INFORMATION
FOR
STUDENTS
YEAR 1

1980

State College of Victoria
Frankston

McMahons Road, Frankston, Victoria 3199.
Telephone: 781 1777

INFORMATION
FOR
STUDENTS
YEAR 1
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BEd (Primary)

Dip T (Early Childhood)

INTRODUCTION
To the Student of 1980

In 1980 you, as a student of the State College of Victoria at Frankston, will be commencing the preparation for your entry to the teaching profession. The College as an organisation is concerned with both your personal and professional development and it is hoped that you will use all of the resources in the College available to you to further this development.

As you commence your studies, it is important that you realise that there are many individuals and groups within the College who are able to give you assistance and advice. Please do not hesitate to seek the assistance you need. All staff involved in your program hope that 1980 is a professionally rewarding experience for you.

Jan Williamson
Dean of Education and Assistant to the Director
On behalf of the Undergraduate Studies in Education Committee members, welcome. We hope this year will mark the beginning of a very satisfying career in teaching for you.

The purpose of this Forward is to inform you about matters of College organisation and administration directly related to you. As you will have learnt from the media, the College is presently undergoing exciting new developments. In light of these it was impracticable to issue a formal Handbook for 1980 so this Student Guide has been compiled to give you information regarding courses, administration, regulations, assessment and schedules of work you might require. You will also find included a section setting out sorts of questions and problems you may encounter, and who to consult about them. There is also included a guide to assignment presentation.

The College has three Divisions of Studies, the Division of Arts which includes such subject areas as English and Community Languages, Music, Art and Social Science; the Division of Science which incorporates Health, Movement and Recreation, Science and Mathematics, and the Education Division which includes such areas as Psychology, Comparative Education, Curriculum Studies and Practice Teaching. These divisions are responsible for the subjects you will undertake over the next three years. The Primary and Early Childhood courses are the responsibility of the Undergraduate Studies in Education Committee. This Committee comprises representatives from each Division as well as Course Co-ordinators and student representatives. At its meetings it considers general course matters such as timetable considerations, assessment details and student requests. This Committee makes recommendations to the Board of Studies, the policy making committee within the College, and is the group to whom the two Course Co-ordinators are responsible. These co-ordinators are Mrs Win McDonell (Primary) and myself (Early Childhood).

As a first year student at the College you will have a wide range of people, services and opportunities available to you. If you have any problems with your academic studies, there are two first year tutors available to help you as well as your Course Co-ordinator. If you have personal or medical difficulties the College Counsellor and Medical Officer will be happy to assist you. As Chairman of the Undergraduate Course Committee, I am most happy to help you in any way I can. The College has a wide range of equipment available for student use and as well will offer you the opportunity to participate in its Portsea camp during your first year. The Student Union Board organises a wide range of activities and will welcome your participation. I hope you will take full advantage of the many opportunities available to you while at Frankston.

Elizabeth Mellor  
Chairman  
Undergraduate Studies in Education Committee
BEd (Primary)
Dip T (Early Childhood)

GENERAL INFORMATION.
### College Schedule 1930

**State College of Victoria at Frankston**

**College Schedule 1930**

<table>
<thead>
<tr>
<th>Week</th>
<th>Session 1 (EC)</th>
<th>Session 2 (EC)</th>
<th>Session 3 (EC)</th>
<th>Session 4 (EC)</th>
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<td>Dec 25 - Dec 29</td>
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</table>

**NOTE**

- All 1st year students undertake one 1/2 day per week schools experience and 2nd year Early Childhood students spend one 1/2 day per week in preschools. College closed for Australia Day, Easter recess, April 3-9 (inclusive), Labour Day, Anzac Day & Queen's Birthday.
## FIRST YEAR GUIDE - ADMINISTRATIVE CALENDAR OF DATES REGARDING FIRST YEAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td><strong>11 March</strong></td>
<td>ORIENTATION-FORTNIGHT BEGINS</td>
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<tr>
<td><strong>21 March</strong></td>
<td>CHECK ENROLMENT DETAILS AS DISPLAYED ON NOTICE BOARD AND REPORT ANY ERRORS</td>
</tr>
<tr>
<td><strong>24-28 March</strong></td>
<td>SCHOOL EXPERIENCE</td>
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<tr>
<td><strong>3 - 9 April</strong></td>
<td>EASTER BREAK</td>
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<td><strong>12-16 May</strong></td>
<td>AUTUMN SESSION STUDY WEEK</td>
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<td><strong>16-27 June</strong></td>
<td>EXAMINATIONS</td>
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<td><strong>27 June</strong></td>
<td>DEADLINE FOR APPLICATION FOR SPECIAL CONSIDERATION FOR BACHELOR OF EDUCATION 1</td>
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<td><strong>30 June - 11 July</strong></td>
<td>END OF SESSION BREAK</td>
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<tr>
<td><strong>10 July</strong></td>
<td>AUTUMN SESSION RESULTS WILL NOT DISPLAYED ON NOTICE BOARD NOR MAILED TO STUDENTS</td>
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<td><strong>4 - 8 August</strong></td>
<td>SCHOOL EXPERIENCE</td>
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<td><strong>1 - 5 September</strong></td>
<td>STUDY WEEK</td>
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<td><strong>15 September</strong></td>
<td>LAST DAY FOR 1ST YEARS TO WITHDRAW FROM STUDIES WITHOUT PENALTY</td>
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<td><strong>6-14 October</strong></td>
<td>END OF SESSION</td>
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<td><strong>3-14 November</strong></td>
<td>RESULTS DISPLAYED ON STUDENT NOTICE BOARD</td>
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<td><strong>21 November</strong></td>
<td>RE-ENROLMENT FOR 1981 TAKES PLACE</td>
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<td><strong>24 November - 5 December</strong></td>
<td>END OF SESSION</td>
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<td><strong>11 December</strong></td>
<td>LAST DAY TO LODGE APPEAL AGAINST SPRING SESSION RESULTS</td>
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<td><strong>18 December</strong></td>
<td>SUMMER SESSION BREAK</td>
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The following orientation programmes have been arranged for first year B.Ed (Primary and Diploma in Teaching (Early Childhood) students on 11 March 1981:

10.15 am - Group X1 - Professional Experience orientation meeting at STRUUM with Mrs White
10.30 am - Group X2 - Professional Experience orientation meeting at A2/B with Mrs White
11.15 am - Group X3 - Professional Experience orientation meeting at STRUUM with Mrs White
ORIENTATION PROGRAM FOR 1st YEAR STUDENTS

The following orientation program has been arranged for first year B Ed (Primary and Diploma of Teaching (Early Childhood) students on Tuesday, 11 March 1980 and Wednesday morning, March 12th.

9.00 - 10.00 All students to assemble in the George Jenkins Theatre. The following staff will be in attendance: Dean of Education/Assistant to the Director, Heads of Divisions, Course Co-ordinators, first year tutors (2), Medical Officer, Student Counsellor and Student Union Board representative.

This will be a formal course counselling session.

10.00 - 11.45 Accompanied by the appropriate staff, students will proceed to lecture rooms on the second level as follows:

<table>
<thead>
<tr>
<th>Group</th>
<th>Staff member</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>Sheila Devapragasam</td>
<td>A2-3</td>
</tr>
<tr>
<td>X2</td>
<td>David Mellor</td>
<td>A2-4</td>
</tr>
<tr>
<td>X3</td>
<td>Elizabeth Mellor</td>
<td>A2-5</td>
</tr>
</tbody>
</table>

Enrolment arrangements will be completed and students will be more informally introduced to Kim Lee (Academic Officer - Student Records), Dr Peg Cuthbertson (College Medical Officer), Alan Harrison (Student Counsellor) and a Student Union Board representative. During this period students will also be conducted through the Eunson Resource Centre and may also adjourn, in groups, to the cafe.

The following is a suggested pattern of rotation for each group.

<table>
<thead>
<tr>
<th>Time (approx)</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
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<tr>
<td>10.00am</td>
<td>A2-2</td>
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<td>A2-4</td>
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<tr>
<td>10.15am</td>
<td>A2-2</td>
<td>A2-3</td>
<td>Library</td>
</tr>
<tr>
<td>10.45am</td>
<td>cafe</td>
<td>library</td>
<td>cafe</td>
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<tr>
<td>11.15am</td>
<td>library</td>
<td>cafe</td>
<td>A2-4</td>
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</table>

11.45 am All Groups accompanied by Student Union representative to meet in the Student Common Area for the start of the scavenger hunt.

1.00 pm Barbecue in 'The Links'

WEDNESDAY MORNING

9.15 am Group X1 - Professional Experience orientation meeting at STRUAN with Mr Ron White

9.15 am Group X2 - Professional Experience orientation meeting in A2/8 with Mrs Mellor

10.15 am Group X3 - Professional Experience orientation meeting at STRUAN with Mr White

10.15 am Group X1 - Professional Experience A2-8 with Mrs Mellor

11.15 am Group X2 - Professional Experience STRUAN with Mr White

11.15 am Group X3 - Professional Experience A2-8 with Mrs Mellor
<table>
<thead>
<tr>
<th>STUDENT No.</th>
<th>STUDENT NAME</th>
<th>STUDENT No.</th>
<th>STUDENT NAME</th>
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<tr>
<td>750415</td>
<td>Susan Williamson</td>
<td>790215</td>
<td>Keith Spencer</td>
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<tr>
<td>790113</td>
<td>William Montoye</td>
<td>790234</td>
<td>Robert Shiners</td>
</tr>
<tr>
<td>790039</td>
<td>Lyn Connolly</td>
<td>790236</td>
<td>Ariele Knapiuk</td>
</tr>
<tr>
<td>800001</td>
<td>Merrilyn Davey</td>
<td>800029</td>
<td>Rosalie Rigano</td>
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<tr>
<td>800002</td>
<td>Julie Warden</td>
<td>800030</td>
<td>Pamela Mawson</td>
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<td>800003</td>
<td>Carolyn Merks</td>
<td>800031</td>
<td>David Hassett</td>
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<td>Margaret O'Neill</td>
<td>800032</td>
<td>Brendon Donohue</td>
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<td>Peter Hughes</td>
<td>800033</td>
<td>Peter R. Gilbert</td>
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<td>800006</td>
<td>Carolyn Popplestone</td>
<td>800034</td>
<td>Andrew Aitken</td>
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<td>800035</td>
<td>Mary Nolan</td>
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<td>Gillian Freer</td>
<td>800036</td>
<td>David Kilmartin</td>
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<td>Pamela Croker</td>
<td>800037</td>
<td>Lee A Nuttal</td>
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<td>800010</td>
<td>Dianna Scott</td>
<td>800038</td>
<td>Mathew Hope</td>
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<td>Janet McLean</td>
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<td>Delwyn Croad</td>
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<td>Rhonda Tyalor</td>
<td>800040</td>
<td>Elizabeth Heard</td>
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<td>Nolene Cooney</td>
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<td>Glenda Strong</td>
<td>800045</td>
<td>Judey Scott</td>
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</table>
ELIZABETH MELLOR
Early Childhood Course Co-ordinator

GRAHAM TREVASKIS
Director

DAVID MELLOR
Year 1 Tutor

SHEILA DEVAPRAGASAM
Year 1 Tutor
BEd (Primary)
Dip T (Early Childhood)

COURSE GUIDE
SECTION 2

DIAGRAMS OF DIPLOMA OF TEACHING (PRIMARY) AND DIPLOMA OF TEACHING (EARLY CHILDHOOD) STRUCTURE

AND

UNIT STATEMENTS FOR EACH UNIT OF THE COURSE
DIPLOMA OF TEACHING (EARLY CHILDHOOD)

LIBERAL STUDIES
- EAE 308
- EMU 310
- EHM 309

ENVIRONMENTAL STUDIES
- ESE 211
- ESS 212
- EHE 213

STUDIES IN CURRICULUM
- 5 hrs

STUDIES IN GENERAL EDUCATION
- 3 hrs
- 3 hrs

EARLY CHILDHOOD PROFESSIONAL EXPERIENCE
- EEP 302
- EIS 303
- EPS 305
- ELC 306

STUDIES IN PRE-SCHOOL EDUCATION
- EPS 205
- ELC 206
- EME 107

STUDIES IN GENERAL EDUCATION
- ECP 103
- ECP 203
- EPS 105
- ELC 106

MAJOR
- EME 207
- 2 hrs

SUB-MAJOR
- 2 hrs
- 3 hrs
- 6 hrs
### Education Division Units

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### Science Division Units

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<td>SCE 301</td>
<td>CRITICAL ENVIRONMENTAL CHOICE FOR AUSTRALIANS</td>
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UNIT NUMBER: 251-103
UNIT TITLE: STUDIES IN EDUCATION

PART 1
STUDIES IN EDUCATION

Two hours per week, two terms, middle session

Children's Development and Learning in the Pre-school Years

The unit commences with an examination of the processes of learning in infancy, and

Physical development and motor development, especially the role of sensory and

Social and emotional development, the development of language and of social

Cognitive development and learning, including the role of language in

Single forms of learning, classical, operant, observational

The unit concludes with a study of the development in the pre-school years. The children's development is examined in relation to their progress through the years.

Physical development - the development of language and motor development, especially the role of play on development.

Social and emotional development - theories of Freud and Erikson explored in relation to the process of identification.

Cognitive development and learning - the development in the pre-school years, the nature and assessment of long-term memory, discrimination and acquisition, the nature and importance of language and its influence on learning.

Assessment:

Evaluation of field work

Preliminary prepared in association with the Pre-school Studies Programme

Class Tests
Two hours per week, Autumn and Spring Sessions

Children's Development and Learning: Infancy through to Pre School Years
The unit commences with a study of children's development and learning in infancy. Particular attention is given to:

Physical development - general principles of physical development, environmental and cross cultural influences on motor development;

Social and emotional development - the infant's personality development, the theories of Freud and Erikson the process of emotional attachment;

Cognitive development and learning - theories of intellectual development; theories of language acquisition, the chronological development of language, various influences on the infant's intelligence;

Simple forms of learning - habituation, imitation, classical (conditioned) learning, operant (instrumental) learning, complete learning - combined classical and operant conditioning.

The unit concludes with a study of development and learning in the pre-school years. Here, the emphasis is on the child's progress through the years 3-5. Particular attention is given to:

Physical development - the sequence of physical growth and motor development, neglected children and their parents, the effects of play on developing motor skills;

Social and emotional development - personality development theories of Freud and Erikson current styles of parenting the process of identification.

Cognitive development and learning - pre school intellectual development in the pre-operational stage of Piaget's theory, the nature and assessment intelligence, short-term and long-term memory, discrimination learning, language acquisition, the nature and importance of motivation and its influence on learning.

Assessment:

Evaluation of field work
Folios prepared in association with the Professional Experience Programme
Class Tests
References:


UNIT NUMBER: ECP 203

UNIT TITLE: STUDIES IN CHILD PSYCHOLOGY 2

Two hours per week, Autumn and Spring Sessions

Children's Learning and Development: Middle years through to Adolescence

The unit commences with a study of children's development and learning in the middle years. Particular attention is given to:

Physical development - motor development and growth during the school years, body type and its influence on the development of personality;

Social and emotional development - the theories of Freud and Erikson; personality development in the middle years; the influence of years; the development of 'self concept' in school children; family influences on the developing child; the occurrence of emotional disturbance in childhood;

the role of the school as an agent of socialisation;

Cognitive development and learning - an analysis of Piaget's stage of concrete operations; a study of moral development in conjunction with Piaget's and Kohlberg's theories; the effects of heredity and environment on IQ; the correlates of intellectual functioning; exceptionality - giftedness and mild general learning disability; the importance of educational objectives for instruction of children.

The unit concludes with a study of development and learning in late childhood and adolescence. Here the emphasis is on the child's progress through period 11+ years. Particular attention is given to:

Physical development - consideration of physical changes, maturation and changes in physical appearance;

Social and emotional development - stages of adolescent personality development in Freud and Erikson's theories; parent-child relationships;

Cognitive development and learning - Piaget's stage of formal operations; adolescent moral development; the influence of environmental factors on motivation; the most effective teaching methods; the evaluation of pupil's learning.
Assessment:

Practical exercises related to learning and development with particular reference to the curriculum studies units. One class test.

References:


Two hours per week, Autumn and Spring Session

This unit offers a theoretical foundation for the analytical studies in the following session. It provides a descriptive study of certain sociological, historical and philosophical approaches, which are relevant to current educational issues. The school is studied as a social system, and its relationship to other social institutions and the individual is examined within this context. The influences on the process of education are examined with respect to: governmental initiatives; familial factors; social class and ethnic backgrounds; and attitudes to freedom and authority.

This unit provides an opportunity for students to examine particular issues in education from the methodological viewpoint of the philosopher, the historian, the sociologist or the comparatavist. Areas for individual study will be identified in a core component of case study and simulation materials in which attention is directed to such issues as the education of minority groups; alternative education systems; the identification of disadvantaged schools; equality in education; and multicultural education.

Assessment:

Individual investigations which demonstrate the manner in which multidisciplinary approaches may be used in tackling current education issues.

Independent research, in depth, of a current educational issue, using the methods of a particular discipline.

References:

This two-unit study in General Curriculum Studies is designed to allow students to acquire knowledge, understanding and skills important for curriculum decision-making, design, implementation and evaluation. General Curriculum Studies I which is offered in year one of the course introduces students to the basic elements of the curriculum process. General Curriculum Studies II which is taken in year three focuses on the application of curriculum theory to practice in primary settings.

UNIT NUMBER: EGC 104

UNIT TITLE: GENERAL CURRICULUM STUDIES A

Two hours per week, Autumn and Spring Sessions

Students are introduced to the concept of curriculum, including the fundamental sociological, philosophical and psychological elements and constraints that help shape it. Curricula statements from a variety of sources are examined to highlight the impact these elements make on the programs of systems and individual schools. The relationship between educational authorities and schools with regard to the curricula taught in schools is explored. The roles of special personnel and agencies concerned with curriculum development and support is emphasised. Sources of data for curriculum planning are examined including the needs of students and society at present and in the future. The framework for the preparation of curricula is established by studying in detail curriculum decision-making such as: determining objectives; selecting and organising content; identifying appropriate learning experiences and engaging in evaluation. This aspect of the unit is closely co-ordinated with the professional experience program.

Assessment:

An assignment based on the analysis of a given curriculum in terms of its philosophical, sociological and psychological base, or an assignment requiring the demonstration of the skills of stating objectives, selecting appropriate content and learning experiences and evaluation for selected segments of the pre-school/primary school curriculum. A final examination.

References:

Education Department of Victoria Curriculum Guides and Courses of Study


Two hours per week, Autumn and Spring Sessions

Studies in the second unit of the course consolidate and integrate curriculum experiences previously encountered in professional studies and field work. An overview of the historical development of current Australian preschool and primary curricula is undertaken. A comparative study of present alternatives in curricula highlights a variety of alternatives within the field. Special focus is placed on school based decision making, centralised curriculum control, core curriculum and curriculum for individualised instruction and open area schools. A major purpose of this unit is to provide students with the competency to function as effective curriculum decision makers in the school situation. Emphasis therefore is placed on an examination of curriculum design, development, implementation and evaluation and the determinants that contribute to them. A critical appraisal of such factors as teacher receptivity, group cohesion, role perceptions, organisational and community constraints is an important focus of this examination.

Assessment:

The design or evaluation of a teaching resource suitable for use in a pre school or primary school. This project will be undertaken in consultation with curriculum specialists from the Liberal Arts, Mathematics or Language areas. A final examination.

References:

Introduction

This major study extends student's understanding of the bases of pre-school educational theory and practice through the study of the social, psychological, historical and philosophical foundation of education as they particularly pertain to young children.

The structure consists of three consecutive units of study, each unit consisting of two concurrent strands. Strand A develops further within a pre-school context concepts and information introduced in the Studies in Education units, while Strand B provides the theoretical bases for the competencies and skills developed in the Professional Experience units.

The content of Unit I is derived largely from the philosophy and history of Education; the second unit emphasises sociological and comparative education foundations; whilst the third unit is oriented towards psychology. The material in Strand A of each unit introduces concepts and constructs followed by a specific contemporary topic to which these concepts and theory will be related.

UNIT NUMBER : EPS 105

UNIT TITLE : STUDIES IN PRE SCHOOL EDUCATION I

Strand A: PHILOSOPHICAL AND HISTORICAL FOUNDATIONS OF PRESCHOOL EDUCATION

Two hours per week, Autumn and Spring Sessions

The concepts of Education, Rights and Society from a basis for discussing pre-school education as Education, and the issue of compulsory pre-school education for all. The rights of teachers, parents and the child are compared, and child abuse is discussed as a conflict of rights. The historical development of pre-school education is outlined and the development of the kindergarten movement in Australia studied in detail. Aims, assumptions, issues and innovations in Australian pre-school education are considered, including the role of Montessori Method in Australian pre-school education.

Assessment:

1. assignment 30%
1. class paper 20%
1. test 20%

Strand B: TEACHING STRATEGIES I

One hour per week, Autumn and Spring Sessions

This course provides students with an overview of the roles of the pre-school teachers and an introduction to planning for specific needs within the range of basic pre-school activities. Topics include the pre-school teacher as facilitator, communicator, instructor and administrator.
The sources of pre-school curricula are outlined and their implementation through basic pre-school activities discussed. The role of observation in pre-school education is introduced in preparation for consideration of setting instructional objectives within pre-school activities.

Assessment:

Folio 30%

References:


UNIT NUMBER:  EPS 205
UNIT TITLE: STUDIES IN PRE SCHOOL EDUCATION 2

Strand A: SOCIAL FOUNDATIONS OF PRE SCHOOL EDUCATION

Two hours per week, Autumn and Spring Sessions

The sociological concepts of social stratification, institutional roles, social mobility and sociolisation are used as a framework within which to discuss the social forces which infringe upon the family as an institution and the family as an institution within social structures. As well, these social dynamics which operate on the child as a member of a family are considered. Social forces currently infringing on education opportunity in Australia, and their implications for pre-school programmes will be discussed. The course will conclude with a comparative study of the family as an institution within Russian and Jewish society, and the provision for pre-school education within those countries.

Assessment:

1 assignment 30%
1 class paper 20%
1 test 20%

Strand B: STRATEGIES IN TEACHING 2

One hour per week, Autumn and Spring Sessions

This course has as its theme, interaction in pre-school education and seeks to make students aware of the importance of effective interaction patterns and programmes when working with young children and their families.
Topics include teacher/child interaction, parent/child interaction, child/child interaction, teacher/parent interaction and play as a means of interaction. Consideration is given to developing parent programmes for pre-school and child care parents, and the establishment of toddler groups and play groups.

Assessment:

Assignment 30%

References:


UNIT NUMBER: EPS 305
UNIT TITLE: STUDIES IN PRE SCHOOL EDUCATION 3

**Strand A: PSYCHOLOGICAL FOUNDATIONS OF PRE SCHOOL EDUCATION:**

**CHILDREN WITH SPECIAL NEEDS**

*Two hours per week, Autumn and Spring Sessions*

This course provides an overview of three groups of young children with special needs, viz. the learning disabled, the gifted, and migrant children. Consideration will be given to methods for identifying the specific needs of such children, developing appropriate teaching strategies to meet their needs and utilising the community resources available to such children, their families and teachers. Visits to centres offering specialised programmes are an important aspect of the course. Within the overview provided, students are allowed to choose any one of the three designated areas for an indepth study.

Assessment:

Two assignments, each 30%

**Strand B: TEACHING STRATEGIES 3**

*Two hours per week, Autumn and Spring Sessions*

The major topic to be considered in depth, is, pre school instructional design and programme planning. This includes fundamentals of programme design and organisation of a day, the integration of concepts and skills from each curriculum and within the programme, the role of assessment with the pre-school programme. Particular emphasis will be placed on planning for three year olds and integrating children with special needs within a pre school centre.
The second topic will be pre school/school transition and attention is given to the development of pre-reading, pre-writing and reading and writing within the pre school programme, assessing school readiness, and co-operation between pre school and school during the transition and subsequent adjustment period. The third topic is pre school administration and includes helping of records, administrative routines, deployment of staff within a pre-school centre, the teacher's responsibilities to the administrative body, as well as the administrative structure and regulation governing pre school education in Victoria.

Assessment:

Folio 20%
Test 20%

References:


Note: In order to pass students must have attended a course on first aid given by the College Medical Officer.

Within this document, the terms 'kindergarten' and 'pre school' both occur. This reflects common practice. However, where 'kindergarten' is used in the Studies in Curriculum strand, it denotes programs for children aged 3-5. In the Studies in Pre School Education major, the more inclusive term 'pre school' is used in order to signify that the content refers to children aged 0-5.
PROFESSIONAL EXPERIENCE

Professional Experience is a compulsory unit in each year of the course. The units consist of two complementary components:

An off-campus Professional Experience Programme and an on-campus Teaching Skills Programme.

The major part of the off-campus component is devoted to schools experience involving practice teaching. At appropriate stages throughout the course, each student will be provided with the opportunity to engage in an activity associated with the preparation of people for occupations other than teaching. In so doing, the student's professional vision will be broadened both by exposure to the demands of other occupations and by suggesting to him other possible outlets for his own professional preparation.

The teaching skills programme through lectures, discussions and workshops, focuses on the development of those skills required by a teacher as he enters the profession.
The School Experience programme for Diploma of Teaching students is designed not only to make students aware that the recognition of individual differences is the basis of modern teaching and education, but also to ensure that students acquire the basic teaching skills requisite for successful teaching in Primary schools. This subject is taken by all first year Diploma of Teaching students, and consists of two complementary components:

An off-campus School Experience Programme, and an on-campus Teaching Skills Programme.

To satisfy the requirements of EPX 101, students are required to obtain a satisfactory assessment in both of these components.

1. Off-Campus Programme - The off-campus School Experience Programme is a clinical approach to practice teaching of 24 days of school observation, individual child study, and small group teaching with children in the junior grades of the Primary School.

The student makes personal contact with individual children to provide opportunities for individual instruction and evaluation and practices basic teaching skills in small group situations. Initially, contact with large class situations is avoided to minimise problems associated with large groups and to enable the student to practise and establish teaching skills. At the conclusion of the school experience programme, the student writes a Reaction Brief in which he analyses his own responses to the teaching situation. The Reaction Brief forms part of the student's Log Book, the latter being assessed as part of the course.

Assessment:

After consultation between school consultants and supervising lecturers, the student will be assessed as either Satisfactory or Unsatisfactory in School Experience. If the student's Log Book indicates that he has failed to attain a prescribed level of competence, he will be required to undertake further work until such level is attained.

References:


2. On-Campus Programme - The on-campus Teaching Skills Programme is taken 2 hours per week during the Autumn and Spring Sessions. During this time the programme seeks to introduce students to the skills of planning, teaching and evaluating. In the Spring Session, through a micro-teaching programme, students have the opportunity to develop the skills of introducing and closing teaching sessions, explaining, and questioning.
Assessment:

Competency-based principles of assessment will apply. At the conclusion of each cycle, students will be evaluated in terms of reaching the following criteria:

1. Knowledge
   
   (a) Obtaining 60% competency on tests related to theoretical knowledge of each teaching skill.
   
   (b) Understanding basic teaching processes as evidenced in lesson notes.

2. Skills
   
   (a) Consistently being rated Satisfactory for each of the components involved in lesson preparation and evaluation for micro-teaching performance.
   
   (b) Consistently being rated Satisfactory for lesson implementation in a micro-teaching situation.
   
   (c) Making relevant and sound theoretically-based appraisals of self and peers using prepared analysis sheets.

3. Attitudes
   
   (a) Displaying an interest in, and commitment to, teaching as evidenced by attendance, punctuality and appearance.
   
   (b) Maintaining an objective and complete record of programme activities in Teaching Skills workbooks.

References:


**PROFESSIONAL EXPERIENCE 2 (EPX 201)**

Professional Experience 2 is taken by all 2nd year Diploma of Teaching students, and consists of two complementary components:

- An off-campus School Experience Programme, and
- an on-campus Teaching Skills Programme.

To satisfy the requirement of EPX 201, students are required to obtain a satisfactory assessment in both of these components.

1. **Off-Campus Programme** - Consists of a further period of approximately 30 days practical teaching, under the guidance of school consultants and supervising lecturers, in the middle level of the Primary School. Initially, the student is required to plan sessions for small groups of children across a range of curriculum areas, emphasising in their planning such concepts as objectives, procedures, techniques, materials and levels of expected achievement. The student is encouraged to employ interest participation and other principles of learning and evaluate the results in terms of observable pupil change.
By the end of the programme the student is expected to assume responsibility for full class teaching. Each student is required to analyse his performance as a teacher in relation to the application of principles of learning to the construction and content of learning situations and instructional organisation.

Assessment:

After consultation between school consultants and supervising lecturers, the student is assessed as either Highly Satisfactory, Satisfactory or Unsatisfactory. If the student fails to achieve a prescribed level of competence, he is required to undertake further work until such a level is attained. Students who are rated as Unsatisfactory in teaching during School Experience are required to participate in a 'remedial' programme which is designed to help overcome the difficulties experienced. Such students complete this programme during the Spring Session. Under the guidance of supervising lecturers and in liaison with particular school consultants, the student may complete up to a further 20 days teaching. He is assisted in his teaching by self-analysis procedures such as micro-teaching. During this programme a concentrated attempt is made to modify the student's teaching behaviour so that he may become competent.

References:


2. On-Campus Programme - The on-campus Teaching Skills Programme is taken 2 hours per week during the Autumn and Spring Sessions. During this time, through a programme which includes micro-teaching, students have the opportunity to practice, constructively evaluate, and develop skills and strategies relating to behaviour modification, classroom management and organisation, and motivation. Students will work in small groups for critical analysis of such techniques.

Assessment:

Competency-based principles of assessment will apply. In the Micro-teaching Programme students will be evaluated in terms of reaching the following criteria:

1. Knowledge
   (a) Obtaining 60% competency on tests related to theoretical knowledge of each teaching skill.
   (b) Understanding basic teaching processes as evidenced in lesson notes.
2. Skills
(a) Consistently reaching a Satisfactory rating in lesson preparation and evaluation for micro-teaching performance.
(b) Consistently reaching a Satisfactory rating for lesson implementation in a micro-teaching situation.
(c) Making relevant and sound theoretically-based appraisals of self and peers using prepared analysis sheets.

3. Attitudes
(a) Displaying an interest in, and commitment to, teaching as evidenced by attendance, punctuality and appearance.
(b) Maintaining an objective and complete record of programme activities in Teaching Skills workbooks.

References:

PROFESSIONAL EXPERIENCE 3 (EPX 301)

Professional Experience 3 consists of a further period of no less than 50 days practical teaching, under the guidance of school consultants and supervising lecturers, with children in the Senior grades of the Primary School. Lessons planned in the context of the class programme are taught in all curriculum areas.

Students are expected to design and prepare appropriate teaching aids and to make use of the full range of teaching equipment. Emphasis is placed on the importance of classroom management and organisation. The student organises and administers the daily programme for the whole class. Students compile, arrange and maintain attendance records, achievement records and cumulative records from data obtained. Given data and information on pupil needs, progress and achievement, the student utilises and analyses the record to construct a pre-assessment, the results of which are used to formulate short and long range objectives and appropriate learning opportunities. Classroom management is evaluated and discussed with the teaching consultant and the supervising lecturer.

College base workshops focus on:-
1. Critical Teaching Incidents: Through simulation techniques, students are exposed to a series of problems common to the beginning teacher in the areas of Teacher-Pupil; Teacher-Teacher; Teacher-Parent relationships.
2. Professional Orientation: A series of speakers, films, discussions, on topical issues for final year students, e.g. superannuation, legal rights of teachers, etc. as they affect the beginning teacher.
Assessment:

After consultation between school consultants and supervising lecturers, the student will be assessed as Highly Satisfactory, Satisfactory or Unsatisfactory in practical teaching. If the student fails to achieve a prescribed level of competence, he is required to undertake further work until such a level is attained.

Students who are rated as Unsatisfactory in teaching will have to undertake the 'remedial loop' as previously described.

References:

EEP 202 is as for EPX 201.
Students also undertake a programme of excursions to Child Care centres, play groups, and three year-old groups, as part of the EPS 205 Teaching Strategies strand.

EEP 302 is the same as EPX 301.
Students undertake an extensive programme of not less than 60 days of practice teaching in preschools. Students are also expected to participate in a voluntary capacity in either a creche, after-school programme, holiday programme, a programme for children with special needs. At the commencement of the programme, students are required to prepare detailed plans and assume responsibility for three adjacent activities. Concurrent teaching and supervising is emphasised. Students also commence a year-long detailed record of eight children within their preschool centre. Students' teaching responsibilities are increased as they demonstrate increased confidence and competence. During the final teaching round, students are required to plan a programme for two consecutive weeks and during that period assume sole charge. Emphasis is placed on the effective deployment of staff, carrying out of administrative duties and planning for parent activities. Students are required to compile a Field Experience folio comprising plans, programmes, individual records and resource material.

Assessment:

After consultation between College lecturer, student and training director, students are assessed as Highly Satisfactory, Satisfactory, or Unsatisfactory. Students must achieve at least a satisfactory grade in order to complete EEP 302.

References:

EEP 202 is as for EPX 201.

Students also undertake a programme of excursions to Child Care centres, play groups, and three year-old groups, as part of the EPS 205 Teaching Strategies strand.

EEP 302 is the same as EPX 301.

Students undertake an extensive programme of not less than 60 days of practice teaching in pre schools. Students are also expected to participate in a voluntary capacity in either a creche, after-school programme, holiday programme, a programme for children with special needs. At the commencement of the programme, students are required to prepare detailed plans and assume responsibility for three adjacent activities. Concurrent teaching and supervising is emphasised. Students also commence a year-long detailed record of eight children within their pre school centre. Students' teaching responsibilities are increased as they demonstrate increased confidence and competence. During the final teaching round, students are required to plan a programme for two consecutive weeks and during that period assume sole charge. Emphasis is placed on the effective deployment of staff, carrying out of administrative duties and planning for parent activities. Students are required to compile a Field Experience folio comprising plans, programmes, individual records and resource material.

Assessment:

After consultation between College lecturer, student and training director, students are assessed as Highly Satisfactory, Satisfactory, or Unsatisfactory. Students must achieve at least a satisfactory grade in order to complete EEP 302.

References:


PART 1

STUDIES IN EDUCATION

UNIT 1

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UNIT 2

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UNIT 3


UNIT 4


UNIT 5


UNIT 6


UNIT 7


UNIT 8


UNIT 9


UNIT 10


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UNIT 16


UNIT 17


UNIT 18


UNIT 19


UNIT 20


UNIT 21


UNIT 22


UNIT 23


UNIT 24


UNIT 25


UNIT 26


UNIT 27


UNIT 28


UNIT 29


UNIT 30


PART 2

STUDIES IN EDUCATION

UNIT NUMBER: 26

Reference: Language Arts in the Curriculum, New York.
In the literacy area, emphasis is placed upon methods of developing and consolidating reading performance and of providing experiences in reading in the content areas of science, social science and health. Attention is paid to means of diagnosing and remediating reading disabilities by demonstrating the use of both informal and standardised tests, readability measures, and specialised remedial strategies. Teaching approaches aimed at developing children's oral language, listening and writing skills are studies as are the roles of drama, children's literature and spoken English in a middle-school language programme.

Assessment:

The design and implementation of a remediation or developmental reading programme at a middle-school level.

Resource kit of drama, children's literature, and spoken English activities for the middle primary grades.

References:


UNIT NUMBER: ELC 306

UNIT TITLE: LANGUAGE ACROSS THE CURRICULUM 3

*Three hours per week, Autumn and Spring Sessions*

During the Autumn Session of this course, the major area of study is the development of higher-order language skills in the upper primary and lower-secondary years. The course examines approaches to training children in the use of such survey and reference skills as locating and using books and reference materials; developing powers of inferential comprehension and critical thinking; and selecting, evaluating, and organising study material. Methods of teaching English as a second language are also studied as is the design of language syllabi for different groups of learners in different types of learning situations.

During the Spring Session, in order that students may pursue the study of a language area in greater depth, elective studies are offered in the methodology of teaching community languages in the primary school, issues in reading and language difficulties (including adult literacy), children's literature, language studies, drama and oral English.
UNIT NUMBER: ELC 106

UNIT TITLE: LANGUAGE ACROSS THE CURRICULUM 1

Three hours per week, Autumn and Spring Sessions

This course is an intensive study of the child's language in pre-school and early childhood years. Early emphasis is placed upon the nature of language, theories of acquisition of language, and its development. The importance of the roles of pre-school and lower grades teachers in the fostering of oral and written language is stressed as well as their development of communication skills, both verbal and non-verbal. The course includes instruction in teaching the basic skills of reading and hand-writing; an examination of such language-related materials as reading readiness activities and tests and pre-reading and perceptual-motor checklists; methods of providing language experiences such as drama, children's literature, etc. and of using the language experience approach as an introduction to the teaching of reading. Underlying the course is the importance of language across the curriculum with a particular emphasis upon the role of language in the development of mathematical concepts as shared in Mathematics Education 1.

Assessment:

Field tasks based upon child language development (e.g. Berko Test).

Evaluation of tests, checklists, mathematics programs in terms of language used.

Essay/examination on language acquisition.

References:


UNIT NUMBER: ELC 206

UNIT TITLE: LANGUAGE ACROSS THE CURRICULUM 2

Three hours per week, Autumn and Spring Sessions

This course is a study of the development of language skills across the curriculum in the middle years of the primary school.
Assessment:

Planning an integrated language arts program, or designing a language syllabus for non-English speakers in upper-primary classes. Independent assignments according to elective study undertaken, e.g. in Issues in Reading and Language Difficulties an independent investigation of a relevant issue.

References:


This course is an integrated study of mathematics and mathematics learning in children at pre-school and infant grade levels. The mathematics topics include a systematic study of the structure of number systems, algebraic structures and basic properties of integers, pattern and order in numbers and space, basic statistics including graphical representation of data, practical mathematics of measurement and money, properties of Euclidean space and elementary topology. The study of mathematics learning will include analysis of the Victorian Primary Mathematics Course, application of theories of child development to curriculum planning in mathematics, multi-sensory learning and the role of stories, rhymes, and games in the early stages of development of concepts of number and space. The course will use a workshop approach wherever appropriate in order to help students appreciate the role of structured aids in mathematics learning.

Assessment:

This course consists of four units, each concluding with a unit test or assignment. Students must pass all units.

References:

The emphasis is on the prevention of learning difficulties through an understanding of the interaction of motivation, achievement and reinforcement, the role of discovery learning, games, drill and practice, the importance of questioning for comprehension and analysing children's responses.

Assessment:

This course consists of four units each concluding with a unit test or assignment. Students must pass all units.

References:


UNIT NUMBER: EME 307

UNIT TITLE: MATHEMATICS EDUCATION 3

Two hours per week, Autumn and Spring Sessions

This course is an integrated study of the curriculum content for upper grades in the primary school and the learning patterns of children at this level, with particular emphasis on the transition from concrete operations to formal operations, learning algorithms, logical thinking and problem-solving. Curriculum materials and standardised tests are studied and their appropriate uses in the classroom are investigated in the context of planning mathematics learning experiences for a whole class of children.

Assessment:

Two assignments on preparation of classroom materials to be used during school-based sessions of the Professional Experience Programme.

References:


STUDIES IN CURRICULUM

Environmental Studies

The following compulsory units comprise the environmental studies curriculum section.

Unit 1. Science Education
Unit 2. Social Science Education
Unit 3. Health Education

This section of studies in curriculum, focuses on content and methods of teaching, which enables teachers to develop in children, a better understanding of themselves and the changing world in which they live.

Of major importance to this curriculum section is a study of key relationships between people and the environment, between people and institutions and between people and values. Social Science Education and Health Education concentrate on skills and concepts essential to a study of the individual and society. Science Education focuses on concepts and methods in the natural sciences which provide a broad base representing the continuing search for understanding of our environment.

Common to these three curriculum units is the importance of key concepts, scientific methods of inquiry and a continuing search for better explanations. These modes of activity are exemplified and encouraged in college and fieldwork settings.

Science education, social science education and health education are presented as parallel but complementary studies. At various times during the course, lectures are combined to deal with topics of common interest, such as, excursions and field trips, unit planning and evaluation.

UNIT NUMBER: ESE 211

UNIT TITLE: SCIENCE EDUCATION

Two hours per week, Autumn and Spring Sessions

A study is made of the objectives, content and methods of science programmes for children at kindergarten and primary school levels, with particular reference to the Victorian Education Department's Science course, and programs such as Science 5/13 and the New Zealand Science course.

Students undertake a programme in which, through participation in practical activities, they develop relevant skills and understanding in subject matter and teaching methodology simultaneously.

Consideration is given to the particular objectives of primary science, and also to those shared with other areas of the primary school curriculum, covering such aspects as language development, practical mathematical skills, enquiry methods, data collection and interpretation, and understanding of human physiological processes.
Teaching methodology is based on a series of models incorporating areas of subject matter which can be dealt with most appropriately by these means. Emphasis is given to objectives and evaluation techniques, initiation and development of activities, classroom organisation and management, and the use of a wide range of resources.

Components of the course include: planning an environmental study unit based on the beach/marine area, and incorporating an excursion; core subject matter in the life/environment area; ourselves and energy (relating to physical education and health); investigation of a wide range of properties of materials (including measurement and concepts related to mathematics).

References:

Schools Council, Science 6 - 13 (26 volumes) London, MacDonald Educational, c. 1972.
Education Department of Victoria, Course of Study for Primary Schools: Science.
Education Department of Victoria, Curriculum Guides: Science, Volumes A, B, C, D.

UNIT NUMBER: ESS 212

UNIT TITLE: SOCIAL SCIENCE EDUCATION

Two hours per week, Autumn and Spring Sessions

This course introduces students to the objectives, principles and methods involved in the teaching of social studies in the kindergarten and primary school. It aims to develop a framework for helping teachers provide children with the skills, values and knowledge which will give them an understanding of the nature of the world they live in and help them to acquire the attributes necessary for effective citizenship in a time of change. The course stresses the importance of involving children in the inquiry approach to learning through a variety of instructional material. Students critically examine the structure and content of various social studies programmes with a view to designing units for application in a fieldwork setting. Examples of these programmes are: Man - A course of Study; Society in View; Our Working World; Focus on Self Development; Concepts and Values; Case Studies from Southeast Asia.

References:

Anderson, R., Case Studies from Southeast Asia, Qantas, Sydney, 1979.
LIBERAL STUDIES CURRICULUM

This section of studies in curriculum concentrates on the development in students of an understanding of child growth in the liberal arts, and of the skills necessary to construct meaningful programs in art, movement, and music at the kindergarten and primary levels.

Common to these three curriculum areas are studies of creativity in young children and of ways and means of providing classroom environments which stimulate development in the liberal arts.

The following compulsory units comprise the liberal studies curriculum section.

UNIT NUMBER: EAE 308

UNIT TITLE: ART EDUCATION

Two hours per week, Autumn and Spring Sessions

The course is designed to prepare students to be able to develop successfully art/craft programmes in the primary school and kindergarten.

Students are expected to attain: (a) an understanding of the characteristics, qualities and development of child art; (b) a knowledge of methods of establishing meaningful programmes in art education; and (c) an understanding of ways and means of promoting an interest in art forms and the environment.

Practical work supplements the theory and gives the students experience in using the media, tools and equipment appropriate to the age ranges of the pupils.

References:

Hall, W., and Greig, S. Ready, Set... Art Teacher, Frankston, Art Department, State College of Victoria, 1980.


Course of Study, Art and Craft, Melbourne, Education Department, 1967.


UNIT NUMBER: EHM 309

UNIT TITLE: HUMAN MOVEMENT AND RECREATION

Two hours per week, Autumn and Spring Sessions

Students are expected at developing: (a) an awareness of physical education as an integrated part of the educational process, using movement;
3. Undertaking a field survey.
4. Planning and presenting a workshop/seminar session.
5. Developing a teaching resource.
6. Presenting an essay on literature.
7. In class test.
(b) an understanding of the role of the teacher in relation to the needs of the children for movement experiences; and (c) an understanding of methods of establishing meaningful programmes in physical education and recreation for the kindergarten and primary school levels.

Students also participate in: (a) laboratory sessions where focus is on the methods of teaching fundamental motor skills, and (b) VicSwim Teacher of Swimming Certificate.

References:

Curriculum Guides: Physical Education for Primary Schools, Melbourne, Education Department of Victoria

Facilities and Equipment
Gymnastics
Dance
Ball Handling Skills and Games
Athletics
Swimming


Manual of Water Safety and Life Saving, Royal Life Saving Society of Australia (6th Ed.)


Physical Education - A Suggested Course of Study for Primary Schools, Melbourne, Education Department of Victoria.

UNIT NUMBER: EMU 310

UNIT TITLE: MUSIC EDUCATION

Two hours per week, Autumn and Spring Sessions

A study of basic musical skills and knowledge covering the areas of rhythm, tonality and the elements of music.

A practical study provides musical basis for the areas covered above.

An overview of the main periods in musical history through a study of various forms and composers.

A study of the skills necessary for children's musical growth and the development of these skills in the area of listening, singing, playing instruments, moving to music and creating music.

A study of modern approaches to Music Education: Dalcroze, Orff, Kodaly, Self, Schafer and subsequent adaptions.

Music Curriculum course planning and collection of resource materials.

References:

M.M.C.P. Synthesis, Bardonia, (N.Y.), Media Materials (n.d.)
Nye, R. and Nye, V., Music in the Elementary School,
Schafer, R.M., Ear Cleaning, Scarborough (Ontario),

Assessment:

1. All students are expected to attend at least 80% of scheduled sessions in each of the three courses offered.

2. To obtain a pass grade in the Liberal Arts curriculum, a pass is required in each of the following items:

   a) An art programme designed to suit a particular level of child development.

   b) An item chosen from a series of assignments in art education which includes essays, seminars, evaluation of classroom texts, preparation of lesson sequences, construction and testing of classroom materials, analysis of child art work.

   c) A music resource folio.

   d) A thematic unit in music education designed to suit a particular level of child development.

   e) Assessed practical work in the human movement and recreation unit.

   f) A final examination in the physical education and recreation unit.
PART 3

STUDIES IN GENERAL EDUCATION

The literature which will provide the data for this study will be drawn from authors such as:

**Fiction:**
- Goethe, *Faust*
- Dostoevsky, *Crime and Punishment*
- Balzac, *The Human Comedy*
- Chekhov, *Plays*
- Steinbeck, *East of Eden*
- Hemingway, *The Old Man and the Sea*

**Drama:**
- Shakespeare, *Hamlet*
- Sophocles, *Oedipus Rex*
- Euripides, *Medea*
- Molière, *The Misanthrope*
- Strindberg, *Miss Julie*

**Poetry:**
- Whitman, *Leaves of Grass*
- Yeats, *The Second Coming*
- Eliot, *The Waste Land*
- Auden, *The MortalITS*
- Plath, *Heavenly Peace*

**Sociology and Anthropology:** reading as announced.
This course offers an introduction to the Expressive Arts through a study of basic concepts, principles and skills of art and music and provides a basis for further specialised and integrated study in the Liberal Studies area.

Art studies include:

**Drawing and the Quality of Line**

Line as directional force; line as emotive force; experimentation with ready-made lines: wools, cottons, strings, ropes, strips of paper or card, cane, wire, rods and dowels; experimentation with line-making media: pencils, crayons, pens and inks, brush lines, charcoal, conte, engraved lines, printed lines; the human form in drawing from primitive to contemporary concepts; drawings by Australian artists.

**Mass, Colour and Light**

Making shapes - geometric, organic, emotive: by tearing, cutting, painting, blotching, printing; combining shapes to produce meaningful relationships; colour ranges - transparent and opaque; human form as shape: silhouettes in action; colour and light in Australian paintings: Colonial, Impressionist, Expressionist, Contemporary; Fashions in colour.

**Form, Structure and Texture**

Form in space: created by nature - weathering; structural forms and animal bones: the skeleton; tactile qualities: looking at and feeling sculptors; primitive forms - magic forms; the sculptured human form figure throughout the ages: changing concepts.

Music studies include:

An introduction to the various style periods in the music of western culture and their general characteristics through a selected listening program;

An introduction to basic music materials and formal structures through aural, vocal, instrumental and movement activities. Creating music making using a variety of sound sources with emphasis placed on the elements of music; sound duration pitch, tone colour, texture form and methods of notation.

**Assessment:**

- One assignment on a art/music theme: 40%
- Practical work: 30%
- One class test: 30%
UNIT NUMBER: ALS 102

UNIT TITLE: INTRODUCTION TO STUDIES IN LITERATURE AND SOCIETY

Three hours per week, Autumn and Spring Sessions

This course offers an introduction to literacy and sociological ways of viewing experience, and introduces the social/cultural interactional patterns which will characterise the later years of study in the Liberal Arts.

The course introduces a range of literary modes - fiction, drama, verse - so as to alert students to the exciting potential of the imaginative use of language; and, through the study of works of modern writers, to make clear that literature is a vital element in western society;

fosters a critical receptivity to literary and social issues, and an articulateness in expressing this;

examines certain key aspects of western society through the study of concepts such as culture, tradition, societal control, interdependence, conflict, technology implications, spiritual belief, change and family relationships. A study of Aboriginal society will provide a basis for contrast and comparison with our western industrial society;

integrates the literacy and social aspects of the unit so that one will highlight the other.

The literature which will provide the basis for the study will be drawn from authors such as:


Drama: Samuel Beckett, John Osborne, Edward Albee, Harold Pinter, David Williamson, Ray Lawler.


Sociology and Anthropology - reading as announced in classes.

References:


Assessment:

One assignment on a socio/literary theme (2000 words) 40%
One class paper or minor assignment 30%
One in-class test 30%

References:

Fiction
Journals such as The Critical Review and Modern Fiction Studies

Drama

Poetry

Sociology and Anthropology
Barreman, G. et al., *Anthropology Today*, Del Mar, California, CRM Books, 1971

UNIT NUMBER: ALS103

UNIT TITLE: COMMUNITY LANGUAGES - INTRODUCTION TO GERMAN STUDIES

Three hours per week, Autumn and Spring Sessions

The course provides opportunities for beginning and more advanced students to develop or extend a communicative competence in contemporary German. It also gives opportunities for the study of contemporary German culture and to consider issues common to Germany (East and West), Switzerland, Austria and Australia. Use is made of sound tapes, radio tapes, slides, films and written texts to establish or enhance knowledge of syntactic patterns, vocabulary and situationally appropriate use of contemporary German. Initial emphasis is on spoken German. Students also acquire an overview of recent history, the geography and political and cultural aspects of the main German-speaking countries of Europe.

Assessment:

(a) Weekly exercises in language and performance in language laboratory 50%
(b) One formal presentation of a paper on a chosen topic dealing with a cultural aspect of the German-speaking countries of Europe

(c) One class test

Prescribed Texts
Deutsch 2000 Band 1 (Text, Glossar, Arbeitsbuch), Munich Huebervlerag

References
Pasley, M., Germany: A Companion to German Studies, London, Methuen, 1972

Additional photostated material as required.

UNIT NUMBER: ALS 204

UNIT TITLE: AURAL/VISUAL ARTS THEORY AND PRACTICE

Three hours per week, Autumn and Spring Sessions

This course comprises a study of aural and visual arts through theory and practice.

Students are given the opportunity to develop their practical skills in a selected area of Art or Music.

The element of aural and visual arts such as shape, melody, contour, rhythm, timbre-texture and structure are discussed and developed through a study of representative examples. The relationships between the aural and visual arts are investigated through a study of styles in the media.

Assessment:
One visual/aural test
Art Strand - Folio 30%
Work book 30%
Music Strand - Practical test of selected repertoire 30%
Creative music assignment 30%

References:
Fleming, W., Arts and Ideas, New York, Holt Rinhart and Winston, 1974
UNIT NUMBER: ALS 202

UNIT TITLE: LITERATURE AND SOCIETY - CONTINUITY AND CHANGE

Three hours per week, Autumn and Spring Sessions

The theme of this programme is approached through a series of four modules each approximately 6 weeks in duration.

In all these modules the aim is to see the inter-active pattern of culture and society, to consider how a tradition adjusts to change while preserving continuing elements and how a tradition may be radically altered when a change proves too momentous to be accommodated.

The four modules are:

Module 1
A study of authors, novelists and poets whose works reflect major changes in the societies in which they were written. Novelists are selected from such authors as Austin, Dickens, James, Forster and Lawrence. Poetry is selected from such authors as Blake, Keats, Arnold and Eliot.

Module 2
An integrated study of drama and society, with a related study of poetry of the late 16th century. The continuing appeal of drama as a reflection of cultural consciousness is studied. The texts chosen reflect changing literary genres and social realities in western culture. Authors may include Sophocles, Shakespeare, Ibsen and Chekhov, and poets such as Donne.

Module 3
While earlier units treated the theme of continuity and change through a literary perspective, this module pursues the concept through a study of these aspects in China, the most populous country on earth. Traditional and contemporary Chinese society and culture will be studied in the context of history, the natural environment and social values. Topics include: the family, authority systems, work, Mao's China.

Module 4
The previous module presented a case study of continuity and change in a developing society and this second unit continues to develop the themes within highly developed countries. Using examples from the USA, Europe and Australia, the effects of modernisation (cybernation, urbanisation and population changes) on societal structures will be investigated.

Assessment:
One major assignment per month (3000-4000 words) or equivalent.

References:
Modules 1 and 2

Fiction
UNIT NUMBER: ALS 203

UNIT TITLE: COMMUNITY LANGUAGES - GERMAN STUDIES

Three hours per week, Autumn and Spring Sessions

The course aims at further improving communicative competence in contemporary German. This again involves the teaching of functional language appropriate to real-life situations. In addition, and together with further reading, students gain further insight into the cultures of the German-speaking countries of Europe. In addition students are introduced to some of the basic linguistic concepts associated with bilingualism (German-English) and a short study of the Germans in Australia. Use is made of sound tapes, video tapes, slides, films and written material.

Assessment:

(a) Regular exercises in language, both oral and written 50%

(b) One seminar paper on an aspect of German children's or adult literature, art, music or film, or the linguistics section of the course 25%

(c) One class test 25%
Prescribed Text
Deutsch 2000 Band I (Text, Glossar, Arbeitsbuch), Munich Hueber Verlag

References:
Clyne, M., Perspectives on Language Contact: Based on a Study of German in Australia, Melbourne, Hawthorn Press, 1972
Pasley, M., Germany: A Companion to German Studies, London, Methuen, 1972
Lodewyckx, A., Die Deutschen in Australien, Stuttgart, Verlangoaktiengesellschaft, 1932

UNIT NUMBER: ALS305
UNIT TITLE: NEW DIRECTIONS IN THE MODERN WORLD

Three hours per week, Autumn and Spring Sessions

The aim of this programme is to stress the close relationship that exists between the culture of western society and the other aspects of the civilization that produces it.

A significant portion of the course is treated as an integrated whole, using such general social concepts as Violence, Mysticism, Revolution and Religion. A brief introduction to the social background of each of these concepts leads on to discussion of their literary, artistic and musical manifestations or reflections.

The remaining and larger portion of the course then allows students to pursue in greater depth an area of interest in one of the four strands:

Art
Music
Literature and film
Social Science

The following is a brief account of each of these specialist strands which will be taken in conjunction with the core study outlined above:

(a) Art

Work in two or three-dimensional art forms. This work will concentrate on mastering the disciplines of the area selected in the previous year and in each case, will concentrate on using the chosen media as a personal form of creative expression for each individual.

(b) Music

Keyboard, voice, guitar or other approved orchestral instrument.

Note: The practical work concentrates on mastering the discipline of the selected practical study and relating its function to the core study where appropriate.
(c) Literature

"Words and Images: A Study of Film and Literature"

A comparison of the ways in which authors (novelists, dramatists) and film directors realize their respective vision within the modes and techniques available to them and to try to account for the relative appeal of the new as against the older modes. Topics include: films and books as reflections of their times and their creators; personal responses to life; the language of criticism; "The Film of the Book". Works to be studied include: *The Getting of Wisdom, Women in Love, Wuthering Heights* (book and film in each case), and a screen play such as *Citizen Kane*.

(d) Social Science

"Images of Society: Subcultures and lifestyles"

The various cultural and social groupings within society are examined and the occupations and institutions in the community that exist to help and support them.

**Assessment:**

(a) I research paper involving the core study 40%
(b) I essay (3 000 words) or equivalent (e.g. practical work) 30%
(c) I class test or equivalent (e.g. practical test) 30%

**References:**

(a) Core Study

Clark, K., *Civilisation*

(b) Specialist Studies

Art

Music
Chestek, W., *Keyboard Skills*, Belmont (California), Wadsworth, 1967
UNIT NUMBER: ALS303

UNIT TITLE: COMMUNITY LANGUAGES - GERMAN STUDIES

Three hours per week, Autumn and Spring Sessions

The third year aims at continuing the development of communicative competence in contemporary German. The study of language and culture is closely interwoven. At this stage students are expected to pursue in-depth study of cultural topics using mainly German language source material. A high level of oral proficiency is aimed at and activities arranged to promote this. Students are expected to study works by prominent German novelists, playwrights and dramatists, e.g., Dürrenmatt, Goes, Hesse, Biecht, Fontane, Droste-Hülshoff, Goethe.

Assessment:

(a) Regular exercises in language, both oral and written. 50%
(b) A seminar paper on a cultural topic or specific author. 25%
(c) One class test. 25%

References:

Pascal, R., The German Novel, Manchester University Press, 1956
UNIT NUMBER: SAE 101

UNIT TITLE: AUSTRALIANS AND THEIR ENVIRONMENT

Three hours per week, Autumn and Spring Sessions

The following topics make no assumptions about students' mathematical and scientific backgrounds or physical capabilities and will cater for a wide range of student achievement.

The course consists of four parts.

The Functioning Human

Human beings are looked at as physical organisms interacting with their environment in a number of ways: eating, breathing, moving, exploring and interpreting the environment.

The topic is a foundation study of the anatomical, kinesiological and physiological bases of human functioning in the environment. Part of the topic involves the analysis and development of human functioning in a specific physical activity.

The Australian Environment

As Australians move through their environment, they encounter various habitats. This topic explores the unique characteristics of the Australian landscape, including the basic structure and distribution of the main groups of native Australian plants and animals. Throughout this topic, the Australian environment is used to exemplify various basic ecological terms and concepts.

The limitations and development of the senses, and methods of interpretation of environmental data are introduced through observation, mapping, sampling, measuring, recording and other techniques carried out in the field of laboratory using specialised equipment where appropriate.

Man Measures

This topic introduces the concepts and calculating techniques underlying the collection, representation and analysis of data drawn from measurement of human anatomy, physiology and performance, and of environmental variables.

Man and the Computer

The computer has become so essential as a tool, with so much potential for changing our lives and our world that it is necessary that everyone develop an awareness of its applications and potential. This topic will cover the basic concepts of computer organisation, the capabilities of computers and the emerging role of the computer and its impact on society and the environment. Students will have experience in using video terminals to run a variety of software packages including simulation of various environmental systems.
Assessment:

End of session tests 45%
Assignment 31%
Practical activities 24%

References:


Various manuals associated with software packages as required.
This course builds on the knowledge, skills and attitudes gained in AUSTRALIANS AND THEIR ENVIRONMENT to further examine ways in which humans interact with their environment.

The course consists of seven parts.

The Human Evolves

Basic genetics is shown to be the foundation of human variability. General evolution is considered with particular reference to the past, present and future evolution of Homo sapiens. Race, physique, disease and population growth are studied.

The Internal Environment

The anatomy and physiology of the major human systems and the adaption of individuals to varying environmental conditions (e.g. temperature, humidity) is described.

Hazards to Humans

The hazards to human life due to the following factors will be discussed: ionizing radiation, chemicals, food additives, drugs, stress, road accidents, earthquakes, volcanoes, wind and water.

Relating to the Spatial Environment

This topic will be presented as a study of space experiences with a practical approach taken to the consideration of shapes and their properties, transformations, networks, and aspects of non-Euclidean geometrics as observed in the environment.

Living in Today's Economic Environment

A practical treatment of the mathematical concepts and techniques associated with the financial aspects of borrowing and lending money, hire purchase, credit cards and credit systems, mortgages, insurance, annuities, bonds, depreciation and taxes.

Human Recreation

As machines gradually replace humans in the workplace more leisure time will become available to them. This unit explores the recreation activities of humans and develops these in students by involving them in at least one of the following activities: gymnastics, ethnic dance and individual conditioning.
Human Physical Fitness Evaluation

A study of the physical, environmental and nutritional factors influencing physical activity. Consideration of testing and conditioning programs. Collection and interpretation of data gained by biofeedback mechanisms.

Assessment:

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References:

Three hours per week, Autumn and Spring Sessions

In the future, Australians will be faced with a number of critical environmental choices.

The course

1. gives the scientific literacy needed to understand facts, assumptions, implications, and perceptions involved in making informed, reasoned choices in relation to major questions associated with -
   a) the future of the human species
   b) the future of the environment

2. enables students to apply their knowledge and skills in a practical way by undertaking individual or small group projects dealing with an aspect of the major questions associated with the course theme. This practical commitment will constitute one-third of students' course involvement.

The following topics will be studied:

Recreation in Our Community

Consideration of recreation as an area of social concern; recreation needs and programs for various community groups. The practical component of this topic involves students in an adventure-type activity.

Personal and Community Health

Consideration of emotional development and health, family health, personal health care, health in the environment, death and dying. The practical component of this topic calls for student participation in an activity such as life-saving, fencing, or individual conditioning.

The Reasoning Human

Society must control its destiny by making informed, reasoned choices from the available options. The fundamental concepts of logic are studied with an emphasis on valid reasoning and its applications to practical situations. A treatment of the concepts and techniques associated with propositions, argument and proof.

Man Decides

An investigation of the concepts and calculating techniques associated with the science of decision making under conditions of uncertainty. Experimental design and sample survey methods. Parametric and non-parametric methods of testing hypotheses. Predictive techniques.
Energy and Resource Choices

Mineral and energy resources, problems of food production, means of utilisation of energy.

Human Species Choices

The changing numbers of humans, ecologic adaptation, the human life cycle, eugenics, genetic engineering, biology of urban man.

Assessment:

End of semester tests 35%
Assignments 15%
Practical activities 15%
Project 35%

References:

Stephenson, W., The Ecological Development of Man, Sydney, Angus and Robertson, 1972.
## Assessment Calendar 1980

### Autumn Session

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**NOTE:** SAE 101 1. Assessment in the unit will be progressive throughout the
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Timetable as at 11 March 1980
SAE 101 •
year in that students will receive one final grade at the end
of the Spring Session and a statement of progress in the unit
at the end of Autumn Session.

2. Students will complete 3 sub-units of work, each 7 weeks in
length, and will be required to do a written test at the end
of each sub-unit.

3. Students will be involved in practical activities in each sub-unit
and will be assessed on their active participation during scheduled
classes and on written reports, etc.

THESE PRACTICAL UNITS WILL BE PROGRESSIVE THROUGHOUT THE YEAR WITH
A TOTAL WEIGHTING OF 24%. 

Assessment (cont.)
Chapter I — Preliminary

1. These By-laws may be cited as the "State College of Victoria at Frankston — By-laws".

2. These By-laws are divided as follows:

   - CHAPTER I — Preliminary
   - CHAPTER II — Interpretation
   - CHAPTER III — Election of Members of the Council
   - CHAPTER IV — The Common Seal
   - CHAPTER V — Fees
   - CHAPTER VI — Student Conduct and Discipline
   - CHAPTER VII — Student Assistance Scheme
   - CHAPTER VIII — Academic
   - CHAPTER IX — Continuing Education

Chapter II — Interpretation

1. Where authorised by the By-laws, regulations may be made.

2. All such regulations shall in the first instance be placed before the Council for approval and if approved, shall come into force on a date specified by the Council.

Chapter III — Election of Members of Council

Notice of Election:

1. The Senior Administrative Officer shall give fourteen days' notice for holding an election by posting a notice on the Staff Notice Board and by sending a circular to all staff.

Nomination of Candidates:

2. (a) Nominations shall close seven days before the proclaimed date of the election. The time and date of closure will be stated on the "Notice of Election" publication. Nominations must be returned to the Senior Administrative Officer.

   (b) In order that a person be a candidate at an election of the Council, he must be nominated by two members of the academic staff and sign the prescribed form obtained from the Senior Administrative Officer. The "prescribed form" is that nomination form shown hereunder.

   (c) The list of nominees, in alphabetical order, shall be placed on the Staff Notice Board two days prior to the election date.

Roll of Voters:

3. The Council shall publish on the Staff Notice Board a list of the academic staff entitled to vote in the election at least seven days prior to the election.

*Note: Throughout for 'term' read 'session'; for Senior Administrative Officer read Administrative Officer.*
Returning Officer:

4. The Senior Administrative Officer shall be the Returning Officer.

Scrutineers:

5. (a) Each Candidate in an election shall be entitled to nominate a scrutineer to observe the count made by the Returning Officer.

(b) Neither the Returning Officer nor any scrutineer shall in any way, directly or indirectly, divulge or disclose, or aid in divulging or disclosing, for what candidate or in what manner any voter has voted at any election.

Preparation of Ballot Papers:

6. Preparation of Ballot Papers is the responsibility of the Returning Officer. Each voting paper shall contain the names of the candidates for election in alphabetical order.

Voting Procedure:

7. (a) The Returning Officer shall establish, on the College premises, a polling booth, which shall be attended by an officer appointed by him and shall remain open between the hours of 10.00 a.m. and 6.00 p.m. for two consecutive days.

(b) At the discretion of the Returning Officer, postal voting may be permitted. Such votes must be in the hands of the Returning Officer prior to the closing of the poll.

Results:

8. The Returning Officer shall publish the results of the election on the Staff Notice Board within seven days of conducting the election.

9. Unless otherwise stated, elections will be conducted in accordance with State Electoral Laws governing elections to the Legislative Assembly.

Election of Student Member:

Notice of Election:

1. The Senior Administrative Officer shall give fourteen days' notice for holding an election by posting a notice on both the Staff and Student Notice Boards.

Nomination of Candidates:

2. (a) Nominations shall close seven days before the proclaimed date of election. The time and date of closure will be stated on the 'notice of election' publication. Nominations must be returned to the Senior Administrative Officer.

(b) In order that a person be a candidate at an election of the Council, he must be nominated by two enrolled students on the prescribed form obtainable from the Senior Administrative Officer. The prescribed form is that nomination form shown hereunder.

(c) A list of Nominees, in alphabetical order, shall be placed on both the Staff and Student Notice Boards two days prior to the election date.
Roll of Voters:

3. (a) The administrative group lists of enrolled students of the College shall serve as an electoral roll.
   (b) Each student must sign the appropriate group list as he votes — or sign the envelope in which he posts his ballot paper — such signed envelopes to be checked against group lists by scrutineers. If a signature appears on both the group list and the envelope, the vote of that student is invalid.

4. These sections as in Sections 4, 5, 6, 7, concerning election of member of academic staff.

Results:

8. The Returning Officer shall publish the result of the election on both the Staff and Student Notice Boards within seven days of conducting the election.

9. Unless otherwise stated, elections will be conducted in accordance with State Electoral Laws governing elections to the Legislative Assembly.

Notes:

1. Academic Staff —
   Academic Staff may be defined as —
   Staff, excluding the Director, employed under the terms and conditions laid down for the employment of academic staff by the State College of Victoria and employed by the College Council for no less than half-time duties, together with those staff whose names are listed on the Education Department's computer pay list as professional officers and teachers together with staff employed under the terms and conditions laid down by the State College of Victoria for the employment of Administrative, Resource Centre and Technical Staff at the level of Administrative Officer III, Librarian I, and above, respectively.

2. Should any election result in a tie, as under Australian electoral law, the Returning Officer has a casting vote.

3. At no time has it been determined that voting should be compulsory.

Chapter IV — The Common Seal

1. The Common Seal shall be kept in the custody of the Secretary to Council.

2. The affixing of the Common Seal of the College to any document shall be arrested by:
   a) The Chairman of Council or the Director; and
   b) The Secretary to Council or some other person appointed by the Council for the purpose.

3. A Register of the Use of the Common Seal shall be maintained to record the authority for the affixing of the Common Seal, the nature of the document to which the Common Seal has been affixed, the date and the signatures appearing on the document.
STATE COLLEGE OF VICTORIA — FRANKSTON

COUNCIL ELECTIONS

Election of Member of Academic Staff

Nomination Form

We, the undersigned members of the Academic Staff of the State College of Victoria — Frankston, hereby nominate...
STATE COLLEGE OF VICTORIA — FRANKSTON

COUNCIL ELECTIONS

ELECTION OF STUDENT MEMBER

Nomination Form

We, the undersigned, enrolled students of the State College of Victoria — Frankston, hereby nominate

for election to the Council.

Signed 1.

Signed 2.

Date

I consent to the above nomination.

Signed

Dated
Chapter V — Fees

1. The fees payable in respect of an organization of students, or of students and other persons, or in respect of the provision to students of amenities or services that are not of an academic nature; fees in respect of residential accommodation; or fees payable in connection with, or in connection with attendance for the purpose of, studies that are not included in the studies that are required or permitted to be undertaken for the purpose of obtaining a degree, diploma or certificate of the College, shall be the fees determined from time to time by the Council by regulation.

2. Any student who fails to complete the payment of fees by the time determined by the Council shall be liable to pay such late fees as the Council may by regulation from time to time determine.

3. The Deputy Director may exclude from an examination and from the use of any facilities of the College any student who has not paid the fees due by him and who has not discharged any indebtedness to the College.

4. The Council may make provision for waiving fees and late fees in full or in part.
Chapter VI — Student Conduct and Discipline

In these By-laws, the expression “Director” shall include any person appointed or authorised to act as Director during the absence of the Director.

1. For breach of discipline or misconduct, any member of the teaching staff may suspend any student from attendance at classes for a period not exceeding one week.
   Provided that the circumstances relating to the suspension shall be reported in writing by the member to the Director forthwith.
   Provided further that the authority hereby conferred shall extend only to any breach of discipline or misconduct committed in or with respect to the classes of such member, or committed in his presence.

2. For breach of discipline (including non-compliance with the rules for the use of the library, as determined by the Director from time to time) or misconduct, the Librarian, or his deputy, may suspend any student from attendance at the library for a period not exceeding one week and from use of the facilities of the library.
   Provided that the circumstances relating to the suspension shall be reported in writing by the Librarian to the Director forthwith.
   Provided further that the authority hereby conferred shall extend only to any breach of discipline or misconduct committed in or with respect to the library or its precincts.

3. (i) Any student in respect of whom a decision of a member of the teaching staff or of the Librarian has been made whereby such student has been suspended under By-law VI 1. or 2., may appeal to the Director.
   (ii) The Director, on appeal so made to him, may confirm, quash or vary any such decision, or may refer the appeal to the Discipline Committee under By-law VII 7. for determination by it.

4. (i) The Director, or any person authorised by him in that behalf, may, for breach of discipline or misconduct at a College examination, exclude a student or candidate from attendance or further attendance at that examination.
   (ii) The persons supervising the conduct of a College examination shall forthwith report to the Director any instance coming to his notice of breach or suspected breach of discipline or misconduct or suspected misconduct at that examination.
   (iii) The Director, or any person authorised by him in writing in that behalf, may, for breach of any regulation made by the Council relating to entry, use or management of a vehicle on the College site, or premises, or regulations made by the Council restricting, control-
ling, or otherwise regulating the use of the college premises, impose on any student a fine not exceeding ten dollars. Provided that the circumstances relating to the fine shall in any such instance be reported in writing to the Secretary of Council by the Director or by the authorised person to the Director.

(iv) Any student in respect of whom a decision to impose appeal to Council within seven days of being served by post at his address last registered with the College with notice of the imposition of the fine and on appeal being so made to him, the Council may confirm, quash or vary the decision appealed from or may refer the appeal to the Discipline Committee under By-law VI. 7. for determination by it.

6. For any breach of discipline or misconduct considered sufficiently serious, the Director may impose a fine not exceeding fifty dollars on a student, or candidate at any College examination, or may exclude him from the College, or from any part thereof for a period not exceeding four weeks, or may both so fine him and exclude him.

6. A student indebted to the College by reason of the non-payment of any fine or fines imposed pursuant to the foregoing provisions of this By-law and who has failed to discharge his indebtedness after notice from the Director, on the advice of the Business Manager, requiring payment by a date specified in the notice shall be excluded from the College forthwith after that date until the indebtedness is discharged in full.

Provided that any case where it is made to appear to the Director that the full application to a student of such exclusion would be inappropriate having regard to the circumstances, the Director may direct that the exclusion or any specified incidence thereof shall not attach to the student concerned for such time as the Director shall fix.

7. (i) There shall be a Discipline Committee of 6 members whose composition shall be determined from time to time by the Board of Studies, and include the Director, the Deputy Director, and two students, one being the member of the Council holding office pursuant to subsection (f) of section two of the Order-in-Council.

(ii) Four members of the Discipline Committee shall form a quorum.

(iii) The Director may, or at the request of the student shall, refer to the Discipline Committee any matter involving any question as to breach of discipline or misconduct of any kind by any student, or by a candidate at any College examination. The Director, upon or after making such reference, may suspend the student from the use of all or any of the facilities of the College and from attendance within the College premises and grounds pending investigation of and decision on the matter by the Discipline Committee.
and pending any appeal to the Council by the student from that decision. Any such suspension may be varied during its currency by the Director, or may be lifted by him.

(iv) On such reference the Discipline Committee shall investigate matters which involve any question as to breach of discipline or misconduct of any kind by any student, or candidate at any College examination, and after giving the said student or candidate an opportunity to be heard, if it finds the student or candidate guilty of breach of discipline or misconduct, may discharge without penalty, reprimand, impose a fine not exceeding fifty dollars; suspend or expel the student or candidate.

(v) A report of the decision of the Discipline Committee in any matter shall be laid upon the tables of the Council and the Board of Studies as soon as possible after the meeting of the Discipline Committee at which the decision was given.

8.(i) Any person in respect of whom a decision of the Director or the Discipline Committee has been made under By-law 3, 4.(v), 5 or 7.(iv) and who is aggrieved by the decision, may appeal to the Council.

(ii) The Council, on appeal made to it, and upon giving the student or candidate an opportunity to be heard, may confirm, quash or vary any such decision.

9.(i) Where:

a) a student has withheld relevant information, or has furnished false or misleading information.

b) any authority in the College has made a decision with reference to a student's examination, academic standing, or courses of study or otherwise concerning his academic program or academic progress within the College.

and c) the authority is satisfied that the withholding or furnishing of such information resulted in the making of the decision,

the authority may reverse, vacate, annul or vary the decision.

(ii) A student in respect of whom a determination by any authority has, pursuant to By-law VI 9.(i), been made reversing, vacating, annulling or varying such a decision, may appeal to the Council.

(iii) The Council, on appeal so made to it and upon giving the student an opportunity to be heard, may confirm, quash or vary any such determination.

Chapter VII — Student Assistance Fund

At its meeting on 26 March, 1976, Council agreed:

1. That a fund, to be known as the SCV Frankston Student Assistance Fund, be established for the purpose of providing loans to students experiencing financial hardship.

2. That the initial amounts contributed to the fund be
$4000 from the Student Representative Council and $1000 from SCV Frankston.

3. That a committee, to be known as the SCV Frankston Student Assistance Fund Committee, be established:
   (i) to receive applications for assistance and to determine the amounts and other conditions of loans in accordance with regulations;
   (ii) to carry out all requirements of the appointed trustees in the administration of the fund;
and that this Committee be constituted as follows:
   - the Vice-President of the Student Union;
   - the Secretary of the Student Union;
   - the Treasurer of the Student Union;
   - the College Business Manager;
   - a member of the Student Union nominated by the executive of the Student Union;
   
4. That the Director (to act as Chairman), the President of the Student Union, and a person nominated by the College Council be appointed as trustees of the fund, with the following duties:
   (i) to receive from the Student Assistance Fund Committee financial statements as to the state of the fund, at intervals to be determined by the trustees;
   (ii) to request and receive from the Committee any information concerning the operation of the fund;
   (iii) to direct the Committee in matters relating to the operation of the fund whenever this is deemed necessary by the Trustees or as directed by the College Council;
   (iv) to report to the College Council on the operation of the Fund.

5. That the Fund be administered according to the SCV Frankston Student Assistance Fund regulations.

6. That cheques drawn on the fund require the signatures of two of the trustees.

7. That fund money when not in use be kept in a trading bank account to be known as the "SCV Frankston Student Assistance Fund".

8. That records of the fund be made available to the administration of the College upon request, and be subject to periodic audit by a qualified accountant.

Rules —

1. In these regulations:
   "Committee" means the committee set up to receive applications for financial assistance, and to determine the amount and other conditions in accordance with regulations.
   "Trustees" means the trustees appointed to direct the Committee in matters relating to the operation of the fund.
   "Student" means a duly enrolled student of the College.

2. For the purpose of these regulations the date on which a borrower is no longer deemed to be a student is:
   - the day following the final date for re-enrolment.

3. Subject to these regulations a student may be granted a
loan upon the Committee being satisfied that he/she is suffering financial hardship.

4. An application by a student for a loan shall be in accordance with the approved form and the signature to the application shall constitute an agreement by the student to be bound by the terms of these regulations and of any amendments made hereto.

5. An application for a loan may be lodged at any time during College term time.

6. An applicant shall appear in person before the Committee.

7. The maximum annual loan to any student shall not exceed $3000 unless the Committee is satisfied that special circumstances render such a limitation undesirable.

8. The Committee may grant a loan subject to the signing of such documents as it may require; and such other conditions as it thinks fit.

9. In the event of the Committee not granting a requested loan, the student shall have the right of appeal to the Trustees who shall review the application.

10. A student having a liability in respect of any loan shall notify the Committee of any intention of discontinuing studies at the College.

11. Normally loans shall be repayable free of interest by a date specified by the Committee which is within 6 months of the date of the loan —

Provided that —

11.1 If the borrower fails to repay his loan on the date specified by the Committee he shall become liable for interest at the rate of 5% per annum on the balance owing from time to time calculated from the said date and the total of the loan and such interest shall be payable on demand.

11.2 If the borrower ceases to be a student before the date specified by the Committee he shall become liable for interest at the rate of 5% per annum on the balance owing from time to time calculated from the date upon which he ceases to be a student and the total of the loan and such interest shall be payable on demand.

11.3 The Committee, on written application by the borrower, may, under exceptional circumstances and if the borrower is still a student, permit the repayment of the loan within a further six months from the date originally specified:

Provided that —

11.3.1 The Committee may, if it so desires, charge interest at the rate of 5% per annum on the balance owing from time to time within the six months extension period so granted.

12. In the event of a default of a loan, the Trustees shall take the advice of the Committee about the taking of further legal action to recover the loan and accumulated interest.
SCV FRANKSTON STUDENT ASSISTANCE FUND

Application No. ..........................................................
Amount. ....................................................................

Family Name. ................................................................
Other Names. ..............................................................
Term Address. ..............................................................
Home Address. ............................................................
College course for which enrolled. .................................
Year of Course. ...........................................................
Student Record No. .....................................................
Purpose for which loan is required. .................................

...........................................................................................

Signed. ...........................................................................
(Applicant)

Date. .............................................................................

ACKNOWLEDGEMENT OF LOAN (Loan details to be entered by Committee)
I, the undersigned, hereby acknowledge that I am indebted to the SCV Frankston Student Assistance Fund for the sum of .......................................................... ($..........................) advanced to me from the SCV Frankston Student Assistance Fund. I also acknowledge that the loan is made on the understanding that it will be repaid in full in a lump sum on or before the .......................................................... or by instalments of $.......................... with the final payment being made on or before ..........................................................
Should the amount of liability or any instalment of it not be paid punctually, the balance of the loan then owing shall immediately, at the option of the Trustees of the Fund, become payable with interest from the date of default at the rate of 5% per annum until it be repaid.

Dated the .......................................................... day of ........................................ 19....... ..........................

 Signed. ...........................................................................
(Applicant)

In the presence of .........................................................
Trustee of the Fund
Chapter VIII — Academic

Amendments concerning these By-laws posted on the official notice board and printed in the College Handbook shall be deemed to be sufficient notice to members of the College.

"Board" refers to the Board of Studies of this College.

"Approved Courses" means those courses funded by the Tertiary Education Commission and recognised as academic awards by the Australian Council for Awards in Advanced Education.

"Director", "Deputy Director", "Lecturer", refer to officials and staff of the College duly appointed by the Council.

"Unit" or "subject" means a component of the educational activities of an approved course as specified in the description of the course, for which a student enrolls and receives a transcript entry based on assessed work.

"Fees" means charges levied by the Council upon students enrolled at the College.

"Supervisor" means a person duly authorised by the Board of Studies to ensure the proper conduct of College examinations.

"Student" means any person enrolled at the College for a course of instruction.

"Admission" means formal acceptance of the offer of a place in a course conducted by the College.

"Enrolled Student" means any person who has paid the requisite fee and is entered on College records as a current student.

"Course Profile" means a personal program of study.

"Course Committee" is a standing committee responsible for recommending to the Board of Studies on all matters related to designated courses.

"Auditing" a unit or subject means attendance at classes in that unit or subject, with no provision for assessment or examination, and the granting of credit.

"Credit" for a unit or subject means acceptance of a unit or subject already passed as satisfying a specified unit or subject requirement of an award made by this College or by the State College of Victoria.

"Exemption" from a unit or subject means that the student because of previous study or qualifications may not be required to undertake that particular unit or subject as part of an approved course, but would substitute another unit or subject to meet the requirement of the course.

"Withdrawal" means the notification, in writing, to the College that the student proposes to leave the course for which the student is enrolled without intention to return.

"Deferment" means the reservation for one year of the offer of a place in an approved course.

"Intermission" means the granting of leave at a time subsequent to enrolment for a student to discontinue study in a course for the period specified provided that the student shall upon return recommence the course from the point of the student's most recent enrolment in the units or subjects for which the student then enrolled prior to intermission.

Every student enrolling in a course conducted by the College shall be required to abide by the following requirement:

I acknowledge that while I am an enrolled student I am subject to the By-laws of the State College of Victoria at Frankston.
Admission with Advanced Standing

(i) The Council may admit to such status in the College, as in each case it thinks fit, persons who have gained standing in any college of advanced education, university or other place of learning and may from time to time on such conditions as it shall determine delegate powers hereunder to the Board.

(ii) A person admitted to the status of the holder of a diploma of the College shall not be entitled to no deemed to be a holder of such diploma as a graduate of the College, but he shall be entitled to proceed to any other course for which the diploma to the status of which he has been admitted is a prerequisite, upon the terms and conditions as those upon which a holder of such a diploma is entitled to proceed.

(iii) An applicant for admission to the status of a diplomate or seeking credits towards a diploma must make written application to the Deputy Director enclosing documents establishing his academic standing.

(iv) The Council may at any time withdraw or cancel any admission with advanced standing if it is satisfied that the statements supporting the application for admission were untrue or misleading.

(v) At any time during the period of study, the Board may, at its discretion, require any such person to complete such supplementary units or subjects as it thinks fit either as a prerequisite to, or concurrently with, his course of study for the award of which he is a candidate.

(vi) An application for admission by a student who has been excluded or is liable to exclusion from another post-secondary institution will not normally be accepted if his record is such that he would be liable to exclusion from this College.

(vii) Any person who furnishes satisfactory evidence that he has completed any course or part thereof in another post-secondary institution may be admitted and given advanced standing in a course and granted exemption from attendance or examination or both by the head of department concerned in such units or subjects as the Board may decide. The standing of any candidate shall be determined upon being admitted to the course.

(viii) Any student admitted to the College with advanced standing in a course shall be awarded the appropriate qualification for that course upon the completion of the specified course requirements.

Enrolment

Every student shall complete the enrolment procedure laid down by the College.

Enrolment shall not be complete until the student has paid the prescribed fees.

Course Profile

The course profile for each student shall require the approval of the Board of Studies. Candidates for awards made by the College shall plan their programs of study in consultation...
Credits

Except where specific provision to the contrary is made in course regulations, a student who has gained passes in units or subjects common to two or more courses may not credit any one course more than those units or subjects specified by the Board from time to time.

Whenever a student is required, by the regulations for a second award, to obtain a pass in a unit or subject in which he has already gained a pass, but which he is not permitted by the regulations to credit to the second course, he may be allowed, with the approval of the Board of Studies to submit another unit or subject in its place.

Single Units or Subjects

A student may be permitted to attend classes and sit the examinations for individual units or subjects which form part of an approved course, provided that he has fulfilled the conditions prescribed for taking that unit or subject or has been exempted by the Board from so doing. Such a student may, upon application, receive a statement from the College showing the units in which he has satisfied the examiners.

Withdrawal

(1) A student seeking to withdraw from any course shall notify the Deputy Director in writing. Withdrawal shall not be accepted until the student has discharged his indebtedness to the College as provided in By-law V — Fees.

(2) A student wishing to withdraw from a unit or subject of any course must notify the Deputy Director in writing. Except in special circumstances, determined by the course committee concerned, any notification received after the date specified shall be recorded as an academic failure.

Deferment and Intermission

A student seeking to defer or intermit shall apply in writing to the course committee concerned through the Deputy
Changes of Course Units or Subjects

A student wishing to change units or subjects within a course for which he is currently enrolled shall apply in writing through the Deputy Director to the course committee concerned. Changes shall be permitted only within one week of the commencement of the unit or subject.

Assessment

Every student shall satisfy the assessment requirements prescribed by the Board.

Conduct of Assessment

All assessments shall be conducted in accordance with procedures established by the Board of Studies and published from time to time.

Exclusion of Students

The Board may exclude any student from further enrolment at the College, or from further enrolment in a course unit, or subject, on the grounds of unsatisfactory progress. A student excluded from the College will not normally be re-admitted. Applications for re-admission will be considered only after a lapse of six sequential academic sessions. In determining eligibility for re-admission, the record of the student at any other post-secondary institution and in any course other than that for which he is currently enrolled or seeking enrolment shall be taken into account. Re-admission shall be contingent upon the student satisfying the Board that he is likely to pursue his studies effectively.

Exclusion from a Unit or Subject

A student shall be liable to exclusion from enrolment in a particular unit or subject if he has failed to pass that unit or subject after being enrolled for it on two occasions.

Exclusion from the College

A student shall be liable to exclusion from the College if his progress through the course is deemed unsatisfactory by the course committee concerned. A student advised that he is liable to exclusion may make written representations to the Board through Secretary to the Board.

Appeals

A student may appeal in writing against any grade awarded in a unit or a subject, or after notification of liability to exclusion. Such appeals should be directed to the Secretary to the Board, and must be based on one or more of the following grounds:
(a) new evidence tendered since the date of consideration by the Board of the case;
(b) irregularity of procedures in recommending a decision in the case;
(c) bias in interpretation of evidence placed before the relevant bodies, groups or individuals.

Council Awards

Awards shall be made by the Chairman of the Council on behalf of the Council, to those who successfully complete course requirements. The award shall be made in person at conferring ceremonies following completion of the requirements for such awards. A graduate whose award is not conferred in person shall have it conferred by the Council "in absentia".

Awards of the State College of Victoria

Awards shall be made by the Chairman of the Senate of the State College of Victoria on behalf of the State College of Victoria to those who successfully complete degree course requirements. The award shall be made in person at conferring ceremonies following completion of the requirements for such awards. A graduate whose award is not conferred in person shall have it conferred by the State College of Victoria "in absentia".

Notification of Change of Address

Every student is required to advise the Academic Officer in writing of any change of his business or home address.

Notification of Change of Name

Every student shall submit authenticated evidence of a change of name to the Academic Officer.

Chapter IX — Continuing Education

Interpretation

"Continuing Education" shall apply to those fee-paying programs offered by the College which require no special entry qualifications or experience and do not lead to an award of the College registered with the Australian Council for Awards in Advanced Education.

Enrolment

Every student shall complete the enrolment procedure laid down by the College. Enrolment shall not be complete until the student has paid the prescribed fees.

Credit

Programs taken by persons enrolled as students in Continuing Education shall not carry credit towards courses leading to awards granted or conferred by the College.

Documentation

Evidence of attendance shall be supplied by the College on request.
General Information
The Warwick Eunson Resource Centre

The resource centre is situated in the third and fourth levels of one four-storey tower. It supplies books and serials, audio-visual hardware and software and other equipment used by college students on schools experience rounds, e.g. musical instruments, science equipment and mathematics equipment. In addition, the resource centre currently offers a closed-circuit television/ videotape service to staff and students. College activities on and off campus are videotaped for future replay and students receive instruction in the use of audio-visual equipment.

The main reading room, situated on the third level houses the books, serials and standard reference works needed for the College's academic courses. The fourth level houses the Teaching Materials Centre, a duplication and photocopy room, a music listening room which is also used as a media study area, and a film/video preview room. Typewriting facilities are available in the Teaching Materials Centre (T.M.C.) and discussion rooms are set aside for students' use.

The Teaching Materials Centre contains the materials that are largely used during schools experience and method work. The literature and non-fiction at children's level are here, as are the picture, record, film-strip, slide and equipment collections. The adult literature collection is also housed here.

All college students and staff may use the resource centre for reading and borrowing purposes. Books, software, and equipment may be borrowed only from the Charge Desk which is situated at the entrance to the resource centre.

Hours of Opening

The resource centre is open between 8.45 a.m. and 5.00 p.m. each week day of the college year. Additional hours of opening are arranged, and staff and students notified, in the Autumn Session.

The Catalogue

The resource centre has catalogues located in two areas. The catalogue in the reference area holds information on materials located on the third level, as well as information on the book collection in the Teaching Materials Centre.

Aid to Students

Students should feel free to seek information and help from any resource centre staff member; but whenever possible aid should be sought first from the reference librarian on duty at the Information Desk, either in the Main Reading Room on the Teaching Materials Centre. In addition, to assisting students to find information for college courses, the reference librarian will also accept inter-library loan requests for books, periodical articles, films and video-tapes, give directional aid, and arrange orientation sessions for new students.

REGULATIONS

Loans

The normal borrowing period of all material and equipment is one week, except for the following: current periodicals, books in the reserve collection and 16 mm. projectors.
Borrowers may have no more than six books on weekly loan from the resource centre at any time. Failure to comply with this rule will incur suspension of borrowing privileges.

Periodicals and 16 mm. projectors are available on 24-hour loan only. A maximum of three periodical issues may be held on loan at any one time. Bound periodicals are not available for loan.

All materials may be reserved if they are not available for loan when required. The loan may also be renewed once (except when overdue) unless already reserved for another user. Overdue books are not renewable. To facilitate their maximum use, certain texts are placed on restricted overnight loan. These are housed in the reserve collection within the charge area and the catalogue drawers labelled Reserve Collection serve as an index to these items. These items may be reserved; they cannot be taken from the resource centre until 2.45 p.m. and must be returned by 9.00 a.m. the following College day, so that they are available for use within the resource centre during the day. A single copy of all items on restricted loan is held at the charge desk, available for use only within the resource centre. Two reserve collection items only may be borrowed at a time.

No student may borrow any item from the Resource Centre until he has produced his official college identity card, bearing his photograph. It is against regulations for a student to lend or borrow an identity card for the purpose of obtaining material from the resource centre. Nevertheless, students are responsible for any loans made on the authority of their identity cards, and should any student lose his card, therefore, he should inform the resource centre of its loss immediately.

In addition students wishing to borrow audio-visual equipment must produce their "authorized borrower" card. These cards are available from the Training Officer of the Educational Media Unit after a student has been tested to prove he is able to use the equipment.

Overdue Loans

All materials must be returned by the due date. In books, this date is stamped on the data slip in the book. Further borrowing privileges may be withheld for a period in the event of books being late or consistently overdue.

Lost Books

The loss of or damage to books and other material should be reported immediately to the charge desk. The borrower will be required to replace or pay for such material, but money will be refunded in the event of the lost items being recovered.

Conduct in the Resource Centre

Silence must be observed in the main reading room and the stairwell and students are requested to enter and leave quietly. A discussion room is located on the fourth level. All bags, except small handbags, must be left in the foyer outside the resource centre.

The resource centre reserves the right to have handbags.
folders, books and so on examined before users leave the premises. Smoking is forbidden in all resource centre areas except staff offices.

The tables in the standard reference area may be used to consult reference books only and these books should not be removed from this area.

Books consulted within the main reading area should be placed on the sorting shelves under the stairs when leaving. Please do not leave them in carrels.

The Educational Media Unit

The Educational Media Unit of the College is an independent service section directly responsible to the Deputy Director. The section is located in rooms A1.1, A1.1A, A1.2A and A1.2 on the lower level of the main building (telephone extension 334).

The Educational Media Unit performs the functions of production of all educational media software required by College staff and the related services associated with that production.

The unit offers media training to all students in workshop sessions which explain and demonstrate the operation of equipment and production of relevant software materials.

Areas covered include transparency making, spirit duplication, overhead projectors, slide filmstrip and epidiascope projectors, super 8mm and 16mm projectors, basic photography (slide making and duplication), audio tape recorders, synchronous tape recording, video portapak systems and basic television.

The Educational Media Unit is not responsible for the loan of any Audio Visual software or hardware. The only exception to this is open reel or cassette videotapes which are available for use within the College. A videotape catalogue is housed in the non-book materials section of the catalogue ext. 16. A videocassette catalogue (T.M.C.) is available on the fourth level of the Eunson Resource Centre.

All requests for reservation and loan of teaching aids, software and hardware should be directed to the Teaching Materials Centre Librarian, Mrs. Margaret Austin, ext. 274.

All requests for the inter-library loan of 16mm films should be made on the “Film Order” Eunson Resource Centre form to Ms. Rose Ward, Inter-Library Loans Librarian, ext. 275.

Ms. Rose Ward is the person responsible for all 16mm film booking and borrowing within the College.

The Learning Assistance Centre

A facility is established on campus which offers a diagnostic and remediation service to children and adults in the community who are experiencing learning difficulties in oracy, literacy and numeracy.

The Centre provides an opportunity for members of staff and students studying language, reading or mathematics difficulties to work with these children or adults in a variety of programs.

The aims of the Centre are:

1. to provide a Centre where teachers, parents, school or community agencies can refer school students and adults
for diagnosis of learning difficulties in mathematics, reading and/or language;
2. to provide a Centre where remediation programs can be prepared and carried out on the basis of a foregoing diagnosis;
3. to develop and evaluate the effectiveness of a task analysis approach to the diagnosis and remediation of learning difficulties;
4. to offer a consultancy service to teachers-in-training, schools, parents and community agencies;
5. to provide a facility for research in the area of learning difficulties.
Inquiries regarding this service should be made through the Chairman of the Learning Assistance Centre Committee, Mr. Ian Walker, Room A2-10 (telephone extension 326).

The Curriculum Materials Centre
Curriculum materials that are appropriate for use in primary schools and pre-schools are housed in the Curriculum Materials Centre. This Centre is located in Room A2-1/2. Undergraduate and graduate students may examine the materials and participate in formal and informal workshop activities relating to curriculum development and evaluations in the Centre. Booking arrangements are made through the Education Division.

Student Absences
Students who are absent through illness for any period which will necessitate the requesting of several extensions of time, or replacement tests, should see that the Deputy Director (Ext. 260) is notified. The information will be forwarded to the Departments concerned. Students are advised to obtain a medical certificate and to forward a photocopy of this to the Deputy Director. If the absence is for a period of more than a month, students should report to the Deputy Director on the day of resumption in order to be referred to an appropriate lecturer for academic counselling. Original medical certificates should be retained by students, and could be needed later if an application for special consideration is to be made.

Notices to Students
Two methods are generally used to inform students on official college matters.
(a) Letters may be sent to the student's private address; hence the need to inform the Student Records Office promptly of a change of name or address.
(b) Weekly bulletins and/or urgent notices are placed on the Administration Notice Board on level 2 alongside the Cafeteria.

Car Parking
There are ample car parking spaces for all cars in clearly designated car parks on campus.
Accidents and Injuries

A student who sustains an injury whilst engaged in officially approved College activities is required to enter the relevant details in an "Accident Book" kept by the receptionist in the Administration Building, at his earliest convenience. Where the injury is such that a student is unable to do this, the entry should be made on his behalf by an appropriate person.

A personal accident policy covers students against death or permanent disability whilst engaged in officially approved College activities, but excludes active participation in any sport (other than Health, Movement and Recreation students participating in sporting activities so required in their course).

Halls of Residence

The halls of residence are located on campus and provide accommodation, including all meals, for approximately 120 students. Students who wish to be considered for a place should apply to the Senior Administrative Officer stating their home address, date of birth and other relevant details. No undertaking will be given that accommodation will be available for all applicants, or that once given it will be available in subsequent years of the student's course. If the demand for places exceeds the number available, the College may be able to assist students in finding private accommodation.

The Warden, assisted by student supervisors, is responsible for security and the general welfare of resident students, while domestic arrangements and catering are in the hands of the Matron.

To have the opportunity of experiencing life in the halls is a privilege in return for which students are expected to make a special contribution to College welfare. Failure to observe rules and the conventions of good behaviour will result in the immediate cancellation of a student's place. Further details of accommodation will be forwarded to those students allotted places.

Student Services

The College Medical Officer

The College Medical Officer is available to students and staff for free consultation and medical counselling.

The office is situated on the ground floor of the Halls of Residence and hours for consultation are from 9.00 a.m.-4.30 p.m.

Extensive treatment normally carried out by general practitioners and medical specialists is not undertaken at the College.

The Student Counsellor

A Student Counselling Service is available to all students.

The counsellor is a registered psychologist and is situated in room A1.19 on the ground floor of the tower housing the library.

Students may call, without appointments, for general information or to talk through any issue(s) where such a need is felt.

The counselling service also offers group encounter experiences, relaxation sessions and study skills seminars as advertised throughout the academic year.
FINANCIAL ASSISTANCE

TERTIARY EDUCATION ASSISTANCE SCHEME

The Tertiary Education Assistance Scheme is the prime source of financial assistance for tertiary students. Assistance is available for any student who is an Australian citizen or permanent resident, doing an approved tertiary course and is undertaking at least three quarters or under special conditions, two thirds of the full time course workload. Students who have entered into a training agreement with an employer are not eligible.

Benefits under TEAS include:

(i) living allowance
(ii) Incidental allowance
(iii) dependents allowance
(iv) fares allowance.

The latter needs to be separately applied for. These benefits are payable only if students are eligible for a living allowance.

There are three categories of beneficiary:

(i) Ordinary students living at home can receive up to $1250 p.a. depending upon a means test of the adjusted income of both parents.

(ii) Ordinary students living away from home can receive up to $2075 p.a. depending upon a means test of the adjusted income of both parents. To be eligible for the living away from home allowance, one of four criteria needs to be met. Ordinary students can earn up to $1500 p.a. without affecting entitlements.

(iii) Independent students can receive up to $2348 p.a. depending upon a means test of the student’s own income or that of their spouse. To be granted independent status, one of five eligibility criteria needs to be met.

To ensure a full year’s allowance, applications should be lodged at the TEAS offices as soon as enrolment is completed. As the TEAS regulations may change each year, it is important to consult the current year’s application guide before making any decision about eligibility.

Further information can be obtained from the Student Counsellor or the Director, Victorian State Office, Commonwealth Department of Education, 450 St. Kilda Road, Melbourne 3004; Telephone 267 4700.

STUDENT ASSISTANCE FUND

The College Council and the Student Union have set up a Student Assistance Fund. Loans of up to $300 are available, upon application, during term time.

Applications should be made initially to the Student Union Office.

The by-law relating to this fund is printed on page 22 of the Handbook.
1. ASSESSMENT PHILOSOPHY

The functions of assessment are seen to be:

1.1 The facilitation of learning including:
   1.11 helping to establish learning situations appropriate to the needs, abilities and potentialities of the individual student;
   1.12 enabling the diagnosis and remediation of specific difficulties in all areas;
   1.13 motivating and directing learning experiences;
   1.14 developing and maintaining skills and abilities;
   1.15 providing the student with "feedback" by allowing students to inspect and discuss assessed work so that the student should discover any specific weaknesses, errors and misunderstandings and to assist in overcoming them;
   1.16 informing the student of his standing in any course at any point of time in that course.

1.2 The certification that students have satisfactorily completed courses at SCV Frankston.

1.3 Assistance with the evaluation and review of course content and course objectives.

1.4 Assistance with the evaluation and review of methods of instruction.

2. AIMS OF ASSESSMENT POLICY

2.1 To provide overall regulations and a rationale which will safeguard academic and professional standards.

2.2 To enable the collation of Divisional Assessment Policies relating to the objectives and content of the courses taught.

2.3 To enable students and staff to have a forum in matters of assessment, including redress in cases where they may feel that an injustice has been done.
3 ASSESSMENT CALENDAR

While each Division will have its own specific assessment methods, it must be recognised that a student is committed to assessment in several Divisions in any one year.

The purpose of the Assessment Calendar is to:

3.1 schedule every assessment requirement including mastery learning and hurdle requirements;

3.2 prevent students being subjected to excessive assessment demands both overall and at a particular time.

4. FORMS OF ASSESSMENT

While each Division may undertake a variety of forms of assessment for courses within that Division, it is important that each Division shall:

4.1 make available to students a statement of its philosophy of assessment;

4.2 select the forms of assessment it considers most appropriate to each of its courses and the attainment of course objectives in accordance with its stated philosophy;

4.3 be responsible to the Board of Studies through the Course Committee for the forms of assessment undertaken by that Division;

4.4 be responsible to the Board of Studies through the Course Committee for conforming to the overall assessment regulations for assessment within that Division;

4.5 notify students of any change in divisional assessment requirements at least 21 days in advance of the amended due date. At the time of announcement a printed statement will be placed on the appropriate Division notice board;

4.6 record in writing any variation in assessment requirements made for an individual student. Such a statement is to be signed by the student and the Divisional representative concerned.

5. ASSESSMENT SCHEDULING

5.1 If there is no end of year examination in a particular unit, a Division may call for an assignment to be submitted during the final examination period, provided that details of this assignment are published no later than one calendar month prior to the date of submission.

5.2 Students will not be required to submit work for assessment or present for class tests in the week immediately following a teaching round.
6. REGULATIONS GOVERNING ASSIGNED WORK (ASSIGNMENTS AND TESTS)

6.1 At the beginning of the year each Division shall submit its own assessment program, in the light of its own philosophy of assessment, to the Board of Studies through the Course Committee.

6.2 Lecturers will inform the Librarian of books likely to be in demand, and supply copies of assignments to the Reference Librarian at least 7 days before commencement date of the assignment.

6.3 Details of assigned work will be announced by lecturers at least 21 days in advance, exclusive of school experience rounds, breaks between sessions and attendance at Portsea. At the time of announcement a printed statement will be placed on the appropriate Division notice board.

6.4 The statement of the details of assigned work will include:

6.41 the date, time and place of the test or the submission of assignments;

6.42 the date on which the assigned work is announced to students;

6.43 the duration and nature of any test and the area of work to be tested;

6.44 the percentage value of the assigned work in relation to the total assessment in the subject;

6.45 the objectives of the assigned work and/or the assessment criteria including the required format of presentation;

6.46 the criteria being used to establish minimum levels of achievement or competence for each assessment item and the criteria being used to establish higher levels of achievement or competence, i.e. A-B-C.

6.47 the procedure for submission of assigned work;

6.48 where appropriate, the procedures to be adopted (e.g. resubmission or remediation) in the event of unsatisfactory work for students at risk in the course.

6.5 Submissions of Assignments

6.51 Assignments should be submitted prior to or at the time and date specified by the Division to the Divisional representative who, together with the person delivering the assignment, will record receipt of the assigned work.

6.52 Students' assigned work once submitted will be protected from loss or misappropriation by other students.
6.53 Each Division will determine its own policy regarding late or non submitted work.

6.6 Extensions of Time for Assignments may be granted in the following circumstances:

6.61 Where a lecturer considers there is sufficient reason for so doing, he may, with the approval of all students concerned and the Course Committee, grant 'block' extensions to all students in a lecture group or groups.

6.62 If a student has been ill or suffers some other circumstance which delays his/her work, the student may contact the lecturer concerned at least 2 clear days before the due date, and request an extension of time. If the lecturer is prepared to extend the time, he/she may do so, subject to Divisional policy.

6.63 Only in exceptional circumstances will extensions be granted at a time less than two days before the due date.

6.64 If a student is prevented from following the above procedure, he/she, or a representative, may contact the Divisional Secretary and give notification of intention to seek such extensions as he/she needs.

6.65 When an extension is granted and a new date established an extension form must be attached to the assigned work when it is eventually submitted.

6.7 Replacement Tests

6.71 When a student is ill or suffers some other special circumstance which prevents him/her from presenting for any test, the student alone is responsible to immediately apply to the lecturer concerned for admission to a replacement test.

(N.B. It is not the responsibility of the lecturer to seek out students for replacement tests.)

6.72 The granting of replacement tests will be considered only when the student produces documented evidence in support of an application (i.e. medical certificate or statutory declaration).

6.8 Re-examination of Assigned Work

6.81 After results have been announced, staff shall be available to discuss corrected assigned work with students. (Students should retain all assigned work, as resubmission for second examination may be requested by the student or his/her lecturers.)

6.82 Where the assigned work is considered to be of unsatisfactory standard, the student is entitled to a re-mark of assigned work by another examiner. The result determined by a Division subsequent to such a re-mark shall be final.
7. SPECIAL CONSIDERATION

Where a student has suffered some special circumstances such as illness or personal hardship, which he/she feels has seriously affected his/her performance and progress in a unit or course or piece of assessed work, he/she may make application for special consideration.

Such application should be discussed in the first instance with the College Counsellor or Medical Officer, then with the lecturer(s) concerned, and submitted in writing to the appropriate Head(s) of Division. Relevant supporting documents, such as medical certificates, should be included.

Application should be made as close as possible to the time when the special circumstances occurred.

The decision regarding the nature of any special consideration will be made by the Division and/or the Course Committee.

8. RESULTS

8.1 Interim Results

8.11 The release of results must follow as soon as possible, and not later than one month after the date of the test or the due date of any assignment.

8.12 Lecturers must inform the students whether a particular piece of work is satisfactory or unsatisfactory.

8.2 Students must be informed of their academic standing in a unit at least one week prior to the date specified by which a student is permitted to withdraw from a unit or course without being considered a failure in that unit or course.

8.3 The result of a final piece of assessment will be released prior to or at the release of final gradings.

8.4 Mid-Year Review

At the end of the Autumn Session in each year, the Course Committee will review the results of each student and counsel those students whose progress is unsatisfactory.

8.5 End of Year Results

8.51 'High Distinction', 'Distinction' and 'Credit' gradings are seen as a measure of achievement. Divisions will recommend the award of these gradings to the Board of Studies through the Course Committee.
In presenting subject results to the Board of Studies through the Course Committee, each Division shall indicate the proportion of candidates in each category, viz:

(i) Distinction, Credit, Pass or Fail;
(ii) Satisfactory, Unsatisfactory;
(iii) Highly Satisfactory, Satisfactory, Unsatisfactory

The Board shall be responsible for monitoring grading procedures across Divisions and from year to year.

A final grade 'Fail' will only be awarded by a panel from the Division concerned. The panel may declare some students to be 'Result Pending'. In such cases the Division shall notify the student concerned, in writing, of the further work in which the student is required to be assessed.

Where a student is repeating a failed unit, he/she is eligible for any of the appropriate gradings in that subject.

AT THE END OF EACH YEAR OF THE COURSE THE BOARD OF STUDIES WILL AWARD A YEAR PASS TO THOSE STUDENTS WHO HAVE SATISFACTORILY COMPLETED THE YEAR'S WORK.

IN CASES WHERE A STUDENT DOES NOT RECEIVE A YEAR PASS AND HAS FAILED IN NOT MORE THAN TWO UNITS, THE COURSE COMMITTEE [AND THE BOARD OF STUDIES] MAY RECOMMEND THAT THE STUDENT BE GRANTED SUPPLEMENTARY EXAMINATIONS IN THE FAILED UNITS. THESE SUPPLEMENTARY EXAMINATIONS SHALL BE HELD IN JANUARY OF THE FOLLOWING YEAR, ON DATES TO BE DETERMINED ANNUALLY BY THE BOARD OF STUDIES.

STUDENTS WHO SATISFY THE COURSE REQUIREMENTS AT SUPPLEMENTARY EXAMINATIONS SHALL BE AWARDED A YEAR PASS.

THOSE STUDENTS WHO ARE NOT AWARDED A YEAR PASS MUST COMPLETE ALL OUTSTANDING UNITS BEFORE PROCEEDING TO THE NEXT YEAR OF THE COURSE.

**Grading Policy**

**8.6.1 Transcript Grades**

A High Distinction
B Distinction
C Credit
D Pass
CP Compensatory Pass
N Fail
HS Highly Satisfactory
S Satisfactory
U Unsatisfactory
8.62 GRADES FOR PUBLICATION

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Where

(a) "N" is a recommendation for "fail" as a transcript record of grade in any session where appropriate.

(b) "RPI" is a recommendation that the grade be reviewed by the Course Committee at the end of the Spring Session and, on the basis of overall performance, be confirmed as CP or RP2, provided that at any time prior to the review by the Course Committee or in the case of confirmation of a CP grade by the Course Committee the candidate may elect to proceed as for an RP2 recommendation and obtain a P grade on successful completion of the supplementary assessment.

(c) "RP2" is a recommendation that the candidate be considered for supplementary assessment as set out in 8.56 above.

(d) "RP3" is an identification of an incomplete assessment for the award of a final grade in that unit.

(e) "U" is a recommendation at the end of the Autumn Session for counselling in preparation for the Spring Session of study.

OR

"U" is a recommendation for the grade of "Unsatisfactory" in School Experience.

8.7 ASSESSMENT FOR "PASSED BY YEAR"

(a) at end of the Spring Session

(i) If P or better grades are obtained in all units, results will be confirmed as "passed by year".

(ii) RPI recommendations will be confirmed as either CP or RP2; CP together with P or better in all other units will result in confirmation of "passed by year".

(iii) A student who receives an N grade for a unit in any year of the course will have the overall result confirmed as "not passed by year", and the unit must be repeated in the next academic year.
In School Experience, a U grade is obtained because of either or both of the following:

(a) Failure to achieve a prescribed level of competence in the assessment items of the college-based components of SXI or SX2, i.e. Log Book and Micro-Teaching Skills Program.

(b) An unsatisfactory grading in the school-based teaching program.

In the case of (a), the candidate will be required to repeat the college-based program in the following Autumn and Spring Sessions.

In the case of (b), the student will be required to repeat during the following year the school-based teaching program until the prescribed level of competency has been achieved.

(b) At the end of the Summer Session (final period of assessment)

(i) RP recommendations will be confirmed as P or CP or N.

(ii) A recommendation for "passed by year" will be made if all grades obtained are CP or P or better; a recommendation for "not passed by year" will be made if any grade of N or U is awarded, in which case the unit or units with this grade must be repeated.

(c) Repeated Units

Students repeating a unit will be eligible for the full range of grades as in 8.61 above.

8.8 PROGRESS

In accordance with the assessment procedures stated in the Bachelor of Education accreditation document a student must be declared "passed by year" in order to proceed to the next year of the course.

9. STUDENT APPEALS TO THE BOARD OF STUDIES

9.1 The appeals procedure is as follows:

(a) Appeals against a grade may be submitted in writing to the Academic Officer by the date announced on the examination notice-board.

(b) Appeals against grades may be submitted at the following periods:

(i) at the end of the Spring Session

(ii) at the end of the Summer Session.
9.2 Where a student wishes to appeal against a result for an individual piece of assessment, he/she should lodge an appeal in writing in the first instance with the Lecturer, then if necessary with the Head of the Division, and finally with the Course Committee.

9.3 Where a student wishes to appeal against the final grade in a unit, he/she shall proceed according to the regulations governing examinations covering such appeals as printed in the Handbook.

Amended 4 March, 1980
APPENDIX A

REGULATIONS FOR THE DEGREE OF BACHELOR OF EDUCATION AND THE DIPLOMA OF TEACHING

1.0 Definitions

1.1 The College is the State College of Victoria at Frankston.

1.2 The Council is the Council of the State College of Victoria at Frankston.

1.3 The Board of Studies is the Board of Studies of the State College of Victoria at Frankston.

1.4 The Course is the set of all possible student programmes leading to an award.

1.5 The Course Committee is a Standing Committee of the Board of Studies responsible for the administration and co-ordination of the course.

1.6 A unit is a set of lectures, tutorials, practical classes and other activities prescribed by the Board of Studies.

1.7 A Session is a period of not less than twelve weeks.

1.8 A Session unit is a unit taken over one session with a contact time equal to twelve times the weekly contact hours prescribed in the syllabus for that unit.

1.9 A Major is a sequential study normally taken over six sessions.

1.10 A Sub-major is a sequential study normally taken over four sessions.

1.11 Arts units are those offered by the Arts Division.

1.12 Science units are those offered by the Science Division.

2.0 Awards

2.1 The Degree of Bachelor of Education is awarded by the State College of Victoria on the recommendation of the Council of the State College of Victoria at Frankston following the successful completion of the requirements set out in Section 5 below.

2.2 The Diploma of Teaching is awarded by the Council of the State College of Victoria at Frankston following successful completion of the requirements set out in Section 5 below.
3.0 Length of Course

3.1 The Degree of Bachelor of Education course requires a minimum of four years of full-time or equivalent study. The maximum period of time for which a candidate may be enrolled in the course shall be twelve years, except that, in special circumstances, the Board may grant an extension of time.

3.2 The Diploma of Teaching course requires a minimum of three years of full-time or equivalent study. The maximum period of time for which a candidate may be enrolled in the Diploma shall be nine years except that, in special circumstances, the Board may grant an extension of time.

4.0 Requirements and Conditions of Entry to the Course

Four types of entry to the course are possible: Post-Sixth Form, Mature Age, Special and Entry with Advanced Standing including Block Credit.

4.1 Post-Sixth Form Entry

In order to be eligible for entry to the course, an applicant must have successfully completed the requirements of the Victorian Higher Schools Certificate examination or an alternative approved by the Victorian Institute of Secondary Education, or be regarded by the Institute to possess an equivalent academic background including at least eligibility for university entrance as accredited by the Victorian Universities Schools Examination Board or its successor.

4.2 Mature Age Entry

Mature Age entry to the course may be available to applicants who are at least 25 years of age and who do not satisfy the Post-Sixth Form entry requirement. Mature Age entry shall be according to the conditions specified by the Board of Studies and approved by the Council.

4.3 Special Entry

Special entry to the course may be available to applicants lacking the formal qualifications required for Post-Sixth Form entry. Special entry shall be according to conditions specified by the Board of Studies and approved by the Council.

4.4 Entry with Advanced Standing including Block Credit

An applicant may be admitted to the course with advanced standing including block credit, under such conditions as may be specified by the Board of Studies from time to time.

(a) Entry under this clause will be considered only after receipt of adequate documentation of previous studies for which recognition, in the form of advanced standing including block credit, is sought.
The College may grant credit for previous studies and relevant work experience provided that:

(i) the previous studies were within a course that is approved by the College for the purpose of granting credit;

(ii) relevant work experience gained is not credited towards academic studies in the course.

When awarding credit for previous studies, the College will take into consideration the compatibility of a prospective student's previous studies with the requirements of the accredited course. The College may grant credit for previously completed studies not currently offered by the College, provided that these studies are consistent with the objectives of the course.

The College may impose requirements in the form of preliminary studies where such studies are considered necessary to satisfy pre-requisite conditions.

The College may exempt students from a compulsory component rather than grant credit where the student has completed previous relevant studies. In such cases, the College will require the completion of studies in place of those for which exemption has been granted.

5.0 Course Requirements

5.1 The Degree of Bachelor of Education requires the satisfactory completion of the requirements of the Diploma of Teaching set out in 5.2 together with the requirements of the Fourth Year as set out in 5.3 below.

5.2 The Diploma of Teaching requires the satisfactory completion of prescribed courses in Studies in Education, Studies in Curriculum and Studies in General Education.

(a) In Studies in Education the candidate must satisfactorily complete the prescribed major and sub-major and the three year Professional Experience Programme.

(b) In Studies in Curriculum, the candidate must complete all units comprising a major in Language Across the Curriculum, a major in Mathematics Education and a two-session unit in each of Art Education, Music Education, Health Education, Physical Education and Recreation, Science Education and Social Science Education.

(c) In Studies in General Education the candidate must complete one major and one sub-major such that one of these is chosen from the Sciences and the other is chosen from the Arts.

5.3 The Fourth Year of study for the completion of the Bachelor of Education requires the satisfactory completion of four session units as determined by the course structure and the selected strand for sessions two and three.
6.0 Progress Through the Course

6.1 At the end of each year a candidate's total assessment for the year shall be reviewed by the Course Committee. If the requirements have been satisfactorily completed, the Course Committee shall recommend to the Board of Studies that the candidate be granted a Pass in that year of the course. If the requirements have not been completed satisfactorily the candidate shall be required to repeat the unsatisfactory units and obtain a Pass in the year before proceeding to the next year of the course.

6.2 A candidate whose performance has been affected by illness or other serious cause may apply, through the Academic Officer, for special consideration of his case by the Course Committee.

6.3 Where the progress of a candidate is considered to be unsatisfactory, the Board may, on the advice of the Course Committee, terminate the course of the candidate.

6.4 A candidate whose course has been terminated may exercise a right of appeal to the Board, such an appeal being submitted in writing in the first instance.

6.5 A candidate whose course has been terminated shall not be permitted to re-enrol except with the permission of the Board.

7.0 Withdrawal, Deferment and Intermission

7.1 A candidate seeking to withdraw from the course or from any unit of the course, and to avoid academic penalty for so doing, must notify the Academic Officer in writing before the date designated by the College calendar.

7.2 A candidate seeking to defer or intermit must apply in writing to the Course Committee through the Academic Officer. Unless special circumstances exist, which will be ruled on by the Course Committee, the period of deferment or intermission may not exceed one year.
The regulations made hereunder apply specifically to the final examinations but periodic departmental tests must be administered under the same conditions wherever possible, in which case for "Board" read "department" and for "Registrar", read "lecturer".

1. Examinations conducted by the College shall be held at the times and places designated by the Board. Misreading of the published timetable is not an acceptable reason for failure to attend an examination.

2. No candidate shall communicate with an examiner concerning an examination, except through the Registrar.

3. In written examinations, candidates shall write their answers in the presence of supervisors appointed with the authority of the Board.

4. Candidates may enter the examination room for a specified period before the starting time in order to read the examination papers. During this period no writing, underlining or marking of any kind will be permitted.

5. No books, papers or satchels may be taken into the examination room, unless specifically indicated by the examiners.

6. Attendance slips are to be filled in when the Chief Supervisor signals the start of the examination.

7. A candidate may enter an exam room up to 30 minutes late. Any candidate finishing early may not leave within 30 minutes of the start or within 10 minutes of the close of an examination.

8. A candidate who enters an exam room on the wrong day or time must remain for 30 minutes. A candidate who enters the wrong room must stay until the co-ordinating supervisor is available to conduct the candidate to the right room for his examination.

9. Any candidate who leaves the room temporarily must be accompanied by an authorised person.

10. All examination scripts must be handed to a supervisor before a candidate leaves the examination room.

11. Every candidate must submit an examination script to the supervisor. If he has not attempted any question this paper should be marked "Not Attempted", but have his name and college number on it.

12. Where a candidate is suspected of dishonest practice in connection with an examination or of a breach of conduct during an examination, the facts shall be reported to the Registrar who shall make a written report to the Principal as prescribed in the by-laws concerning student conduct and discipline. A candidate found guilty of the nature specified above may be disqualified from sitting further examinations for such period as the Principal and the Discipline Committee shall determine. If the candidate has been credited with a pass in the subject he was taking at the time of the offence, the Board may cancel this credit.
13. A candidate who has been prevented by illness or other problems of a personal nature from presenting himself for examination, or who considers that his performance in any examination has been impaired by the causes stated above, may apply for special consideration. This consideration shall take the form, in the event of the candidate failing the examination of

(a) reconsidering the candidate for a passing grade in the examination as a whole

(b) requiring the candidate to submit material for further assessment

or (c) admitting the candidate to a deferred examination:

Subject to the following conditions:

(i) that the illness or other personal problem shall have been reported in writing to the Registrar at the earliest possible opportunity.

(ii) that as close to the time of the examination in question the candidate should forward to the Registrar a medical certificate, statutory declaration, or such other evidence satisfactory to the Board.

Deferred examinations will be held as soon as possible after the final examinations, but no later than the following February.

14. Where it appears to the Board of Studies that any candidate has suffered hardship by reason of any alteration in the directions concerning an examination, the Board may make such provisions to assist such candidate as it thinks fit.
BEd (Primary)
Dip T (Early Childhood)

ASSIGNMENT PREPARATION
The following guidelines should be used by all students for the presentation of assignments set by all College Departments throughout courses offered by SCV Frankston.

1. Assignments should be clearly presented on foolscap paper, either typed, using double spacing, or handwritten. Only one side of the paper should be used.

2. A margin of about 4 cm should be ruled on the left of each page. Pages should be numbered consecutively, and student's name written on each page.

3. Abbreviations should be avoided, unless they are commonly accepted in everyday usage, e.g. UNESCO, CSIRO, etc.

4. Illustrative material included in assignments may take the form of tables (material presented in tabular form) or of Figures (other illustrative material such as diagrams, maps, charts, graphs, photographs, etc.).

These items should be located near the sections of text that refer to them. Both tables and Figures should be numbered consecutively through an assignment (two separate sequences).

If an illustration has been reproduced from another source, this should be acknowledged.

5. Titles of works and periodical titles should always be underlined, whether in the text, the footnotes or the bibliography.

7. Assignments should be stapled securely in a manila folder, and should indicate:

- Name of student.
- College number and group.
- Lecturer's name and subject group.
- Title of the assignment.
- Date due.
QUOTATIONS

1. The use, in assignments, of words or ideas obtained from the works of others necessitates acknowledgement of the original sources. Not to do so is dishonest.

2. Quotations should be used sparingly, and quoted accurately.

3. If a quotation is taken from a photocopy rather than from a printed book or journal it is acknowledged in exactly the same way. The type of copy in which the original work of the author is read — whether printed copy or photographed copy — is irrelevant. They are all copies of the author's original manuscript.

4. Quotations in which the words of the original text are reproduced are known as direct quotations. When a summary of the original passage is given it is known as an indirect quotation.

4.1 Direct quotations.

[Quotations used to illustrate paragraph 4.1 are taken from:


4.11 Double quotation marks should be used at the beginning and end of a quotation. Should a quotation occur within the quotation, it should be enclosed in single quotation marks.

Example:
On the matter of selection of material suitable for reading to children Schoenheimer says: "I used to be unwise enough to read only stories easily within his [Justin's] comprehension. Now I attempt, in Vygotsky's phrase, to 'teach to the child's tomorrow'."

4.12 Should the passage to be quoted be a long one (four or more lines of text), then it should take the form of a paragraph indented three spaces from both margins; omit the double quotation marks at beginning and end; have single line spacing (if typed).
Exarriple:
One process by which children acquire understanding of language is described in Schoenheimer's article:

What else is happening apart from story line is of vital educational significance; Justin is extending simultaneously and in correlation, his vocabulary and the range of his ideas. He can't actively use the word "blundering", for example, and if you ask him what it means, he probably can't tell you; but when after a long paragraph which describes the lost little party — wandering around and being caught up in bushes and bog and undergrowth, I read: "After blundering about like this...getting their clothes torn and their faces covered with mud..." he doesn't stop me to ask what "blundering" means. He gets a quite serviceable idea of how the word functions in that context.

4.13 Unnecessary material may be omitted from a passage being quoted, as long as the omission does not alter the original meaning. The omission process is known as ellipsis. The omission of a word/words within a sentence is indicated by three dots (...); the omission of one or more sentences from between two sentences is indicated by four dots (.....).

Example:
Commenting on the racial prejudice evinced by the book Schoenheimer says: "in 1922, when Doolittle [sic] was written, however, the attitude of the Briton...still smacked more than somewhat of racism.... Prince Bumpo, whom Polynesia the parrot describes as a 'coon', can imagine no greater bliss on earth than being turned white...."

4.14 An error in the original text being quoted can be indicated by inserting [sic] after the error.

Example:
See example for 4.13 above. "Doolittle" in the quoted text is misspelled: it ought to be Dolittle.
4.15 Since a quotation will have been lifted out of its context, it may be necessary to add one or more explanatory words to the quotation for it to make sense, or for increased clarity. Such words added within a quotation must be enclosed within square brackets.

Example:
Schoenheimer comments: "His [Dr. Bolittl] morality is so basically sound that ethical decisions scarcely seem to arise...."

4.2 Indirect Quotations.

If a summary or paraphrase of an author's words presented in an assignment instead of direct quotation, then quotation marks are not used, though acknowledgement of sources is still essential.

5. Note.
The correct use of parentheses () and of square brackets [ ] can be confusing. Some simple guidelines are:

5.1 When an explanatory phrase, or an aside, is added in the writer's own text, use parentheses. For an example, see 4.12 above.

5.2 When interpolating an explanatory phrase into a quotation from someone else's work, use square brackets [ ]. For examples, see the quoted passages in 4.11, 4.13, 4.15 above.

5.3 When brackets must be used in a sentence that is already enclosed in parentheses, then square brackets are used for the interior note.

Example:
(See Chapter 1 [Writing and Editing] for information.)
FOOTNOTES

[Definition. Footnote: a note of reference or comment at the foot of a page.]

1. All quotations included in assignments, whether direct or indirect, must be acknowledged in footnotes.

2. Footnotes may also be used by the writer of the assignment to add an explanatory note to a statement made in the body of the assignment, or to refer the reader to related material in another section of the assignment.


3.1 Number all footnotes consecutively through an assignment.

3.2 The number assigned to a footnote must correspond to a number placed at a relevant point in the text of the assignment. The latter is known as a superscript and is written as a numeral, raised one-half space, and enclosed in parentheses.

Example:
See example for 3.4 below.

3.3 The superscript may be written at the end of a word, phrase, or sentence as appropriate.

Example:
See example for 3.4 below.

3.4 Footnotes are separated from the text of the assignment by a line drawn across the lower section of the page (one double space below the last line of text).

Example:
Superscripts inserted in text with corresponding footnotes.

"The purpose of PPBS\(^{(1)}\) is to improve management decisions in allocating resources to attain specified objectives."\(^{(2)}\)

---

\(^{(1)}\) PPBS: planning-programming-budgeting system.

3.5 The first reference in any assignment to a book or a journal article necessitates a full reference in the footnotes:

Book: Name of author(s) (up to three authors)
Complete title of book (underlined)
Edition (other than first)
Imprint (place of publication: name of publisher, date or publication)
Page number(s)

Example:
Full references used in footnotes.

Book: One author


Book: Two authors


Book: Three authors


Book: More than three authors


A chapter/paper in a book of readings:

Name of author(s)
Title of chapter/paper (in inverted commas)
Title of book (underlined)
Name of editor(s) or compiler(s)
Edition (other than first)
Imprint
Page number(s)

Example:
A Chapter/Paper in a Book of Readings: Two authors

Journal article:
Name of author(s)
Title of the article (in inverted commas)
Name of the journal (underlined)
Volume (and number) of the journal
Month and year of the journal
Page number(s)

Example:
Journal Article.

3.6 For subsequent references to the same works already noted, shortened references may be used in footnotes:

Book: Last name of author(s)
Short title of the book (underlined)
Page number(s)

Example:
Beardsley, Hall, and Ward, Village Japan, p. 108.

Davies, Australian Democracy, p. 38.

Chapter/Paper:
Last name of author(s)
Short title of article (in inverted commas)
Page number(s)

Example:
Boaden and Alford, "Sources of Diversity...", p. 4.

Journal:
Last name of author(s)
Short title of article (in inverted commas)
Page number(s)

Example:
Halliwell and Spain, "Integrating pupils...", p. 1.

3.7 In citing a work that has been quoted in another work, a single footnote giving details of both works is necessary.

Example:
If the quotation from Dunn (found in Quarterly Review of Australia) is used in an assignment, the citation in the footnote is as follows:

3.8 Footnotes for tables and figures included in an assignment should be placed immediately below the respective table or figure rather than at the bottom of the page. They may be explanatory in nature, or an acknowledgement of source.

Since numbers and letters form an integral part of tables, and often of figures, symbols replace numbers as identifying marks for these footnotes.

Example: * (asterisk) ** (double asterisk) † (dagger) ‡ (double dagger).

3.9 Footnotes for works of art cited in the text of assignment.

3.91 Should a reproduction (e.g. photograph, photocopy of a photograph, etc.) of a work of art be included in the assignment then following details should be supplied either with the reproduction (under it, or beside it), or as a footnote:

Name of artist, title of work, date, material, size, location of work of art. In addition when the original of the reproduction was a photograph in a book, quote also the author's name, title, edition (other than first), imprint and page number(s) of the book.

Example:
Frederick McCubbin, The Lost Child, 1886, on canvas, 114.5 x 72.5 cm., National Gallery of Victoria, in Barbara Burton and William Splatt, 100 Masterpieces of Australian Painting, Adelaide: Rigby, 1973, p. 39.

3.92 For works of art mentioned in the assignment for which no pictorial reproduction is supplied, a first mention of each work should be accompanied by a footnote supplying details as in 3.101 above (i.e. a description of the work of art and a reference to the work in which it was viewed).

3.93 For a work of art cited as in 3.91 or 3.92 above, any subsequent mention of it in the assignment should not require a footnote, as long as artist's surname and title of the work (underlined) are included in the text.

Example:
McCubbin's The Lost Child.
BIBLIOGRAPHY

1. A bibliography or list of works should be supplied at the end of the assignment.

2. The bibliography may contain only items cited (referred to) in the text and footnotes of the assignment, or it may include sources that were consulted but not quoted. You should indicate in a footnote which option you have selected.

3. A bibliography may include annotations if so desired; that is, some or all items may have a brief critical comment added.

4. The bibliography should include all books, journals, theses, etc. in one list arranged alphabetically by authors' names (or titles, where authors not known).

5. Items cited in a bibliography should provide almost the same elements as those cited in footnotes, but arrangement and punctuation are somewhat different. For example, authors' names are cited in inverse order, with last names first, and initials not full names provided.

6. Works of art cited in the assignment should be listed separately under the heading List of Art Works (see 7 below). However, books, journals, etc. from which copies of photographs and of plates have been taken for assignments, or which have been cited as containing reproductions of works of art discussed in assignments, should be included in the bibliography along with texts from which quotations have been used.

7. List of Art Works:

Example:
Ann Greenwood, Red Banner, 1975, handspun wool and black mohair, 2.25m x 1.42m, collection of the artist.

Frederick McCubbin, The Lost Child, 1886, oil on canvas 45" x 28½", National Gallery of Victoria.

Milton Moon, Bottle Form, 1969, stoneware, height 32", collection of the State College of Victoria at Frankston.


Matcham Skipper, Necklace, 1974, cast sterling silver, diameter 24cm, collection of the artist.
8. Example of a Bibliography (explanatory footnotes have been supplied)

Bibliography


"Children's Film" (1) Education Gazette and Teachers Aid 74 (11), (2) 22 November 1974, p. 604.


Nikirk, F. "Filmmaking: a Seventh Grade Experience School Arts 75(4), December 1975, pp. 16-17.


(1) An anonymous article: that is, author's name not supplied.

(2) The abbreviations Vol. and No. are omitted in the bibliography entry. The volume number follows from the journal title, the issue number (if any is placed next in parentheses. Arabic numerals should be used.

(3) An unpublished work, therefore title in inverted commas, not underlined.

(4) Note that paging for an article in a book of readings is included at the end of the mention of editor(s) name(s) in the bibliography.

(5) Published by the author, therefore not written again in the imprint. No date supplied, hence the abbreviation n.d. If no place of publication is mentioned the abbreviation is n.p.