deemed to be dissolved as from the appointed day and is dissolved accordingly.

3. A dissolved college shall, if not so deemed by section 13(6), be deemed to be service with the employer to which he was transferred.

4. For the purposes of the calculation of the compensation to which a person is entitled under section 10(5) of the Superannuation Act, 1940, until his salary is, or his wages are, paid out of the Consolidated Fund which, to the extent that he is entitled to present himself for work, shall be deemed to be service with the employer to which he is transferred.

5. The compensation to which a transferred servant is entitled under section 10(5) of the Superannuation Act, 1940, until his salary is, or his wages are, paid out of the Consolidated Fund which, to the extent that he is entitled to present himself for work, shall be deemed to be service with the employer to which he is transferred.

6. Nothing in this subclause affects the operation of the superannuation scheme.

7. Where, pursuant to subclause (3)(d), a transferred servant continues to contribute to a superannuation scheme to which he was entitled, the employer to whom he is transferred shall contribute to that superannuation scheme the same amount as would have been paid had he continued to contribute.

8. A transferred servant is not entitled to claim, both under this subclause and subclause 13(1), compensation in respect of the same period of service.

9. Nothing in this subclause affects the operation of the superannuation scheme.
Students

10. Where a student enrols in the course or programme of study in which arrangement for the fees have been made pursuant to clause 4(a), the college or institution to which he has transferred shall, as far as practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and

(2) Where a person having custody or possession of the “administrator”, in relation to a corporate college, (a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Schedule 3

Corporation College Under Control of Administrator

Interpretation: Sch. 3

1. In this Schedule—

"administrator"—means the person appointed as administrator of the college pursuant to clause 4;

"appointed day", in relation to a corporate college, means the day upon which an administrator is appointed for the college;

"Department"—means a Department within the meaning of the Public Service Act;

"Department Head", in relation to a Department, means the Department Head within the meaning of the Public Service Act, 1973; and

"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 liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Schedule 4

Savings, Transitional and Other Provisions

Interpretation: Sch. 4

1. In this Schedule—

"appointed day", in relation to a corporate college, means the day upon which an administrator is appointed for the college;

"established college" means a corporate college that has ceased to hold office as such.

2. Where the Ministry is of the opinion—

(a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Minister May Recommend Appointment of Administrator

2. Where the Minister is of the opinion—

(a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Schedule 5

Corporation College Under Control of Administrator

Interpretation: Sch. 5

1. In this Schedule—

"administrator"—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 college;

"Department"—means a Department within the meaning of the Public Service Act;

"Department Head", in relation to a Department, means the Department Head within the meaning of the Public Service Act, 1973; and

"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 liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Schedule 6

Savings, Transitional and Other Provisions

Interpretation: Sch. 6

1. In this Schedule—

"appointed day", in relation to a corporate college, means the day upon which an administrator is appointed for the college;

"established college" means a corporate college that has ceased to hold office as such.

2. Where the Minister is of the opinion—

(a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Minister May Recommend Appointment of Administrator

2. Where the Minister is of the opinion—

(a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Schedule 7

Savings, Transitional and Other Provisions

Interpretation: Sch. 7

1. In this Schedule—

"appointed day", in relation to a corporate college, means the day upon which an administrator is appointed for the college;

"established college" means a corporate college that has ceased to hold office as such.

2. Where the Minister is of the opinion—

(a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.

Minister May Recommend Appointment of Administrator

2. Where the Minister is of the opinion—

(a) that a corporate college is unable to meet its liabilities on any person (other than the State or an authority of the State) in respect of such part of his course or programme as far as it may practicably do so, give him credit in that course or programme for any subject or work done by him under the advanced education course from which he has transferred; and (b) to impose on the person in respect of the course, the appointed person shall confer the 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.
7. Where any vacancy occurs in the office of any person appointed or elected under a clause or rule to hold that office,

5. A person appointed or elected under a clause or rule to hold that office, except in so far as a contrary intention as to his term of office is expressed in the clause or rule, or

3. Where a clause or rule confers a power or imposes a duty on any person to an office in the College by virtue of some reference to that authority, officer or office in or out of the College.

2. Except in so far as the context or subject-matter otherwise indicates or requires —

"Assistant Principal" means the person duly acting as secretary of the College;

"Secretary" means the person duly acting as secretary of the College;

"student" means student of the College;

"Chapter" means Chapter of this By-Law;

"Praelector" means a person to an office in the College by virtue of some reference to that authority, officer or office in or out of the College.

"Full-time servant" means a person who holds office until the retiring age as specified in any prescribed offices are the office of Deputy Principal and the office of Praelector.

"Roll of Academic Staff" means the roll kept under clause 9(b); and

"Roll of Non-Academic Staff" means the roll kept under clause 9(b).

2. (1) For the purposes of section 7(2)(a) of the Act —

(a) a roll of servants of the College, containing the names of members of the academic staff of the College;

(b) a roll of servants of the College, containing the names of the officers entitled to be enrolled as members of the non-academic staff of the College; and

(c) a roll of students of the College.

1. (1) For the purposes of section 7(4)(a)(i) of the Act, an officer of the College —

(a) who is within the academic staff establishment of the College;

(b) whose appointment is to a position with tenure in excess of one year and who has been in the service of the College for the 6 months preceding the day of publication of the notice referred to in clause 15; and

(c) who is classified as a full-time servant under clause 11, is entitled to be enrolled on the Roll of Academic Staff.

2. (2) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(3) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(4) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(5) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(6) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(7) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(8) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(9) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(10) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(11) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(12) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(13) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(14) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(15) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(16) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(17) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(18) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(19) The Council may make rules for or with respect to the conduct of elections to fill the vacant office in

(20) Voting shall be by secret ballot.

1. (1) Voting shall be by secret ballot.

2. (1) A nomination paper shall be signed by the candidate and by 2 persons enrolled on the same roll as that on which the candidate is enrolled.

3. Only one candidate may be nominated on the one nomination paper.

4. Academic Staff of the College in clause 15(a) a nomination may not be withdrawn.

5. The Council shall reject any nomination paper if he is satisfied that

(a) the nomination is not duly made;

(b) there is no satisfactory evidence to make a reasonable estimate of the number of vacancies to be filled, the Secretary shall declare the person or persons nominated to be disqualified from contesting, or

(c) the number of nominations exceeding the number of vacancies to be filled shall be a ballot.

6. A candidate may nominate one officer whose term shall be determined by the Council.

7. Voting shall be by secret ballot.

8. (1) Except in so far as the context or subject-matter otherwise indicates or requires, a reference in this clause to a reference in a Chapter to a clause is a reference to a clause of that Chapter.

(2) Except in so far as the context or subject-matter otherwise indicates or requires, a reference in the By-Law to a roll referred to in a clause is a reference to the roll kept under that clause.

3. Where a clause or rule confers a power or imposes a duty on a holder of an office as such, then except in so far as a contrary intention appears, the person may be elected and the duty shall be performed by the person for the time being acting in the office.

4. Where a clause or rule confers a power or imposes a duty on a holder of an office by virtue of some reference to that authority, officer or office in or out of the College, or in the absence of that person, such other person as may for the time being be acting in that office shall hold that appointment or office unless the Council otherwise resolves.

5. A person appointed or elected under a clause or rule to hold an office in the College by virtue of some reference to any other office held by that person, or to an office held by another person, that person may be elected and the duty shall be performed by the person for the time being acting in the office.

6. Where a clause or rule refers to a senior academic officer or to a senior officer designated by the Council as a senior academic officer for any purpose, the reference is to that senior academic officer or senior officer designated by the Council as a senior academic officer for that purpose.

7. Where any vacancy occurs in the office of any person appointed or elected under a clause or rule and no provision is made for the filling thereof, the Council may direct that a person be appointed or elected to the vacant office and may direct that any election shall be held in the same manner as in which the person whose position is vacant is appointed or elected, or the person so appointed or elected shall hold for the residue of the unexpired term, 

8. Any notice or other document which is authorised or required to be served on a person by a clause or rule may be served in any one of the following manners:

(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 forwarding it by registered post to that person's address as last known to the Secretary.
General

24. (1) Where there is to be an election, the Secretary may, on written application made to him, place a mark against the name of that person in the ballot-paper if that person is Qualified to vote at that election, place a mark against the name of that person in the ballot-paper if that person is Qualified to vote at that election and shall sign a declaration of identity duly completed and signed by the person to whom the ballot-paper is issued, or mark the ballot-paper to indicate by numerical figures the order of his preference for them.

25. (1) The Secretary shall prepare a statement signed by himself, which ballot-papers must reach the Secretary.

26. (1) Where there is to be a ballot in an election to which this Division applies, the Secretary shall mark his vote on the ballot-paper by placing for figure "1" in the square opposite the name of the candidate to whom he desires to give his first preference vote and by placing consecutive figures (commencing with the figure "2") in the squares opposite the names of the remaining candidates, so as to indicate by numerical sequence the order of his preferences for them.

27. (1) A voter completing a postal vote may enclose the completed ballot-paper in the envelope marked "Ballot-paper" and enclose a form of declaration of identity and of entitlement to vote; and shall place a mark against the name of that person in the ballot-paper and enclose that envelope and a marked copy of the letter addressed to the Secretary and delivered to the Secretary by the Secretary or the person to whom it is delivered.

28. (1) A voter shall not before or after voting permit a ballot-paper to be opened.

29. (1) The Secretary shall post a notice of the time and place of the meeting of the Council.

30. (1) The Secretary shall post a notice of the time and place of the meeting of the Council.

31. (1) A person elected to fill a casual vacancy in the office of President shall be entitled to vote at any meeting of the Council.

32. (1) A meeting of the Council shall be held at least once in every 2 months.

33. (1) A special meeting of the Council may be convened by the President or by a member of the Council.

34. (1) A member of the Council shall not initiate any motion at a meeting of the Council.

35. (1) A notice of the time and place of the meeting of the Council shall be given to each member of the Council at least 14 days prior to the meeting.

36. (1) At any meeting of the Council, the quorum shall be one-half of its members for the time being, but, if one-half is not a whole number, the next higher number shall be the quorum for the meeting.

37. (1) At any meeting of the Council a question shall be decided by a majority of the members present.

38. (1) The provisions of this clause have effect subject to a rule of the Council.

39. (1) A motion made at a meeting of the Council may be adjourned to a later date.

40. (1) A motion moved in the absence of the President and Vice President shall be adjourned to the next meeting.

41. (1) The President or any scrutineer or other person concerned with the conduct of an election shall not in any way disclose or be in a position to see in what manner any voter voted.

Division 4 — General Provisions Relating to the Council

32. An ordinary meeting of the Council shall be held at least once in every 2 months.

33. (1) A special meeting of the Council shall be convened by the President or by a member of the Council.

34. A member of the Council shall not initiate any motion at a meeting of the Council.

35. A notice of the time and place of the meeting of the Council shall be given to each member of the Council at least 14 days prior to the meeting.

36. At any meeting of the Council, the quorum shall be one-half of its members for the time being, but, if one-half is not a whole number, the next higher number shall be the quorum for the meeting.

37. At any meeting of the Council a question shall be decided by a majority of the members present.

38. The person presiding at any meeting of the Council, the President or the Secretary, shall decide all matters of debate and shall not be bound by the rules of order.

39. The President may, on application by a member of the Council, order an adjournment of the meeting.

40. The President or any scrutineer or other person concerned with the conduct of an election shall not in any way disclose or be in a position to see in what manner any voter voted.

Chapter IV

THE PRESIDENT AND VICE PRESIDENT OF THE COUNCIL

1. This Chapter, subclause (2) excepted, applies after the reconstitution of the Council pursuant to section 7 of the Act.

2. There shall be a separate nomination paper for each position to be filled at the election of the President and Vice President.

3. A person elected to fill a casual vacancy in the position of President or Vice President shall be entitled to vote at any meeting of the Council.

4. The provisions of this clause have effect subject to a rule of the Council.

Chapter V

COMMITTEES AND BOARDS

Division 1 — General Provisions

1. Subject to this By-Law, the Council may appoint such committees and boards as it may deem expedient.

2. Committees and boards appointed by the Council may include persons who are members of the Council, students of the College and other persons and shall meet and perform such duties and functions as the Council may from time to time in rules made under this By-Law or under any rule or resolution of the Council.

3. Unless otherwise specified in this By-Law or in a rule, the quorum of a meeting of a committee or board shall be one-half of its members for the time being, but, if one-half is not a whole number, the next higher whole number.

Division 2 — The Academic Board

1. There shall be an Academic Board of the College consisting of (a) the Principal; (b) the Vice Principal; (c) such senior academic officers as the Council shall from time to time determine; (d) such other persons and shall exercise and perform such duties and functions as the Council may from time to time in rules made under this By-Law or under any rule or resolution of the Council.

2. The Academic Board shall meet at such times as the Council may direct.

3. The President shall be the Returning Officer for the election of the President and Vice President and shall prepare and arrange for the holding of the meeting at which an election is held.

4. Any member of the Academic Board who is a candidate shall be entitled to vote at a secret ballot to determine which candidate shall be elected.

5. Any ballot-paper shall be prepared in the manner prescribed in clause 24(1) of Chapter III.

6. The President shall mark his vote on the ballot-paper in the manner prescribed in clause 24(1) of Chapter III.

7. The vote shall be validly cast only if the ballot-paper is not initialled by the person to whom it is delivered.

8. The provisions of this clause have effect subject to a rule of the Council.

9. The provisions of this clause have effect subject to a rule of the Council.
9. At each meeting the minutes of the preceding meeting shall be read, and the Council may make regulations for the transaction of that business.

10. (1) Subject to the provisions of the Act and any regulation relating to the determination of the tenure of office and emoluments referred to in subclause (1) all shall be conveyed to the signed agreement for the purpose of the document to which the Council or of that committee, as the case may be.

11. The Academic Board may establish such committees as it deems fit for the purpose of which any such committee is established.

12. (1) Subject to the provisions of the Act, any regulation relating to the determination of the tenure of office and emoluments referred to in subclause (1) all shall be conveyed to the signed agreement for the purpose of the document to which the Council or of that committee, as the case may be.

13. The Council may make appointments to the staff of the College and other persons who shall be appointed in the discretion of the Council, to do any act or thing which the Council may do or require to be done.

14. (1) The Council may appoint a committee, to make such rules, regulations, and instructions as may be deemed necessary for the conduct of the affairs of the College.

15. (1) The Council may instruct the President to cause such reports or returns to be prepared and transmitted as may be deemed necessary for the guidance of the Council.

16. (1) The Council may make regulations for the appointment, tenure, and otherwise of the members of the Academic Board.

17. (1) The Council may make rules for the regulation and control of the College, in such manner and on such conditions as the Council may deem fit.

18. (1) The Council may, by resolution, remove any officer or neglect of duty, or gross inefficiency in the conduct of his duties as an officer; or
d) conduct which the Council considers to be 
(2) The Council may make rules for the appointment, tenure, and otherwise of the members of the Academic Board, in such manner and on such conditions as the Council may deem fit.

3. At each meeting the minutes of the preceding meeting shall be read, unless copies thereof have been previously circulated to members.

4. No question shall be decided at a meeting unless the quorum, appropriate to the meeting, is present.

5. If the quorum is not present at any meeting of the Academic Board, no business shall be transacted thereat except in the case of an emergency, to be determined by the President, in which case a quorum shall be deemed to be present.

6. At a meeting, not being a meeting of the Council or the Academic Board, unless otherwise specified in this By-Law, the following shall be decided by a majority of members present, and the chairman shall have a deciding vote and in the case of an equality of votes, a casting vote.

7. (1) The Council may appoint a committee, to make such rules, regulations, and instructions as may be deemed necessary for the conduct of the affairs of the College.

8. (1) The Council may instruct the President to cause such reports or returns to be prepared and transmitted as may be deemed necessary for the guidance of the Council.

9. (1) The Council may make regulations for the appointment, tenure, and otherwise of the members of the Academic Board.

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10. (1) The Council may make rules for the regulation and control of the College, in such manner and on such conditions as the Council may deem fit.

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12. At a meeting, not being a meeting of the Council or the Academic Board, unless otherwise specified in this By-Law, the following shall be decided by a majority of members present, and the chairman shall have a deciding vote and in the case of an equality of votes, a casting vote.

13. The Council may make appointments to the staff of the College and other persons who shall be appointed in the discretion of the Council, to do any act or thing which the Council may do or require to be done.

14. (1) The Council may appoint a committee, to make such rules, regulations, and instructions as may be deemed necessary for the conduct of the affairs of the College.

15. (1) The Council may instruct the President to cause such reports or returns to be prepared and transmitted as may be deemed necessary for the guidance of the Council.

16. (1) The Council may, by resolution, remove any officer or neglect of duty, or gross inefficiency in the conduct of his duties as an officer; or
d) conduct which the Council considers to be 
(2) The Council may make rules for the appointment, tenure, and otherwise of the members of the Academic Board, in such manner and on such conditions as the Council may deem fit.

3. At each meeting the minutes of the preceding meeting shall be read, unless copies thereof have been previously circulated to members.

4. No question shall be decided at a meeting unless the quorum, appropriate to the meeting, is present.

5. If the quorum is not present at any meeting of the Academic Board, no business shall be transacted thereat except in the case of an emergency, to be determined by the President, in which case a quorum shall be deemed to be present.

6. At a meeting, not being a meeting of the Council or the Academic Board, unless otherwise specified in this By-Law, the following shall be decided by a majority of members present, and the chairman shall have a deciding vote and in the case of an equality of votes, a casting vote.
within the time specified in that subclause, upon the expiration of that time, the Secretary shall, by notice in writing in a form in which the complaint was made and the members of the investigating committee of the time and place at which the investigating committee shall convene.

(2) Where an officer in respect of whom a complaint is made —
(a) may be represented at an inquiry referred to in this Section in person;
(b) is entitled to a record of the proceedings of the committee.

9. An investigating committee shall, as soon as practicable after the completion of its investigations, make a report and submit a copy thereof to the Secretary.

10. The Council may, after considering a report made by an investigating committee under subclause 8, reduce in status, suspend, censure or request the resignation of the officer in respect of whom the complaint was made.

11. (1) Where in the opinion of the Principal the circumstances of the offence as alleged by the complaint do not justify an investigation by a Disciplinary Committee —
(a) the Principal may close the matter;
(b) where an officer under subclause (1) is subsequently restored to his normal duties he is entitled to perform the duties of the office for which he was appointed;
(c) he shall cause such inquiries to be made as he considers necessary and give to the student to the student to the student to the student to the student to the student to the student to the student to the student to the student to the student.

12. When the Discipline Committee has a rule by another decision to which it is referred to, the student concerned —
(a) shall be given in writing of the day of the hearing, and where it is offered in writing of the day of the hearing, of the reasons for the decision;
(b) shall be entitled to make representations, either orally or in writing, to the Committee;
(c) shall be entitled to be heard;
(d) the decision may be found expedient or not expedient.

13. When the Discipline Committee has a rule by another decision to which it is referred to, the student concerned —
(a) shall be given in writing of the day of the hearing, and where it is offered in writing of the day of the hearing, of the reasons for the decision;
(b) shall be entitled to make representations, either orally or in writing, to the Committee;
(c) shall be entitled to be heard;
(d) the decision may be found expedient or not expedient.

14. The Discipline Committee in respect of any matter dealt with or appeal heard by it under this Chapter, may impose any of the following penalties —
(a) a fine not exceeding such amount as is specified in a rule made for the purpose of clause 3(1)(a);
(b) in the case of misconduct relating to an examination or test or other assessment, the cancellation of the student's attempt to complete the subject or stage or a course; or
(c) the exclusion of a student from the College permanently or for such period or periods as it may determine.

15. Every penalty imposed by the Discipline Committee shall be reported to the Committee for the next ordinary meeting of the Council.

16. The Council may make rules for or with respect to the proceedings of the Discipline Committee or the rule or the meeting of the Discipline Committee shall be held to contain a rule or an appeal lodged by a student for an offence against discipline.

17. (1) A student aggrieved by a decision of the Discipline Committee may appeal to the Council against such a decision.
(2) An appeal to the Council made under subclause (1) shall be heard by the President.
(3) The Council may, vary, confirm or quash the decision of the Discipline Committee.

18. The Council may make rules for or with respect to the matters referred to in this clause.

CHAPTER XI

EDUCATIONAL AND RESEARCH ESTABLISHMENTS AND RESIDENTIAL COLLEGES

1. The Council must establish or assist in the establishment of establishments, residential colleges, whether or not sited on land vested in the College, and may grant affiliation with the College to such residential colleges or educational or research establishments.

2. The Council may, in respect of a residential college, be approved by the Council and shall not be altered or amended without the prior approval of the Council.

3. The Council may, in respect of a residential college, withdraw the grant of affiliation or the right to use the name of the residential college or establishment concerned.

4. The Council may, in respect of a residential college or establishment, determine the conditions subject to which any such establishment may be continued.

5. The Council may, by a resolution, determine that the college or an educational or research establishment shall be —
(a) dissolved at the end of the notice period specified in the resolution; or
(b) dissolved at the end of such a period of notice as the Council may determine.
CHAPTER XIV

ACADEMIC DRESS

1. The Council may make regulations with respect to the nature of academic dress appropriate to —
   (a) the president, Vice President and members of the Council;
   (b) officers of the College;
   (c) the holders of the degrees of the College; and
   (d) students of the College.

CHAPTER XV

REGULATION OF TRAFFIC

1. The Council may make such by-laws, rules or other directions as it may think necessary for the regulation of traffic on any land under its control, including any provision for the use of vehicles on any such land, the charges which the Council may impose in respect thereof, the causing or allowing of vehicles excepting those furnished by the Council or for the use of vehicles in breach of the rules, and the disciplining, in the manner specified in the by-laws, rules or other directions, of any person or body of persons as are therein specified, of any person who commits a breach of those rules and of any person recorded in the register by the Council as a trespasser on the land specified in such a by-law, rule or direction which is involved in a breach of the rules.

2. A breach of a name clause 1 shall not be construed as grounds for an inquiry into the conduct of a member of staff under Division 2 of Chapter X or as an offence against discipline under clause 1 of Chapter X.

CHAPTER XVI

CONVOCATION, ASSOCIATIONS AND SOCIETIES OF THE COLLEGE

1. The Council may establish a Convocation of the College, for the conferring of degrees and diplomas, for the attendance of such students of the College as the Council may determine and for such other purposes as it deems necessary for the conduct and management of such associations or societies. Any breach of a name

2. A breach of a name

CHAPTER XVII

CONGRESSIONS

1. Congregations of the College for the conferring of degrees and diplomas shall be held in such manner as the Council may determine and shall be presided over by the President or in his absence by the Vice President or in the absence of both a member of Council appointed by the Council.

2. The Council may make rules prescribing any matter that it is necessary for the working of this By-Law, required or permitted to be prescribed by rule made by the Council.

3. A rule made under this By-Law by the Council shall have full force and effect and shall be binding on the Council as if it is promulgated in accordance with clause 40 on and in any proceedings in connexion with the By-Law.

4. A rule made under this By-Law shall be promulgated by the Secretary's affixing a copy of the rule to an official notice-board on the premises of the College.

SCHEDULE 1

MANNER OF COUNTING VOTES AND ASCERTAINING RESULT OF BALLOT

1. This Schedule applies to an election to which this By-Law or a rule specifies that this Schedule applies.

2. In this Schedule —
   "an absolute majority of votes" means a greater number than one-half of the votes cast at the election;
   "a continuing candidate" means a candidate not already elected or excluded; and
   "determine by lot" means determine in accordance with the following direction:
   (a) if the count is the first made in connection with the ballot, the Secretary shall determine by lot which of those names shall be excluded;
   (b) if the count is the second or a subsequent count made in connection with the ballot, that candidate shall be excluded who has the largest number of votes among the candidates at the last count made in connection with the ballot at which one of those candidates received fewer votes than each of the others; or
   (c) if that count is the second or a subsequent count made in connection with the ballot and if at all preceding counts made in connection therewith none of those candidates received fewer votes than each of the others, the Secretary shall determine by lot which of those candidates shall be excluded.

3. In the application of clause 4(a), (b) and (c), a preference for an elected candidate shall be determined and a candidate to be elected shall be determined in the following manner:
   (a) if the count is the first made in connection with the ballot, the Secretary shall determine by lot which of those names shall be excluded;
   (b) if the count is the second or a subsequent count made in connection with the ballot and if at all preceding counts made in connection therewith none of those candidates received fewer votes than each of the others, the Secretary shall determine by lot which of those candidates shall be elected.

4. A rule made under this By-Law shall have full force and effect and shall be binding on the Council as if it is promulgated in accordance with the provisions of the Copyright Act 1968-1980.

SCHEDULE 2

TEMPORARY PRECEDING APPLIES TO THE CHAIRMAN AND DEPUTY CHAIRMAN OF THE FIRST COUNCIL

1. This Schedule applies in respect of the first Council constituted under section 6 of the Act.

2. The Council shall give the following directions to the Secretary for publication in accordance with

3. A candidate shall be nominated by two members of the Academic Board.

4. If no candidate has received an absolute majority of first preference votes, the Secretary shall make a further count.

5. The procedure shall then be as provided in clause 4(a), (b) and (c).

RULES MADE UNDER THE BY-LAW

RULE III/2/1 APPOINTMENT TO THE OFFICE OF THE PRESIDENT

1. (1) The Council shall appoint to the office of the President the member of the Academic Board of the College elected in accordance with the By-Law for an appointment to the office.

2. The appointment shall be made for a period of two years, save that the first appointment shall be until 31.3.85.

3. An incumbent of the Academic Board or of the Principal and the Assistant Principal shall be eligible for reappointment.

4. A candidate shall be nominated by two members of the Academic Board.

5. If no candidate has received an absolute majority of first preference votes, the Secretary shall make a further count.

6. The procedure shall then be as provided in clause 4(a), (b) and (c).

RULE VIII/2/1 CONDUCT OF MEETING

1. (1) Quorum must be maintained in the Reading Room.

2. No eating or smoking is permitted in the Library.

3. Books and notebooks may be brought into the Library for the purposes of study, for inspection on leaving the Library.

4. Any bag larger than a handbag, or similar bags, brought into the Library, must be offered, on request, for inspection on leaving the Library.

5. Bookshelves, kiosks, furniture etc. must not be marked or damaged in any way.

6. Ordinary in the Library must be such as to not offend others.

RULE VIII/2/2 COPYCLIPPING

1. "General Administrative Copying" means the copying of material other than work which is subject to copyright.

2. The photocopying of work which is subject to copyright by the holder of copyright, and any multiple copying of work to be carried out under the provisions of the Copyright Act 1956, shall be authorised by the President of the College for these purposes.

3. Any copying for "Fair Dealing" (single copy) purposes as permitted under Section 40 of the Act may be carried out by the College, "fair dealing" photocopies being all photocopies of works which are not original works and any multiple copying of insubstantial portions of work (as permitted by Section 53A of the Act and any multiple copying of more than insubstantial portions of works under statutory licence (as permitted by Section 53B of the Act) shall not be authorised by the President of the College for these purposes.

4. All general administrative copying, multiple copying of insubstantial portions of work as permitted under Sections 53A and 53B of the Copyright Act.

RULUX VIII/2/3 GENERAL, MULTIPLE AND FAIRDEALING COPYCLING

1. Any photocopying machine provided for the purpose of photocopying work as permitted under Sections 53A and 53B of the Copyright Act.

2. Any photocopying machine provided for the purpose of photocopying work as permitted under Sections 53A and 53B of the Copyright Act.
RULE VIII/2/5 FAIR DEALING COPYING

(To be displayed at self-service photocopying machine provided as an adjunct to the Library for Fair Dealing Copying)

1. This photocopying machine may be used for the purposes of general administrative copying and multiple copying, strictly in accordance with the provisions of the Copyright Act 1968-1980, of work which is subject to copyright, and for "Fair Dealing" (single copy) purposes under Section 40 of the Copyright Act 1968-1980.

2. Disciplinary action will be taken for any breach of this Rule. Any officer who is a casual officer shall give one week's notice of his/her intention to resign. Notice of intention to resign shall be received in writing, in the case of a member of academic staff, to the Registrar, and, in the case of a member of non-academic staff, to the Principal.

3. Provided also that in the event of the nett fees or rewards for any copying of more than single copy purposes under this Rule, provided the College or its nominee and any party to the relevant Licence Agreement as permitted by the said Act, has not contributed substantially by way of funds, apparatus, facilities, supervision, or other means a person by whom course materials are produced shall, if and when it is expedient, in relation to the ownership of patents for inventions made in the course of that research, the ownership of the patent shall be shared as between the College, the author and the inventor.

4. The copy of a work of 25% or more of the copyright and its ownership shall be the property of the College.

5. The College or its nominee shall be entitled to exercise its rights in accordance with the nature and purpose of the copy and the copyright under this Rule.

6. No member of the College shall be required to pay any royalty or any other payment whatsoever in respect of any copies of more than single copy purposes under this Rule.

RULE IX/2/5 COPYRIGHTS, INVENTIONS AND PATENTS

WHEREAS, clause 2.1.1 of this Rules provides for procedures and committees to handle appeals by a member of non-academic staff, to the College leading to a contract, and a contract has been made between the College and a person as to the ownership of patents for inventions made in the course of research, the ownership of the patent shall be shared as between the College, the author and the inventor.

RULE IX/2/6 (a) An Appeals Committee shall be established and that this be effected by Council procedures.

(b) The Appeals Committee shall be constituted by two members of the College and two alternates designated by the Council.

PROCEDURE FOR AN APPEAL AND COMMENCING PROCEEDINGS

2.1.2 Any appeal, whether the appeal is over a matter of appointment or otherwise, an appealant be required to lodge, with the Appeals Committee, a written request for notification in writing of the decision in respect of his/her case, a notice of his/her intention to appeal, and to lodge within a further five days documents setting out the grounds of the appeal.

2.1.3 The standing Appeals Committee shall commence its consideration of the appeal on a mutually acceptable date no later than ten working days after the interval allowed for the lodging of the documents setting out the grounds of the appeal.

2.1.4 It shall be the responsibility of the principal to ensure that all of the information which formed the basis of the original decision relating to the staff member's case is placed before the Appeals Committee.

POWERS OF AN APPEALS COMMITTEE

2.1.5 This Committee shall not make any order which cannot be given by any delegated power to determine a matter which is subject of an appeal.

2.1.6 The Appeals Committee, in deciding an appeal, has full power to make a finding as to whether an injustice has occurred, or ascertains an error in the conclusions reached by the body which made the decision in respect of the staff member, it shall be the responsibility of the body that has made the decision in the light of those factors. The factors shall be specified in a accompanying statement and made by the Committee of the reasons for its decision.

RULE IX/6/1 APPEALS (STAFF)

1. The College shall establish its own procedure for the handling of appeals by any staff member. The College reserves the right to establish such procedure at any time without notice.

2. The College reserves the right to establish such procedure at any time without notice.

3. The College reserves the right to establish such procedure at any time without notice.

4. The College reserves the right to establish such procedure at any time without notice.
2.2.10 The committee may question the complainant or the respondent again on the whole of the evidence after the hearing has been adjourned.

2.2.11 If the respondent has not shown cause and does not appear at the hearing, the committee may complete the hearing in the absence of the respondent and shall decide in writing on any part of the matter under investigation.

2.2.12 If the complainant questions relating to the complaint referred are not answered by the respondent or her representative, the committee may complete the hearing and decide on any part of the matter under investigation.

3. Where the Assistant Principal determines under Chapter X of the College By-Law for the doing of a particular thing, the student and the Registrar concurrently shall be so advised in writing by the Assistant Principal.

4. A student's right to appeal the decision of the Assistant Principal pursuant to Chapter X, Division 1, clause 3(11) or (12) of the By-Law and who appeals to the Discipline Committee pursuant to Chapter X, Division 1, clause 4 shall within 28 days of posting of the notice of appeal to the Registrar in writing of intent to appeal against the decision of the Assistant Principal and state the grounds of appeal.

5. A meeting of the Discipline Committee shall be convened by the Registrar on receipt of the appeal or of a matter to the Discipline Committee. When the Discipline Committee has an appeal on other matters referred to it, the student concerned shall be granted the right to be notified of the terms of the reference.

6. If the student is entitled to make representations, either orally or in writing, he shall be entitled to give call and evidence, and may have legal or other representation, provided that if the student concerned chooses to have legal representation, he should give notice to the Registrar of the College in writing, seven days notice of the nature of such representation.

7. When the Assistant Principal determines under Chapter X, Division 3 of the By-Law shall be used for the method of election of one full-time member and one part-time member to the Discipline Committee pursuant to Chapter X, Division 2, clause 19(10).

RULE XI
USE OF THE COLLEGE LIBRARY

1. Use of the College Library shall be available to -

(a) full-time members of the academic staff of the College;
(b) registered students and staff of The University of Newcastle;
(c) users of the Gardiner Library;
(d) registered users of libraries in the CLANN Library Reciprocal Borrowing Scheme including TAFE;
(e) registered users of the libraries of such other institutions with which the College has a reciprocal arrangement;

2. The time prescribed or allowed for the doing of a particular thing shall, unless the contrary intention appears, be determined by the College in the event from or after which the time is to be reckoned on the basis of the Gregorian Calendar.

3. Times prescribed by these rules shall exclude public holidays of any kind determined by the College Council.

DRAFT RULE XI
STUDENT CONDUCT AND DISCIPLINE

1. A fine imposed under Chapter X of the By-Law by the Assistant Principal on a disciplinary complaint shall not exceed an amount of $200.

2. A fine imposed by the Assistant Principal shall be paid within 14 days of the decision of the College of the fine notice unless the student appeals to the Discipline Committee pursuant to Chapter X, Division 1, clause 4 of the By-Law.

3. If the Assistant Principal of the Discipline Committee either after refusal by the Assistant Principal or after appeal by the student shall be paid within 28 days of the decision of the Committee.

4. A student may seek an extension of time to pay a fine by paying application to the Assistant Principal, which will determine the extension if any.

5. Where the Assistant Principal determines under Chapter X, Division 5 of the By-Law, a matter relating to the conduct of a student, the student and the Registrar shall be so advised in writing by the Assistant Principal.

6. A student's right to appeal the decision of the Assistant Principal pursuant to Chapter X, Division 1, clauses 2, 3 and 6 of the By-Law, namely, to the Registrar for consideration by the Council. When a matter is referred to the Discipline Committee, it shall be granted the right to be notified of the terms of the reference.

7. If the student is entitled to give call and evidence, and may have legal representation, provided that if the student concerned chooses to have legal representation, he should give notice to the Registrar of the College in writing, seven days notice of the nature of such representation.

8. When the Assistant Principal determines under Chapter X, Division 3 of the By-Law shall be used for the method of election of one full-time member and one part-time member to the Discipline Committee pursuant to Chapter X, Division 2, clause 19(10).
1.7 Any request by a student for reconsideration of a final grade awarded in a subject or module may apply for a review of the final grade awarded. A review of a final grade awarded in a subject or module may be made within a fortnight of the return of the work submitted for assessment.

2.5 Diplomas and Associate Diplomas

Gown: A hood of black cloth of the Cambridge pattern lined to a depth of 5cm in green followed by maroon for 15cm and followed by violet for 15cm and to a depth of 1cm in gold.

2.7 Diploma in Music Education

Gown: A hood of black cloth of the Cambridge pattern lined to a depth of 5cm in green followed by maroon for 15cm and followed by violet for 15cm and to a depth of 1cm in gold.

3. THE COLOURS APPROPRIATE TO ACADEMIC DRESSES

2.2 The College roads are deemed to be public roads for the purposes of the Roads Act, 1909 (N.S.W.).

2.3 Bachelor of Education

Gown: A hood of black cloth of the Cambridge pattern lined to a depth of 5cm in green followed by maroon for 15cm and followed by violet for 15cm and to a depth of 1cm in gold.

2.4 Bachelor of Arts (in the field of Music)

Gown: A hood of black cloth of the Cambridge pattern lined to a depth of 5cm in orange followed by maroon for 15cm and followed by violet for 15cm and to a depth of 1cm in gold.

2.5 Diploma in Music Education

Gown: A hood of black cloth of the Cambridge pattern lined to a depth of 5cm in green followed by maroon for 15cm and followed by violet for 15cm and to a depth of 1cm in gold.

Diploma in Teaching

Gown: A hood of black cloth of the Cambridge pattern lined to a depth of 5cm in green followed by maroon for 15cm and followed by violet for 15cm and to a depth of 1cm in gold.
"Bursar" means Bursar for the time being of the College and includes a reference to a person occupying the position of Acting Bursar and includes a reference to a person occupying the position of Acting Bursar and during any period when the Bursar or by an Attendant (Patrol).

"Parking Permit" means a permit issued under these Rules.

"Principal" means Principal for the time being of the College and includes a reference to a person occupying the position of Acting Principal.

"Registered Person Responsible" means the person registered in the Register of Motor Vehicles Authorised to be Parked on Campus or in the records of the N.S.W. Department of Motor Vehicles or by an Attendant (Patrol).

"Notice" means a written notification signed by the Bursar or by an Attendant (Patrol).

"PARKING OF VEHICLES" No person shall park any vehicle on the campus except in a place set aside for the parking of vehicles of the category in question.

"Parking of vehicles on access roads is forbidden.

"Sign" means a notification in language or symbol erected, painted on or affixed to a building or structure or marked on the ground or otherwise displayed by the authority of the Principal or the Bursar and "sign" includes markings which indicate a pedestrian crossing.

"Vehicle" includes bicycle.

2.3 The headings and subheadings within these Rules shall be deemed part of the Rules.

3.1 The Bursar shall cause to be available forms of application for the issue of parking permits in the form or forms prescribed from time to time by the Principal for the purpose.

3.2 Any member of the College or person employed on the campus (other than a person so employed temporarily or for a particular purpose) may apply for a parking permit. Application shall be made in the form prescribed duly completed and signed by the applicant.

3.3 There shall be a Register of Motor Vehicles Authorised to be Parked on Campus and the Bursar shall keep entries in the Register of Motor Vehicles Authorised to be Parked on Campus which shall be the only record of a vehicle on the campus, and the record of the vehicle shall include the following particulars of every motor vehicle and motor cycle in respect of which an application has been received and is pending:

(a) the name, address and identifying number of the owner of the vehicle, as the case may be. Notice shall be deemed duly given to such person if the notice is affixed to the vehicle or if it is sent to such person by registered or certified post addressed to him/her at the address registered in the Register of Motor Vehicles Authorised to be Parked on Campus or in the records of the N.S.W. Department of Motor Vehicles or by an Attendant (Patrol) as the case may be.

(b) impose a fine; or

(c) refer the matter to the Deputy Principal exercisable by the Principal or the Bursar.

3.4 A parking permit shall cease to be valid:

(a) when the vehicle in respect of which it was issued is disposed of so that it ceases to be owned or available to the person to whom the permit was issued;

(b) where the person to whom the parking permit was issued ceases to possess a qualifying status by reason of which permit or permits of the category in question are issued;

(c) on the date on which the Principal orders that all or any part of the parking permits of the category in question be cancelled;

(d) on the date on which the Principal orders that all or any part of the parking permits of the category in question be cancelled;

(e) when the permit label is not more clearly visible to the person parking the vehicle than it was when the permit was issued.

6.2 Where a breach of these Rules has been committed, noticing the breach alleged and the facts or circumstances alleged to constitute a breach and the person or persons against whom the breach is alleged shall be given to the registered person responsible for the vehicle in respect of which the breach is alleged.

6.3 Where, after affording the person a period of seven days from the date of service of a notice pursuant to Rule 4.4 to submit a written statement to the Bursar, the Bursar is satisfied that the person is in breach of these Rules, the Bursar shall:

(a) warn the person against committing any further breaches,

(b) impose a fine; or

(c) refer the matter to the Deputy Principal exercisable by the Principal or the Bursar.

7.1 From any decision of the Bursar in respect of an appeal or in respect of any other matter to which this Division applies, an appeal may be made to the Deputy Principal exercisable in writing within fourteen days after the date of service of the notice of the decision.

7.2 The Deputy Principal on a reference or an appeal to the Deputy Principal shall have the power of conferring on all the powers of the Bursar under these Rules and in addition, the power to order that a parking permit be revoked or to prohibit a person from driving or parking a particular vehicle or category of vehicles on the campus or in respect of any specified part thereof, and to exercise all such other powers as belong to the Deputy Bursar by virtue of his office.

8. EXEMPTIONS

8.1 No person or vehicle or category of person or vehicle may be exempted from the application of any of the foregoing Rules for a particular purpose or in respect of a particular part of the campus and otherwise upon such conditions as may be specified. This power of exemption shall be exercisable by the Principal or the Bursar or the Registrar.

XVII/2/1 MAKING OF RULES

1.1 Notice of any proposed rule or amendment to an existing rule with the rule number shall be given to the Senate in accordance with the provisions of clause 122.3.1 Rules made by the Principal under clause 2 and clause 2.1 of Chapter VIII shall be given to the Senate in accordance with the provisions of clause 122.3.1 Rules made by the Principal under clause 2 and clause 2.1 of Chapter.

1.2 Any rule or amendment to a rule decided at a meeting of the Council shall be set out in the agenda and be included in the notice sent to each member of the Council as described in clauses 127.1 and 127.2 of this Chapter.

1.3.1 Where, after affording the person a period of seven days from the date of service of a notice pursuant to Rule 4.4 to submit a written statement to the Bursar, the Bursar is satisfied that the person is in breach of these Rules: (a) warn the person against committing any further breach;

(b) impose a fine; or

(c) refer the matter to the Deputy Principal exercisable by the Principal or the Bursar.

1.3.3 The decision shall be given to the person concerned as the Bursar.

2.1 As a matter of general principle, Council undertakes to make rules to apply to the following groups within the College before determining rules which affect such groups.

2.2 It is expected that rules relating to academic staff will originate from or be referred to the Academic Board.

2.3 The College retains the right to conditions of service of staff they will, in general, be referred to appropriate groups within the College or to the Senate in the first instance, and in the event of any dispute referred to the Senate, it shall have the right to determine such conditions.

2.4 Notwithstanding this general statement of intent, Council reserves the right to legislate without such consultation or to seek advice from individuals or groups not specified in the examples given.

Examples are rules for: Under 2.2(a), rules in Chapters V (Div. 1 and 1.1), X and XI; Under 2.2(b), rules in Chapter IX, Divisions 1 and 2; and Under 2.2(c), rules in Chapter X, Divisions 1 and 2.)
Degrees, Diplomas and Prizes Conferred in 1988

GRADUATE DIPLOMA IN SOCIAL ADMINISTRATION

BELCHER, Helen Merta
BLAYDES, Elizabeth Ruth
BRADLEY, Tony

ASSOCIATE DIPLOMA IN DIAGNOSTIC MEDICAL RADIOGRAPHY

AYRE, Suni
BRI, Raymond Joseph
BROOKS, Joanne Margaret
BROWN, Sandy John
CALDER, Tony Allin
CARROLL, Scott Alexander
COLE, Catherine Eleanor
DALEY, Lisa Jane

ASSOCIATE DIPLOMA IN POLICE STUDIES

DEJONIC, Michael Francis
DOYLE, Peter James
GRACE, Ross Joseph
HICKLEY, Peter John
MARRALL, Michelle Susan
MEDCUT, Norman McAlester
MILES, Peter John
MULLIGAN, Ronda Joy
MYLES, Phillip John

DIPLOMA IN TEACHING (Nursing)

BARGENQUIST, Julie May
KAY, Christine Athalie
HOLDEN, Darlene Lynette
HUNTER, Louise Anne
HYNDE, Elizabeth Helena
JAMESON, Sabine
KIEHN, Michelle Anne
KING, Patricia Mary
KINSMAN, Genevieve Mary
LAMBERT, Alanna Anne
LAWLER, Sharon Moave
LAYTON, Helen Ondel
LEONARD, Elizabeth Patricia
LOLER, Louise Diana
LOTTI, Natalie Jane
LUNSODA, Natalie Anne
MATROVIC, Christine
MATTHIES, Patricia Ann
MAY, Kelly Anne
MECKAN, Ctear Elizabeth
MECKAN, Todd James
MCGREGOR, Alison Margaret
MECKENZIE, Sylvia Gay
MCKINVEN, Karen Robyn
MCMANUS, Maureen Mary
MERRILL, Simone Louise
MOORE, Catharine Louise Stuart
MOORE, Michelle Gay

DIPLOMA IN APPLIED SCIENCE (Nursing)

ADAMSON, Melissa Jane
ADLER, Kim Maree
ALSTON, Nicola
ANSELNE, Lisa Ann
ARCHINAL, Anne Mary
BEATTY, Kathryn Marie
BELL, Susan
BELCHER, Helen Merta
BELL, Susan
BLACK, Melinda Louise

BOBOSHEV, Zvezdanita
BRADSHAW, Jacinta Joan
BRIDGE, Lesley Anne
BROADBENT, Jane Marie
BROOK, Louise Mary
BUTLER, Deborah Anne
CADDY, Jennifer Ann
CARNPENTER, Belinda Anne
CARROLL, Rosemary
CHEESMAN, Rachael Cecily
CHISHOLM, Jacqueline Anne
CROMBAIN, Maree Frances
COWIE, Leanne Sylvia

COK, Elizabeth Jean
DAHDAH, Karen Rachelle
DAVIS, Sandra
DELAR, Kathryn Joy
DENHAM, Warren Arthur
DENVER, Elizabeth May
DOBBIN, Anthony Gerard
DOLGAN, Shane Andrew
DUCK, Maree Joy
DUNN, Rebecca Jane
DUOCH, Louise Maree
Ferguson, Helen Merta
FITZPATRICK, Nolan
FLANAGAN, Amanda Jane
FLEMING, Karen Elizabeth
FLYNN, Ruth Yvonne
FRANCIS, Vanessa Meares
GREGGS, Delphie Janine
GILL, Kent Elizabeth
GILESON, Margaret Anne
GRAYSON, Karen Anne
HANSON, Diane Margaret
HAXTON, Jennifer Anne
HAYES, Gela Anne
HAZELL, Rhonda Leone
HILLER, Jennifer Anne
HILL, Louise Ellen
HODGSON, Christine Athalie
HOLGER, Donna Lynette
HUNTER, Louise Anne
HYDE, Elizabeth Helena
JAMESON, Sabine
KIEHN, Michelle Anne
KING, Patricia Mary
KINSMAN, Genevieve Mary
LAMBERT, Alanna Anne
LAWLER, Sharon Moave
LAYTON, Helen Ondel
LEONARD, Elizabeth Patricia
LOLER, Louise Diana
LOTTI, Natalie Jane
LUNSODA, Natalie Anne
MATROVIC, Christine
MATTHIES, Patricia Ann
MAY, Kelly Anne
MECKAN, Ctear Elizabeth
MECKAN, Todd James
MCGREGOR, Alison Margaret
MECKENZIE, Sylvia Gay
MCKINVEN, Karen Robyn
MCMANUS, Maureen Mary
MERRILL, Simone Louise
MOORE, Catharine Louise Stuart
MOORE, Michelle Gay
MORAN, Catherine Margaret
MURGRAVE, Kelly Lee
NEAL, Sharon Meara
NUGENT, Leonie
O'KEARY, Nicole Anne
PETERS, Maree Ann
PETERS, Pauline
PICKTON, Melissa Jane
PUPPY, Alexia Anne
POWELL, Anthea Lee
PRESTON, Donna Meara
PRIOR, Kerrie Ruth
QUINLAN, Monique Sue
RAYSON, Erienne Patricia
REYNOLDS, Trish Marie
RICHARDS, Catherine Anne
RILEY, Louise Ann
RIPPER, Susan Jane
ROBBINS, Jaimi Meara
RYAN, David Bruce
SAYWELL, Julie Anne
SCHOFIELD, Jaya Elizabeth
SHAW, Julie Kathleen
SHORT, Catherine Frances
SIMMONS, Merta Jane
SIMPSON, Kate Ellis
SINGAAR, Natalie Jane
SMITH, Michelle Renee
SNODD, Allison
STACK, Patricia
STILL, Nicole
SULLIVAN, Joanne
SUITECLIFFE, Denise
SWEENEY, Frances Marian
TANNOCK, Heather Ruth
THOMPSON, Deborah Anne
TICKLE, Jennifer Ray
TOMAS, Gabrielle Mary
TULLY, Jannette Anne
VALLANCE, Wayne Robert
VAN HOBEN, Karen Marie
WALES, Jennifer Therese
WAXMAN, Kim Lynette
WALLACE, Nicole
WALTON, Jan
WARTING, Alston Morene
WENDT, Steven David
WILKIN, Robyn Elaine
WILSON, Jaimi Meara
WINSOR, Rachel Joyce
WINCHESTER, Kylie
WITT, Victoria Anne
WOOD, Alison Maree
WOOD, Valma Bremell
WOOLCRAFT, Andrew Thomas
DIPLOMA IN ADMINISTRATION (Nursing)

GIBSON, Patricia
BONOFLIGO-SHAW, Lorraine Elizabeth
ADAMS, Wendy
AUSTIN, Wendy May
BARTHO, Christine Marie
BASEJOW, Lorraine Elizabeth
BATES, Gillian
BIROCELL, Lynn Marie
BOVELL, Michelle Marie
CALLEINAN, Lynne Maria
CLACK, Julie Arora
CORMICK, Camell Thressa
CROPPER, Margaret Fay
CROSSON, Kathleen Mary
CURTIS, Beverlee Ann
DAVIES, Carolyn Lee
DONNAN, Deidre Mary
ELWELL, Susan
FARMER, Wayne John
FORREST, Evelyn Elizabeth
GARLICK, Vicki Maree
FRANCIS, Melissa Jane
GALLAGHER, Mery Catherine
GILES, Joan Therese
GRAY, Kathryn Jane
GRAY, Mark Warren
HERPS, Annette Joy
HUMPHRIES, Louise Anne
JESSOP, Jill Marie
KREMER, Bruce Louis
LAWRY, Hailey Maree
LOW, Jenny
LUNDQUIST, Sonja Ann-Marie

ASSOCIATE DIPLOMA IN SOCIAL WELFARE

ALLEN, Helen
BURBIDGE, Maureen Frances
CLARKE, Robin Maxine
CROMBIE, Margaret Anne
DARK, Joan Helen
EVANS, Freda
FLETCHER, Susan Helen
HALL, Brenda
HARRIS, Ann
HINTON, Sarah Anne
HUNTER, Margaret
JENKINS, Sue
KACZOR, Hailey
KIM, Maureen Frances
LINDSEY, Robin Maxine
MANN, Heather Joy
MARCH, Elise Mary
MANNON, Kay Lorraine
MORRISSEY, Margaret Anne
PACKMAN, Julie Anne
PURDUN, Annette Mary
RIDDLES, Kathleen Ann
SULLIVAN, Peter John
TREVARN, Susan Helen
WALTON, Jane Marie
WEST, Les Frances
WRIGHT, Christine
YOUNG, Les Man

GRADUATE DIPLOMA IN ART

ABBOTT, Craigton Frederick
ABBOTT, Peter John
ABROON, Renae Theresa
CAMPBELL, Craig
COTTRELL, John
DORELL, Tracy Genevieve Spight
FEATHERSTONE, Celia Francenca
GRAHAM, Mandy Jane
GRANT, Ian Kerr
HEINRICH, Herbert Delmer
HENDRY, Shaw William

BACHELOR OF ARTS (Communication Studies)

ARTHUR, Alistair John
BODEN, Nicola Louise
BRITTON, Anne-Marie
CLEWETT, Stella
COOPER, Lauren
GAGE, William
HILL, Tracey Anne
HUMPHREY, Jodie
MILLER, Rhonda Gay
OSTERSOLL, Paul Timothy

BACHELOR OF ARTS (Visual Arts)

ADIN, Suzanna
ANGELL, Dolan Iene
BEISLER, Laurence Henry
BOSSFIELD, Philip John
BRENN, Hurry Ian
BRUCE, Robert John
CARTER, Diana Christine
CEMAALIASKAAS, Martin John
CHASELING, Amanda Gas
CHAWNER, Allan Benjamin
CHOWN, Nicole
COOPER, Bryan Allan
COYLE, Kathleen
CURRAN, Frances Nelma
DARBY, Sue Ellen
DAVISON, Brian Robert
DE MOOR, Valda Lorraine
DELMEN, Mark
DEVOS, Pauline Susan
DOYLE, Frances Xavier
DUGAN, Margaret Louise
EVANS, Caryn Jane
FARELL, Mark Joseph
FLACK, Sherril Maree
GARLICK, Vicki Maree
HAWKES, Dene Koh
HONGZAIK, Kathleen Marie
JAMES, Diane
JORDAN, Albert Bruce
KEARNS, Elizabeth Anne
KELLY, Martin Jon
KIDD, Trudi
RUN, John Stephen

POWELL, Laura Marie
PRYOR, Elizabeth
REDDY, Kelvin Jack
ROACH, Mark James
SMITH, Alison Kay
STEWART, Sara Virginia
THOMPSON, Wayne Joseph
VITO, Karen Louise
WILKS, Tarren John
WILLIAMS, James Harold
ZIEGLER, Terence Raymond

INGRAM, Belinda
JONES, Mark Nicholas
MAYHEW, Donna
POETSCHEKA, Nall James
PULATI, Paul Joseph
SPINNO, Pamela Mary
TOMPKINS, Sharon Lynn
VAN ROEGGE, Ruth
WALLER, Janne Aamanda
YOUNG, Alice Anne
ZAVASITA, Akira
LONGLEY, Diane Clare
MARTIN, John Forbes
MAXWELL-SMITH, Inge
McAULAY, Pamela Michelle
McFADYEN, Pamela Margaret
MILLAN, Edward
MINTO, Elizabeth Ann
MONTEFIORE, Sophie Yvonne
MORANT, Ta Mia
MORRIS, Tracy Jane
NEGSON, Jason Lee
POULTON, Anne
QUIGG, Roger Michael
RULIC, Dene
RIBBIOS, Philippe Todd
ROBINSON, Amanda Louise
ROBINSON, Meredith Anne
SANDS, Bruce John
SCHOLES, Ruth Caro
SEYFRIED, Josephine
SMITH, Jessica Maree
STEEL, Janet Louise
STEPHENS, Rene Joyce
STOOGARD, Cheryl Ellen
SUTHERLAND, Elizabeth Ann
WANLESS, Kim
WATTS, Cezriel
WAWEZIZIER, Therese Irene
WILLIAMS, Christine Marigot
WEST, Paul John
WETMORELAND, Linda Jacey
WOODFORD, Vanessa Lee
YOUNG, Joanne Leonie
DIPLOMA IN TEACHING
(Early Childhood Education)

ASHTON, Tracey Lee
AUSTINE, Michelle Therese Anne
BONDI, Trace Louise
BOZINOVSKI, Snezana
BUCKLEY, Susan Elizabeth
FAINT, Lisa Ann
FURNESS, Michael John
GILMORE, Maree Louise
GRAHAM, Kathryn Anne
GURR, Joanne Maree
HENRY, Leone Margaret
JOHNSON, Susan Elizabeth
LE CORNU, Rebecca Ann
LEMANOVSKI, Deboran Louise
MURRAY, Margaret Lesley
PEPER, Melanie Anne
PITTMAN, Kerrie Christine
POW, Charlie John
ROBERTS, Dianne
RUSS, Chanel Ann
SAWAGE, Marco Ann
SCOTT, Lynda Anne
SMITH, Margaret Lee
SMITH, Joanne Chee
SWEENEY, Gay Lilian
TAYLOR, Kerren Anne
VANDERPOOL, Maria Theresa
WALMSLEY, Christine Jane
WELLS, Deborah May
WREN, Angela

DIPLOMA IN TEACHING
(Primary Education)

ABELL, Justine Elizabeth
ARVIDSON, Petina
BARNETT, Jennifer Dawn
BEATON, Margo Jane
BOYD, Martin Andrew
CAMPBELL, Carolyn Louise
CANT, Sharleen Elizabeth
CLARKE, Simon McLean
COLE, Louise Catherine
COOK, Catherine Louise
COOPER, Gema Marshall
DELBRIDGE, Jane Mary
DEMPSEY, Gayle Lorraine
DUNNE, Jacinta Bronwyn
DUTTON, Susan Lee
ELDER, Jillian Mary
EMERY, Maree
FITZGERALD, Kim Maree
GLEESON, Paul Joseph
HARRIS, Daphne May
HAVER, Jane Elizabeth
HAVER, Lucy Matilda
HAWKINS, Rodney John
HESSLER, Robyn Anne
JONES, Darlene Margaret
KEIGHTLEY, Louise Anne
KING, Julie Ann
LANCEY, Carolyn
Lazarus, Roz
LE-TAY, Elsa Jane
LEESEN, Kathryn Claire
LENNARD, Donna Maree
LENNOX, Jillon
McCORMICK, Irene
McDONALD, Louise Mary
MCAUGHEY, Michelle
MERRION, Shelley Mavis
MOORE, Christine Jane
MURANTE, Annette Marie
NOLAN, Dennis Michael
PILGRIM, Dianne Elizabeth
REDGROVE, Helen
ROACH, Louise Ann
ROGGE, Rebecca Vivenrice
SIMMONS, Katherine Joan
SINCLAIR, Tracey Anne
SQUIRES, Sandra Lee
STEPHENS, Deborah Anne
TAMPMIN, Christopher John
TUBB, Dianna Catherine
TURNER, Lisa Maree
WATT, Alan John
WEST, Matthew Paul

GRADUATE DIPLOMA IN EDUCATION
(Technical and Further Education)

ADLER, Michele Laurice Irene
JONES, Ronald Victor
MEAR, Peter

GRADUATE DIPLOMA IN EDUCATIONAL STUDIES
(Special Education)

ADAMS, Tracey
BARRETT, John Dolores
CAMPBELL, Janis Lorraine
CLU, Jose
DONALD, Maldon Gregory
FISHER, Louise Judith
REW, Michael
PYFE, Karyn Lynne
HATTAM, Colleen Patricia

BACHELOR OF EDUCATION
(Art Education)

BOWE, Judith Maree
CRANE, Paula Marie
CURRAN, Jan Maree
DIAMOND, Judith Karen
EG, Michelle
ELLERY, Donna Anne
FARDELL, Stephen Denis
FLACK, David John
FOLKES, Janine Maree
GRIFITHS, Catherine Lynne
HAMP, Ghene Louise
KAYE, Jennifer
RHAN, Rasta

BACHELOR OF EDUCATION
(English/History Education)

COOPER, Juanita
MAGEE, William James (with distinction)
### BACHELOR OF EDUCATION (Home Economics Education)

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<td>BRUFFEY, Sheryl Lee</td>
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<td>BURBES, Kerrie Ann</td>
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### BACHELOR OF EDUCATION (Industrial Arts Education)

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<td>KEARNEY, Louise Majella</td>
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### BACHELOR OF EDUCATION (Science Education)

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<td>ARMSTRONG, Jeanette</td>
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<td>CROWHURST, Glenn Charles</td>
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<td>D'OSA, Shane Rose</td>
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<td>GRIFFITHS, Catherine</td>
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### BACHELOR OF EDUCATION (Social Sciences Education)

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</table>
DIPLOMA IN TEACHING
(Secondary Education)

ALTMANN, Sharon Louise
ARMSTRONG, Karen Louise
BALLARD, Kathleen
BELSON, Peter George
BIRD, Jennifer Louise
BOWEN, Andrew
BOWMAN, Judith Anne
BRAND, Elizabeth Ann
BROWN, Virginia Ruth
CASHMAN, Michael Joseph
CHIU, Wing Ming Wallis
COWAN, Noel
CUPO, Belson
DARNEW, John
DART, Anthony Mark
DONALDSON, Scott
Elliott, Peter Robert
FERR, Michael Joseph
GARRETT, Catherine Mary
GEEVES, Peter James
GOW, Peter Alan
GREEN, Noelie Joy
HARMON, Vicky Anne
HARDING, Christopher John
HARDY, Andrew Lawrence
HARRISON, Andrew Franklin
HAYDEN, Jennifer Mary
HEINS, Peter Conrad
HENDERSON, Linda Irene
HOPP, Gregory James
HORNE, Matthew John
JENKINS, Cathy Anne
KELLY, Andrew David
KENNELLY, Lisa Anne
LAWSON, Mark Christopher
Lloyd, Wayne John
MAHES, Craig Joseph
MASLIN, Brian Lee
MASON, David Charles
MATTISON, Ronald David
McALISTER, Karen Ann
McGrath, Stephen John
McKewen, Brenda Irene
McManus, Andrew
McPhileps, Janelle Anne
Mitcherson, Mark John
Moore, Philip John
Moran, Gregory Michael
Morel, Violan
Morgan, Edward James
Morrell, John Anthony
Morton, Michael Sidney
Nefri, Athanasia
O'Donoghue, Michelle
Glen, Tracey Ann
Parrinson, Peter Craig
Perfman, Maria Ann
Popal, Mari
Potter, Leslie Allan
Price, Brett Scott
Quintulian, Flavia
Rands, Dale Andrew
Reilly, Anthony Patrick
Ritchie, Jane Amanda
Roberts, Beryl Ann
Roper, Lesh Gail
Rylands, Scott Andrew
Sammuit, Craig George Charles
Schreiber, Robert Anthony
Summer, Grant Robin
Seymour, Philip Mark
Shore, Mark Lewis
Spoldini, Tania
Stewart, Diana Margaret
Strong, David John
Tomhurst, Brian
Trotter, Anthony Craig
Veale, Anthony John
Vosilla, Mark Anthony
Woodcock, Susan Gail
Worthlng, John Arthur
Wright, Kellie Louise

DIPLOMA IN TEACHING
(Technical and Further Education)

Akers, Kerin Yvonne
Bates, Peter George
Booth, Christopher
Brooks, Philip James
Burns, Darby
Burns, Pamela Anne
Cleary, Barbara
Crowfoot, Peter Allen
Davis, Carol Ann
Denny, Bernard
Dettmann, Brian Charles
Farrell, Anne Louise
Fitzhenny, Robert Sydney
Flott, William Robert
Gaff, Richard Clive
Gordon, Elizabeth Louise
Gray, Maria Catherine
Hall, Dennis James
Harris, Wendy Fay
Hary, Leslie James
Hawkins, Michelle Lee
Henderson, Robert Murray
Herf, Deltona
Higgins, Carri Lee
Hotters, Merilyn
Land, Marlon Ann

DIPLOMA IN SPECIAL EDUCATION

DUNNE, Judith Ann

BACHELOR OF MUSIC EDUCATION

The following persons were admitted to the degree of Bachelor of Music Education at a ceremony conducted in conjunction with the New South Wales State Conservatorium of Music, Newcastle on 26th March, 1988.

Arch, Craig Alan
Baker, Anne Margaret
Bellem, Anna Maria
Boys, Peter Gerard
Carter, Linda
Chappell, James Ronald
Clarke, Anthony Scott
Cole, Louise
Cooney, Philip Geoffrey
Croft, Jane
Davies, Louise Gay
Errey, Rosalind Clare
Faris, Jude Neville
George, Victoria Patricia
Golding, John Michael
Harrises, Ross Thomas
Harrison, Ralph David
Herivel, Judith Anne
Heron, Paul William
Irvin, Louise Maree
Johnson, Mark David
Leibrandt, Marika Alexandra
Lockett, Beth
Lopez, Mary Catherine
Lowe, Margaret Dianne
Mage, Peter David
Minnick, Peter
Parson, Darrie Ray
Redman, Katherine Louise
Roos, David
Skechley, Philip John
Sle, William Trevor
Smart, Wayne Charles
Stell, Philippa Anne
Stewart, Toni Margaret
Swift, Beverley Anne
Taylor, Neville Vincent
Tod, Melissa Jane
Townshend, Darrell Ray
Traveller, Jennifer May
V poking, Christine Louise
Walker, Stephen David
Watters-Cowan, Peter Edward
Watts, Jane Meredith
White, Alison Zena
Williams, Madeline
Wright, Katheryn Evelyn
Young, Gillian

DIPLOMA IN TEACHING
(Technical and Further Education) (continued)

Lincoln, Moody
McNamara, Kevin Reginald
Mead, Kathryn Marce
Mossner, Roger Allen
Ogg, Malcolm Robin
Power, Janice Ann
Pring, Belinda Sharon
Ricket, Susan Lynne
Robbins, Gregory Lewis
Ruttley, Gary James
Saunders, Michael
Scairbrough, Amy Nenda
Stuart, Valarie Mae
Todds, David Stanley
Watkins, Gary
Watson, Jennifer Ann
Wright, Graham
Weiss, Malcolm Scott
Wittig, Goseine Charles
Wood, Warren Richard
Woodman, David Lawrence
Woodman, David Lawrence
PRIZES

ART
Superior A. Daffito Rubbo Prize
First in Final Year, Bachelor of Art (Visual Arts) ..... MONTEFIORE, Sophia Yvonne
Quota — Joan Night Memorial Award
Encouragement Award for Achievement in the Graduate Diploma in Art Course ..... FEATHERSTONE, Celia Francesca
The Hunter Region Sculpture Prize
"Joel Samuel's Memorial Award"
Most Promising Student in Sculpture ..... MORGAN, Lenore Helen
John A. Asquith Pty. Ltd. Prize
Best Carving or Sculpture or Construction in Wood ..... RICKARDS, Graeme Anthony

ART EDUCATION
Funder Prize
Best Student in Jewellery or Silversmithing Goldsmithing ..... GILLET, Robert George
Institute Certificate for Bachelor of Education (Art)
Outstanding Final Year Student ..... MAYHEW, Susan Leanne

COMMUNICATION STUDIES
Melinda Moore Memorial Award
Awarded to the Student who has Contributed Most to the Bachelor of Arts (Communication Studies) course ..... WILLIAMS, James Harold

COMPUTER EDUCATION
Maintain Axis Computers Prize
Highest Academic Achievement in Graduate Diploma in Educational Studies (Computer Education) course ..... LOCK, Judith Florence
Maintain Axis Computers Prize
Best Graduation Project — Graduate Diploma in Educational Studies (Computer Education) course ..... LOCK, Judith Florence

COMPUTING STUDIES
Computer Cellar Pty Ltd Prize
Outstanding Final Year Student in the Associate Diploma in Computing Studies course ..... BRUCE, Allan John
Ernst and Whitney Prize
Outstanding Performance in Business Applications in the Associate Diploma in Computing Studies course ..... CHAN, Nigel Chun Chung

DRAMA
George Hutchinson Memorial Prize for Drama
Outstanding Final Year Student in Drama ..... BURWELL, Pete Jan

EDUCATION
J.W. Staines Prize for Diploma in Education (Secondary)
Outstanding Final Year Student (Secondary) (Aeq) van KOEVERDEN, Kim Louise HARDY, Robyn
Institute Certificate for Bachelor of Education (Primary)
Outstanding Final Year Student (Primary) ..... SAUNDERS, Elaine
Institute Certificate for Diploma in Teaching (Primary)
Awarded on Highest Grade Point Average - Two Awards ..... TUBBAL, Dinnele Catherine LAZAREVSKI, Raul

Institute Certificate for Bachelor of Education
Outstanding Final Year Student ..... STRINGER, Julie Anne
Institute Certificate for Diploma in Teaching
Outstanding Final Year Student ..... AUSTINE, Michelle Therese Anne
Ellen Rose Memorial Award
The Mature-Age Student who has shown Outstanding Citizenship and Leadership in the area of Early Childhood ..... ROBERTS, Q.A. Danielle

ENGLISH
Heldah Turner Prize for English
Outstanding Final Year Student ..... MAGEE, William James

HOME ECONOMICS
Mahel Clady Memorial Prize
First Across all Subjects in Bachelor of Education (Exteral) degree ..... SAAD, Jennifer
Hunter Home Economics Teachers Association Prize
First Across all Subjects in Bachelor of Education (Exteral) degree ..... KIME, Jennifer Margaret
D. Burton Prize
First Across all Subjects in Diploma of Teaching ..... WOODCOCK, Susan Gay
Institute Prize for Home Economics
First in Family and Consumer Studies, Bachelor of Education degree ..... KIME, Jennifer Margaret
Frances Baker Prize
First in Home Science, Bachelor of Education degree ..... BURWELL, Pete Jane
Lida Wittle Prize
First in Textile, Bachelor of Education degree (Aeq) HURRELL, Pete Jane
Pauline Clark Prize
First in Food Science, Bachelor of Education degree (Aeq) BURWELL, Pete Jane

INDUSTRIAL ARTS
Institute of Industrial Arts Prize
Industrial Arts Course Year III General Proficiency ..... CARTER, Stephen John
Institute of Industrial Arts Prize
Industrial Arts Course Year IV General Proficiency ..... TURNBULL, Richard Mark
Institute of Industrial Arts (Newcastle Branch) Prize
Industrial Arts Course Year I General Proficiency ..... TOOOTH, Mandy Anne
Institute of Industrial Arts (Newcastle Branch) Prize
Industrial Arts Course Year II General Proficiency ..... JONES, Stephen Robert
Institute of Metals and Materials Australia Prize
Most Outstanding Materials Science Project by a Year IV Student in Bachelor of Education (Industrial Arts) course ..... THOMSON, Daryl John
MATHEMATICS
Colin C. Doyle Memorial Prize
Outstanding Final Year Student ........................................... HOPPER, Gregory James

MUSIC
The Keith Noake Memorial Prize
(Conservatorium of Music Prize) ........................................... CLARKE, Anthony Scott
Institute Prize for Music
Outstanding Final Year Student ........................................... GEORGE, Victoria Patricia

NURSING STUDIES
College of Nursing Australia
(Central Northern Auxiliary, N.S.W.)
Outstanding Final Year Student in Diploma in Administration (Nursing) ........................................... WALTON, Jane Mari
Outstanding Final Year Student in Diploma in Teaching (Nursing) ........................................... NEILSON, Lynne
Nurse Teacher Practitioner Prize
Best Contribution of Theory to Clinical Practice Teaching ........................................... WHITE, Elaine
Hunter Institute Prize for Academic Excellence in the Vocational Discipline of Nursing
Best Grade Point Average in Diploma in Applied Science (Nursing) ........................................... HAYZELL, Rhonda Louise
National Mutual Prize in Nursing
The Highest Mark for the Theory of Nursing Practice ........................................... RAYSON, Dianne Patrice

PHYSICAL EDUCATION
The H.W. Gillard Prize for Physical Education
Outstanding Final Year Student ........................................... ALLEN, Stuart Irving

POLICE STUDIES
Newcastle Police District Prize
Best Grade Point Average Over Four Years of Course ........................................... SCAYSBOOR, Brian Patrick
Police Association of N.S.W. Award
Best Research Project ........................................... SCAYSBOOR, Brian Patrick

RADIOGRAPHY
Australasian Institute of Radiography N.S.W.
Newcastle and District Sub-Branch Prize
Third Year Radiography (Prize donated by Hanimex) ........................................... DALEY, Lisa Jane
Kathy Fitzgerald Memorial Prize
Best Grade Point Average over Three Years of Radiography Course ........................................... DALEY, Lisa Jane

SCIENCE
Institute Certificate for Science
First in Final Year — Bachelor of Education (Science) ........................................... HAROLD, Peter
Institute Certificate for Science
First in Final Year — Diploma in Teaching (Science) ........................................... HENDERSON, Linda Irene

SOCIAL SCIENCES
Westpac Banking Prize
Outstanding Final Year Student in the Strand of Commerce in the Bachelor of Education (Social Sciences) course ........................................... MARTIN, Gregory William
Institute Certificate for Social Sciences
First in Final Year — Bachelor of Education (Social Sciences) ........................................... MARTIN, Gregory William

SOCIAL WELFARE
Institute Certificate for Graduate Diploma in Social Administration
Outstanding Final Year Student ........................................... ROWLANDS, Allison Claire
Zonta Club of Newcastle Prize for Final Year Social Welfare
Best Academic Performance ........................................... WILLIAMS, Wendy
Australian Institute of Welfare Officers Prize
Best Contribution to Welfare by a Final Year Student ........................................... DAVIES, Carolyn Lee
Hunter Institute of Higher Education
Social Welfare Staff Prize
Best Final Field Practice Performance ........................................... BATES, Gillian

SPECIAL EDUCATION
Firstchance Prize for Special Education
Outstanding Final Year Student ........................................... SWANSON, Ann Catherine

TECHNICAL AND FURTHER EDUCATION
Institute Certificate for Diploma in Teaching (TAFE)
Best Grade Point Average ........................................... MEAD, Kathryn Maree
Institute Certificate for Graduate Diploma in Education (TAFE)
Best Grade Point Average ........................................... SKEHAN, John Joseph
Institute Certificate for Bachelor of Education (TAFE)
Best Grade Point Average ........................................... LOVELL, Christopher Ian

SPECIAL AWARDS
The Business and Professional Women's Club of Newcastle Prize
Outstanding Final Year Woman Student with regard to Citizenship, Scholarship and Leadership ........................................... JAMES, Diane
Newcastle City Council Local History Award
Original Research in Local History ........................................... PERRIMAN, Mark Ann
Wildlife Illustration Scholarship
(Donated by National Parks and Wildlife Service and Patrons) ........................................... YOUNG, Alice Ann
Plant and Wildlife Illustration Prize
Outstanding Work in the Specialisation (shared) ........................................... GALVIN, Edward
HUNDRICH, Herbert Delmer
Hunter Valley Art Supplies Graduate Art Award
Outstanding Work in the Ceramics Specialisation ........................................... JONES, Mark Nicholas
Universities Credit Union Scholarship
Awarded on Academic Merit ........................................... HENDERSON, Linda Irene
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Education Centre 21</td>
</tr>
<tr>
<td>Aboriginal Administrative Studies 62</td>
</tr>
<tr>
<td>Academic Board Members 15</td>
</tr>
<tr>
<td>Academic Departments 16</td>
</tr>
<tr>
<td>Academic Staff 16</td>
</tr>
<tr>
<td>Academic Structure 23</td>
</tr>
<tr>
<td>Administration Charge 23</td>
</tr>
<tr>
<td>Administration of Health and Technology, School of 61</td>
</tr>
<tr>
<td>Administrative Staff 20</td>
</tr>
<tr>
<td>Administrative Studies (Aboriginal) 62</td>
</tr>
<tr>
<td>Admission 28</td>
</tr>
<tr>
<td>Appeals 43</td>
</tr>
<tr>
<td>Art 119</td>
</tr>
<tr>
<td>Art Education 76</td>
</tr>
<tr>
<td>Assessment 36, 39</td>
</tr>
<tr>
<td>Associate Diploma of:—</td>
</tr>
<tr>
<td>Administrative Studies (Aboriginal) 62</td>
</tr>
<tr>
<td>Computing Studies 63</td>
</tr>
<tr>
<td>Creative Arts and Crafts 120</td>
</tr>
<tr>
<td>Occupational Health and Safety 85</td>
</tr>
<tr>
<td>Police Studies 66</td>
</tr>
<tr>
<td>Social Welfare 114</td>
</tr>
<tr>
<td>Attendance Requirements 36</td>
</tr>
<tr>
<td>Australian Army Reserve Unit 52</td>
</tr>
<tr>
<td>AUSTUDY 50</td>
</tr>
<tr>
<td>Bachelor of Arts in Social Science (Tourism and Recreation) 112</td>
</tr>
<tr>
<td>Bachelor of Arts in Social Science/Welfare Studies 115</td>
</tr>
<tr>
<td>Bachelor of Arts (Communication Studies) 122</td>
</tr>
<tr>
<td>Bachelor of Arts (Visual Arts) 127</td>
</tr>
<tr>
<td>Bachelor of Business 89</td>
</tr>
<tr>
<td>Bachelor of Education:—</td>
</tr>
<tr>
<td>Art Education 76</td>
</tr>
<tr>
<td>Early Childhood 80</td>
</tr>
<tr>
<td>English/History 80</td>
</tr>
<tr>
<td>Home Economics 82</td>
</tr>
<tr>
<td>Industrial Arts 84</td>
</tr>
<tr>
<td>Mathematics 87</td>
</tr>
<tr>
<td>Physical Education 90</td>
</tr>
<tr>
<td>Primary 92</td>
</tr>
<tr>
<td>Science 94</td>
</tr>
<tr>
<td>Social Sciences 97</td>
</tr>
<tr>
<td>Technical and Further Education 99</td>
</tr>
<tr>
<td>Bachelor of Health Science (Nursing) 112</td>
</tr>
<tr>
<td>Bachelor of Music Education 89</td>
</tr>
<tr>
<td>Banking Facilities 52</td>
</tr>
<tr>
<td>Bookshop 53</td>
</tr>
<tr>
<td>Bus Routes 52</td>
</tr>
<tr>
<td>By-Law 147</td>
</tr>
<tr>
<td>Calendar of Dates 6</td>
</tr>
<tr>
<td>Campus Layout 1</td>
</tr>
<tr>
<td>Careers Advice 48</td>
</tr>
<tr>
<td>Cashier’s Office 52</td>
</tr>
<tr>
<td>Ceramics (Graduate) 133</td>
</tr>
<tr>
<td>Change of Name and Address 34</td>
</tr>
<tr>
<td>Chaplaincy Service 52</td>
</tr>
<tr>
<td>Charges for Students 32</td>
</tr>
<tr>
<td>Charges for use of Institute Facilities and Services 52</td>
</tr>
<tr>
<td>Cheating 38</td>
</tr>
<tr>
<td>Child Care Centre 48</td>
</tr>
<tr>
<td>Colleges of Advanced Education Act 136</td>
</tr>
<tr>
<td>Committees of Academic Board 15</td>
</tr>
<tr>
<td>Communication Studies 122</td>
</tr>
<tr>
<td>Community Programmes 54</td>
</tr>
<tr>
<td>Computer Education 103</td>
</tr>
<tr>
<td>Computing Studies 63</td>
</tr>
<tr>
<td>Conduct of Examinations 39</td>
</tr>
<tr>
<td>Contents Page 3</td>
</tr>
<tr>
<td>Conversion Course (Nursing) 112</td>
</tr>
<tr>
<td>Convocation 54</td>
</tr>
<tr>
<td>Council 14</td>
</tr>
<tr>
<td>Counselling Service 48</td>
</tr>
<tr>
<td>Council Committees 15</td>
</tr>
<tr>
<td>Courses Available 5</td>
</tr>
<tr>
<td>Course Directors 19</td>
</tr>
<tr>
<td>Creative Arts and Crafts 120</td>
</tr>
<tr>
<td>Credit Union 52</td>
</tr>
<tr>
<td>Deferment 32</td>
</tr>
<tr>
<td>Degrees and Diplomas Conferred in 1988 166</td>
</tr>
<tr>
<td>Departments (Staffing) 16</td>
</tr>
<tr>
<td>Diploma of Applied Science (Medical Radiation Technology) 68</td>
</tr>
<tr>
<td>Diploma of Applied Science (Nursing) 110</td>
</tr>
<tr>
<td>Diploma of Teaching — Technical and Further Education 74</td>
</tr>
<tr>
<td>Discipline 33</td>
</tr>
<tr>
<td>Early Childhood 77</td>
</tr>
<tr>
<td>Education and Humanities, School of 73</td>
</tr>
<tr>
<td>Employment and Careers Advice 48</td>
</tr>
<tr>
<td>English/History 80</td>
</tr>
<tr>
<td>Enrolment Procedures 33</td>
</tr>
<tr>
<td>Examinations 37, 38</td>
</tr>
<tr>
<td>Exclusion from a Course 41</td>
</tr>
<tr>
<td>Exclusion from a Module 42</td>
</tr>
<tr>
<td>External Studies 56</td>
</tr>
<tr>
<td>Fees 32</td>
</tr>
<tr>
<td>Fibre Art/Textiles (Graduate) 133</td>
</tr>
<tr>
<td>Financial Assistance and Loan Fund 48</td>
</tr>
<tr>
<td>General Conditions for Award of Diplomas 32</td>
</tr>
<tr>
<td>General Information 51</td>
</tr>
<tr>
<td>General Studies Modules 108</td>
</tr>
<tr>
<td>Graduate Certificate (O.H.S.) 71</td>
</tr>
<tr>
<td>Graduate Diploma of:—</td>
</tr>
<tr>
<td>Art (Ceramics) 133</td>
</tr>
<tr>
<td>Art (Painting) 133</td>
</tr>
<tr>
<td>Art (Photography) 177</td>
</tr>
<tr>
<td>Art (Plant and Wildlife Illustration) 133</td>
</tr>
<tr>
<td>Art (Printmaking) 133</td>
</tr>
<tr>
<td>Art (Sculpture) 133</td>
</tr>
<tr>
<td>Art (Fibre Art/Textiles) 133</td>
</tr>
<tr>
<td>Multicultural Studies 71</td>
</tr>
<tr>
<td>Occupational Health and Safety 71</td>
</tr>
<tr>
<td>Social Administration 71</td>
</tr>
<tr>
<td>Graduate Diploma of Education:—</td>
</tr>
<tr>
<td>Primary 100</td>
</tr>
<tr>
<td>Secondary 101</td>
</tr>
<tr>
<td>Technical and Further Education 102</td>
</tr>
<tr>
<td>Graduate Diploma of Educational Studies:—</td>
</tr>
<tr>
<td>Computer Education 103</td>
</tr>
<tr>
<td>Special Education 104</td>
</tr>
<tr>
<td>Speech and Language Remediation 105</td>
</tr>
<tr>
<td>Graduation 32</td>
</tr>
<tr>
<td>Grievance Procedures 43</td>
</tr>
<tr>
<td>Government Financial Assistance Schemes 50</td>
</tr>
<tr>
<td>Health Service 48</td>
</tr>
<tr>
<td>Health Society for Trainee Teachers 54</td>
</tr>
<tr>
<td>Health, School of 109</td>
</tr>
<tr>
<td>History 80</td>
</tr>
<tr>
<td>Home Economics 82</td>
</tr>
<tr>
<td>Honorary Associates of the Institute 22</td>
</tr>
<tr>
<td>Honorary Degrees of the Institute 22</td>
</tr>
<tr>
<td>Honorary Fellows of the Institute 22</td>
</tr>
<tr>
<td>How to Apply for Enrolment 32</td>
</tr>
<tr>
<td>HUNTERSEARCH 21</td>
</tr>
<tr>
<td>Identity Cards 32</td>
</tr>
<tr>
<td>Industrial Arts 84</td>
</tr>
<tr>
<td>Industrial Education 105</td>
</tr>
<tr>
<td>Insurances 54</td>
</tr>
<tr>
<td>Institute Council 14</td>
</tr>
<tr>
<td>Institute Requirements and Procedures 27</td>
</tr>
<tr>
<td>Institute Shops 52</td>
</tr>
<tr>
<td>Instructional Media Unit 55</td>
</tr>
<tr>
<td>Introduction 4</td>
</tr>
</tbody>
</table>
• School of Administration and Technology
• School of Education and Humanities
• School of Health
• School of Visual and Performing Arts

HUNTER INSTITUTE OF HIGHER EDUCATION

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