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**WESTERN AUSTRALIAN COLLEGE
OF ADVANCED EDUCATION**



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WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION

General Information

Issued by Academic Planning

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THE COLLEGE

1. DEVELOPMENTS 1981 - 1986

Establishment of the College

- 1.1 On 11 December 1981, the Western Australian College of Advanced Education was gazetted as a corporate body. The new College was formed by the amalgamation of Claremont Teachers' College, opened in 1902, Nedlands College of Advanced Education (1968), Mount Lawley College of Advanced Education (1970) and Churchlands College of Advanced Education (1972).

Programme Review 1982

- 1.2 An initial task of the Council of the Western Australian College of Advanced Education was to establish a Programme Review Committee to recommend on the organisation, development and implementation of the future academic programme. The report of this committee was presented in September 1982 and its recommendations were accepted in principle by the College Council. Its recommendations constitute the basis for the award structure which has emerged. It is, therefore, important to note the following planning principles adopted by the Programme Review Committee.

- 1.3 Having regard for the demands for tertiary education in Western Australia, the Programme Review Committee proposed that the College should continue to be:

- (i) vocationally oriented, with provision for multi-level courses designed to meet specific community needs;
- (ii) tertiary in character but flexible in its approach to entry requirements, teaching methods, modes of study and design of courses; and
- (iii) applied in emphasis, with concentration on a teaching role and orientation towards community service.

These principles were endorsed by the College Council and planning proceeded to:

- (i) diversify the academic programme;
- (ii) provide a better balance of award levels in the range of associate diploma (UG3) level to master's (PG2) level to ensure a more diverse mix of studies;
- (iii) rationalise current programmes, particularly those in teacher education;
- (iv) build upon recognised strengths of the College; and
- (v) respond to local and regional needs for tertiary education.

- 1.4 To facilitate the development of the academic programme, the Programme Review Committee of 1982 proposed a new organisational structure comprising the following five academic schools each with responsibilities across all campuses:

- (i) School of the Arts and Applied Sciences
- (ii) School of Business
- (iii) School of Community and Language Studies
- (iv) School of Education
- (v) Western Australian Academy of Performing Arts

The Western Australian College of Advanced Education Act, 1984

- 1.5 The Western Australian College of Advanced Education Act 1984 (1987 Handbook, page 17), details the functions of the College and established it as a multi-campus institution incorporating the Western Australian Academy of the Performing Arts and the Bunbury Institute of Advanced Education. This Act brought three major changes to the College. It restructured the College Council, established the Bunbury Institute of Advanced Education and introduced the concept of Campus Committees. The functions of WACAE as detailed in this Act are to:

- (a) provide, on a full time or part time basis, post-secondary education to meet the needs of the community in this State;
- (b) encourage and provide facilities for the development and improvement of post-secondary education;
- (c) aid the advancement, development and practical applications to education, industry, commerce and the community, of knowledge or any techniques;
- (d) provide such courses of study as may be approved by the Council;
- (e) foster the general welfare and development of all enrolled students;
- (f) promote and encourage collaboration and consultation between the College and other institutions and authorities to ensure the greatest effectiveness and economy in expenditure and the most beneficial relationship between the College and other educational institutions throughout the State; and
- (g) provide such facilities relating to its functions as the Council thinks necessary or conducive to their attainment.

Campus Locations of Major Programmes

- 1.6 By 1985, the College had achieved significant advances in pursuit of its goals and had developed a viable multi-campus organisation. This organisation is based upon Schools of Studies with programmes being progressively located in centres of specialisation and in associate campus extensions of the specialisations. The continued development of WACAE requires updating and adjustment to changing

circumstances and it became necessary to review the location of programmes because of the development of the Bunbury (1986) and Joondalup (1987) campuses, the establishment of the School of Nursing (1985), the implementation of the Bachelor of Arts and Bachelor of Applied Science programmes and the continuing decline in enrolments in the undergraduate programme in teacher education.

1.7 A discussion paper (Appendix 2, page 255) prepared by Academic Planning Service in July 1985 proposed options for the rationalisation of resources and course locations across campuses. Debate on the proposals was conducted throughout the College from departmental level to College Council. The paper addressed planning principles and the role of the College as a major tertiary institution in Western Australia over the remainder of this century. In addition, demographic trends and campus capacities were identified together with programme development, proposed enrolment levels and major issues regarding the location of programmes. In March 1986 College Council adopted general planning guidelines as follows:

- (a) Bunbury Institute of Advanced Education:
To develop as a regional branch with a general academic profile;
- (b) Western Australian Academy of Performing Arts:
To continue its programme at the Mount Lawley Campus;
- (c) School of the Arts and Applied Sciences:
Major programmes to be developed at the Joondalup Campus with some students at Mount Lawley and elsewhere according to demand;
- (d) School of Business:
The major Business Studies programme to develop on the Churchlands Campus with a minor programme developed at Joondalup;
- (e) School of Community and Language Studies:
Major programmes to be developed at the Joondalup Campus with some students at Claremont, Mount Lawley and elsewhere according to demand;
- (f) School of Education:
Early Childhood Education programme to be located at the Churchlands Campus; Primary programmes to be located at the Claremont, Churchlands and Mount Lawley Campuses;

The major Secondary programme to continue on the Nedlands Campus for the present with the aim of locating the whole Secondary programme on one campus in the future, with options including Nedlands, Graylands and Mount Lawley;
- (g) School of Nursing:
The main Nursing programme to be developed on the Churchlands Campus with some students on other campuses according to demand.

Diversification

- 1.8 The process of developing a diversified academic profile has continued into 1987. Significant recent developments have included the conversion of the Associate Diploma in Arts and Applied Sciences into two separate awards - the Associate Diploma in Arts and the Associate Diploma in Applied Science. This has facilitated the provision of a range of vocational courses such as Home Economics and Media and Behavioural Studies, to serve as the first tier of a two-tier programme with entry into the degree programme with advanced standing. Other major developments include the Bachelor of Music course; the Bachelor of Arts programme in Religious Studies, Language Studies, Youth Work, Social Science, English, Behavioural Studies, Media, Visual Arts and Crafts and Community Studies; and the Bachelor of Applied Science programme in Mathematics, Computer Studies, Information Studies, Home Economics and Recreation.
- 1.9 Another important development has been the approval and accreditation of a Master of Education programme in the School of Education (1985). This programme was the first Masters programme to be offered by the College and rounds off the programme offered by the School of Education. A Master of Business has been approved for the School of Business (commencing 1988) and will complement the comprehensive programme already offered by that School. The Master of Arts (Religious Studies) and the Master of Applied Science (Computer Studies) have been approved and will commence in 1988. The School of Nursing, which took its first entrants into the Diploma of Applied Science (Nursing) in July 1985, is destined to become a major School within the College and will provide a range of undergraduate and graduate programmes.
- 1.10 Research and Development

In April 1986 Academic Planning Service prepared a paper "College-Industry Interface" (Appendix 3, page 270) concerned with issues involved in further developing the College's role in collaborative research and development. It identified some directions and possibilities for the future together with proposed organisational structures to support developments. The paper was useful in initiating a process for establishing a College-Industry interface and built upon the work of the College Research Committee. Throughout the remainder of 1986 the College proceeded to implement a number of these initiatives, including the establishment of a number of research institutes, school based research and development companies, planning of a research park, establishment of a research and development foundation, appointment of an Industry Liaison Officer and increased efforts to attract additional funding by the provision of services and courses for full fee paying students and the establishment of an alumni association.

Review of the Organisational Structure of the College

- 1.11 An important factor relevant to the continued development of the College, and clearly an indicator of both the ability and maturity of the institution to attain self-accrediting status, is its capacity to review its own procedures rigorously and constantly. Only four years after the initial review was undertaken by the Programme Review Committee, College administrative procedures are again under review.
- 1.12 College Council is in the process of assessing a comprehensive review of the organisational structure of the College. A report of the investigation committee, chaired by Dr W Neal, was presented to both College staff and Council in September 1986. Staff were given the opportunity to react to the report in what has been a fruitful exchange of ideas tempered by the experience of the past four years. A progress report on implementation of recommendations made in the report appears in Section 5 page 42. The full report is provided as a separate document.

Planning for the 1988-90 Triennium

- 1.13 The College will play an increasingly significant role in the provision of higher education opportunities throughout the State. This will be achieved by:
- (i) continued growth in enrolments and diversification of the academic programme both in scope and level of awards;
 - (ii) establishment of additional campuses and study centres throughout the State;
 - (iii) continuation of contracting arrangements and the provision of external studies and development of a telecommunications network;
 - (iv) continued expansion in Nurse education;
 - (v) establishment of a School of the Arts and Crafts;
 - (vi) development of a comprehensive programme in applied science; and
 - (vii) increasing involvement in collaborative research and development particularly in the human services field.

2. ACADEMIC PROFILE

2.1 Rationale

In 1983 five schools were established, each with responsibilities across all campuses:

- (i) The School of the Arts and Applied Sciences
- (ii) The School of Business
- (iii) The School of Community and Language Studies
- (iv) The School of Education
- (v) The Western Australian Academy of Performing Arts.

In 1985, the School of Nursing was established as the sixth school within the College and the Western Australian Conservatorium of Music was incorporated within the W A Academy of Performing Arts.

- 2.2 General planning for the development of Schools within WACAE is based upon continued growth in enrolments and on a programme of diversification. The College proposes to stabilise enrolments in the School of Education at about its present level and to provide some limited growth in the School of Business. Major growth will occur in the Schools of the Arts and Applied Sciences, Community and Language Studies, and Nursing.

Enrolments

- 2.3 The approved 1987 EFTS enrolment for WACAE is between 7,400 and 7,700, to which must be added 350 EFTS for the development of the new programme in Nursing, giving a total enrolment of between approximately 7,750 and 8,050 EFTS. The College estimates that, by 1990, EFTS enrolments will be approximately 9,000 together with 700 to 900 EFTS in Nursing, giving a total EFTS of approximately 9,700.

Tables 1 - 8 provide details of course developments and enrolment levels 1981 - 1990.

Table 1: EFTS Enrolments 1981-1990 (Actual and Proposed)

	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
Arts & Applied Sciences	124	186	245	288	463	614	840	890	1150	1325
Business	848	1203	1339	1684	1740	1833	1750	1850	1900	1965
Community and Language Stud.	278	354	320	420	751	1061	1300	1375	1450	1600
Education	4555	4178	4216	3995	3910	3691	3425	3400	3375	3350
Nurse Education (AEC Funding)	-	-	-	-	-	-	50	95	145	190
Academy of Performing Arts	-	23	27	76	170	168	185	230	270	270
TOTAL AEC Funded EFTS	5805	5944	6147	6463	7034	7367	7550	7840	8290	8700
<u>Includes</u>										
(i) special funding for Aboriginal students & (ii) extra 100EFTS for establishment of School of Arts and Crafts							90	110	130	150
								40	75	100
<u>Add transfer of Home Economics EFTS</u>							60	75	75	75
<u>Add State Funded Nurse Education</u>						143	355	600	800	900
TOTAL, All EFTS	5805	5944	6147	6463	7034	7510	7965	8515	9165	9675
Approved EFTS ranges includes special Aboriginal Intake						7091) to 7391) (71))	7400) to 7700) (90))			

Table 2: New Courses : 1988 - 1990

		<u>Enrolment in 1990</u>
UG3	Applied Science (Media)	30
UG1/3	Applied Science (New streams)	55
PG2	Master of Applied Science	8
PG2	Master of Arts	11
UG3	Arts (Drama)	26
UG1	Arts (Dance)	20
PG1	Nurse Education	60
		<u>210</u>

Table 3 : School of the Arts & Applied Sciences - Enrolments (EFTS) 1984-90

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UG3 Applied Arts/Sciences	82	81	20	5	-	-	-
UG3 Library Media	56	64	50	45	50	55	55
UG3 Arts (Media)	-	-	24	40	45	50	50
UG3 Applied Science (Media)*	-	-	-	-	-	20	30
UG3 Sports Science	-	-	36	55	55	55	55
UG3 App Sci (Environmental M'ment)	-	-	-	25	32	45	50
UG1/3 Information Science	19	156	203	290	275	335	375
UG1/3 Visual Art and the Crafts	-	-	86	150	190	275	345
UG1 Arts/Science (Media)	-	-	-	15	25	40	42
UG1/3 Applied Science (New streams)*	-	-	-	-	-	30	55
PG1 Recreation (Outdoor Pursuits)	-	-	11	15	20	25	25
PG1 Applied Science (Media)	9	22	21	20	20	20	20
PG1 Teacher Librarianship	40	34	37	45	45	45	45
PG1 Computing Studies	82	106	126	135	130	150	170
PG2 Master of Applied Science*	-	-	-	-	3	5	8
Totals	288	463	614	840	890	1150	1325
UG1 Home Economics (ex WAIT)	-	-	-	60	75	75	75
	<u>288</u>	<u>463</u>	<u>614</u>	<u>900</u>	<u>965</u>	<u>1225</u>	<u>1400</u>

* New Courses

Table 4 : School of Business - Enrolments (EFTS) 1984-90

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UG1 Business	1541	1545	1618	1510	1525	1540	1580
PG1 Secretarial Studies	34	36	23	25	28	28	28
PG1 Management Studies	29	49	59	60	65	65	65
PG1 Finance	15	17	20	20	25	25	25
PG1 Accounting	16	23	21	20	25	25	25
PG1 Marketing	8	16	17	20	25	25	25
PG1 Entrepreneurship	-	-	11	16	20	25	25
PG1 Computer Studies	41	54	42	44	65	75	80
PG1 Information Systems	-	-	4	12	20	30	40
PG1 Professional Accounting	-	-	18	25	45	55	65
PG2 Master of Business	-	-	-	3	7	7	7
Totals	1684	1740	1833	1750	1850	1900	1965

Table 5 : School of Community and Language Studies - Enrolments (EFTS)
1984-90

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UG3 Tourism	-	-	10	30	35	40	45
UG1/UG3 Applied Science (Rec.)	113	163	155	132	120	120	120
PG1 Recreation (incl. Tourism)	12	20	26	25	25	25	25
UG3 Arts (Multidisciplinary)	-	50	44	55	50	50	50
UG3 Arts (Abor. & Intercult. St.)	-	-	14	20	25	30	35
UG3 Arts (Behav. Studies)	-	-	22	35	40	45	50
UG3 Arts (Eng. Studies)	-	-	21	35	40	45	50
UG3 Arts (Rel. Studies)	-	-	50	70	80	85	90
UG3 Arts (Aust. Studies)	-	-	-	14	20	23	25
UG3 Arts (Language Studies)	-	-	-	10	17	19	25
UG3 Arts (Aged)	-	-	28	35	35	40	47
UG3 Arts (Children)	-	-	36	45	45	50	55
UG3 Arts (Language Studies)	36	76	62	80	80	80	85
UG3 Health	50	83	79	95	90	85	100
UG3 Arts (Habilitation Studies)	33	32	36	43	45	45	45
UG3 Arts (Youth Work)	43	71	24	35	37	40	45
UG3 Arts (Human Serv. Admin.)	-	37	62	70	75	75	75
UG3 Arts (New streams)	-	-	-	10	15	20	30
UG1 Arts (Youth Work)	-	-	64	55	45	40	45
UG1 Health Studies	-	-	7	10	20	30	41
UG1 Interp. & Translating	34	33	62	70	73	73	73
UG1 Language Studies	-	-	31	45	45	45	45
UG1 Community Studies (Soc. Science)	-	-	-	30	45	55	75
UG1 Religious Studies	-	-	7	10	15	20	22
PG1 Intercult. Studies	15	14	26	27	30	30	30
PG1 Language Studies	41	57	82	75	75	75	75
PG1 Translating/Interpreting	-	3	11	24	27	30	33
PG1 Translating/Interp. (Chinese)	-	-	5	8	7	8	10
PG1 Religious Ed. Studies	14	63	64	60	60	60	60
PG1 Arts (Religious Studies) (19.1)	-	-	2	5	6	7	8
PG1 Reading Studies (19.2)	21	25	15	10	5	-	-
PG1 Career Studies (19.2)	8	24	16	17	20	20	20
PG1 Arts	-	-	-	15	25	35	55
PG2 Master of Arts *	-	-	-	-	3	5	11
Totals	420	751	1061	1300	1375	1450	1600

* New course

Table 6 : School of Education - Enrolments (EFTS) 1984-90

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UG2 Dip Teach (ECE)	146	160	159	155	160	160	160
UG1 B Ed (ECE)	20	17	6	5	3	3	3
UG2 Dip Teach (Primary)	1605	1510	1361	1215	1210	1210	1210
UG2 Dip Teach (Primary)(Conv)	109	119	70	45	30	20	15
UG1 B Ed (Primary)	762	745	764	702	690	670	650
UG1 B Ed (Primary)(Conv.)	-	-	57	60	60	60	60
PG1 Dip Ed (Primary)	35	26	20	30	30	30	30
UG2 Dip Teach (Secondary)	920	910	845	800	800	800	800
UG1 B Ed (Secondary) (Pre)	79	93	119	95	95	95	95
UG1 B Ed (Secondary) (Post)	94	135	156	140	130	125	130
PG1 Dip Ed (Secondary)	102	114	90	90	90	90	90
PG1 Dip Ed Studies (19.1)	23	38	39	83	95	125	155
PG2 Master of Education	-	-	-	5	7	12	12
PG1 (Various)	100	43	5	-	-	-	-
Totals	3995	3910	3691	3425	3400	3375	3350

Table 7 : W A Academy of Performing Arts - Enrolments (EFTS) 1984-90

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UG3 Performing Arts (Music)	17	22	19	17	20	25	25
UG3 Performing Arts (Dance)	22	42	42	35	35	35	35
UG3 Performing Arts (Jazz)	24	48	30	35	35	35	35
UG3 Performing Arts (Media)	13	26	29	28	30	35	32
UG3 P.Arts (Musical Theatre)	-	21	12	12	20	27	27
UG3 Performing Arts (Drama)*	-	-	-	-	15	26	26
UG3 P.Arts (Arts Management)	-	11	18	18	20	20	20
UG1 Music	-	-	18	40	45	50	50
UG1 Performing Arts (Dance)*	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>10</u>	<u>17</u>	<u>20</u>
Total	76	170	168	185	230	270	270
* New courses							

Table 8 : School of Nurse Education - Enrolments (EFTS) 1984-90

	<u>1984</u>	<u>1985</u>	<u>1986</u>	<u>1987</u>	<u>1988</u>	<u>1989</u>	<u>1990</u>
UG2 Nursing	-	-	143	355	600	800	900
UG1 Nursing	-	-	-	50	70	100	130
PG1 Nursing *	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>25</u>	<u>45</u>	<u>60</u>
Totals	-	-	143	405	695	945	1090
* New course							

Joondalup Campus

- 2.4 The broad context of the short term and longer term development of WACAE includes the development of Joondalup Campus in accordance with the policy of the Federal Government which has placed emphasis on the development of new campuses and/or new institutions in outer metropolitan regions. Stage 1 development for Joondalup Campus is planned for an initial enrolment in 1987 and will have a capacity of 700 EFTS.

During the 1990s it is anticipated that almost all additional growth will continue to be on the Joondalup Campus so that by the year 2000, enrolments are estimated at approximately 11 000 EFTS. Estimated enrolment levels to the year 2000 by Schools, including external enrolments, are displayed in Appendix 2, page 255.

- 2.5 Data on estimated enrolment levels, campus capacities, and campus and academic developments clearly indicate that the development of an academic profile for WACAE to the year 2000 is planned to complement expected growth in the State and in the regions adjacent to its campuses. This growth will occur principally at Joondalup Campus and, to a lesser extent, at Bunbury. Enrolment levels at other metropolitan campuses will be held to approximately their current sizes. Academic developments will occur principally in the emerging Schools of Performing Arts, Nursing, Community and Language Studies and Arts and Applied Sciences. In regard to the last two Schools named, these developments will be focused on the Joondalup campus.

- 2.6 In considering courses for Joondalup campus the College has given detailed attention to the capacities of other campuses including such factors as sites, present buildings, proposed buildings and feasible additional buildings. Based upon current experience it is considered that the following maximum EFTS enrolments are realistic for other existing metropolitan campuses.

<u>Campus</u>	<u>EFTS</u>
Churchlands	2 985
Claremont	800
Mt Lawley	1 800
Nedlands	<u>1 100</u>
Total:	<u>6 685</u>

Bunbury Institute of Advanced Education

- 2.7 In addition to developing Joondalup Campus, the College is also responsible for the continued development of the Bunbury Institute. It is planned to provide at Bunbury a range of courses based on local demand with an estimated EFTS enrolment approximating 260 in 1986, 500 in 1990 and 700 in 2000. Stage 1A of the building programme for the Bunbury Institute was completed in time to enable an initial intake in February 1986. This initial development will have a capacity of 500 EFTS.

Because of the physical proximity of the South West Regional College of TAFE to the site of the Bunbury Institute, an attempt is being made to develop a close working relationship with that institution. To facilitate this relationship, an Inter-institution Liaison Committee has been formed comprising representatives of the Council of the South West College and the Board of the Bunbury Institute. This Committee has as its brief the monitoring of matters of mutual interest affecting both post-secondary institutions.

The working relationship between the Board of the Bunbury Institute and the Council of WACAE is facilitated by the participation in Council activities of the Chairman of the Board of the Bunbury Institute and by the inclusion of the Director of the College as a member of the Bunbury Institute Board.

2.8 Policies on Course Development

The College has developed policies in a number of aspects of course planning which have been endorsed in principle by College Council to apply to all Schools of the College. These policies refer to:

- (i) professional practice;
- (ii) College-wide courses;
- (iii) provision of a set of related courses within the one field;
- (iv) provision of streams or major studies within the one award;
- (v) rationalisation of units;
- (vi) advisory committees;
- (vii) course review and evaluation; and
- (viii) external studies.

- 2.9 Professional Practice: The applied nature of courses of advanced education, as noted previously, is considered to be particularly important. In order to incorporate this emphasis on applied, vocational education, the College requires that each course contain professional practice segments in its presentation and assessment.

These may include intensive professional practice, particularly at undergraduate level, or individual projects of an applied nature at graduate level. Professional practice is a significant feature of the overall College programme and applies particularly in the School of Education. An innovation in the School of Business Studies is the professional practice placement that students may undertake during their course.

- 2.10 College-wide Courses: The new academic organisation of the College based on schools and departments rather than campuses has implications for course structures and requirements. Because each course will lead to an award of WACAE, and because staff will be used across campuses when required, courses and individual units are designed for teaching across campuses. Logistical considerations, including the external delivery of units, prevent the possibility of alternative versions of the one unit, and accordingly, units are designed in terms of objectives, content and assessment which are common to all campuses.
- 2.11 Related Courses Within the One Field: It is College policy to provide a set of related courses in the one field in order to permit students to progress to higher level awards with advanced standing. Such an approach also facilitates the sharing of common resources and the meeting of specific needs or occupational groups.
- 2.12 Streams or Major Studies within the One Award: The concern of the Advanced Education Council has been noted by course planners within the College regarding the proliferation of separate awards within the advanced education sector. The development of major strands under the one umbrella course title is seen to be efficient in terms of course design, course approval and the accreditation process that follows. Plans have therefore been implemented throughout the College for the development of a relatively smaller number of awards, each containing several strands of studies appropriate for different groups. Examples of courses of this type are common in other institutions, but had not been characteristic of course development in the previously independent small colleges in Western Australia prior to amalgamation. In future, course proposals in general fields will be prepared with projections of associated streams of studies to be implemented as required.
- 2.13 Rationalisation of Units: As a matter of general policy, each academic year of a College course comprises eight units, irrespective of level of award or academic year within an award. It is realised that this policy can only be applied generally where the nature and objectives of courses are not impaired by a rigorous adherence to policy. The eight-unit pattern appears to be reasonable and compatible with trends in course development across Australia. In addition, all units in a course are considered equal in terms of credit.
- 2.14 The College endorses the principle of concentrated and in-depth study and the policy that the number of units required to be studied concurrently should be limited. The number of units available in a course, or the number of units required in a course, should not be proliferated. Focus should be on quality, rigour and relevance and students should be given opportunity to develop responsibility and independence in their studies.

- 2.15 **Advisory Committees:** Advisory Committees have been established to provide advice on matters relating to courses offered by the College and as such are an integral part of the accreditation process. The College's advisory system is described in Section 6 (page 47).
- 2.16 **Course Review and Evaluation:** The College Council has authorised an on-going systematic evaluation of the programmes offered by the College which is coordinated by the Senior Planning Officer, Research, in Academic Planning Service. This matter is discussed in more detail in Section 6 (page 54).
- 2.17 **External Studies:** The College's Extension Service offers a wide range of courses in the external mode with students enrolled mainly in teacher education courses. However, this emphasis is gradually changing as a result of a greater number of non-teacher education courses being offered.

Courses available externally include:

Associate Diploma of Arts

Majors in:

Aboriginal Studies

Health Studies

Portuguese

Vietnamese

Bachelor of Education - Third Year

Bachelor of Education - Fourth Year

Graduate Diploma of Arts

Majors in:

Intercultural Studies

Language Studies

Religious Education Studies

Translating/Interpreting

Graduate Diploma of Teacher Librarianship

Post Graduate Diploma of Educational Studies

* General Education Certificate

* Advanced Education Entry Certificate

NOTE: * These courses are available to people of Aboriginal descent who wish to avail themselves of the opportunity to upgrade their level of general education.

In 1987, two fifth year level Post-Graduate Diplomas in Educational Administration and Reading Education will commence in the external mode and the Graduate Diploma in Teacher Librarianship.

Aboriginal Education Centres

- 2.18 As a special initiative and with assistance from the Commonwealth Department of Education, an enclave of some 20 students located in the north of the state and based in Carnarvon are offered instruction in the external mode, with the aid of a resident tutor, towards the award of Diploma of Teaching. The majority of students being so assisted are of Aboriginal descent. A similar but expanded programme commenced in Kununurra in the second half of 1986.

Community Programmes

- 2.19 Each year through its Community Programmes, the Extension Service offers in excess of 150 short courses oriented to the demands and interests of the community at large. These courses are self-supporting to a large degree and in any one year up to 3000 students take advantage of courses offered. The range of courses covers a broad spectrum of interest from ceramics to computing and includes, for example, general courses in small business, languages and travel.

Summary of Courses and Enrolments

- 2.20 A detailed analysis of the courses and enrolments is contained in the separate document Stats, 1986 which reports enrolments by level of course, campus and field of study.

The Academic Year

- 2.21 An academic year which is common to all campuses is essential for programming in the College. Inter-campus, inter-school, inter-programme and inter-subject coordination has become a feature of the academic organisation of the College and requires a common academic year.

The structure of the academic year reflects the College's orientation towards courses which are vocationally directed and applied in nature and provides a framework which is compatible with the College's educational philosophy, as well as new course structures.

- 2.22 Semesters: A semesterised system has been selected because of its organisational flexibility. The academic year comprises two semesters and one short summer session arranged as below. The normal duration of each of the six periods is indicated in weeks.

Summer Session	Inter- session (February)	Semester 1	Inter- semester (July)	Semester 2	Inter- session (December)
4	2	19	4	19	4

- 2.23 Each of the three teaching periods is separated by an interval in which associated administrative matters are processed. Within each semester, each School has planned a distribution of activities and times. In the sample below, the duration of each segment is indicated in weeks. A more detailed description of the organization within each School is contained in the College Handbook 1987.

Teaching	Professional	Mid-semester	Vacation	Review and
	Practice	Week		Examinations
13	2	1	1	2

- 2.24 Special Purpose Intervals: A mid-semester recess of one week is provided to allow students to review their studies. This lecture free period may enable students to undertake short tests, field experience programmes or independent study. The short recess is particularly useful in courses where in-depth study is required.
- 2.25 A two-week revision and examination period is provided at the end of each semester. In courses comprising a small number of units it is expected that approximately one week will be required for examinations leaving the prior week for independent study and review. In courses where a protracted examination session is unavoidable a corresponding reduction in student revision time will be necessary. A one-week vacation, which coincides with the first week of the Easter and September government-school holidays, is provided in each semester for recreational purposes.
- 2.26 Summer Session: A limited summer session of four weeks is provided to increase study opportunities for students, particularly those working in the external mode. The mixed mode of study, in which a student may study on campus, by correspondence or in a regional centre is likely to become more popular. In this regard the summer session is a useful provision.

3. THE COLLEGE AND ITS CAMPUSES
- 3.1 The Western Australian College of Advanced Education operates on four inner metropolitan campuses (at Churchlands, Claremont, Mount Lawley and Nedlands) all within a nine kilometre radius of the centre of Perth. A fifth metropolitan campus, at Joondalup, is 26 kilometres north of the centre of Perth while the Bunbury Institute of Advanced Education is located 150 kilometres south of Perth.
- 3.2 Since amalgamation, each inner metropolitan campus has retained an identity that reflects its individual development over a period of years. All have good library and study facilities, full media services and a wide range of specialist facilities to support tertiary education programmes and teaching. Stage 1 of the building programme for the Joondalup Campus will be finished in time for the commencement of Semester 1, 1987. The Bunbury Institute of Advanced Education was completed in time for the enrolment of students in February 1986.
- 3.3 Bunbury Campus was occupied in 1986 with the opening of the Bunbury Institute of Advanced Education as a branch of the College. The Capital Works Programme for the establishment of the Institute was funded from State Government resources. An outlay of \$7.751 million was expended on Stage 1 of the building programme which involved the erection of a General Teaching Building, together with a Specialist Teaching Building, a Library and a Student Services/Administration Building.
- 3.4 Churchlands Campus was established in 1972 with buildings designed to facilitate 'open-plan' learning and flexible usage reflecting developments in school design during the seventies. A feature of the Campus is its landscaped bushland-setting with numerous courtyards planted with native trees and shrubs. This campus has ample and attractive facilities and it houses the administrative headquarters of the College. Features of this campus include a physical education complex, a major music and drama centre, a library and materials resource centre, a business studies building which includes a large lecture theatre and computing centre, and an excellent cafeteria and student guild building. An extended library centre and a new complex to accommodate the School of Nursing, will be available for occupancy later in 1987.
- 3.5 Claremont Campus is the smallest and oldest of the campuses. Its main building, constructed in 1902, was the first tertiary institution in Western Australia. The site is relatively limited but its central building is a structure of some historical distinction. The building houses the campus administration and staff studies together with a student facility and some teaching areas. The overall capacity of the campus was increased in 1975 with the construction of a new library and resources centre, and a new classroom block, while a recent major building programme has dramatically improved the quality of accommodation on the campus so that this 'old college' now has facilities equivalent to any tertiary institution in Western Australia. The campus also has a multi-purpose hall/gymnasium which is fully utilised together with other ancillary buildings of various ages which have been converted to teaching areas.

- 3.6 Joondalup Campus is being established on a 45.5 hectare site at Joondalup, in the City of Wanneroo, to service the northern suburbs of Perth. Construction commenced on stage 1 of the new campus in 1986, following the allocation of Federal funds, with the Building Management Authority acting as architect and project manager. In anticipation of the opening of the Joondalup Campus in 1987, courses have been offered in computer studies, business studies, teacher education and community studies during 1985 in the City of Wanneroo Building, located one kilometre north of the proposed campus. Community response has been encouraging.
- 3.7 Mount Lawley Campus was established in 1970, and has the second largest physical plant of the four campuses. A major campus administration and teaching building of approximately 5000 square metres houses the majority of the staff studies and the general teaching spaces. A learning resources centre was erected in 1972 and comprises a library and resources centre, an audio-visual centre, two large lecture theatres and a coffee shop. Additional buildings have been added, including a student refectory with a very well-appointed kitchen area, a gymnasium/physical education complex, a student association centre, an art/craft complex, and a mathematics and science complex containing six laboratory/teaching areas, and a computer centre together with associated preparation spaces and staff studies. The most recent addition has been the music/drama complex which now accommodates the Western Australian Academy of Performing Arts incorporating the Conservatorium of Music. New Music Education and Computer Studies buildings have recently been completed on this campus.
- 3.8 Nedlands Campus was established in 1967 as the Western Australian Secondary Teachers College and is located 5 km from central Perth adjacent to the University of Western Australia and its residential Colleges. The original building comprised a four-storey single structure which now accommodates the campus administration, library, staff studies and most of the general teaching spaces. In October 1968, student association offices and cafeteria, together with a music/drama centre, were completed. By May 1969, further additions were completed for an industrial arts centre, home economics centre, teaching resources and a gymnasium. The great restriction placed on building expansion by the very confined site has been a constant problem, and the campus has had to resort to ad hoc modifications in order to accommodate staff and students.
- 3.9 Present Triennium: During the 1985-1987 Triennium significant new accommodation projects were funded as follows:
- (i) The Western Australian Government provided \$7.5m for the construction of the Bunbury Institute of Advanced Education.
 - (ii) A similar amount of funding was provided by the Western Australian Government to erect a new building for the Nursing Education course on the Churchlands Campus.

- (iii) The Commonwealth Government has provided \$6.0m to build Stage 1 of the new Joondalup Campus, scheduled for completion mid-1987.
- (iv) The Commonwealth Government has provided \$3.0m to construct a new Central Library on the Churchlands Campus.
- (v) The College Council decided that as a matter of policy, it would continue to spend interest earnings to improve accommodation and as a result, \$4.5m has been made available to improve accommodation on the Mount Lawley Campus.

These developments are especially encouraging when it is remembered that during the 1982-1984 Triennium, the Commonwealth Government provided no major capital funds for buildings, and improvements which did occur resulted from the fact that the College Council itself used \$6.0m of its income to make a start to overcome accommodation deficiencies which existed.

3.10 1988-1990 Triennium

The Western Australian Post Secondary Education Commission has supported the College's request for funding of Stage 2 of the Joondalup Campus for the 1988-1990 Triennium as follows:

Joondalup Stage 1 (in progress)	\$0.03m
Joondalup Stage 2:	
Computing	\$1.46m
Art	\$1.97m
Science	\$3.09m
Student Amenities	\$2.42m
Lecture Theatre 1	\$1.01m
Sports Science	\$1.41m
Student Residences	\$0.84m
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Total	\$12.23m
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4. ACADEMIC SERVICES

Financial Policies

- 4.1 WACAE has managed its finances and other resources in a responsible manner to enable academic programmes to be developed and maintained. The College works to a balanced annual budget and insists, through sound management, that expenditure for each item is kept within budgeted allocations. Recognising that, unchecked, salaries can absorb too great a proportion of recurrent funds, the College has maintained a policy each year of ensuring that total salary expenditure is kept within certain limits so that a satisfactory balance can be maintained between expenditure on staff and non-staff resources. It also ensures that if the Government reduces funds to the Colleges, WACAE will be in a position to maintain a viable operation.
- 4.2 WACAE is moving towards a more decentralized budget system whereby the Schools and support divisions will be responsible for the allocations of their funds, within set guidelines. In this way Schools will be responsible for ensuring that adequate resources are available for any new courses or developments proposed or for the expansion of existing courses. In any new course proposal or major course variation, the initiating School must state how it will fund the change proposed and indicate the agreement of other Schools or support services which may be involved in the proposal. New courses cannot be introduced on the basis that funds and other resources may become available from outside sources.
- 4.3 Equipment is an essential part of the teaching programme. The College has always put the view that equipment must play an important part in the teaching philosophy of an advanced education institution if its courses are to retain their vocational character. Currently, the College has an inventory valued at approximately \$7m. Significant funds are used each year for the acquisition of what may be termed major items of equipment so that the College can keep abreast of the latest technological developments.

Physical Resources

- 4.4 Policy on Resource Utilisation: In the connection with the utilisation of campuses, staff and physical resources, and the location on campuses of programmes, WACAE Council has adopted the following policies:
- (i) Pooling of staff into departments with across-campus responsibilities provides opportunities to develop concentrations of high-quality specialist staff. Utilisation of staff in their own areas of expertise, rather than diffusion of their abilities across disciplines, should improve the quality of the College's programmes.

- (ii) The concentration, rather than duplication, of very expensive facilities is crucial in the delivery of high-quality programmes. Expensive equipment and facilities in low-enrolment courses will in time be concentrated on a single campus. Only equipment and facilities required to sustain core studies or supporting studies adequately in large-enrolment courses will be duplicated across campuses.
- (iii) Low-enrolment courses which require specialist staff and specialised equipment and facilities will be centralised on one campus.
- (iv) All high-demand streams in courses will be provided on a multi-campus basis.
- (v) The locations of clusters of related courses will result in establishment of new campus academic profiles which in turn will become an integral part of the College academic profile.
- (vi) Locations of streams and specialised studies within streams in both undergraduate and graduate courses are planned to be compatible with locations of related specialisations in other schools. While recognising this principle, the College nevertheless considers that high enrolment programmes warrant duplication of some course components across campuses.

4.5 Accommodation and Facilities: Accommodation, which varied from campus to campus at the time of amalgamation, has been updated through a variety of works projects that have been actively pursued since 1983 on the Mount Lawley, Churchlands and Claremont campuses. These projects have lifted the quality of accommodation significantly.

4.6 Word Processing Facilities: The College has a comprehensive Wang word processing facility integrated across the four campuses for administrative purposes, with some access for teaching staff, and DEC Word 11 and IBM display writer facilities for use by teaching staff.

4.7 Publications: The Quality and Volume Printing Branches are located on the Churchlands Campus and serve the printing needs of all campuses. They cater for requests from departments involving, on the one hand, large quantities (exceeding 1000 impressions) which could not be managed efficiently by the campus-based Instant Print units. The latter are well equipped for rapid photocopying of lecture materials and administrative documents. A twice-daily courier service ensures rapid receipt and delivery of printing requests. Modern high-speed equipment and well-qualified printing staff ensure efficient production processes.

- 4.8 Graphic Design and Typesetting Branches are also located on the Churchlands Campus. Typesetting is effected on a three-station MCS8400 digital Compugraphic machine with graphic display terminal. The Graphic Design Branch carries out conception and execution of all design tasks associated with WACAE publications. This involves preparing design roughs, arranging for photography and the paste-up of camera-ready artwork.
- 4.9 The Publications Department also works in conjunction with the Academic Planning Service and the Publicity Officer in the preparation and processing of course publicity materials, advertisements, media releases and other public relations materials.
- 4.10 Management Systems: The Information Systems and Management Services of the College provide services in data administration and administrative systems analysis design and specification. To provide these services extensive use is made of data processing, word processing and office automation techniques.
- 4.11 The College has a substantial investment in both computing services staff and in computing facilities. As the extent of involvement in administrative and teaching oriented computing has grown, so too has a separation of the two aspects of computing, although there continues to be facilities collectively identified for teaching which are more properly described as educational administration. Thus, staff and students would see "their" facilities as serving all their needs for teaching and much of their routine administration including assistance with marking and associated scaling, some word processing capability, research, and statistical packages.

Administrative Services Division

- 4.12 The educational programme of WACAE is supported by a number of services provided through the College's Administrative Services Division: the College Library, Media Services, Computing and Statistics, Research, Information Services, Word Processing Services and Reprographics and Printing. These services constitute 16 per cent of the Annual Budget allocations.

Library

- 4.13 The library facilities occupy approximately 8000 sq metres with an additional 2800 sq metres available when the new facilities are completed on the Churchlands Campus later in 1987. A library facility is provided on each of the five campuses and the Bunbury Institute. In addition, a Central Library section is located on the Claremont Campus and is responsible for general library administration.

The WACAE Library system has a total collection of more than 300,000 monograph volumes, 4,800 serial titles and 82,000 audio-visual items, located at the five campuses. Each of the campuses has an extensive collection of reference materials and periodicals relevant to courses presented on the campus. On-going College purchasing policies continually enrich and up-date the collection. Each campus also provides facilities for study and work in the library.

The Library's opening hours are specifically designed to meet the needs of part-time students and, therefore, vary slightly from campus to campus. Library hours also vary during semester according to the times of those units actually offered on this site. From Monday to Friday, however, library facilities are offered for seven and a half hours per day.

A total of 80 staff, of whom 30 are professional librarians, provide a range of services to staff and students of the College.

- 4.14 User Education: Most students receive, in the initial year of enrolment, library workshop sessions aimed at equipping them with some basic study skills, and specific information on reference resources relating to their course of study. Students in library studies units receive additional support, by way of workshop sessions and practicum attachments, in gaining material-selection and library organisation skills. These programmes are supported throughout the total range of library opening hours, by trained reference librarians who provide individual assistance to students.
- 4.15 Reference Service: Professional staff provide personal assistance to students in locating information, recommending materials for assignments, teaching study skills and assisting with assignment presentation (e.g. bibliography and citation layout).
- 4.16 Computer Information: The Library offers, free of charge, on-line information retrieval services to staff and students. Student searches are undertaken with academic supervision. Systems accessed include DIALOG (Palo Alto, California), ERIC (Exceptional Child Education Resources), and Language and Language Behaviour Abstracts. Students receive detailed bibliographies, usually including abstracts, and assistance in locating citations.
- 4.17 Referral Services: In cases where desired information is not held in the Library, reference staff locate alternative sources which may include other libraries, government departments or indeed relevant experts. Introductions for students to use other sources are arranged where necessary.
- 4.18 Reciprocal Borrowing: The College Library has negotiated full borrowing rights for College students and staff with the libraries of the University of Western Australia, Murdoch University and the Western Australian Institute of Technology. This greatly expands the range of library resources which students can use and also, in some cases, provides alternative library facilities which are "closer to home".
- 4.19 Media Equipment: The College Library, in conjunction with Media Services, lends students a variety of equipment, including portable video equipment, which is used extensively in the preparation and presentation of sophisticated assignment material.

Media Services

- 4.20 College Media Services consists of these main branches:

- (i) a Campus Media Support Service based on each campus, providing direct support to staff and students in media-related activities;

- (ii) a Media Maintenance and Development Service concerned mainly with the technical aspects of audio-visual programmes, and providing the major hardware and technical support;
 - (iii) a Media Production Service responsible for the design, development and production throughout the College of media resource material to support the teaching and learning programme. Overall, the Media Services Department is responsible for ensuring that the day-to-day audio-visual programme of the College functions efficiently and effectively.
- 4.21 All campuses are serviced by a campus store, fully equipped to cater for the media needs of staff and students. A variety of items ranging from the simple to the highly complex is available for loan.
- 4.22 Closed-circuit television exists on three campuses, servicing every lecture theatre and teaching area. Where reticulation does not exist, video replay needs are catered for by mobile/replay units (MUVRS).
- 4.23 The College Media Production Service ranks amongst the best equipped units in Australia. It has, at its disposal, two television studios with full colour operation, and an outside broadcast caravan with a three or four camera capacity. The unit is staffed by fully experienced professional staff and an average of over one hundred and fifty television programmes are produced annually, together with other programmes demanding alternative media formats.

Computing and Statistics

- 4.24 Support staff in computing within the teaching areas are broadly divided between operations staff and an educational computing services section. Operations staff are responsible for ensuring the best possible continued service from the various computing facilities and are available, where possible, for 24 hours, seven days a week.
- 4.25 The Educational Computing Services Branch provides the facility for central acquisition, development and modification of software packages for use within the various teaching programmes. Staff and, in particular, students are thus able to make use of software tailored to their special needs. A substantial part of the thrust in computing is towards the incorporation of computing within general curricula as well as the teaching of computing as such.
- 4.26 Computing Operations Branch manages the day to day operations tasks on the WACAE computers. Such tasks include file backup, account administration, maintenance scheduling, starting and stopping systems, acquisition and the supply of consumables such as computer paper, ribbons and magnetic media. The Branch provides a central reporting point for faults in terminal equipment, micro computers and mini computers and provides staff to repair the equipment. Terminal network design, reticulation, modification and repair are incorporated in the technical services available.

4.27 Systems Programmers in the Computing Operations Branch deal with the development, installation and maintenance of the operating systems software and major software packages. Based on their detailed knowledge of this software they provide instruction in the use of the software to lecturing and programming staff.

4.28 Educational Computing in the College is based on two IBM systems, several Digital PDP 11 systems and a number of microcomputers. There is thus a wide range of operating system and utility software in use at the College. This includes the computer languages COBOL, PASCAL, BASIC, PL1, FORTRAN and LOGO, retrieval facilities such as DATATRIEVE, Data Base Management Software, Data Dictionary facilities, Fourth Generation Language options, CAI facilities such as DECAL, various editors and Word Processing software. In addition the College has assembled an impressive array of subject specific packages providing a span of diverse interest ranging from weaving loom simulation through dietary analysis, introduction to statistics, typing training, financial broadsheet analysis, and a substantial list of packages of a mathematical and scientific nature. The activity of the Educational Computing Services Branch and of various staff and students in computing leads to continued expansion of these facilities.

4.29 Computing Equipment: The facilities for computing on each campus may be described as follows:

- (i) Churchlands has an IBM 4361 with four million characters of main memory, 370 million characters of disk storage, a magnetic tape drive and printer; a Digital PDP 11/84 with one million characters of main memory, 400 million characters of disk storage, a magnetic tape drive, and several printers.

There are three student microcomputer laboratories: one containing 16 IBM Personal Computers in a network, a second containing 16 BBC Acorn microcomputers, and a third containing a variety of free standing word processors and micro computers including a Hartley Accounting System. In addition, there are two computer-terminals laboratories equipped with IBM terminals and three laboratories equipped with terminals connected to the PDP 11/84 computer system.

- (ii) Claremont has one micro-computer laboratory equipped with 16 BBC Acorn microcomputers together with a laboratory containing 12 IBM Personal Computers and a PLATO terminal.

- (iii) Mount Lawley has a Digital PDP 11/70 with one million characters of main memory, 160 million characters of disk storage, magnetic tape drive, and a printer; an ICL CLAN with half a million characters of main memory, 80 million characters of disk storage and a printer; an IBM System/34 with a quarter of a million characters of main memory and 128 million characters of disk storage; plus a Digital PDP 11/34 with quarter of million characters of main memory, 27 million characters of disk storage, a printer and a magnetic tape drive.

There are three microcomputer laboratories: one containing 15 IBM Personal Computers, a second containing 16 BBC Acorn microcomputers, and a third containing 16 Apple IIe microcomputers.

In addition to this, there are six terminal laboratories: one containing 12 IBM terminals and a printer, three containing terminals connected to the PDP 11/70, one containing eight terminals connected to the ICL CLAN, a free use terminal area containing a PLATO terminal.

- (iv) Nedlands has available a Digital PDP 11/44 with 1 million characters of main memory, 200 million characters of disk storage, magnetic tape drive and a printer; two microcomputer laboratories, with one containing a 16 station Microbee network and one containing 12 President PC clones; two terminal laboratories, with one containing 20 terminals and a printer and the other containing eight terminals and a printer.
- (v) Joondalup at present has available a Digital PDP 11/44, with half a million characters of main memory, 40 million characters of disk storage and a printer; a microcomputer laboratory containing 10 President PC clones; and a terminal laboratory, with eight terminals and a printer.
- (vi) Bunbury Institute has two microcomputer laboratories, with one containing 16 IBM PCs and the other containing 16 Apple IIe's.

Academic Affairs Division

- 4.30 The academic administrative structure of the College comprises the six Schools of Studies, together with an Academic Affairs division responsible for the overall coordination of College programmes. Details regarding the academic structure of the Schools are contained in Part II of this submission.

The Academic Affairs Division consists of four departments, each responsible to the Head of Division: Academic Planning Service, Student Services, Extension Service, and Student Welfare (including Health Services).

- 4.31 Academic Planning Service is responsible for:

- (i) undertaking medium and long-term planning of the academic profile and affairs of the College in consultation with Schools and departments;
- (ii) co-ordinating the preparation and submission of documentation for course proposals and course accreditations;

- (iii) developing appropriate course evaluation procedures and, in liaison with research and computing services, the data base necessary for annual statistical returns, triennial planning documents and other reports;
- (iv) assisting with, and monitoring, the quality of public relations, publications and information issued by the College in consultation with Schools and appropriate service departments;
- (v) servicing Academic Council as a principal resource agency and maintaining a resource centre of information relevant to the Schools.

4.32 The Senior Planning Officer, Research, is responsible for the coordination of the research activities of the College. Primarily, this involves the undertaking of studies and the provision of information, analyses and reports to the committees of the College charged with establishing or implementing policy. The development and implementation of the Programme Evaluation Model, to be discussed in Section 6 of this submission, is the responsibility of this officer.

Assistance is also provided to other departments within the College for help in the development of survey and testing instruments and the preparation of norms. The College Research Committee, chaired by the Senior Planning Officer, Research, coordinates and recommends to Academic Council on the funding and use of College resources for research and development projects undertaken by staff.

4.33 Student Services: This Department has responsibility to:

- (i) maintain a computerised student records system from which data are generated for annual statistical returns;
- (ii) co-ordinate and process the admission and enrolment of students and to implement the rules concerning academic progress - including withdrawals and appeals;
- (iii) liaise with the Tertiary Institutions Service Centre on all matters relating to the admission of applicants who qualify by means of the Tertiary Admissions Examination, or its equivalent, or by the Alternative Test for Adult Admission;
- (iv) liaise with State and independent high schools and colleges by means of regular visits to Year 10 and Year 12 students by the Schools Liaison Officer;
- (v) arrange semester timetables for the academic programme and for examinations;
- (vi) issue official statements of academic records to students, and, where authorised to do so, to service departments and agencies;
- (vii) distribute publications such as brochures and prospectuses to schools and appropriate service departments;

- (viii) process enquiries concerned with such matters as the academic programme, admissions, enrolments, withdrawals and examination results.

4.34 Extension Service has responsibility for:

- (i) the preparation, organisation and delivery of instructional materials to meet the needs of students studying in the external mode;
- (ii) admission, enrolment, academic progress and course advice to all students studying externally;
- (iii) the development of community programmes.

4.35 The Extension Service produces study plans, guides and sets of readings to assist students and uses audio tapes, video cassettes, slides and kits to supplement the print materials available. With the establishment of more sophisticated forms of tele-communication it is planned to make use of AUSSAT, teleconferencing facilities and other interactive modes of communication to a greater degree. The availability of a reprographics cell discrete to the Extension Service ensures a full and efficient service for students.

A substantial collection of reference material is also available to be lent to students through the External Library and a photocopying service is provided so that students have access to journal articles and monographs. In addition, word processing and computer facilities ensure the proper administration of student admission and enrolment and the recording of students' academic progress.

4.36 In the external or off-campus mode of instruction, the Extension Service caters for over 1600 students at any one time from both metropolitan and country areas of the state, from other states of Australia and from a number of overseas countries especially in South-East Asia. Contracting of courses in computing, art and education with other institutions such as the Pilbara Colleges, Kalgoorlie College and the Great Southern College is also administered by the Extension Service.

4.37 During the summer a School for Teenagers aged 13 to 17 years is held with a view to extending young peoples' knowledge and interests, while at the other end of the age range programmes are offered throughout the year for people over the age of 55 years.

4.38 Student Welfare Services

A Student Welfare Counsellor is located on each campus with the Senior Student Welfare Counsellor on the Churchlands Campus assuming responsibility for over-all co-ordination of services. This Student Welfare Department has responsibility to:

- (i) assist students with problems which may be affecting their progress and study. These may range from difficulties related to everyday course work to general assistance and counselling.

- (ii) maintain and foster contact with a wide variety of community welfare clinics, agencies and advisory bodies, in order to facilitate contact between students and specific help where required.
- (iii) administer a system of student loans designed to assist students facing an emergency financial problem. Provide assistance and information in connection with AUSTUDY.
- (iv) be available to provide students at either group or individual level with specific learning skills (assignment writing, study effectiveness, note taking, examination skills etc.).
- (v) provide support for overseas students, including referral, if necessary, to a psychiatrist of South-East Asian background and experience.

Health Services

4.39 Churchlands: The Medical Services Section is located in the Medical Suite in the Administration Block. Trained sisters are in attendance from 8.30 am - 3.30 pm, and the College doctor holds a daily Surgery from 12 noon - 2.00 pm. The Medical Suite is set up to provide the whole range of general practitioner services and is operated for the convenience of students and staff on all campuses. In addition, First Aid facilities are located in each teaching block of the campus for on the spot treatment.

Mount Lawley: A service similar to that provided on the Churchlands Campus also operates on the Mount Lawley Campus.

Claremont and Nedlands: First Aid Stations are located at specific places on both campuses, and the proximity of the Emergency Department of the Queen Elizabeth II Medical Centre means that emergency help is near at hand. In addition, the Student Medical Services of the University of Western Australia are available for student use. Some extension of the medical and nursing services similar to those available on the Churchlands and Mount Lawley campuses, but on a part-time basis, is under consideration.

Joondalup and Bunbury: First Aid stations will be established on these new campuses as soon as practicable.

5. ORGANISATION AND ADMINISTRATION

The Council

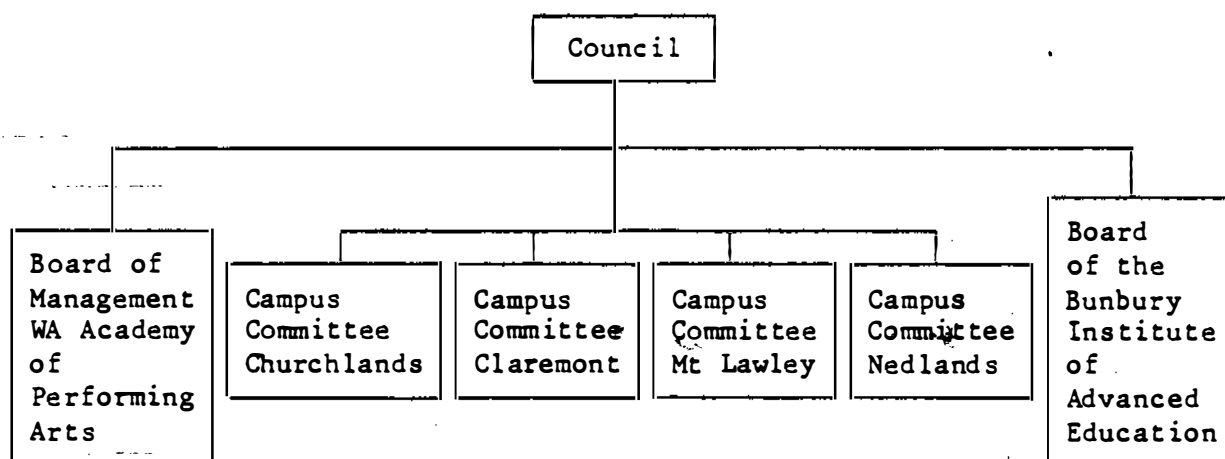
- 5.1 The governing authority of WACAE is the Council. Membership of the Council is drawn from a wide range of community interests such as business, trade unions, the professions, trades and government agencies. The Council consists of 19 members, 13 drawn from outside of the College. The six College representatives consist of senior management, academic staff, general staff and students. A list of Council members appears in Appendix 4, page 295.

Legislated Governance Structure

- 5.2 The legislative governance structure of the College is prescribed in the Western Australian College of Advanced Education Act 1984. A chart displaying this structure appears in Figure 5.1

Figure 5.1

Legislated Governance Structure



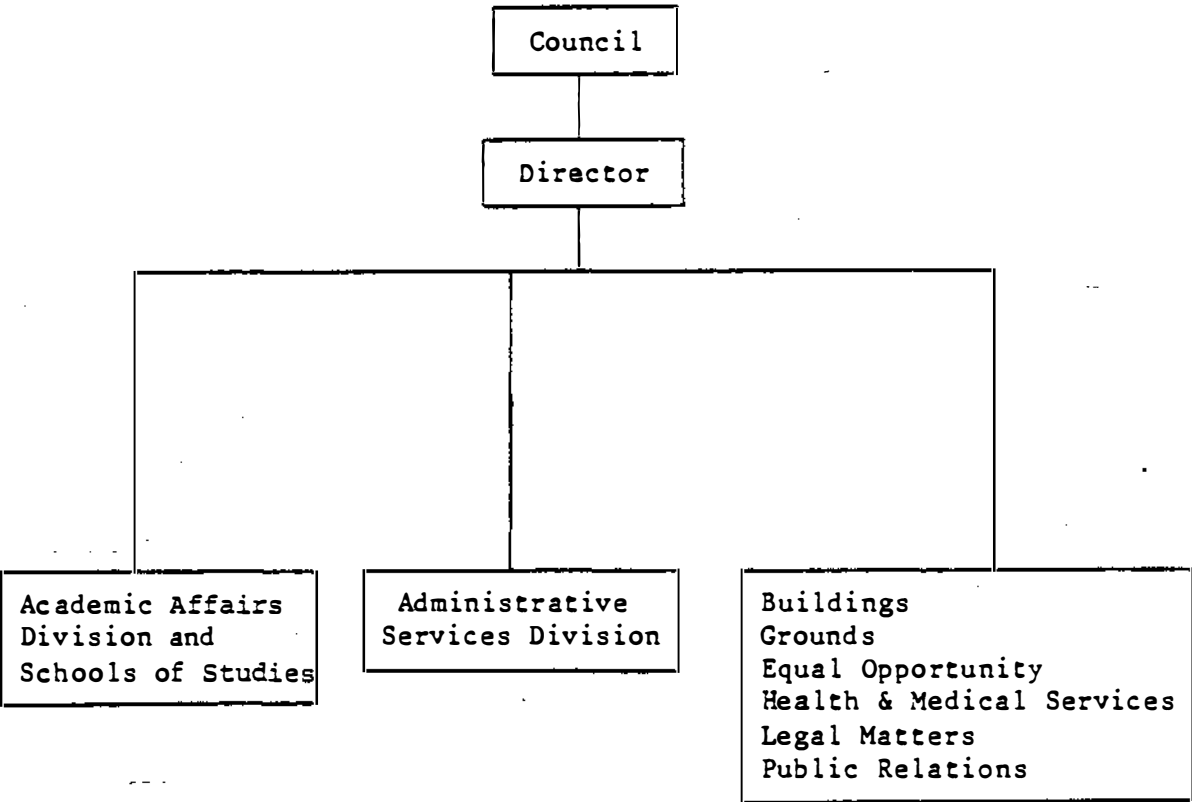
- 5.3 Details of the constitution and functions of the College Council, the Board of the Bunbury Institute of Advanced Education, and the Campus Committees are contained in the Western Australian College of Advanced Education Act 1984 (College Handbook, 1987, page 18). The constitution and functions of the Board of Management of the Western Australian Academy of Performing Arts were revised towards the end of 1985, full details of which appear in the College Handbook 1987, pages 81-83.

The Organisational Structure

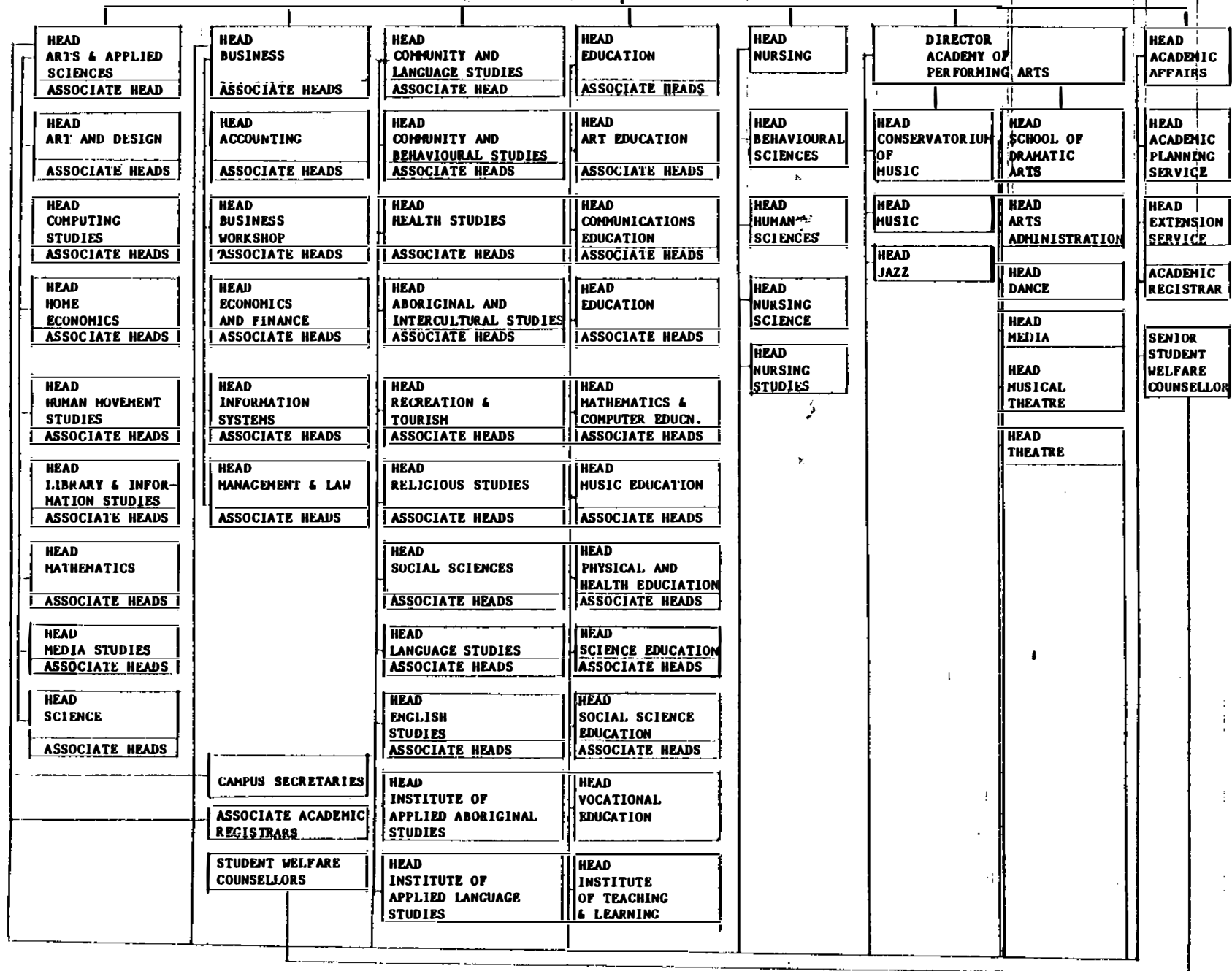
- 5.4 The organisational structure of WACAE can be viewed from three perspectives: the overall organisational structure; the academic organisational structure; and the administrative organisational structure.
- 5.5 The overall structure consists of a number of Schools of Study supported by an Academic Affairs Division, an Administrative Services Division, together with a number of units which report directly to the Director. The Director, as chief executive officer, is responsible for the daily operation of the College. A chart displaying the organisational structure of the College appears in Figure 5.2

Figure 5.2

OVERALL ORGANISATIONAL STRUCTURE

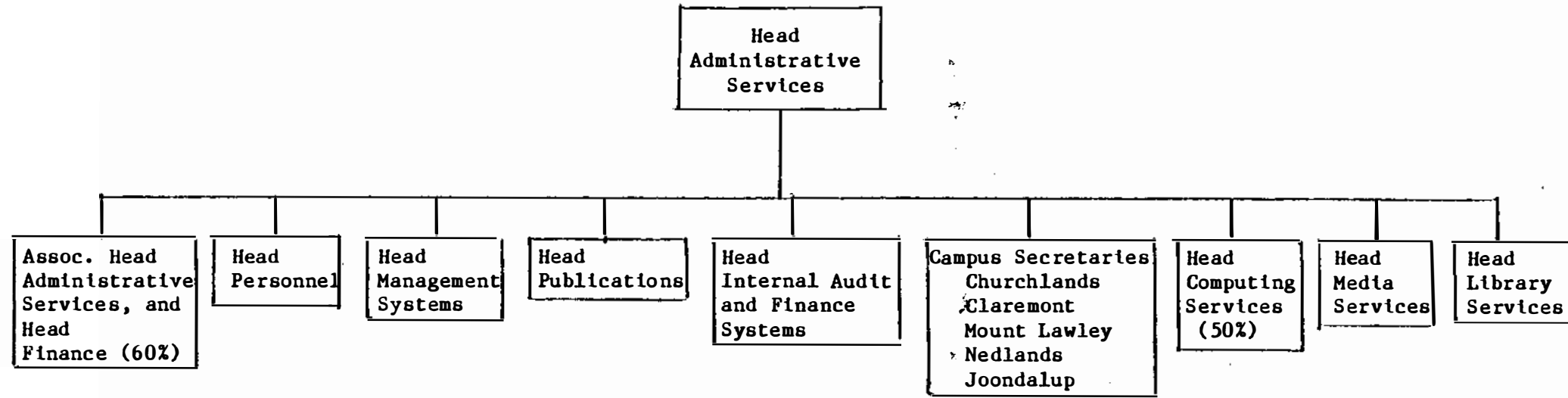


5.6 The academic organisational structure is based on the need for balance, flexibility and openness in organisational structure in tertiary institutions. As such, academic staff are encouraged to provide input into policy determination, especially in areas of curricula, standards, and course requirements. The basis, then, for the academic organisation of the College is its programmes, schools of study and departments, each with inter-campus responsibilities. Details of the academic line-staff structure appear in Figure 5.3.



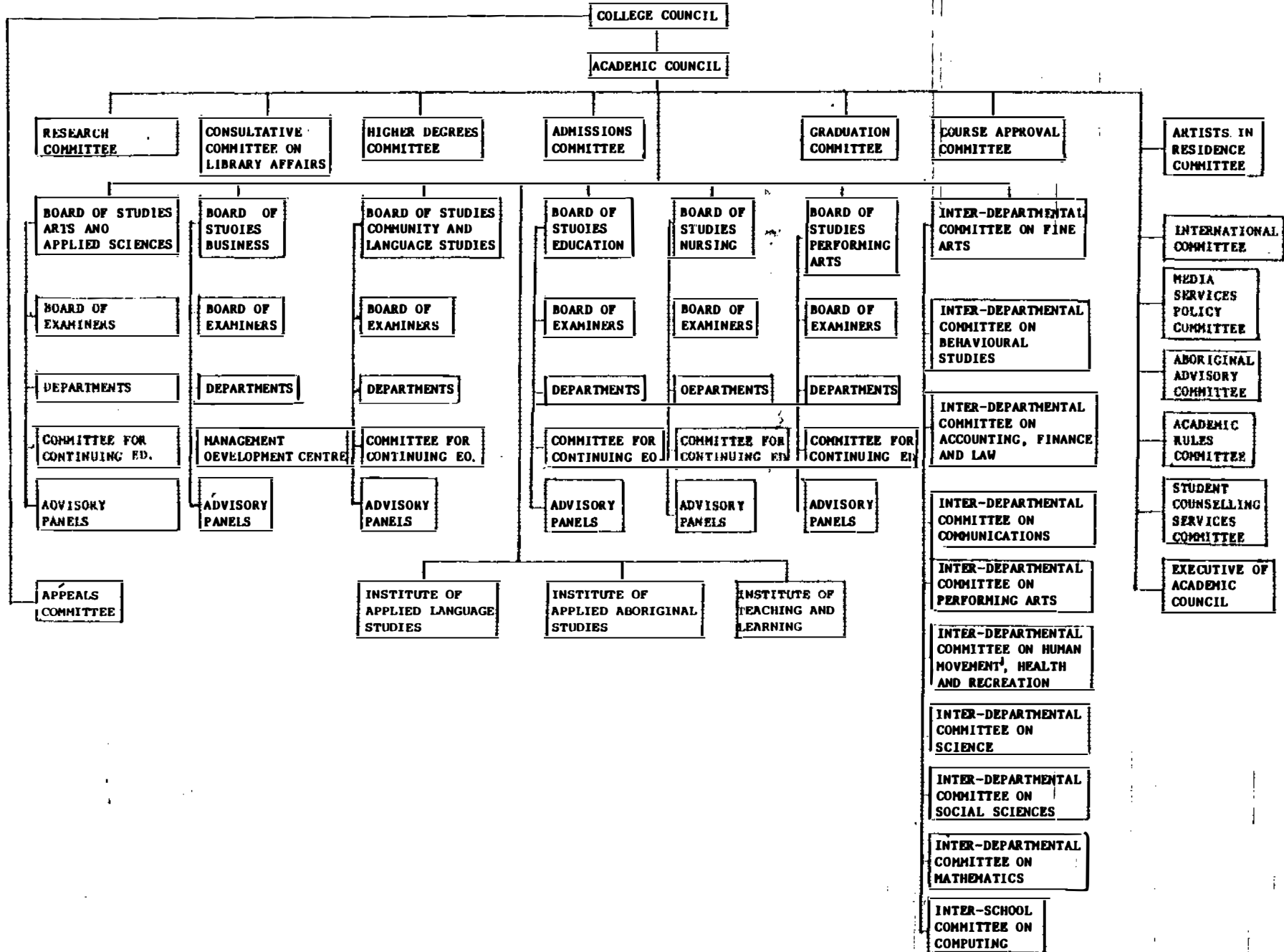
5.7 The administrative organisational structure of the College was developed on the basis of existing administrative units of the former autonomous colleges and provides a range of administrative and academic support services. Details of the administrative line-staff structure appear in Figure 5.4.

ADMINISTRATIVE LINE-STAFF ORGANISATION



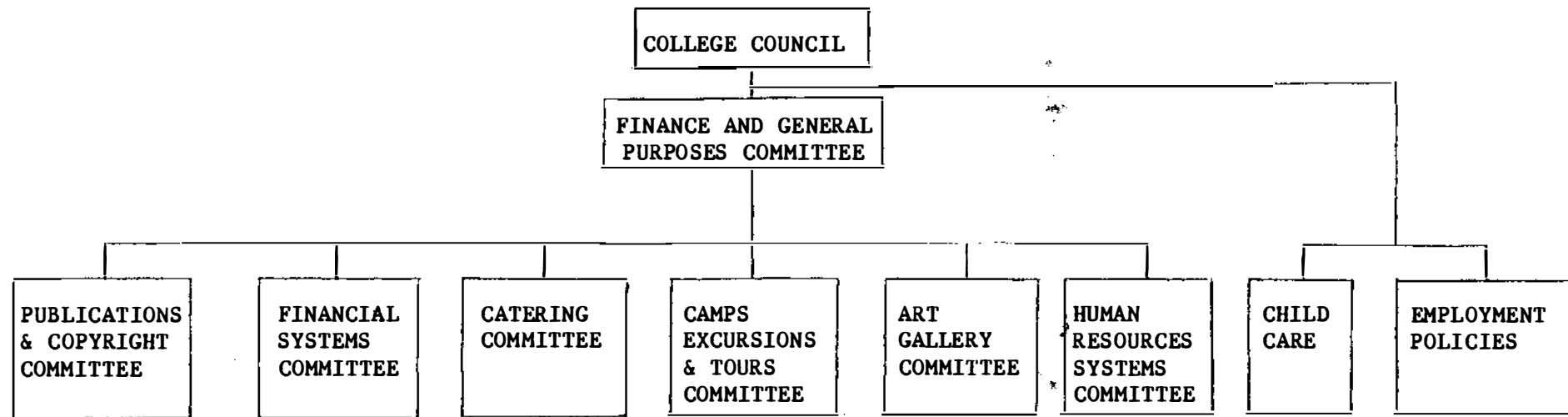
The Committee Structure

- 5.8 The College Council is serviced by two major committees, Academic Council and Finance and General Purposes Committee, in addition to the School-based Advisory Committees responsible for the review and accreditation of the academic programme.
- 5.9 Academic Council has responsibility for academic affairs and is related to the Boards of Studies of the Schools, the Academic Planning Service, the Research Committee, the Higher-Degrees Committee, Course Approval Committee, Inter-departmental committees and other standing sub-committees such as the Admissions Committee. Inter-departmental committees comprise representatives of departments involved with the same general body of knowledge or are associated with different applications of a discipline while the Higher-Degrees Committee coordinates and reviews the development of Masters programmes offered by Schools. One other academic committee, the Appeals Committee, reports directly to College Council and hears appeals by students against decisions of School Boards of Examiners.
- 5.10 The committee structure of the Schools is controlled by a Board of Studies working in association with standing committees such as Board of Examiners, Departments as Committees, Committee on Continuing Education, Advisory Committees, and ad hoc working groups and committees of a temporary task-oriented nature. The Academic Committee Structure of the College appears in Figure 5.5, and a listing of the composition and terms of reference of each committee, appears as Appendix 5 (page 298).



- 5.11 The Finance and General Purposes Committee is concerned with financial and administrative matters and receives reports from the Administrative Services Division, the Financial Systems Committee and the Publications and Copyright Committee. The Administrative Committee Structure of WACAE appears in Figure 5.6 while a listing of the composition and terms of reference of each committee, appears as Appendix 6 (page 309).

FIGURE 5.6
ADMINISTRATIVE COMMITTEE STRUCTURE



- 5.12 Advisory Committee System: The Advisory Committee system adopted by College Council is a two-tier model designed to service both the requirements of (a) planning and accreditation processes at School level and (b) the more specific subject areas or fields of study.
- 5.13 The first tier of this model, School Advisory Committees are responsible for the provision of guidance in:
- (i) programme planning and development;
 - (ii) ongoing review of the effectiveness of the programme; and
 - (iii) formal accreditation review of courses for which the School is responsible.
- 5.14 Field of Study Advisory Committees, which comprise the second tier of the model, are similarly responsible for the provision of advice on academic planning and developments and the ongoing review of study areas. Field of Study Advisory Committees liaise with appropriate Departmental Committees and report to appropriate School Advisory Committees on relevant matters.
- 5.15 A description of the functions of and relationships between the two types of Advisory Committees and the Academic Schools is provided in Section 6 (page 47) of this submission.

Current Review of Organisational Structure of the College

- 5.16 As stated in Section 1, (page 5) College Council is reviewing the Organisational Structure of the College. The decision to conduct this review, initiated during 1985, resulted from a belief on the part of the Council 'that it was timely to begin to reflect upon the academic and administrative structures and processes established since amalgamation of the four smaller colleges in order to assess their utility, their efficiency and their effect.'
- 5.17 The Review Committee set up to perform this task, was informed that Council anticipated that the review would concentrate on major principles, and would involve an examination of:
- (i) the objectives the College had set itself,
 - (ii) its organisational structures and
 - (iii) channels of communication

with particular attention being given to the relationship between College objectives and the organisational structure and communication channels.

The focus of the review was not to be on the educational programme, but on the academic and administrative structures required to facilitate the delivery of that programme.

- 5.18 The Committee was presented with a comprehensive Project Brief by Council. This Brief, which was also circulated widely within the College, outlined the Committee's task and contained background information about the College and its administrative structures and processes.

More specifically, the Project Brief stipulated that the Review Committee should:-

- (i) consider the functional and management objectives the College had set itself and suggest any amendments it considered appropriate and
- (ii) examine the College's existing governance and organisational arrangements in terms of both structure and performance, and address the following questions.
- (iii) Is the College's present array and structure of committees, organisational units and staff positions adequate to facilitate the achievement of College objectives?
- (iv) Are the College's existing activities grouped appropriately?
- (v) Are there areas where new committees, organisational units or staff positions are needed or where the present ones should be subsumed or discontinued?
- (vi) Is there optimal integration between the College's governance, academic and administrative structures?
- (vii) What are the implications of the multi-campus situation and the special status of the Bunbury Institute and the Academy of Performing Arts for structural differentiation?
- (viii) Are the constitutions, terms of reference, roles and responsibilities of the College's committees appropriate, given the objectives the College has set itself?
- (ix) Are the responsibilities and roles of the College's organisational units and staff appropriate, given the objectives the College has set itself?
- (x) Are there areas where changes are needed because of gaps in responsibilities, overlapping responsibilities, or other reasons?
- (xi) What are the implications of the multi-campus situation and the special status of the Bunbury Institute and the Academy of Performing Arts for the concentration of authority?
- (xii) Consider how existing channels of communication relate to the College's objective, and its organisational structures and processes in terms of their efficiency and effectiveness, and suggest any changes which may be necessary or desirable.

5.19 College Council established a Liaison Committee, consisting of representatives of the various interest groups within the College, to provide the Review Committee with a point of contact for discussion of both procedures and outcomes.

- 5.20 The Council indicated to the Committee that its task was a first step towards a College-wide review of organisational structures and processes and that, following its presentation to Council, the Committee's report would be disseminated to the College community for comment prior to final decisions being made.
- 5.21 The Committee began its work at the beginning of April 1986 and presented its report to College Council in September 1986 (see "Review of the Organisational Structure of the College, Report of the Review Committee", August, 1986.).

At that time Council decided that:

- (i) the report be distributed to members of the College community for comment;
 - (ii) a Steering Committee of five members of Council be established to promote consideration of the Report within the College; and
 - (iii) comments on the Report from members of the College community be referred to the College Structure Review Committee for consideration.
- 5.22 In November 1986, a Steering Committee of Council presented to College Council a number of recommendations on implementation of the Review Committee's proposals. As a consequence, Council resolved as follows:

- (i) Council supports the following general principles of organisation design in the Report of the Review Committee on the Organisational Structure of the College presented in the Report.

Principle 1

In order that the interests and activities of all members of the College community may be taken into account, the mechanisms for the determination of policy and priorities should be open, participatory and inclusive.

Principle 2

In order that the use of limited resources be as effective as possible the mechanisms for the implementation of policy and priorities should be clear and the persons responsible should be accountable.

Principle 3

In order for the processes of policy formulation and executive responsibility to be effective, a development programme must exist which encourages and sustains engagement in professional activities and significant involvement in the organisational framework.

Principle 4

Communications systems must ensure that a maximum of relevant and a minimum of irrelevant information is available to those engaged in policy formulation or executive action.

- (ii) The detailed recommendations of the Report will be subjected to further consideration and debate within the College before implementation.
- (iii) Council accepts and endorses the importance of the priority given by all staff to the adequate funding of the teaching function of the College. Those recommendations accepted by Council which involve significant costs will be implemented as finances and other requirements of the College permit.
- (iv) A working party will be established to examine the role of the College Board and Council and their interaction in relation to the Neal and Hetherington Reports and provide a report on their recommended structure, functions, terms of reference and membership, by July 1987.

The membership of the Working Party shall be

Director (as Chairperson)
Four College Council Community members
Dean of Academic Services
Dean of Administrative Services
Head of Personnel
Principal, Bunbury Institute
Director, Academy of Performing Arts
All Deans of Schools
Head of Extension Services
One staff member elected from each School, the
Academy and the Bunbury Institute
President (or nominee) and one elected member of
the Academic Staff Association
Salaried Officers Association
Student Guild
One elected member of the Wages Staff
Head of Academic Planning (as Secretary)

- (v) The establishment of a Secretariat.
- (vi) The appointment of a Head of Personnel, the establishment of the Personnel Division and the fuller development of personnel policy regarding the principles and procedures of selection, appointment, tenure, promotion, career paths, loadings for administrative responsibilities and a comprehensive staff development programme.
- (vii) The referral of the proposals on the executive and administrative divisions to the heads of those respective divisions for recommendation to Council by 1 July 1987.

(viii) The establishment of a Committee on Communications throughout the College along the lines suggested in the Report.

5.23 The College Director anticipates College Council will proceed with the establishment of a Secretariat and a Personnel Division early in 1987. Associated appointments will be proposed including that of an assistant to the Director as recommended by the College Structure Review Committee.

6. PROGRAMME DEVELOPMENT AND EVALUATION

Role of Advisory Committees

- 6.1 A particular function of the College referred to in the Western Australian College of Advanced Education Act 1984 is "to aid the advancement, development, and practical applications to education, industry, commerce and the community, of knowledge or any techniques..." (Sec.7(c)). This function derives from the philosophy on which Colleges of Advanced Education were founded during the 1960s and which has been reiterated by the College's Programme Review Committee (1982) and by the College Council in 1984. Such a function can be facilitated through the use of Advisory Committees.

Advisory Committee Structure

- 6.2 As explained in Sections 5.12 - 5.14 The Advisory Committee structure adopted by College Council is a two-tier model designed to service both the requirements of (a) planning and accreditation processes at School level and (b) the more specific subject areas or fields of study.

The first tier of this model, School Advisory Committees, are responsible for the provision of guidance in:

- (i) programme planning and development;
- (ii) ongoing review of the effectiveness of the programme; and
- (iii) formal accreditation review of those courses for which the School is responsible.

- 6.3 With respect to the third mode, School Advisory Committees will make judgements of the extent to which courses justify accreditation, make recommendations and submit reports to WACTA based on the following considerations as set down in the ACTA guidelines:

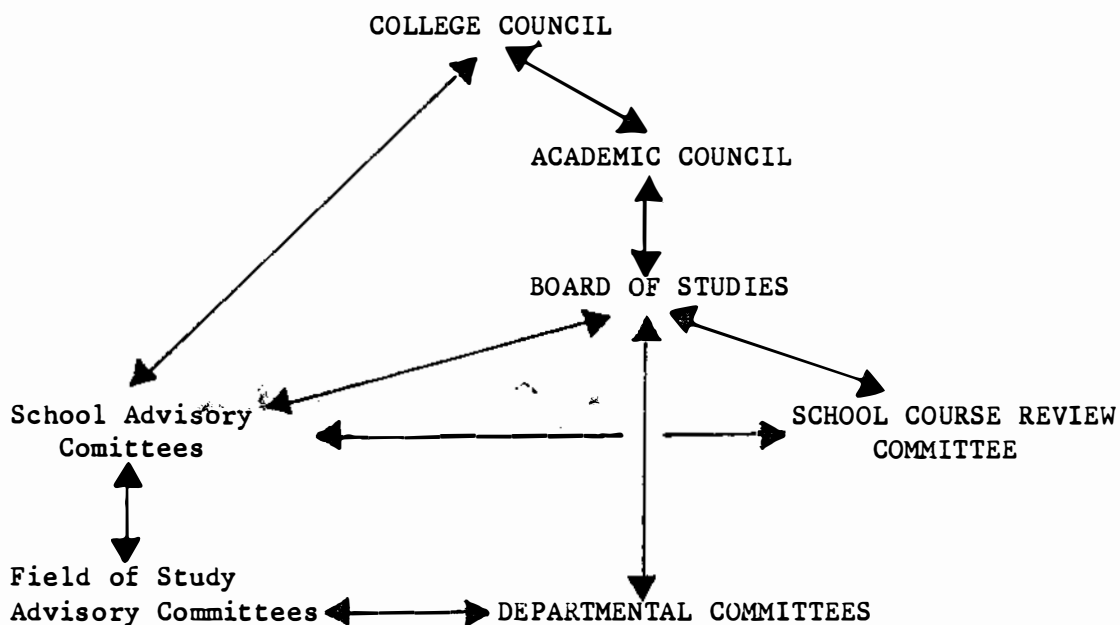
- (i) objectives of courses and the methods adopted to achieve these objectives;
- (ii) appropriateness and adequacy of procedures for course development and provision, and particularly the involvement of relevant persons and groups in the development and review of the courses;
- (iii) admission requirements to courses;
- (iv) duration of courses, having regard to course objectives and the entry requirements;
- (v) structure and content of courses, having regard to course objectives and entry requirements;
- (vi) methods of assessment of student progress;

- (vii) arrangements for practical training and experience as part of these courses;
 - (viii) teaching staff conducting courses, including numbers, professional qualifications and experience, and educational expertise;
 - (ix) accommodation and facilities including equipment, library, laboratories, workshops and other instructional resources necessary for a particular course; and
 - (x) general educational practices and standards of the College.
- 6.4 In regard to (i), programme planning and development, School Advisory Committees and Field of Study Advisory Committees are involved in the assessment of need and the demand for courses and to provide this input to Boards of Studies and academic staff with particular responsibilities in course development. These proposals are then processed through the College Course Approval Committee, Academic Council, College Council and the Western Australian Post Secondary Education Commission.
- 6.5 The second responsibility of School Advisory Committees is to be satisfied that the programmes are proceeding satisfactorily. To this end they receive information from Field of Study Advisory Committees through Heads of School acting as Executive Officers of School Advisory Committees. On consideration of this information, advice is forwarded through Boards of Studies to Academic Council and College Council.
- 6.6 Ongoing review of the programme leads naturally into the formal Accreditation Review exercise conducted at least once every five years. Each School Advisory Committee is responsible for the conduct of the Accreditation Review and at the conclusion of the exercises provide College Council with reports containing recommendations on accreditation of the School's programmes. Concurrently, Boards of Study provide College Council with reactions to the Accreditation Review Panel's reports.
- 6.7 Field of Study Advisory Committees, which comprise the second tier of the model, are similarly responsible for the provision of advice on academic planning and developments and the ongoing review of study areas. Field of Study Advisory Committees liaise with appropriate Departmental Committees and report to appropriate School Advisory Committees on relevant matters.

6.8 The relationship between the two types of Advisory Committees and the Academic Structure of the College is presented in Figure 6.1 below:

Figure 6.1:

Academic Advisory Structure of College



6.9 Membership of Advisory Committees

Members of Advisory Committees are appointed by the Council of WACAE on the recommendations of Boards of Studies. The following guidelines apply:

- (i) Members shall be appointed on the basis of personal expertise and relevant knowledge of the area under consideration, whether school wide or for a particular field of study, and should normally not be made on a representational basis.
- (ii) Unless there are exceptional circumstances there should be no more than one member from any one organisation on an Advisory Committee.
- (iii) Normally there shall be between 12 and 16 members of School Advisory Committees; for Field of Study Advisory Committees, between 3 and 8.
- (iv) Not more than one-third of the membership of Advisory Committees shall consist of members of WACAE staff.
- (v) Membership of Advisory Committees should include a recent graduate of the area under consideration.
- (vi) With the concurrence of the Deans of School/Heads of Department, Advisory Committees may co-opt, for a period not greater than one year, additional persons with necessary expertise as the situation demands.
- (vii) The term of appointment shall be 2 years. One half of the members shall retire on 31 December in each year. Retiring members shall be eligible for re-appointment.
- (viii) The Chairperson and Deputy Chairperson of each Advisory Committee, shall be non-College members appointed by WACAE Council on the recommendation of the Committee.
- (ix) the Executive Officer for each School Advisory Committee shall be the Dean of School. For each Field of Study Advisory Committee, the executive officer shall be the Head of Department.

Operation of Advisory Committees

6.10 Secretarial Support

Arrangements for secretarial and administrative support for School Advisory Committees shall be the responsibility of Deans of School; for Field of Study Advisory Committees, this responsibility resides with the appropriate Heads of Department;

5.11 Quorum

The attendance of half the members, including half the external members of Advisory Committees, shall constitute a quorum.

5.12 Meetings

Meetings of Advisory Committees shall be held:

- (i) at least once in each semester;
- (ii) when convened by, and at the discretion of, the Chairpersons or at the request of the Director, Dean of School, Heads of Department or members of staff directly responsible for specific programmes.

The Notice of Meeting shall be given by the Executive Officer of the Committee at least fourteen days prior to the meeting date. Special meetings may be held at shorter notice if authorised by Chairpersons.

5.13 Voting

All members of Advisory Committees, including Chairpersons, shall have the power to vote. The following extensions apply:

- (i) a simple majority of those members present, and excluding the Chairperson, shall decide issues, but in the event of an equality in the voting, the presiding Chairperson may exercise a casting vote;
- (ii) co-opted members shall not vote.

5.14 Minutes of Meetings

- (i) Minutes of meetings shall be kept by Executive Officers, and confirmed by the Committees at their next meeting.
- (ii) Copies of the minutes shall be available for the information of Boards of Studies; in the case of Field of Study Advisory Committees, the minutes are to be made available to the appropriate Departmental Committees.

5.15 Reporting

- (i) Field of Study Advisory Committees report once a semester to the appropriate School Advisory Committee on developments and progress made during the semester in their area of expertise.
- (ii) The reports from each Field of Study Advisory Committee are collated by the Dean of School as Executive Officer of the School Advisory Committee for presentation to that Committee.
- (iii) The School Advisory Committee reports once a semester to Board of Studies on the overall development and progress made within the School during the semester.

- (iv) Boards of Studies then report to Council of WACAE through Academic Council in the normal manner.
- (v) For an accreditation review, School Advisory Committees report direct to the Council of WACAE, but also advise Boards of Studies.
- (vi) Reporting to WAPSEC will be facilitated through a liaison between the Director of WACAE and the Executive Officer of WACTA and coordinated through Academic Planning Service in consultation with Deans of Schools.

New Course Development

- 6.16 In the course development sequence, the College's Course Approval Committee receives proposals for new courses from Boards of Studies acting on advice obtained from School Advisory Committees and Field of Study advisory committees. This advice focusses mainly on the demand and need for the course and is reviewed by the School Course Review Committee (a sub-committee of Board of Studies) prior to presentation to Board of Studies. The Course Approval Committee concurrently receives advice from inter-departmental committees on matters such as overlapping units and inter-departmental servicing. The Course Approval Committee assesses proposals for new courses and forwards its recommendations to Academic Council. This approvals exercise normally takes place over the two years prior to initial teaching.
- 6.17 Field of Study Advisory Committees advise on and assist in the development of new courses, or streams within existing courses, and advise on the necessary resources. The departmental group and its Field of Study Advisory Committee of external members are the experts in their field. Their task is to design a programme that will stand the severest and final scrutiny of their colleagues within the College and members of the relevant profession or industry.

Procedure

- 6.18 For the development of new courses, or streams within existing courses, the procedure involves the preparation, first, of a proposal which, if approved, is followed by the preparation of a full submission suitable for presentation to an Accreditation Panel. The accreditation review is normally conducted in the first year of teaching the new course.

Proposals

- 6.19 Course planners responsible for a new course, or new stream within an existing course, must prepare a detailed proposal in accordance with guidelines adopted by Academic Council. A copy of these guidelines appears in Appendix 7 (page 316).

Two important aspects associated with these proposals relate to "need and demand" and to "resource implications." Information on need and demand is available from a variety of sources, including statistics released from the Tertiary Institutions Service Centre (TISC) and other documentation relating to enrolment trends published by various agencies from time to time. In a number of cases, surveys designed specifically for this purpose are used to obtain the required information on need and demand. The material considered here relates to Stage 1 of the Programme Evaluation Model. A copy of a recent survey conducted in accordance with the requirements of this model appears in Appendix 8 (page 321).

- 6.20 In any proposal for new courses or major course variations, resource implications and accommodation requirements of such proposals are examined and the proposal must show that these requirements can be met. Generally, changes in the teaching programme can only be met by a better use of existing accommodation, a process which is being continually carried out by the use of room utilisation studies undertaken each year, and by the use of minor works funds to convert existing accommodation from one category to another.
- 6.21 Completed proposals are forwarded to both the Course Approval Committee and the appropriate Board of Studies. The Committee assesses the proposal and, after seeking further advice from Interdepartmental Committees if appropriate, makes recommendations to Academic Council which in turn passes the recommendations via the College Council to the Western Australian Post-Secondary Education Commission.

Course Details

- 6.22 Proposals endorsed by WAPSEC become the basis upon which course structure can be refined and units developed for implementation as part of the teaching programme. Each proposal is developed into a full submission by the course planners in consultation with other members of staff and the appropriate Field of Study Advisory Committee. During this stage, details of unit outlines for all units required are submitted on the prescribed form for typing and once entered into the WANG system, are assembled as documents within the Secretarial Service library on the campus of origin. A glossary has been developed for standardising the format of all unit outlines. Details of the procedures involved in the preparation of unit outlines appear as Appendix 9 (page 357).
- 6.23 Details of the course structure and copies of unit outlines are then forwarded to the School Course Review Committee which liaises with the School Advisory Committee. At this stage, details such as unit codes, the format of unit outlines, and the structure of the course generally are assessed before submission to Board of Studies for approval and then on to Academic Council and finally to College Council for endorsement.

- 6.24 Once units have been endorsed by Academic Council, they are listed in the Academic Data Base and the unit outlines are transferred from the Secretarial Service library on the campus of origin to the central data base operated by Academic Planning. Listings of entries in the Academic Data Base, together with the Key explaining the procedures involved and the coding system used, are available from Academic Planning Service.

External Studies

- 6.25 If a course is to be offered in the external mode of study, then a separate proposal must be prepared and submitted to the Course Approval Committee. As with proposals for new courses or streams within existing courses evidence of need and demand and the cost of conducting the course in the external mode must be available. Following approval, staff are commissioned to write materials for the various units involved. A copy of the guidelines to be followed appears in Appendix 10 (page 365).

PROGRAMME EVALUATION

- 6.26 Since 1984, the College has been continuing the process of rationalising course approval and accreditation procedures in an attempt to reduce the workload involved, and assume greater responsibility for the review of its programmes. A necessary component in this process is the adoption of an evaluation system to support the approval and accreditation procedures which, at the same time, assist Schools in determining the effectiveness of their programmes.
- 6.27 The Programme Evaluation Model, as adopted by Academic Council, is designed to operate in conjunction with both the accreditation and course development and review procedures, and is based on established standards with respect to accuracy, utility, feasibility and propriety. Details on this Model appear in Appendix 11 (page 370).

Implementation

- 6.28 When implementing a programme evaluation procedure, the presence of an independent evaluator is considered desirable for two reasons, firstly, for establishing the credibility of the whole evaluation exercise, and secondly, for ensuring confidentiality of the data collected. Further to the latter issue, consideration must be given to who "owns" the data collected, to whom is the data to be made available and, possibly, how is the data to be presented. Because of this, the implementation of the Programme Evaluation model is coordinated by the Senior Planning Officer, Research, within Academic Planning Service.

6.29 The Programme Evaluation Model consists of five main steps or stages, identified within the (i) initiation (ii) development (iii) implementation (iv) completion and (v) post-assessment sequence. This model is cyclic in nature, as the post-assessment stage leads forward logically to the initiation (if necessary) and development stages associated with the re-evaluation of the course in preparation for re-accreditation. In fact, the re-accreditation may occur at any stage of the evaluation cycle, once a course has been running for several years. A diagram displaying the five stages, and their inter-relationships, also appears in Appendix 11 (page 370).

6.30 Because the time required for compiling a comprehensive data bank will be of several years duration, course evaluators have already commenced evaluations, for existing courses, at one of the advanced stages. After a period of two or three years, most students currently enrolled would have completed their courses of study. Data collected during this period, while used specifically in preparation for forthcoming accreditations, would also provide invaluable experience with evaluation procedures and techniques associated with the different stages prescribed in this model. Further details regarding the implementation of this model are presented in 6.40 and 6.41 on accreditation procedures.

Course Review

6.31 The granting of Self-accrediting Status will place a new and significant responsibility on the Council, the staff and the committee system of WACAE. As part of this committee system, Advisory Committees play a significant role in the scrutiny of courses to ensure that they meet professional and vocational needs and standards.

6.32 For an efficient review of courses, the continued development and implementation of the Programme Evaluation Model is a priority. The place of Stage 1 of the Model in the development of new courses has already been discussed. Information collected here is also of value in the ongoing evaluation of courses where feedback on the future relevance of courses is required. The remaining four stages of the Model provide the opportunity for feedback on the different stages of course implementation as well as diagnostic information on student progress.

6.33 As stated earlier the development of a comprehensive student data file will be longitudinal in nature. Some aspects of the evaluation procedures are more developed than others. For example, procedures for the evaluation of units are well established and carried out at a departmental level using a computerised package developed by Academic Planning Service. This information provides a basis for departmental staff and the appropriate Field of Study Advisory Committee to evaluate specific units in terms of meeting course objectives. Details of the procedures for unit evaluation appear in Appendix 12 (page 379).

- 6.34 Another development, involving Stage 4 of the Model, provides information from students at the time of completion of the course. An example of a survey conducted at this stage of the evaluation process appears in Appendix 13 (page 391).
- 6.35 Feedback from graduates of WACAE has so far been confined to procedures incorporated in the Graduate Careers Council surveys which are conducted annually. With the implementation of the Programme Evaluation Model, these procedures will be extended to more specific data surveys as part of the requirements of Stage 5 of this model.

Recent Accreditation Developments at WACAE

- 6.36 Prior to 1984, the accreditation of all courses offered at WACAE was conducted by WAPSEC under the Procedure A arrangement, (appendix 14, page 398). Submissions were prepared on behalf of the College by course planners and this documentation was submitted for review by the accreditation panel. Academic Planning Service, while responsible for coordinating accreditations and attending to the registration of awards once accredited, is also responsible for keeping all records and the maintenance of a reference library for all submissions and reports relating to accreditations. An Inventory of Courses, containing summary data on course development and accreditation, is also maintained by Academic Planning and updated annually.
- 6.37 In 1984, Procedure B (appendix 14, page 398) was introduced for the accreditation of the Bachelor of Business award. Since then, this form of accreditation procedure has become increasingly favoured at WACAE.
- 6.38 With the acceptance of the Procedure B arrangement, an expertise for organising all aspects of an accreditation review has evolved. A set of administrative procedures have now been developed and, following the positive comments from recent accreditation panels, it is evident that the College is well placed to assume responsibility for self-accreditation which would come with being granted Self-accrediting Status.

Accreditation Procedures at WACAE

- 6.39 The policy of the College regarding accreditations is for a total educational programme within a School to be reviewed at the one time. As a consequence, the School Advisory Committee has the responsibility for setting up the sub-committee, or Accreditation Panel, to carry out the accreditation review. Because a number of specialist courses are usually involved within the one School-based educational programme, the Accreditation Panel will inevitably require to consult with specialist advisors during the period of the accreditation review.

.40 The following procedures apply for the accreditation of an educational programme within a School of Studies:

- (i) A special sub-committee, to be known as an Accreditation Panel, is established by the School Advisory Committee for the purpose of the accreditation of the educational programme under review.
- (ii) Membership of an Accreditation Panel comprises persons representative of employers and associated areas for which students are being prepared and drawn from the membership of the School Advisory Committees (usually) and from persons having expertise in the area under consideration including staff of other post secondary institutions. For certain specialist course accreditations, some members of an Accreditation Panel can be drawn from the appropriate Field of Study Advisory Committee.
- (iii) Normally, the number of persons selected from an Advisory Committee shall be three while the number of persons other than committee members shall be two.
- (iv) The Chairmanship of Accreditation Panels shall be undertaken by non-College persons.
- (v) Where the award under review involves a range of specialist areas or streams the Accreditation Panel may, at the discretion of the Chairman, co-opt additional persons with the necessary expertise as the situation demands. Such persons may be drawn from the specialist Course Advisory Committees or be external to the Advisory Committee structure.
- (vi) The secretary to the Accreditation Panel shall be a member of Academic Planning Service and will be responsible for the administrative and secretarial support to the Panel.
- (vii) The Accreditation Panel will report to the School Advisory Committee which will in turn recommend on the accreditation to the Council of WACAE.

Reporting to WACTA

.41 By 1 December each year an annual report will be provided to WACTA from the Council of WACAE and will cover the accreditation activities and decisions arising during that year. This report, to be prepared on behalf of the Council by Academic Planning, must include:

- (i) a brief report on each of the courses that has been accredited or re-accredited and in sufficient detail to show the contents of each course and the evaluation processes through which it has passed;

- (ii) a statement of the composition of the relevant School and Course Advisory Committees and their activities for the current year;
- (iii) a statement of any major change in policy accepted by the Council of WACAE that may affect the curriculum, staffing and resources of the College as they relate to courses which have been accredited during the year; and
- (iv) any other observations that the Council may wish to make which relate to the accreditation process or to the general operation of the institution.

Recent Developments in Support of Self-accreditation

- 6.42 The recent accreditation panel appointed to review the Associate Diploma of Arts (Visual Art and the Crafts) and the Bachelor of Arts (Visual Art and the Crafts) involved a sub-committee of the Advisory Committee. As the Accreditation Panel recommended accreditation for one year, on account of incomplete facilities, with another review at the end of 1987, the continued involvement of both the Field of Study and School Advisory Committees with departmental staff in assessing and implementing the Panel's recommendations will be a priority in this area during 1987. The enthusiasm and sound working relationship that exists between these Committee members and College staff is an important indicator of the capacity for the College to accredit its own courses in a responsible and efficient manner.
- 6.43 The preparation now underway for the forthcoming accreditation (in 1987) of courses within the School of Community and Language Studies is a further demonstration of the degree of organisation and effectiveness of the course review process developed within WACAE. A number of surveys has been conducted to provide feedback useful for evaluating different stages of course implementation.

FURTHER POLICIES AND PROCEDURES

Student Admissions

- .1 WACAE Admission Procedures seek to select persons who can demonstrate the ability to undertake tertiary study and who are motivated towards their chosen courses.
- .2 Whilst the College has identified entrance requirements for admission to its courses, many departments have adopted selection procedures which take into account a far wider range of information than that provided by academic achievement. Thus, in addition to meeting the academic requirements of the course, applicants may have to present for interview and to provide evidence of practical ability and interest in the vocation. This is the case for example, in courses such as fine art and performing arts where artistic ability is essential. In some cases, applicants are required to have gained appropriate work experience or, in the case of part-time students, to be suitably employed before being enrolled into a course of study.
- .3 It is recognised that rigid and inflexible entry requirements are inappropriate for vocational tertiary education. Accordingly, College procedures allow the admission of some students who fail to satisfy the normal entrance requirements but who are able to provide evidence of both their potential for success in a course and their motivation towards the relevant profession. The number of students admitted in any one year under these provisions is limited.
- .4 By providing appropriate information, WACAE endeavours to assist prospective students to make sensible decisions regarding their choice of career, course and institution. This information is made available by school liaison officers who visit schools, by career information days and open days, and by the distribution of printed material on courses and careers.
- .5 Demand for WACAE courses is high and for the past two years has reflected a growing proportion of the total demand in Western Australia. The College has no difficulty in filling its quotas each year. Admission policy, therefore, is aimed at ensuring that appropriately well informed and motivated students are accepted in WACAE courses in which they are likely to succeed.
- .6 The majority of the student population of WACAE comes from within Australia. Students are drawn from localities situated throughout the metropolitan area and throughout the whole of the State. A significant minority of students comes from interstate and overseas.
- .7 In 1987, the estimated student enrolment at WACAE is 11,000 with an expected median age of 28 years. About one-third of WACAE students enter the College direct from school, but the greater number of students are either mature-age first entrants or experienced tertiary level graduates who are returning to improve their qualifications.

- 7.8 Details relating to general admission, enrolment and related aspects of the enrolment process, withdrawals and deferment are provided in the publication: "College Rules for Admission, Enrolment and Academic Progress of Students" (College Handbook 1987, page 101).

ASSESSMENT

Academic Progress

- 7.9 In order to assist students to achieve their educational goals, it is necessary, in addition to providing appropriate educational programmes, to assess each student's academic progress and standard throughout the course.
- 7.10 At WACAE, the methods of measuring academic achievement are consistent with the objectives of both the subject and the course, and with the College's expectations of the student. The method of assessment, which may include formal examinations, assignments, essays, projects, laboratory work, folios, and oral presentations, is approved by the School for each subject and course, and the student is advised of the requirements at the start of each semester.
- 7.11 The Head of Department is responsible to Board of Studies for the academic standards of the department and for ensuring that assessment is carried out thoroughly, with adequate and valid measures being applied, resulting in objective and reliable gradings.
- 7.12 At WACAE, the use of the criterion-referenced approach to measurement of performance is encouraged. This approach requires that explicit examinable criteria be established for each course and subject. Each test question is based on one or other of the aims or objectives for the course/subject, and all students who attain a prescribed standard are awarded the appropriate grade for that standard. Details of general assessment procedures adopted for the College are contained in the College Handbook 1986, page 104. Specific details of assessments are contained in expanded unit outlines given to students at the commencement of each semester.
- 7.13 There are procedures for a student to appeal against an assessment which he or she believes to be incorrect or unfair. Again, details of the procedures involved are described in the College Handbook 1987, page 106.

Student Discontinuation

- 7.14 In addition to monitoring the academic progress of individual students, the College carries out an annual statistical study of student progress and discontinuation. Whilst student discontinuation at WACAE is similar to that of other comparable institutions, the College will be undertaking a detailed study of individual continuing and discontinuing students as part of the Programme Evaluation Model. The aim of this study is to obtain a clearer understanding of the complex reasons which influence students' decisions on discontinuing their studies, and to see how these reasons are influenced by the experience provided at WACAE.

Awards

- 7.15 The College has high academic standards and maintains these standards by establishing appropriate requirements for the award of its degrees and diplomas.

It is the responsibility of the Academic Registrar to ensure that graduands have met the requirements for their course and are eligible to graduate. Only after the most careful checks are made, are the awards approved by the appropriate Board of Examiners. All graduates are listed in the Register of Graduates which is maintained by the College.

Placement of Graduates

- 7.16 Each year about 2000 students graduate from WACAE. In order to assist them enter the workforce, the College employs a Careers Advisor in the School of Business and intends to employ a further advisor in 1987. Assistance is also available from Student Welfare Counsellors located on each of the major metropolitan campuses.

STAFFING

Rationale

- 7.17 The reputation of a particular department, the reputation of a particular school and the general reputation of WACAE, rests essentially on the academic staff. The College has well qualified staff who are professionally active and capable of supporting and developing academic programmes at all tertiary levels. Accordingly, it is important that staff appointed and/or promoted have good academic and professional standing in the wider community so that their colleagues in the universities and other colleges of advanced education attest to such standing.

Appointment of Staff

- 7.18 All academic staff at WACAE have been recruited by open advertisement and a policy of recruitment of staff from national and international sources has been in operation since 1982, with a resulting wide range of experiential and academic background in the current academic staffing establishment. Selection committees for all academic staff appointments are composed of the following personnel:

- (i) Chairperson - usually the Director;
- (ii) Head of School(s) - wherein position is located;
- (iii) Associate Head of School(s) (sometimes);
- (iv) Head of Department - wherein position is located;
- (v) Head of another School - usually;
- (vi) Academic Staff Association member - usually the President;
- (vii) Equal Opportunity Officer;
- (viii) Sometimes another female member of staff - usually of senior status.

For positions of a highly specialist nature, up to three external practitioners can be invited to participate in the selection procedure.

- 7.19 Criteria for appointment and/or promotion of staff are based, in general, on the four points listed below. The criteria apply at the time of first appointment in that points (i), (ii) and (iii) are highly desirable and wherever possible are sought. If the field of applicants is weaker then the person appointed is chosen from that field in the first instance but future promotion in the College to Senior Lecturer level and above rests on the following criteria, where point (iv) is also considered:

- (i) Except in the areas of fine and performing arts, where other substantial evidence will be considered, applicants should hold at least a good level master's degree which includes a high level of scholarship vouched for in confidential referees' reports from persons deemed appropriate by the College.
- (ii) As the emphasis in the College is on vocational preparation, in addition to (i) above (and to (iv) below for internal promotions), the applicant must be able to show a high level and relevant work experience such that he or she is well accepted by professionals in the workplace and is regarded by them as a person well qualified by practical experience.
- (iii) The applicant may provide other details which he or she feels appropriate and, in particular, should include any significant work in research and development and any significant publications. As far as publications are concerned, the emphasis will be on original research and not on general commentary and/or reaction to the research of others although such evidence will be given some consideration.

- (iv) The applicant should give firm evidence of a significant teaching contribution particularly in teaching some advanced level courses. In considering this contribution both high standing among other scholars, and academic leadership, will be relevant factors.

Staff Development

- 7.20 It is College policy to encourage staff to further their professional development. This encouragement takes many forms including teaching-load reduction and the provision of financial assistance for study and similar purposes. Staff members are encouraged to pursue their personal development by attending conventions, seminars and short courses held within the College as well as those operated by organisations outside the College.
- 7.21 There is also provision, as in other colleges of advanced education, for staff to become involved in professional experience programmes (P.E.P.). Staff are encouraged to accept the opportunities offered by this programme to keep abreast of developments in their field by visiting institutions and other related agencies both in Australia and overseas. Details relating to the procedures for applications by, and the selection of, staff to participate in P.E.P. leave appear in appendix 18 (page) together with a detailed listing of approvals since amalgamation.
- 7.22 The College is also active in recruiting Visiting Fellows and Artists in Residence who are outstanding in their field. These visitors are encouraged to impart their knowledge and expertise to both staff and students through an active involvement in the teaching programmes and staff seminars, in addition to less formal interactions available during their residency at the College.
- 7.23 The Research Committee encourages members of staff to carry out research projects, not only into educational problems concerned with teaching, learning and the effective use of educational technology, but also into applications of the various disciplines in the wider outside community. Staff are thus provided with the facility to investigate and improve the teaching and learning process and to capitalise on their educational knowledge and skills so as to improve the match of programmes to community needs.
- 7.24 The Staff Development Officer is responsible for the induction of new staff to WACAE. Induction programmes are conducted on each campus and include general information about the College and the courses offered. Particular aspects of College organisation are stressed such as library and media resources, lecturer and assessment requirements, small group instruction, and campus specific administrative requirements. In addition, staff curriculum vitae are compiled at this time and recorded with Academic Planning Service.

On a personal basis the Staff Development Officer gives help and advice to staff on the organisation and evaluation of lectures, tutorials, media resources and general teaching skills.

Throughout the year workshops on a wide range of topics are programmed for interested academic and general staff.

Staff Qualifications

- 7.25 Since amalgamation, there has been a steady increase in the number of staff possessing qualifications at the doctorate level, an increase resulting in a corresponding decrease in the number of master degrees held. The percentages of staff holding a "highest qualification" in each of the four categories: Doctorate, Master's Degree, Bachelor's Degree, and professional qualification for the years 1981, 1984 and 1986 are displayed in Appendix 15 (page 400) together with a detailed breakdown by department in each school for the year 1987.

Links with Industry

- 7.26 WACAE's contact with industry, commerce and government goes back prior to the amalgamation of the smaller colleges. While much of these earlier associations were ad hoc and conducted on an informal basis, a more substantial College profile has been projected in recent times. An outline of these developments is now presented.
- 7.27 Close links are maintained by means of a strong network of Advisory Committees established over many years. The roles and compositions of these committees in the development and review of College courses is described in Part II of this submission.
- 7.28 In 1985, Academic Planning Service initiated a set of proposals aimed at further developing an involvement in collaborative applied research (see Appendix 3, page 270). This development parallels the College's present commitment to vocational and continuing education and will provide an additional dimension to the College's academic work. Planning is under way to strengthen College-Industry collaboration which will be based upon:
- (i) industries other than science based industries;
 - (ii) applications to instruction, communication, human services and business;
 - (iii) establishment of international as well as national and local relationships;
 - (iv) broadening the financial basis of College operations;
 - (v) development of additional specific purpose facilities including a research and development centre.

- 7.29 Academic Planning Seminars were instituted in 1985 by the Academic Planning Service as a series of monthly seminars. In 1986, the number of sessions was increased to seven and presenters were drawn from a much wider area of interests than was possible for the inaugural series held in 1985. The aim of the seminar programme is two fold: to familiarise community leaders with the rapid development and progress of the College since amalgamation and to stimulate fruitful discussion and debate between staff and community leaders. They are attended by senior staff and their guests.

RESEARCH AND DEVELOPMENT

- 7.30 As the College has received no recurrent funding for research activities since amalgamation, limited financial assistance only has been available to staff. Any monies allocated research and development activities has had to come from the budgetary allocations to the teaching programme. Given the reality of this situation, it is encouraging to note the enterprise shown and the amount of research activity undertaken by College staff over the last five years.
- 7.31 The Research Committee coordinates and recommends to Academic Council on the funding and use of WACAE resources in all areas of research consistent with the general aims and capabilities of the College. At the present time, the Committee is provided with a modest grant of \$25 000 for assistance to staff who can apply to the Committee for financial assistance. This budget is primarily a contingency fund to cover expenditure which cannot be met readily from other budget categories within the College. "College Research" is a publication prepared by the Research Committee and designed to assist staff with the preparation of a proposal and the accompanying budget, together with procedures required to expend the budget once approval for the project is given. Details of projects supported by the Research Committee since 1983 appear in Appendix 16 (page 408).
- 7.32 A further initiative undertaken by the Research Committee has been the dissemination of research and development activities undertaken by College staff through the publication "Research Briefs". This publication provides a comprehensive coverage of the research and development activities within WACAE for each calendar year and is distributed to all CAE's, Universities and State Education Departments throughout Australia, and to the Library of Congress in Washington, USA. A publicity and staff awareness campaign was undertaken late in 1985 to obtain contributions from all staff for an expanded third edition; the fourth edition was published recently and covers the activities for the year 1986.

- 7.33 During 1985, the "Directory of Sources of Research Funds" was made available to staff as part of the College Computer data base. The directory provides a comprehensive and periodically updated reference source of research grants and fellowships. With the possibility of obtaining funding from external sources, through both The Western Australian College Foundation and the granting to WACAE of "Approved Research Institute" status by the Taxation Department, more realistic funding arrangements will be possible in the future.
- 7.34 The Western Australian College Foundation was officially launched in October 1986. By aiming to provide financial support for a range of Research and Development activities, the Foundation will have a significant impact on the development of major research projects which, in turn, should have immediate beneficial effect on professional and general community needs. The establishment of the Foundation will result in the College developing a higher profile in the community and assist in establishing its corporate identity.
- 7.35 Research Institutes: As part of its academic profile, the College has adopted the policy of establishing centres aimed at enhancing the quality of programmes and developing major academic strengths in selected areas. These centres, or Institutes, have been established with the common objectives of providing:
- (i) a means of developing inter-disciplinary approaches to problem solving;
 - (ii) an organisation aimed at the solution of community problems in a designated field;
 - (iii) opportunity for academic staff to become involved in applied research and development.

To date, three Institutes have been established. The Institute for Applied Aboriginal Studies commenced its operations in 1985, followed in 1986 by both the Institute of Applied Language Studies and the Institute of Teaching and Learning.

APPENDIX 1

GLOSSARY OF TERMS

INTERPRETATION OF TERMS

- "Academic Appeals Committee": a committee of the College Council concerned with appeals by students against decisions of the Committee of Review.
- "Academic Council": a council responsible to the College Council for the development and control of all academic programmes and their requirements across the College.
- "Advanced Standing": an academic status awarded on the basis of credit work completed in previous studies or a demonstrated competency.
- "Award with Distinction": an award granted to approximately 5 percent of graduates in each course. In courses with small enrolments a more liberal interpretation than 5 percent may be applied by the Board of Examiners.
- "Board of Examiners": a standing committee of the Board of Studies concerned with academic progress and assessment of students.
- "Board of Studies": a board established in each School which has the responsibility for the implementation of policy relating to all academic requirements of that School.
- "Committee of Review": a committee established each semester by the Board of Examiners of each School to hear appeals by students against decisions by the Head of Department relating to exclusion, the Head of School or an Associate Head of School relating to enrolment, and the Board of Examiners relating to academic progress and assessment.
- "Course": a set of studies necessary to qualify for an award of the College.
- "Course Average": the sum of the numerical scores of all units taken by the student and assessed on that basis divided by the number of such units undertaken in the course. (In cases where units are repeated the most recent percentage should be used).
- "Department": a section of the College designated as such. A programme or centre of specialisation established as such in the College may have the operative status of a department.
- "Education Elective": a sequence of related units in pre-service and post-service awards in a special field of education, for example, remedial education.
- "Elective Unit": a unit within a course which is selected by the student from a designated range of alternative units approved for study in the course.

- "Equivalent Full-time Student (EFTS)": the number of full-time students plus half the number of part-time students and half the number of external students and one fifth the number of associated students.
- "Equivalent Full-time Student Unit (EFTSU)": a measure of standard student units. A normal full-time student undertaking the units prescribed for the current semester of a course generates one EFTSU.
- "External Student": one who is enrolled only in external units, regardless of the number of units in which he/she is enrolled.
- "Form of Assessment": any of the following forms of cumulative and/or terminal assessment: professional practicum, written and oral test and examinations, assignments, laboratory, clinical and other practical tests, workshops and field work.
- "Full-time Student": one who is enrolled for 75 percent or more of the prescribed current semester's work for the course in which he/she is enrolled.
- "Mature Age Student": a person aged 21 years or more before 1st March of the year of admission.
- "Major Study": a set of units within a general award which provides specialist preparation in a phase of education or a subject area, for example, Diploma of Teaching (Primary), Diploma of Teaching (Secondary) Mathematics.
- "Non-award Student": any student who is not a candidate for any award in the College and who has been given permission by the Head of School to enrol in a unit in a course.
- "Part-time Student": one who is enrolled for less than 75 percent of the prescribed current semester's work for the course in which he/she is enrolled.
- "Programme": collective term to describe the units and courses offered by a Department, School or the College.
- "Provisional Student": a person who is unable to fulfil all the requirements of admission to the course and who may be required to complete designated study in order to fulfil those requirements.
- "Semester Average": the sum of numerical scores of all units taken by the student and assessed on that basis divided by the number of such units undertaken in the semester.
- "Stream": a sequence of specialist units within a course which constitute specialist cover in depth of a particular specialist area, for example, Post-graduate Diploma in Educational Studies (Educational Administration).
- "Subject": a recognised area or field of study included in a course.
- "Unit": a semester's study of a subject included in a course.

APPENDIX 2

CAMPUS LOCATIONS OF MAIN PROGRAMMES

DISCUSSION PAPER

CAMPUS LOCATIONS OF MAJOR PROGRAMMES 1985 - 2000 WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION

Prepared by Academic Planning Service
July, 1985

INTRODUCTION

Since its inception in 1982 the Western Australian College of Advanced Education has developed into a major institution of higher education with a viable multi-campus organisation based upon schools of study with programmes being progressively located in centres of specialisation and in associated campus extensions of these specialisations. Continued development of WACAE requires updating and adjustment to changing circumstances and it is now necessary to review the location of programmes because of the development of Bunbury and Joondalup campuses, establishment of the School of Nursing, implementation of the Bachelor of Arts and Bachelor of Applied Science programmes and the decline in enrolments in the undergraduate programme in teacher education.

This paper provides background information on the development of WACAE and identifies various options for the location of major programmes. The intention is to produce a general plan to improve accommodation of existing programmes and to facilitate development of additional programmes.

PLANNING PRINCIPLES

The following major principles which have been the basis for development continue to be relevant in the planning of WACAE.

1. Continued Development of a Corporate Ethos for WACAE

The role of WACAE continues to emerge and is slowly becoming understood by the community. However, there is still confusion in the community concerning its status and functions and, as a consequence, constant efforts need to be made to ensure that a corporate image of WACAE emerges in preference to an image based upon a set of disjointed and loosely related activities and programmes dispersed across various campuses. This requires continued consolidation of academic schools operating in a co-ordinated manner in order to meet the objectives set for the College and to ensure that the College becomes recognised as a stronger partner in the provision of higher education in Western Australia.

2. Role of WACAE

The Western Australian Post Secondary Education Commission has endorsed in principle the following specific developments in the academic profile of WACAE.

- i) Bunbury Institute of Advanced Education to develop as a general purpose institution, mostly at undergraduate level.
- ii) Joondalup campus to develop a comprehensive profile particularly in the fields of arts and applied science.
- iii) Provision of general purpose Bachelor of Applied Science and Bachelor of Arts programmes in association with related studies at associate diploma level.
- iv) Provision of a comprehensive programme in nursing at undergraduate and graduate levels.

The Commission continues to support growth and diversification in the provision of courses at all levels including masters and, in due course, doctoral studies. Accordingly, WACAE should consolidate the provision of a multi-purpose, multi-level academic programme by continuing the evolutionary process from the earlier base of single purpose teachers colleges to ensure an economical and efficient deployment of resources needed for current and future developments.

3. Demographic Trends and Campus Capacities

The Western Australian Post Secondary Education Commission predicts conservatively that total enrolments in higher education in the State will grow from 35,000 in 1984 to 54,000 in the year 2000. Accordingly, the Commission proposes four institutions each providing for about 15,000 students. In addition, projections for the North-West Corridor of the Perth Metropolitan Region continue to reflect considerable growth and by year 2001 the population of that corridor is expected to increase by 45 per cent to 412,000 (285,000 in 1984) with the majority concentrated in the Wanneroo Shire. Therefore, Joondalup campus is well sited to become a major provider of higher education in the State and WACAE should continue to plan to become a major provider of tertiary education in the geographical region of the metropolitan area north of the Swan River.

Current predictions are for WACAE to grow from 7,015 EFTS in 1985 to 12,000 EFTS by the year 2000.

The inner metropolitan campuses at Claremont, Mount Lawley and Nedlands have reached maximum capacity whereas Churchlands has potential for further development. Major future expansion will occur on new campuses, in particular, Joondalup.

4. Demand for Scarce Resources

Tertiary education continues to be the subject of tight funding and community pressure for accountability in the expenditure of funds. Accordingly, WACAE needs to avoid unnecessary duplication of programmes on its campuses and, where possible, rationalise the provision of those courses which are subject to declining demand. Economical use of scarce resources can be achieved by concentration of programmes thus enabling the use of material and staff resources to be optimised in the establishment of centres of specialisation and, where warranted, campus extensions of these centres of specialisation. For example, enrolments in Teacher Education at the undergraduate level have now declined to a level where its provision in WACAE needs to be rationalised. Certainly, it would be unwise to develop a major undergraduate programme in Teacher Education on the Joondalup campus without corresponding closures elsewhere. The matter of location of undergraduate programmes in Education is referred to in more detail in the following section on programmes and enrolment levels.

5. Location of Specialist Programmes

The concentration of very expensive facilities is crucial in the delivery of high quality programmes. Expensive equipment and facilities in low enrolment courses should be concentrated on a single campus. Only equipment and facilities required to adequately sustain core studies or supporting studies in large enrolment courses should be duplicated across campuses. In the main, fields of studies should be available:

- (i) on one campus if specialist and/or low enrolment;
- (ii) on selected campuses if specialist and high enrolment;
- (iii) on various campuses as individual units (in response to local demand) or as small sets of units, eg general studies in Primary/ECE programmes and specialisms in broadly based UG3 courses.

In addition to concentration of expensive facilities, location of specialist programmes, for example Nursing and Health Studies, should also, where possible, complement related nearby facilities in the community.

6. Multi-disciplinary Profiles of Campuses

The multi-campus nature of the College enables it to provide tertiary studies in a variety of fields at sites which are convenient to very large sectors of the metropolitan area. The possibility of wide choice of studies in a convenient locality has considerable merit and, therefore, campuses should continue to develop as multi-purpose rather than single purpose installations.

7. Current Academic Profiles of Campuses

The location of clusters of related courses will result in the establishment of new campus academic profiles which, in turn, will become an integral part of the College academic profile. These may be quite different from profiles of the former smaller colleges.

8. Minimisation of Dislocation

In the development of WACAE attention needs to be given to ensuring stability of successful programmes so that the ethos of WACAE and its reputation in the community can be consolidated. In this regard wholesale relocation of programmes should be avoided.

9. Use of Resources Across Campuses

Programmes should be located on campuses so that associated staff who are required to work on more than one campus can do so without excessive travelling. Likewise, travel for students wishing to take studies in specialist or low enrolment fields should be minimised.

PROGRAMMES AND PROPOSED ENROLMENT LEVELS

Education Programme

In deciding the location of the undergraduate programme in teacher education the following information should be considered.

- (i) Declining enrolment quotas in pre-service primary teacher education courses.

The following table clearly indicates the extent of reduction of enrolments in the Diploma of Teaching (Primary).

Year	Campuses	Commencing Students
1975	4	1,300
1980	3	725
1985	3	475
1986	4 (including Bunbury)	475 (est.)

To highlight the effect on individual campuses of declining enrolments in undergraduate primary teacher education courses it should be noted that, in 1975, Mount Lawley campus had 400 commencing students in the Diploma of Teaching (Primary), 260 in 1980 and 160 in 1985. Thus the predicted 1986 enrolment of 435 commencing students on metropolitan campuses is only slightly more than the 400 commencing students enrolled at the Mt Lawley campus in 1975. It is no longer essential to locate pre-service primary teacher education on three metropolitan campuses.

- (ii) Since 1976, first-year intakes into secondary courses have been stable, in sharp contrast to the situation in primary courses. A

recent Education Department report indicates that this stability will end in 1985, and that 1986 - 1990 will see a reduction of some 50 per cent in demand for secondary teachers. This factor must be considered in reviewing development options up to year 2000.

- (iii) Inter-school servicing of the teacher education programme (ECE, Primary and Secondary) requires the College to articulate timetabling of many major programmes around School of Education courses. This requirement is causing strains in the multi-purpose, multi-campus College system and the future location of major programmes should aim to minimise this effect by reducing the dispersion of the undergraduate education programme and by developing academic profiles for new campuses which are not so heavily founded on the education programme.
- (iv) Recent rationalisation of courses across ECE, primary and secondary streams in the Education programme has reduced to some extent the artificiality of completely separated streams. Re-location of major programmes should facilitate continuation of this process.
- (v) The twelve week Assistant Teacher Programme in the third year of the Diploma of Teaching course currently requires a shortened third year programme comprising approximately two semesters each of nine teaching weeks. This restriction will have implications for the proposed Bachelor of Arts and Bachelor of Applied Science courses in that these courses will be adversely affected if the structure of the third academic year in the pre-service Diploma of Teaching is continued. Re-location of major programmes should take into account the necessity to minimise the effect of the Assistant Teacher Programme on other programmes.
- (vi) Viability of units in various programmes (eg general studies in the Diploma of Teaching) continues to be an issue and could be partially resolved in conjunction with planning for location of major programmes.

A consideration of the above factors, especially the limited primary quota and predicted reduced secondary quota, leads to the conclusion that the Diploma of Teaching (Primary) should be offered preferably on two metropolitan campuses and, at the most, on three campuses. Location on three campuses should only be considered if at least one of the three campuses accommodates significant components of the secondary programme. Such an arrangement is necessary to ensure viability of the general studies and other elective areas in both streams of pre-service teaching.

Performing Arts Programme

Prior to 1985 most of this programme has been at the sub-tertiary level. However, in 1985 enrolments at the advanced education level increased to some 200 and it is expected that further growth to approximately 400 EFTS will occur over the next several triennia. The programme is situated in specialist buildings on the Mount Lawley campus and would not be conveniently housed on other campuses.

Arts and Applied Sciences Programme

Present planning is along the lines that this programme will be part of the essential foundation of the total programme on the Joondalup campus. Presently the programme is spread across a number of campuses because of the relatively recent establishment of the School of Arts and Applied Science. The School is planned to grow to approximately 2,000 EFTS by the year 2000 and will retain a servicing role, particularly to the Education programme.

Community and Language Studies Programme

The comments related to Arts and Applied Sciences relate also to the School of Community and Language Studies.

Business Programme

This programme was developed on the Churchlands campus from 1976 on, and enrolments in the School of Business are now significant. At the present time most of the programme is taught at Churchlands although there are some enrolments on the Mount Lawley campus. Future deployment may well be on the basis of this School continuing its specialist streams on the Churchlands campus and teaching some of its more popular streams on at least one other campus, probably at Joondalup. The School of Business is expected to grow to approximately 2,000 EFTS.

Nursing Programme

The newly established School of Nursing has particular requirements which need to be addressed in planning the location of its programme in WACAE. The School has been given approval to develop an undergraduate programme (designed to be at degree level), a conversion course for experienced nurses, specialist graduate diploma courses and a masters course. Thus the programme is planned to be comprehensive and of a high standard requiring specialist facilities.

The undergraduate programme is planned to include a significant off-campus professional practice component to be taken on a concurrent basis in major hospitals. It is estimated that about one-third of students' time will be spent on professional practice activities, taken on a weekly basis over the three years of the programme. Elective units in relevant fields of applied science and behavioural studies will also be requirements in the undergraduate programme. These will be units in the proposed Bachelor of Applied Science and Bachelor of Arts courses or be units which are available in current programmes.

The School of Nursing favours a location for the School which permits nursing students to work alongside students in other disciplines when this is appropriate. The School will benefit, particularly as it offers higher level courses, by becoming part of a health/medical studies environment. This can be provided by siting the School of Nursing in close proximity to the major medical complex established in the Nedlands area.

Current estimates are that the School of Nursing will grow to approximately 1,200 EFTS including a minimum enrolment of 800 EFTS in the undergraduate programme. For purposes of planning the location of the School of Nursing the estimated maximum enrolment of 1,200 EFTS should be considered to be equivalent to approximately 800 EFTS, bearing in mind extensive off-campus professional practice requirements.

This programme is new with first students being admitted in July, 1985. Presently the programme is located on the Nedlands campus both to take advantage of the proximity of the Sir Charles Gairdner Hospital and also to use science laboratory facilities available at Nedlands.

Proposed School Enrolments - 1992 and 2000

It is anticipated that the College's present enrolment will rise to 9,600 EFTS in 1992 and to 12,000 EFTS in 2000. These estimates do not include non advanced education courses at the Academy of Performing Arts, but do include students studying in the external mode.

Also shown for comparison purposes are rounded 1985 EFTS enrolment data.

	1985	1992	2000
Performing Arts	170	400	500
Arts and Applied Sciences	460	1,200	2,000
Business	1,730	1,800	2,300
Community and Language Studies	740	1,600	2,200
Education	3,900	3,600	3,800
Nursing	-	1,000	1,200
College	7,000	9,600	12,000

CAMPUS CAPACITIES

Since the 1950s there has been no time when adequate staff and student accommodation has been provided. This unsatisfactory state of affairs persists up to the present, although efforts made to add to the amount of accommodation available in the 1982-1984 triennium and the proposed programme for the 1985-1987 triennium point to improvement in the years immediately ahead.

It is important that the College move to a situation where there is a "comfortable fit" between the programme on a particular campus and the teaching spaces, staff accommodation, general facilities and parking available. Because of this important consideration, and having regard to the limited potential to increase buildings on three of the inner metropolitan campuses, and the possibility of increasing buildings on the other three campuses, the following suggested capacities are intended to address the question of "comfortable fit" so that the number of students and staff match the facilities available in that there are sufficient teaching spaces without competition among courses and sufficient staff studies to house each member of staff in his or her own study. Also, it is important that the parking provided is reasonably adequate in relation to needs.

The following table shows some of the key elements in any consideration of the number of students and staff it is possible to locate on a particular campus. In the case of the number of hectares shown, the number of hectares is stable except in the case of Bunbury where site size is expected to increase when additional adjacent land is vested in the College.

In listing usable floor space, same has been shown in relation to anticipated floor space by December 1987. As noted previously, Claremont and Nedlands are fairly well built out; some additions are planned at Mount Lawley but building space is very limited. Additional buildings are possible at Churchlands, and significant additional buildings are possible both at Bunbury and Joondalup.

The parking bays related to the first four campuses are fairly stable and the parking bays shown for Bunbury and Joondalup indicate that there is good capacity to provide such facilities.

	Hectares	Usable Floor Space	Parking Bays
Claremont	3.91	7,000 m ²	160
Nedlands	3.54	10,250 m ²	400
Mount Lawley	11.25	17,000 m ²	800
Churchlands	20.77	27,500 m ²	1,200
Bunbury	25.30	5,200 m ²	300
Joondalup	45.50	5,200 m ²	2,500

It is obvious that campus capacity must relate to the land, buildings and general facilities available. Further, it seems obvious that the College should pursue a general objective of trying to achieve a "comfortable fit" on each campus having regard to the past pattern of overcrowding which resulted, in part at least, from a period when the colleges were in strong competition one with the other to try to build up numbers. The amalgamated College means that phase has now been passed and it is proposed to try to achieve a "comfortable fit" on various campuses which will result in some campuses housing fewer students than they did in the previous overcrowded situation.

In the case of the Mount Lawley campus particular attention has been paid to the space needs of the Academy of Performing Arts and that factor has been included which is the reason why the proposed campus enrolment capacity is somewhat less than might seem appropriate having regard to the number of square metres of floor space available.

It is suggested that the following total enrolments are appropriate for each campus and that a general objective should be set of attempting to achieve the most economic use of specialist buildings and the best possible "fit" between enrolments, staffing, programmes and available resources. The data shown total 12,000 EFTS which is the anticipated

enrolment for the year 2000.

Claremont	800
Nedlands	1,100
Mount Lawley	1,600
Churchlands	3,500
Bunbury	1,000
Joondalup	3,000
External	<u>1,000</u>
	<u>12,000</u>

If this pattern resulted, the proposed enrolments for the first four campuses would be the maximum in each case by year 2000 while further increases in enrolments would be expected both at Bunbury and, particularly, at Joondalup where there is probably the final capacity to locate as many as 7,000 - 8,000 EFTS if this were required in the long-term future.

If Bunbury is excluded the proposed pattern shows some 7,000 EFTS on the four inner metropolitan campuses and some 3,000 EFTS at Joondalup in the year 2000.

MAJOR ISSUES IN LOCATION OF PROGRAMMES

An analysis of the current situation and planned developments together with consideration of the planning guidelines outlined earlier reveals the following to be the basic decisions requiring resolution. Once these are decided details of locations of particular courses can be considered within the context of the broadly defined plan.

(i) Nursing programme

The question arises as to whether or not the School should remain as one unit or be divided into two programmes. If one unit is retained it is evident that the programme be based at the Nedlands site or that it be transferred away from Nedlands to the Churchlands site which is the only campus where there is sufficient space to erect a new building of the size required. It is not possible that a new additional building of the required size could be built at Nedlands. Location at Nedlands has the advantages of requiring less capital monies and of developing the School of Nursing at a site adjacent to major medical centres. Discussions have been proceeding with the Health Department since last January. Since early June the position has become clearer in that it seems that the Health Department may agree to spend \$6,000,000 - \$7,000,000 to erect a new building specifically designed for the needs of the nurse education programme. As previously noted, if such a dedicated building were erected, it would need to be on the Churchlands campus and there would be a need to locate the nursing programme there. However, in the event that the Health Department provides much more limited capital, the question remains as to whether the programme should be divided into two parts with one part on the Nedlands campus and the other on the Churchlands campus or, alternatively, completely at the

Nedlands campus which is adjacent to major medical centres. Indeed, the question of capital funds to erect a building for the nursing programme is a key element at this stage in any proposal to locate students on particular campuses. Once the final decision is given by the Health Department it will be easier to firm up the options. The models which are developed later in this paper consider both of these possibilities.

- (ii) Secondary (pre-service) Teacher Education
Its location on two metropolitan campuses, selected from Churchlands, Mount Lawley and Nedlands.
- (iii) Primary (pre-service) Teacher Education
The Primary programme should not be offered at Joondalup campus because of the reduction in enrolments but, as discussed above, should be concentrated on two campuses or, at the most, three campuses, these being Churchlands, Claremont and Mount Lawley.
- (iv) ECE, Primary, Secondary
Provision for the three streams in the undergraduate programme on no more than three metropolitan campuses.
- (v) Business
Its location on two campuses, selected from Churchlands, Joondalup and Mount Lawley.
- (vi) Bachelor of Arts, Bachelor of Applied Science
The major provision for the Bachelor of Arts and Bachelor of Applied Science programmes should be at the Joondalup campus. The Western Australian Post Secondary Education Commission favours this development because of its geographical remoteness from other tertiary institutions and because Wanneroo is the centre for major population growth. The non-provision of a major undergraduate programme in Teacher Education at Joondalup will permit these new programmes to develop somewhat independently of the Teacher Education programme and of its lengthy professional practice requirements.
- (vii) Given the above considerations and the relative isolation of that campus, Joondalup should be developed without being required to closely articulate its activities with programmes on other campuses.

OPTIONS

Option A (Nursing at Nedlands, undergraduate Secondary Education at Churchlands and Mount Lawley)

In July of this year the Nursing programme will be located at the Nedlands campus and thereafter will continue to be developed at that campus to minimise the need for later re-location.

The Secondary stream of the Teacher Education programme will be progressively re-located with selected specialist components at the Mount Lawley and Churchlands campuses. The location of selected specialist components of the Secondary programme at the Churchlands campus will require supporting specialist facilities and these specialist facilities should be developed in conjunction with the establishment of centres of specialisation for servicing related programmes.

Relatively small programmes in Arts and Applied Science and Community and Language Studies will be provided at the Churchlands, Mount Lawley and Nedlands campuses to complement the Education and Nursing programmes. Major developments in these two Schools will be at the Joondalup campus. The Education programme will be restricted to the Churchlands, Claremont and Mount Lawley campuses with a small specialised programme at Joondalup (mostly in the pre-service Graduate Diploma in Education). Business Studies will be provided at the Churchlands and Joondalup campuses.

Option A aims to develop the complete Nursing programme at a campus adjacent to other medical centres and hospitals and to rationalise the undergraduate Education programme on to three metropolitan campuses and to offer the Primary and Secondary streams in conjunction at two campuses in order to ensure viability of classes.

Appendix A contains details of Option A.

Option B (Nursing at Churchlands, undergraduate Secondary Education at Mount Lawley and Nedlands)

As indicated earlier there is prospect for a major Nursing complex to be financed out of State monies. If this eventuates and the College is required to construct a major new building rather than modify the existing facility at Nedlands, then the only suitable site is Churchlands. This would require modification of Option A in that the Secondary Teacher Education programme would then have to be located at Nedlands and Mount Lawley. Relatively minor adjustments to the details of Option A (see Appendix A) in terms of enrolment levels and location of smaller programmes would result from this alternative, although there would be a need to upgrade the selected secondary specialist facilities at the Nedlands campus. For example, the locations of programmes in Arts and Applied Science and Community and Language Studies would be adjusted to complement the location of the Nursing programme. Advantages of Option B include the provision of a dedicated building for the Nursing programme and a lesser dislocation of the Secondary Education programme. However, the site of the Nursing programme will be further away from major medical centres and hospitals and the Education programme would continue to be offered on four inner metropolitan campuses.

Option C (Nursing at Churchlands and Nedlands, undergraduate Secondary Education at Mount Lawley and Nedlands)

This option differs from Option B in that the Nursing programme is provided on two campuses. Option C depends to a large extent on the amount of capital monies available to support the Nursing programme. Obviously the choice of campuses for the Nursing programme is restricted to the Churchlands and Nedlands campuses (other than Joondalup in due course) and partitioning the Nursing programme would be on the basis of providing the undergraduate programme on one campuses and graduate courses on the other campus. An assumption made in this option is that enrolments in the undergraduate nursing programme will be substantial. Adjustments to the location of programmes in Arts and Applied Science and Community and Language Studies will be made to complement the locations of the Nursing programme.

Option C has the advantage of enhancing the multi-disciplinary academic profiles of campuses and reducing the dislocation of the Secondary programme. However the undergraduate Education programme would continue to be offered on four inner metropolitan campuses.

Option D (Nursing at Churchlands, no undergraduate Education at Churchlands, undergraduate Secondary Education at Mount Lawley and Nedlands)

Option D has the advantages of lessening the potential overcrowding of the Churchlands campus (this depends upon the maximum Nursing enrolment) and of restricting the Education programme to three inner metropolitan campuses. However, much of the Churchlands campus was designed for teacher education and is less suitable for other programmes in Arts and Applied Science and Community and Language Studies.

Option E (Nursing at Churchlands, no undergraduate Education at Claremont, undergraduate Secondary Education at Mount Lawley and Nedlands)

Option E has the advantage of restricting the Education programme to three inner metropolitan campuses. However, the traditional Claremont campus association with Teacher Education would be discontinued. Claremont campus would develop an academic profile in Community Studies and associated areas.

Appendix A contains details of Option A. However, the matrix of campuses and schools is intended to be useful in analysing differences among the various options and in considering implications of various configurations. Appendix A is based upon academic profiles proposed for Schools in WACAE and College enrolment of 12,000 EFTS by the year 2000.

CONCLUSION

Obviously there are other arrangements and combinations of campuses and programmes, but it appears that the above options cover the major considerations for resolution; these being the locations of the Nursing and Education programmes. Once these are decided, details of locations of particular courses can be decided within the context of the broadly defined locations plan.

The Academic Planning Service considers the above five options to be the only options which should be considered in detail. Other combinations of programmes and campuses not described here do not appear to meet the planning criteria proposed earlier in this paper. Option A is the option preferred by the Academic Planning Service because it is the option considered to most closely fulfil College planning criteria. In particular, the Option A is considered to be practicable and would provide a rational basis for future developments in WCAE.

Additional detailed information on estimated enrolments, demographic trends, academic developments and campus features and profiles is available on request from the Academic Planning Service.

APPENDIX A

RE-LOCATION FROM: MAJOR FIELDS OF STUDY
ESTIMATED ENROLMENTS (EFTS) FOR YEAR 2000 EXCLUDING EXTERNAL ENROLMENTS (est. 1000 EFTS)

	IRUNBURY	CHURCHLANDS	CLAREMONT	JOONDALUP	MT LAWLEY	NEDLANDS	WAC
BUS	Business Selected Streams UG1 (200)	Business All Streams UG1, PGI & 2 (1,200)		Business Most Streams UG1 Selected Streams PGI (900)			2,300
NUR						Nursing All streams UG2, PGI & 2 (1,200) 800 on-campus	1,200
P A					Performing Arts All streams UG3, UG1, PGI (500)		500
ED	Education Primary Initially with English as a general study UG2 (200)	Education Primary & ECE with all general studies specialisations UG2 Selected specialisations in post-service UG1, PGI & 2 Secondary UG2, UG1, PG2 with major studies in 1. Vocational Ed Home Economics Industrial Arts Business Education 2. Library Education 3. Communications Ed (Eng) 4. Maths & Comp Ed (Maths) 5. Science Education with minor studies to be determined (1,500)	Education Primary with all general studies specialisations UG2, PGI Selected specialisations in post-service UG1, PGI & 2 (500)	Education Secondary PGI with majors in all areas other than Music Speech & Drama Vocational Ed Library Pre-service UG1 (4th yr) in Science Ed Computer Ed Mathematics Ed (200)	Education Primary with all general studies specialisations Selected specialisations in post-service UG1, PGI & 2 Secondary UG2, UG1 & PGI with major studies in 1. Social Science Ed 2. Phys & Health Ed 3. Maths & Comp Ed (Computing) 4. Music Ed 5. Art Ed 6. Communications Ed (For. Lang) 7. Communications Ed (Spch & Dr) 8. Communications Ed (Media) and with minor studies to be determined (1,000)		3,400
ALAS	Arts & App Sciences Information Science UG3, UG1 Agricultural Science UG3, UG1 Human Science UG3, UG1 Visual Arts/Crafts (300)	Arts & App Sciences Library UG3, PGI Human Science UG1 Selected Streams UG3, UG1 (300)		Arts & App Sciences Information Science UG3, UG1, PGI & 2 Agricultural Science UG3, UG1, PGI & 2 Physical Science UG3, UG1, PGI & 2 Human Science UG3, UG1, PGI & 2 Quantitative Studies UG1, PGI Media Studies UG3, UG1, PGI Visual Arts/Crafts UG3, UG1, PGI (1,100)		Arts & App Sciences Human Science UG3, UG1, PGI (100)	1,800
C&LS	Community & Lang Studies Recreation UG3, UG1 Community Studies UG3, UG1 Humanities, Social Science, Language UG3, UG1 (300)		Community & Lang Studies Community & Behav'l Studies UG2, UG1, PGI Recreation UG3, UG1, PGI (300)	Community & Lang Studies Language Studies UG3, UG1, PGI Intercultural Studies UG3, UG1, PGI Social Sciences UG3, UG1, PGI Humanities UG3, UG1, PGI Community & Behav'l Studies UG3, UG1, PGI (900)	Community & Lang Studies Selected Streams UG3 (100)	Community & Lang Studies Community & Behav'l Studies UG3, UG1, PGI Health Studies UG3, UG1, PGI (200)	1,800

APPENDIX 3

COLLEGE-INDUSTRY INTERFACE

WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION

COLLEGE - INDUSTRY INTERFACE

Position Paper

April 1986

COLLEGE - INDUSTRY INTERFACE

INTRODUCTION

1. The objectives of Western Australian College of Advanced Education include:
 - (i) the development and maintenance of a tradition of service to the community in general and to government, education, culture, industry and commerce in particular;
 - (ii) participation in the development and application of knowledge, skills and methodologies to education, industry, commerce and the community;
 - (iii) the provision of educational programmes in appropriate fields which meet the needs of students, the professions and the community.

WA College continues to develop a diversified range of professional and vocational programmes. However, it has yet to develop a corresponding involvement in collaborative applied research. Because of its commitment to vocational and continuing education the College must be sensitive to the needs of industry. There is considerable benefit to both the College and to industry in the establishment and maintenance of close links. Building a comprehensive college - industry interface is essential in the attainment of objectives set for WA College.

BACKGROUND

This paper introduces some of the background and issues involved in developing a comprehensive college-industry interface. It also identifies some directions and possibilities for the future, together with proposed organisational structures to support developments. It is not definitive nor prescriptive. Rather it has been prepared as a stimulus paper, useful in initiating a process for establishing a college-industry interface based upon collaborative research and development.

BACKGROUND

2. In July 1982 the Advanced Education Council commented as follows:

"The advanced education sector has a particular and increasing role to play in making facilities, knowledge and expertise available to industry and commerce for the solution of practical problems and in providing consultancy services. No modern economy that hopes to maintain its position in the international scene has the luxury of neglecting to exploit the kind of human and physical resources that reside in the Colleges for applied research."

3. The Advanced Education Council considers that the current economic situation in Australia points to an expanded role for the Advanced Education sector in tactical, problem-oriented research, specifically directed to projects of national significance in relation to industrial development. Accordingly, it is proposed that WA College begin to plan a coherent and comprehensive organisational structure which facilitates college-industry collaboration, applied research and development. This will involve re-orienting the College towards a dual role in instruction and development and away from an exclusive involvement with award programmes. In achieving this aim we should build upon existing programme strengths and current and proposed developments such as Institutes, the Management Development Centre and the Community Programmes operation.

4. The bulk of Australian industry comprises small units, many of which do not have the capacity to maintain a research and development operation, or to initiate a customer-direct relationship with an institution. Large enterprises sometimes handle their own research and development or rely for such services on overseas parent companies. Many colleges of advanced education are already undertaking research projects in association with industrial and commercial enterprises and a significant proportion of this effort is in association with small local industrial concerns. However the Advanced Education Council believes that present activity of this kind addresses only a fraction of the potential work required if Australia is to attain international competitiveness.

WA College can contribute to Australia's economic, social, cultural and technological future in a particular way, in that its academic profile is oriented towards the service industries, commerce and education. Therefore applied research and developmental work should be oriented towards the tertiary or service industries including the community services, rather than towards the science-based industries, which in Western Australia are serviced by the Institute of Technology, Technology Park and other institutions.

5. Currently in Australia increasing emphasis is being placed upon private funding of tertiary institutions. This is notable in various governmental policies including the recognition of education as an export commodity, the potential establishment of international colleges and universities and the establishment of technology parks.

Private sector funding of higher education in Australia is a most important initiative. Although WA College has no significant history of attracting non-governmental funding for its educational purposes there are signs that the College is beginning to broaden its financial base. The Management Development Centre, the establishment of Institutes in the fields of Applied Aboriginal Studies, Applied Language Studies and Teaching and Learning, the self-funding of community and continuing education programmes and the current proposal for the establishment of a foundation are instances of the College seeking private sector funding. However it is obviously the case that at this time WA College is almost totally dependent on Government as the source of funding. In the development of a comprehensive plan for research and development in WA College the need for private and other non-traditional funding must be recognised on account of the Commonwealth Tertiary Education Commission's policy of minimal funding of Colleges for research and development.

6. On the 23 July 1985 the Honorable Mr Bryce, Deputy Premier and Minister for Industrial Development, Technology and Defence Liaison spoke with senior staff of WA College on the role of the College in the development of Western Australia. The Minister noted a number of different approaches in establishing a college-industry interface, including:

- (i) consultancies
- (ii) contract research
- (iii) equipment sharing
- (iv) research parks
- (v) cooperative education
- (vi) shared lectureships

7. A College-wide comprehensive and coordinated system for collaborative research and development should now be planned. The development should evolve from current involvement but re-development and expansion on a wide-ranging front should be planned so that WA College develops a significant organisation and programme in research and development to parallel its already significant teaching role. This development will require a significant change in orientation for the College and the continued introduction of new expertise.

GUIDELINES

8. Initial planning for strengthening college-industry interaction should be based upon:

- (i) tertiary or service industries rather than on the science-based industries. Human resource development in its widest meaning should be the general focus for research and development in WA College;
- (ii) applications to instruction, communication, human services and business;
- (iii) collaboration with potential users and providers of services;
- (iv) establishment of international, as well as national and local relationships, so that the College operates increasingly in an international setting;
- (v) broadening the financial bases of college operations by providing expertise, facilities and services through contractual arrangements;

(vi) development of additional specific purpose facilities at a chosen location or locations;

(vii) aspiration to a level of excellence.

9. COMPONENTS OF THE INTERFACE

Interaction between the College and industry is expected to be multi-faceted and comprehensive in scope. Elements of the interface will complement the College's courses profile and are planned to include:

- (i) a Research and Development Park which itself will complement a range of other college-industry links.

The establishment of a Research and Development Park should be based upon a collaborative arrangement in which College and industry personnel are attached to the park for specific purposes.

In developing the Research and Development Park the College should have four clear objectives. These are:

- to establish an atmosphere for collaboration which extends existing links between the College and industry;
- to breathe life into new businesses engaged in the tertiary or service sector;
- to generate a flow of consultancy work for the academic staff in the College;
- to establish some independent income for the College so that it is able to avoid the present constraints on research and development.

To achieve these objectives two developments are necessary. The first is to provide the appropriate accommodation in which to effect both the transfer of research information and its subsequent development; and the second relates to marketing the resources held within an academic institution to ensure that maximum value may be drawn from them.

The research park would take the form of a typical research park or technology park in that:

- (i) large companies could build large units such as training centres and innovation centres for their specialised purposes;
- (ii) space could be provided for medium sized units for service-oriented companies wishing to establish a research and development facility;
- (iii) small units provided by the College for smaller organisations requiring research and development facilities;
- (iv) back-up facilities and services would be made available to occupants;
- (v) an environment in which collaborative research and development, innovation and research transfer would be created;
- (vi) a central innovation centre would be established;
- (vii) a central research centre would be established;
- (viii) a residential conference/convention centre would be provided;
- (ix) recreational facilities would be developed.

Buildings would be used for the purpose of scientific research only, defined as research and development in any field of study applicable to the tertiary industry sector and which is complementary to the activities of the College and shall include the carrying out of any process or activity of which the research and design content are a fundamental and primary part and which require continuous scientific control.

The Development

The College should establish a specialist management team from its academic staff to both develop the site and to ensure that activities that potential occupiers wish to bring to the site accord with the planning consent and, once established, they are able to take advantage of the opportunity for research and development transfer, innovation, research and technical support.

As part of the strategy to retain control of the site the College will provide buildings which satisfy a range of research and development users requiring space from 600 sq ft (56 sq m) to in excess of 100,000 sq ft (9,000 sq m).

With the development of the Research and Development Park there will be an equally positive programme to ensure that the College and the Research and Development Park continue to obtain optimum benefit from their coexistence on adjacent or nearby sites. Before discussing the mechanisms that are being developed to provide an effective linkage with the Research and Development Park it is proposed to reiterate the College's objective in developing the Research and Development Park and its management method. Looking ahead 10 years we would expect the site to be fully occupied with a wide range of businesses whose activities are relevant to the College's own research interest. A small number of large prestigious Research and Development centres will provide the incentive for smaller companies to locate and special provision will be made for the support of individual innovation in at least one innovation centre. Management is, and will continue to be, by a small central College team who hire professional advisors and agents as required. It is quite probable that some elements of the College's own research will move to the Research and Development

Park and a number of academic staff will also transfer. Thus we can anticipate close links and collaboration in a variety of disciplines with the unifying feature being the presence of the College and its facilities only a few minutes away.

In order to maintain effective control over developments on the Park and encourage only those organisations with a mutuality of interest with the College it is important that barriers to interaction are, as far as possible, eliminated. At an early stage a number of steps should be taken to achieve workable communications. These include:

1. Each company locating on the Research and Development Park has automatic access to expertise and facilities through the College Network Advisory and Consulting Service. The College Network service is normally offered to large companies who pay a substantial subscription for use of College facilities; information services; and the right to consult an expert on any problem within his competence.

In addition, subscribers are kept up to date with research developments in the College and receive invitations to appropriate colloquia, seminars and other educational programmes. The extension of this service to Research and Development Park occupiers is seen as a practical means of establishing and maintaining valuable linkages.

Although this extension of the College's centralised consulting service is expected to handle much of the new 'traffic' generated as the Park is developed it is not intended to be an exclusive service. There is no reason why informal contacts between both communities should not flourish.

It is anticipated that a computer link will be established between the two campuses and also integration into the College's telephone system. A common internal messenger and postal service is being contemplated.

Looking to the future it is possible to speculate on developments that may be required in order to achieve the objective of a truly College-centred Research and Development Park. After the investment phase, once revenue starts to return to the College, and as College staff start to interact with the newcomers, it is conceivable that one or more of the following proposals will be taken up:

- (a) vehicle shuttle service between sites;
- (b) high speed data link set up;
- (c) integrated conference facilities with the College and Research and Development Park;
- (d) co-sponsoring of conferences at the newly constructed conferencing facility on the site;
- (e) placement of students for industrial/professional experience on Research and Development Park;
- (f) temporary or permanent transfer of academic and research staff;
- (g) Research and Development Park staff involvement in College teaching programme by appointment as visiting lecturers;
- (h) collaborative research projects established.

It must also be stressed that the population of the Park will also enjoy the advantages of College membership which gives access to the cultural, sporting and social activities that are an integral part of a lively campus community.

(ii) College Network

College Network is a subscription-based consulting and advisory service intended for large companies with research interests matching the College's own areas of expertise. It

should be designed in a way that gives subscribers direct access to subject areas likely to be of maximum value to tertiary industries. Subject areas will be inter-disciplinary in character and therefore the subscriber will be much less likely to pre-judge the problem about which the enquiry is made. College Network will also give subscribers priority access to specialists who may already be engaged in collaboration with industry. For this reason the number of subscribers should be restricted to a maximum of about 20. Once a problem has been identified any long term consultancy or research charges will be negotiated in the normal way, but with the advantage of priority treatment. College Network should be designed to encourage collaborative research projects established between individual departments and industrial companies.

Subscribers to the network will be entitled to the following:

- (a) Information: At regular intervals subscribers will receive the College Network newsletter and from time to time state-of-the-art reviews and surveys that impinge on particular fields of interest.
- (b) Library Services: Subscribers will be able to borrow from College libraries and use all reference facilities. Library staff will assist in exploiting resources in particular fields. Arrangements will be made for obtaining material from other libraries and for doing other manual or computerised library searches.
- (c) Almanac of Research Events: Subscribers will receive regular lists of forthcoming research events at the College and subscribing members attend these events free.

- (d) Seminars and Introductions: Participation in seminars designed to match interests of subscribers will be held, and subscribers will meet key research workers in their fields. Complete conference facilities will be available.
- (e) Advice on business plan preparation: Advice on planning developmental programmes in particular fields will be available.
- (f) Consultancy Services: Sponsors will be entitled to a consultation with a senior College staff member who will be mediating the College Network to its sponsoring members.
- (g) Visits from Specialists: Visits by College staff with the subscriber at his place of work, to examine particular problems, will be arranged at no cost to the subscriber.
- (h) Computing Services: Subscribers will be able to connect into the College's powerful computer network and make use of advisory and back-up services.
- (i) Awareness and training courses: at all levels will be available.

Occupants of Research and Development Park will become automatic members of College Network.

See Appendix A for a listing of services to be provided at Research and Development Park and through College Network.

(iii) College Society

WACAE should establish a broadly-based organisation which brings together all those who have contact with the College, either as professional associates, students, staff, alumni, subscribers to short courses and specific purpose activities, and in fact any users of College services and facilities.

The broadly-based society will aim to give scope for members to enjoy the many facilities on campuses and to join in an extended programme of social functions, concerts, exhibitions and other cultural events. College Society will include an alumni organisation or graduates register and will act as the means of communication and information to former students, locally and overseas.

The foundation of College Society will extend and formalise the many links with a wide range of people and organisations. The College will welcome the participation in the Society of many other individuals and organisations who enjoy one or other of the campus cultural, social, musical, educational and sporting activities. Corporate membership of the Society will be open to companies with whom the College has a close relationship. There will be regular communication with members who will receive reports, programmes and information on activities such as the arts programme, adult education programme, special lectures, concerts and performances. The circulation of special programmes will be dependent upon Society membership.

An integral component in this development will be the continued publication of College Contact, which may require a separate edition or at least be oriented towards a broader range of College activities compatible with interests of members of the College Society. College Contact should provide information, not only for up-to-date course and research information, but policy on adult education, arts activities, music, sport and a wide range of open lectures. College Contact should aim to give an overall picture of the scope of these activities and be a major vehicle for communicating information of interest to the College Society.

(iv) Alumni

WA College should create a College alumni association which provides its members with opportunities to utilise a wide range of College facilities and programmes. The organisation of the Association should involve the formation of specific-purpose groups, perhaps based on campus, school,

fields of study or years of enrolment. The Association will provide opportunities for graduates to remain informed of College academic matters, as well as providing opportunities for fellowship participation in a range of activities sponsored by the College. The formation of a College alumni association is important in the establishment of a college/industry interface in that graduates are important representatives of the College and in some instances can be influential in matters relating to support of the College. One aspect of this support is the College Foundation which, to be successful, will require the full support of College graduates. The alumni association will provide a means for graduates to remain in contact with the College and hence will be an important component in the development of the interface.

Involved with the development of College Society and the alumni association will be the Office of Community Programmes which currently is engaged in providing a range of short courses for the general community. The Office of Community Programmes has an obvious relationship with the proposed College Society in that Society subscribers could be involved in community programmes on a preferential basis, including reduced fees.

(v) Managing Directors Group

A Managing Director's Group could be established by the proposed Bureau of Industrial Liaison and would involve a group of local company managing directors. The purpose of forming a managing director's club is to encourage collaboration between the College and industry leaders. It would aim to promote new, and help strengthen existing, links between the College and external organisations. It provides a focal point of contact and brings the College together with industrial or other parties having mutual interests. Collaboration will usually centre around industrial training, research contracts, consultancy and staff interchange, access to specialist facilities, post-experience courses and conferences. The Managing Director's Group is another way in which regular interest is maintained with local industry leaders.

(vi) Teaching Company Schemes, Student Placements

Teaching company schemes initially developed in the United Kingdom, and now available in Australia, are examples of linking tertiary education institutions with industry. These schemes operate through teaching company projects in which a tertiary education institution agrees to work in partnership with a company on a research and development project that should substantially improve the company's performance. The project is undertaken by high-calibre graduates recruited on two to three year appointments as teaching company research assistants. This scheme is one example whereby graduate students may be helped to obtain employment and at the same time be actively involved in an academic programme, while participating in the solution of a problem relevant in his employment. Similar schemes could be generated by the College in collaboration with companies for the mutual benefit of students, employers and the College.

(vii) College Research Grants

The College should provide increased funding for research through the provision of research grants at different levels. Minor grants should be supplemented with major grants which permit the employment of research assistants or fellows. Special major awards should be sufficient for full-time release of staff for major research projects. In this regard special major awards are considered as seed monies which are expected to lead to other funding. They are the most significant of the awards and are aimed at getting younger staff going in research. They are also useful in gaining the support of industry.

(viii) College-based Companies

The College should encourage the setting up of College-based companies to foster the exploitation by industry of the results of particular College research. These companies may be set up by individual academics, groups of academics or departments in an entrepreneurial manner.

(ix) Co-operative Teaching

In the staffing of academic programmes WA College should continue to encourage considerable numbers of current and future staff in the development of specific research expertise to complement their involvement in teaching programmes.

In addition to regular full-time staff, the College should second personnel from relevant industries as this is an effective strategy for creating College-industry links. The secondment process should be 2-way in that College staff should, from time to time, be available for secondment to industry. This process will assist staff and colleagues in related industries to remain to the forefront of development. In addition the College should accelerate the appointment of visiting fellows and research fellows from other tertiary institutions, related research agencies and from industry.

The current "in residence" programmes, which are mostly related to literature and arts fields, should be expanded to include a greater range of specialists from industry. These "in residence" positions should be useful in stimulating academic staff in their work and also enrich student learning experiences. The notion of part-time lecturing in College programmes should aim, not only at providing appropriate teaching staff for the College, but also to establish linkages with industry. Shared lectureships in which staff are supported partially by the College and industry should be further developed.

The College should also proceed to arrange funding for specific academic positions in the College, e.g. the establishment of professorial chairs or equivalent for outstanding scholars. These additional specialist positions could be funded from private sources as is the case currently in universities, and to an increasing extent in institutes of technology.

(x) Graduate Level Courses

The College should proceed to develop further post-graduate diploma, masters and doctoral level courses in a wide range of fields which are compatible with the developing academic profile of WA College. The provision of further higher degree studies is crucial to the development of the College-industry interface in that high quality graduate students should be encouraged as part of their programme to study in areas relevant to industrial problem solving.

Such involvement will enrich the experiences of graduate students. In the establishment of new graduate courses industry representatives should play a role in their design, and promotion. Industry could also provide specific facilities and appropriate staff for courses directly relevant to their interests and without the College compromising its autonomy and responsibility in the delivery of academic programmes. The trend to industrial involvement in the design of courses is evident in WA College. This needs to be complemented by joint provision of facilities.

(xi) Students

Increased participation of students in graduate studies should be encouraged by the provision of scholarships or studentships. Such financial assistance should be sought from industry and Government sources. Supporting this involvement should be the establishment of a Careers Advisory Service in the College, the objective of which is to provide opportunities for employers to engage College graduates in particular fields of employment. The Careers Advisory Service likewise will be of value to the student body in identifying potential avenues for employment. Associated with the Student Advisory Service would be the placement of students on course in professional experience positions. Professional experience is required of students in all College courses and as such will strengthen liaison with various industries and professional groups. Professional experience, although required regularly

throughout all College courses, can also take the form of internship and sandwich courses in which students are engaged fully in industry for a full year as part of the requirements of their academic programme. The policy of requiring professional experience practice for College students should continue to be strengthened, and, as a result, enhance the development of the College-industry interface.

FOCUS FOR RESEARCH AND DEVELOPMENT

The focus of research and developmental activities will revolve around the development of knowledge, skills, methods and techniques in the general field of human resource development. In particular these activities will probably emphasise processes involved in some of the following:

- (i) instructional design including re-training and self-instruction in a range of contexts;
- (ii) design of human service systems;
- (iii) administrative and organisational skills development;
- (iv) entrepreneurial skills development;
- (v) problem solving techniques;
- (vi) planning and systems analysis skills;
- (vii) business techniques;
- (viii) management of technology;
- (ix) evaluation of programmes, processes and products including evaluation of impact of technologies;

(x) applications of behavioural science techniques;

(xi) communication skills development;

(xii) media development;

(xiii) language applications.

19. Specific service industries which could require research and development support include the following:

Retail Trade

Transport and Storage

Communication Services

Finance and Investment Services

Insurance Services

Property & Business Services

Public Administration

Health Services

Education, Museum & Library Services

Community Services

Entertainment & Recreational Services

College Academic Organisation

The College should establish an organisation for research and development which complements the organisation of academic programmes. The proposed organisation would be additional to that already in operation and would parallel rather than replace the existing academic organisational structure. A Department of Industrial and External Liaison should be established within the academic sector of the College's administration and come under the direct responsibility of the College's senior academic officer. The Head of Department, Industrial and External Liaison would have responsibility for developing and administering the College's complete research and development operation and in establishment of liaison with industry and the community generally. The Department would have no direct involvement in the design or teaching of programmes but would, nevertheless, report to and be responsible to, the chief academic officer and the Academic Council.

The Department of Industrial and External Liaison would exist to promote new and help strengthen existing links between the College and external organisations. It provides a focal point of contact and brings the College together with industrial and other parties having mutual interests. Collaboration usually centres around industrial training, research contracts, consultancy and staff interchange, access to specialist facilities, post-experience courses and conferences.

Internally in the College the academic administration should be reorganised to include the following:

- (i) A Contract Research Office comprising one or two Industry Liaison Officers, with responsibility to maintain continuing contact with service oriented and commercial enterprises. Industrial Liaison Officers are not directly concerned with teaching and research activities but their duties include helping to place students in cooperative education programmes, encouraging student exchanges in industries (locally and in other countries), providing staff with direct contacts with industry, initiating joint projects between industry and the institution, and providing and arranging access to specialist equipment.
- (ii) An Information Office which would not only be concerned with the promotion of courses but would also be responsible for the dissemination of research information and more general information about the institution, including its involvement with the community, its research and development activities and agencies associated with the institution.
- (iv) A Publications Office to publish research and development papers as well as academic materials.
- (v) A Community Affairs Office involved in providing community development programmes and specialist short courses for specific occupational groups.

These offices, part of the academic structure of the College, should be headed by suitably experienced staff. The College Research Committee would determine policies on institutional involvement in research and development.

The College Research Committee, with responsibility to encourage, co-ordinate and further programmes of research should be reconstituted and become a major committee in the institution. It should actively seek support from research councils, industry, research institutes and from College sources including monies derived from research contracts. The Research Committee would have responsibility in approving of projects funded from College-based resources and would approve of contracts which involved utilisation of College resources. Research projects undertaken would be costed to yield a profit with a proportion of this being returned to the originating department and a lesser proportion placed in a consolidated funds to assist in commencing other research projects.

In addition, it would approve research and development activities to be conducted in Research and Development Park to ensure that the academic objectives of the College are not compromised. The College Research Committee would be serviced by the Contract Research Office.

APPENDIX A

Services to be provided at Research and Development Park and through College Network

- * To give formalised access to research expertise and high capital cost research equipment for the purpose of developing new processes, techniques and systems through automatic membership of College Network for Industrial Collaboration.
- * The opportunity to transfer new processes out of the College to a company on the Research and Development Park.
- * Access to high capital value research equipment for performance evaluation as a preliminary to acquisition by a company.
- * Opportunities for postgraduate in-service training for research personnel.
- * Local availability of appropriately trained graduates and postgraduates for recruitment.
- * Access to the extensive cultural opportunities offered by the College.
- * Access to the recreational/sports facilities in the College.
- * Access to educational programmes and seminars at the College.
- * Access to conference facilities offered by the College.
- * Introduction to local companies with which the College already has contact.
- * Opportunity for training support staff in conjunction with the School of Education.
- * Opportunity to meet professionals with similar interests socially, at lectures, seminars, during consultancies or through courses, all of which will lead to two-way exchange.

- * Access to the Institute of Teaching and Learning.
- * Access to the facilities which the College offers will be made easy through the offices of the College Network because by taking up space on the Research and Development Park, a company will have automatic membership of the Network. This means the company will receive:
- * Full borrowing rights of the extensive library collection which contains 500,000 volumes. The company may call on the expertise of the library staff to assist in exploiting their resources and arrangements may be made for obtaining material from other libraries or for doing manual or computerised literature searches. Where costs are incurred by the library for the additional facilities, such as borrowing and computer searches, charges will be passed to the user.
- * A weekly almanac of forthcoming events being held in the College, including research seminars and cultural events such as music, concerts and theatre, will be circulated to all Research and Development Park occupiers. Where these are usually restricted to College staff and students, occupiers of the Research and Development Park will be welcome.
- * Access and introductions to academic staff who have specialised knowledge across a range of technologies. An initial opportunity to discuss technical problems is welcome and offered as a service; however, very extensive use of this consultancy service would at some stage in the collaboration require a consultancy fee to be charged. The extent of the charge and the point at which this is incurred obviously depends on the relationship which is fostered between the Research and Development Park occupier and the member of the College staff. The network Director is always able to help and advise on such matters. In addition it is also possible to draw on the expertise of colleagues in other institutions. Expertise exists across an enormous range of subjects.
- * Sports, leisure and recreational facilities are part of the attraction of life in a College and the sporting/cultural life which it builds around itself. The College sports facilities

will be offered on favourable terms to Research and Development Park occupiers. In addition occupiers of the Research and Development Park will be able to take up membership of the general sports facilities.

- * Media services such as professional photography, printing and finishing services are also offered by the College. These will be charged on a cost basis.
- * Extensive conference facilities will be available.

APPENDIX 4

COLLEGE COUNCIL 1986

COLLEGE COUNCIL 1986

Governor's Appointments

Paige Porter BA Missouri MA, PhD Stanford (Chair)
(School of Education, Murdoch University)

David Carlson BEd, WAust.
(Principal, Belmont Senior High School)

Rosemary Tang
(Multicultural & Ethnic Affairs Council)

Harry Cohen MBBS, FRCOG, FRACOG.
(Medical Practitioner)

Margaret Ireland AAIM.
(Manager, Women's Information Service, Commonwealth Bank)

Patricia Hall
(Organiser, Hospital Services and Miscellaneous Workers' Union)

John Budby TchCert SAOPA Syd, TchCert NSW, GD Aboriginal Education
James Cook, MACE.
(Aboriginal Development Co-ordinator, Education Department of Western Australia).

Naomi Brown DipT GD SpecEd Mt Lawley
(State School Teachers Union)

Community Nominees

Phillip Golding BCom WAust, ACA, CPA.
(Chartered Accountant, Partner, Arthur Andersen & Co.)

Alison Robins LLB, ACertCM.
(Barrister, Solicitor and Notary Public)

Joy Cruickshank RMHM RN RM Dip N Admin FCNA
(Head, Department of Nursing Sir Charles Gardiner Hospital)

Elected Academic Staff Representatives

Lyall Hunt MA DipEd WAust.
Sandra Piowczyk-Kruk DipPe BEd WAust.

Elected Non-Academic Staff Representative

Richard Maslin MIAME.

Alumni Representative

James Quinn BA DipEd WAust, MACE.

Student Representatives

Jeremy Simpson
Phil Judd

APPENDIX 5

COLLEGE ACADEMIC COMMITTEES

ACADEMIC COMMITTEE STRUCTURE

The Committees are listed in the same order as they appear in Figure 5.5 of Part 1 of this submission, with the School based Committees listed first followed by the various standing Committees of Academic Council.

ACADEMIC COUNCIL

Membership:

Director, or his nominee, as Chairperson
Three or four of the seven persons appointed by the Governor to the College Council
One person from the two College Council nominees on the College Council
One of the two elected members of academic staff on the College Council
The elected student member on the College Council
All Heads of School
One staff member elected from each School's Board of Studies for a specified period
One student nominated by the Student Guild for a specified period
Head of the Academic Planning Service
Head of the Extension Service
The Principal of the Bunbury Institute
The Chairperson of the Research Committee
The Principal Librarian
The Academic Registrar (Secretary)

Co-opted as Observer/Participant:
Dean, Administrative Services
Senior Student Welfare Counsellor

Co-opted as Observer:
Student Guild Education Research Officer

A resolution of academic council specifies:

That in due course the principle of School representation by students on Academic Council should be developed, and that in the meantime student proposals should be adopted as follows:

- (a) one student representative from each campus,
- (b) the Student Guild President,

provided that one of the students referred to in (a) and (b) above is also a member of the College Council.

Terms of Reference:

Within the policy established by the College Council, the Academic Council:

- (i) shall co-ordinate the academic policies and academic procedures of all Boards of Studies in the College;
- (ii) may make recommendations to the College Council concerning the introduction of new courses of study and the review of existing courses of study within the College;
- (iii) shall deal with any matter referred or delegated to it by the College Council;
- (iv) may appoint such committees as are deemed necessary which may include persons other than its own members;
- (v) may refer any matter to a Board of Studies for consideration and report;
- (vi) shall receive and consider the minutes of the Boards of Studies;
- (vii) shall submit to the College Council the minutes of all meetings of the Academic Council.

BOARD OF STUDIES

Membership:

Head of School, as Chairperson
 Associate Heads of School
 Heads of Department
 One staff member elected by each department for a specified period
 One student nominated by the Student Guild from each campus of the School
 An Associate Academic Registrar (Secretary)

Boards of Studies have power of co-option.

Terms of Reference:

Within the policy established by the Academic Council, a Board of Studies:

- (i) shall initiate and co-ordinate the academic policies and academic procedures of all departments in the School;
- (ii) may make recommendations to the Academic Council concerning the introduction of new courses of study and review of existing courses of study within the School;
- (iii) may make recommendations to the Academic Council concerning the provision of teaching and other services needed for existing and projected courses within the School;

- (iv) shall deal with any matter referred or delegated to it by the Academic Council;
- (v) may appoint such committees as are deemed necessary which may include persons other than its own members;
- (vi) shall submit to the Academic Council the minutes of all meetings of the Board of Studies.

BOARD OF EXAMINERS

Membership:

Head of School, or nominee, as Chairperson
 Heads of Department
 Course Counsellors as required
 Additional members of other Schools as required
 An Associate Academic Registrar (Secretary)

Terms of Reference:

A Board of Examiners considers the assessments of all students in courses conducted by the School. It monitors the progress of candidates through their course of study, and certifies candidates who have successfully completed all requirements for the course and are eligible for an award. In addition, the Board of Examiners may award prizes and other honours to students on the basis of examinations and other methods of assessment.

DEPARTMENTS AS COMMITTEES

Membership:

Head of Department, or nominee, as Chairperson
 Representatives of staff engaged in teaching in a department.

Terms of Reference:

Within the policy established by the relevant Board of Studies, a Department:

- (i) shall be responsible for the detailed syllabuses of course units, pre-requisites and co-requisites, teaching and learning activities, assessment of units, and textbooks and references for units;
- (ii) may make recommendations to the relevant Board of Studies on any academic matter.

APPEALS COMMITTEE

Membership:

A community member of College Council, as Chairperson
A staff member of College Council
A student member of College Council
An additional student member nominated by the Student Guild
Member of staff representing specific School of Study involved
Academic Registrar, as Secretary

Terms of Reference:

This Committee hears appeals by students against decisions of the Board of Examiners.

RESEARCH COMMITTEE

Membership:

Senior Planning Officer, Research, Chairperson
Two nominees from each Board of Studies
Co-opted members approved by the Committee, including
external advisers.

Terms of Reference:

The Research Committee co-ordinates and recommends to Academic Council on the funding and use of College resources for research projects. In particular, the Research Committee:

- (i) advises on the acquisition of special equipment, computing software, and other research resources;
- (ii) advises on criteria for, and makes recommendations on, expenditure of funds and use of College resources by staff for research purposes;
- (iii) provides editorial policy for, and control of, research publications sponsored by the College;
- (iv) collates information about all research undertaken by staff.

CONSULTATIVE COMMITTEE ON LIBRARY AFFAIRS

Membership:

Each Head of School shall nominate annually one member to the Committee who is also a member of that School's Board of Studies.

Student Guild shall nominate annually one student representative from the student body from each of the College campuses, with due consideration given to School representation.

Academic Council shall nominate annually one of its members to represent it on the Committee.

The College Library support staff shall elect annually one representative from current library staff to the Committee. (Staff of the rank of Senior Librarian and above are not eligible for election.)

The Principal Librarian shall, ex officio, be the Chairperson of the Committee.

The Principal Librarian may, as appropriate, invite a particular member of library staff to a particular meeting of the Committee.

The Committee shall have power to co-opt members for a specified period.

Terms of Reference:

The Committee :

- (i) in close consultation with the Principal Librarian, will report to Academic Council on policy matters affecting the allocation and deployment of library resources and/or the provision of library services;
- (ii) will advise the Principal Librarian and Academic Council on library policy matters as appropriate;
- (iii) will investigate particular matters of policy at the request of the Principal Librarian or Academic Council as appropriate;
- (iv) through Academic Council, may offer advice on matters concerned with library policy in relation to such other matters that affect the academic activities of the College.

HIGHER DEGREES COMMITTEE

Membership:

Head, Academic Planning Service (Chairperson)
One member of each academic School of the College
One member of each Institute of the College
Principal Librarian of the College
Academic Registrar as Executive Officer

Terms of Reference:

The College Higher Degrees Committee is a standing Committee of Academic Council which overviews development of the higher degrees programme to ensure adequate standards and relevance to the professions concerned. The current higher degree programme comprises Post Graduate Diploma and Masters Degree courses. Planning is in progress for an expansion of the Graduate programme. In addition, the Higher Degrees Committee has responsibilities for Admission to Candidature, Supervision, Assessment, Termination and Admission to the Degree of Master as described in the Regulations For Masters Degrees By Course Work and Dissertation (College Handbook 1987, page 108).

ADMISSIONS COMMITTEE

Membership:

Chairperson, Academic Council, as Chairperson
Academic Registrar, as Executive Officer
Four persons appointed by Academic Council for a period of two
years with two retiring each year
Student Guild representative

Terms of Reference:

As a Standing Committee of Academic Council, this Committee is:

- (i) to advise on criteria and procedures for selection of entrants to undergraduate courses;
- (ii) to monitor the implementation of policies governing admission to undergraduate courses;
- (iii) to monitor established admission quotas on undergraduate courses;

GRADUATION COMMITTEE

Membership:

Chairperson, Academic Council, or nominee, as Chairperson
Associate Academic Registrars
Campus Secretaries
One representative from each School
Management Services Officer
One representative from the Student Guild

Terms of Reference:

The Graduation Committee is a standing committee of Academic Council to overview graduation ceremonies, and to establish a sub-committee on each campus.

INTER-DEPARTMENTAL COMMITTEES

Membership:

Membership comprises representatives of Departments who are involved with the same general body of knowledge or are associated with different applications of a discipline. The appointment of chairperson of each Inter-departmental Committee is a non-promotional position for a specified period. Other membership is representative of relevant Departments and relevant subject areas.

Terms of Reference:

All inter-departmental Committees are standing committees of Academic Council. Each Inter-departmental Committee is concerned with the requirements of College courses in its joint field, proposed new units, strands of studies and courses, new developments in related disciplines, applications of these to research development projects, and shared efforts in continuing education. The Committees also provide information and recommendations to the Academic Council and relevant Boards of Studies in response to requests from these bodies and initiate academic proposals and procedures.

Currently, the Inter-departmental Committees are :

- Accounting, Finance and Law
- Behavioural Studies
- Communications
- Computing
- Fine Arts
- Human Movement, Health and Recreation
- Mathematics
- Multicultural Studies
- Performing Arts
- Science
- Social Science

ARTISTS-IN-RESIDENCE COMMITTEE

Membership:

Chairperson (member of Academic Council)
One representative from each School

Terms of Reference:

- (i) to coordinate all requests for Artists-in-Residence to be invited to the College in any year, among the Schools of Study;
- (ii) to recommend which Artist-in-Residence will receive invitations and on what conditions.

COURSE APPROVAL COMMITTEE

Membership:

Chairperson of Academic Council, as Chairperson
Head, Academic Planning Service
Head, Department of Finance
Heads of School
President, Student Guild

Terms of Reference:

The Course Approval Committee is a standing committee of Academic Council to consider and approve requests for new courses and new streams within existing courses in the College programme.

INTERNATIONAL COMMITTEE

Membership:

Chairperson of Academic Council, or nominee, as Chairperson
One representative from each School
One representative from the Extension Service
One representative from the Academic Planning Service
One student nominated by the Overseas Student's Association
A Friend of the Academy
A nominee of the Student Guild

Terms of Reference:

Considers aspects of overseas student participation in the College programme.

MEDIA SERVICES POLICY COMMITTEE

Membership:

Head, Academic Planning Service (Chairperson)
Head of each School (or their nominee)
Head, Extension Service (or nominee)
Head, Media Services (or nominee)
Head, Finance (or nominee)

With the power to co-opt additional members

Terms of Reference:

The Media Services Policy Committee is a standing committee of Academic Council to review the role of, and services provided by, Media Services, with particular reference to priorities for development and charging-out practices.

ABORIGINAL ADVISORY COMMITTEE

The Role and Terms of Reference for this Committee is being finalised following reaction from Academic Council to a Discussion Paper circulated to staff through Academic Council.

ACADEMIC RULES COMMITTEE

Membership:

Academic Registrar
Associate Academic Registrars
Representatives from each School
Representatives from the Extension Service.

Terms of Reference:

Monitors the upgrading of the rules for admission, enrolment and academic progress of students.

STUDENT COUNSELLING SERVICES COMMITTEE

Membership:

Associate Head, School of Community and Language Studies
(Chairperson)
The four Campus Committee Chairpersons
The four Student Welfare Officers
One Aboriginal Enclave Co-ordinator
Student Guild President
Student Guild Education Officer
One Student Guild representative

Terms of Reference:

Has been set up to investigate the effectiveness of counselling services throughout the College.

EXECUTIVE OF ACADEMIC COUNCIL

Membership:

Chairperson of Academic Council
Heads of School
Head of the Academic Planning Service
President of the Student Guild
Co-opted members for specific issues and specified periods

Terms of Reference:

The Executive deals with various matters that are referred by Academic Council for detailed consideration and recommendation.

APPENDIX 6

COLLEGE ADMINISTRATIVE COMMITTEES

ADMINISTRATIVE COMMITTEE STRUCTURE

The Committees are listed in the same order as they appear in Figure 5.6 of the general College submission document.

FINANCE AND GENERAL PURPOSES COMMITTEE

Membership:

Chairperson of College Council, as Chairperson
Director

Three or four of the seven persons appointed by the Governor
to the College Council

One person from the two College Council nominees on the
College Council

One of the two elected members of academic staff on the
College Council

One person elected as a non-academic staff representative on
the College Council

One representative of the Heads of School (to rotate
annually)

Dean, Administrative Services (both as member and as
Secretary)

Co-opted as Observer/Participant:
Head of Finance

Terms of Reference:

Within the policies established by the College Council, to make recommendations to the College Council on the following matters by submitting the minutes of all meetings to the College Council:

- (i) planning, implementation and supervision of the capital works programme as approved by the College Council;
- (ii) planning, implementation and supervision of the recurrent budget as approved by the College Council;
- (iii) co-ordination of all administrative policies and administrative procedures in the College;
- (iv) consideration of any matter referred or delegated by the College Council;
- (v) appointment of such committees deemed necessary, which may include persons other than members of the Finance and General Purposes Committee;
- (vi) referral of any matter to the Finance and Staffing Committee for consideration and report;
- (vii) receipt and consideration of the minutes of the Finance and Staffing Committee;
- (viii) Liaison with the Academic Council as deemed necessary.

PUBLICATIONS AND COPYRIGHT COMMITTEE

Membership:

Head, Administrative Services (or Nominee) (Chairperson)
Head, Finance
Senior Planning Officer, Research
Principal College Librarian
Head, Publications (Executive Officer)
Head, Extension Service (or Nominee)
Heads of School (or their nominee)
President, Academic Staff Association

Terms of Reference:

The Publications and Copyright Committee should recommend to the Finance and General Purposes Committee on matters relating to publications and copyright within the College. In particular, the Publications and Copyright Committee shall advise on:

- (i) policy with respect to the production of College publications;
- (ii) Policy with respect to materials produced in multiple copies which, although not College publications as defined below, are deemed to be equivalent;
- (iii) policy with respect to copyright;
- (iv) policy with respect to College assistance in the production of non-College publications;
- (v) the financial implications of College publications.

For the purpose of identifying publications that fall within the terms of reference of the Publications and Copyright Committee, College publications are defined to be materials produced in multiple copies, normally bearing the copyright insignia of the W A College, together with International Standard Book Number (ISBN) or International Standard Serial Number (ISSN) (as appropriate) and the date of publication, and being edited in accordance with College style guidelines and designed in approved format. Examples of College publications which are expected to be of sufficient importance to merit the Committee's jurisdiction will include the following:

- (1) Text books and reference books
- (2) Academic journals
- (3) Literary journals
- (4) Monographs and research papers
- (5) Prospectuses
- (6) College Handbook
- (7) Annual Reports
- (8) External Studies materials
- (9) Brochures and other publicity materials
- (10) Audio-visual materials and transmissions
- (11) Computer software

FINANCIAL SYSTEMS COMMITTEE

Membership:

- Head, Administrative Services (Chairperson)
- Internal Auditor (Executive Officer)
- Head, Finance
- Financial Accountant
- Cost and Budgets Accountant
- Head, Management Systems

Terms of Reference :

To organise the production of a Financial Systems Manual which would provide:

- (i) comfort for the College auditors who in turn might well comment of the efficiency of the system as they see it and whether or not it is being followed (this is standard practice in the commercial world);
- (ii) comfort for the Director who, as Chief Executive Officer, is responsible to Council;
- (iii) opportunity for administration to impose some supervision and checking internally based on a well documented system;
- (iv) opportunity to upgrade the system and also the staff efficiency in the light of experience.

CATERING COMMITTEE

Membership:

- Head, Finance (or nominee) (Chairperson)
- Properties Officer (Executive Officer)
- Campus Secretary)
- Cafeteria Manager/Manageress) from each Campus
- Student Guild representative)

Terms of Reference :

To deal with all matters related to the conduct of cafeterias and the installation of vending machines throughout the College. This Committee is responsible for approving the location and type of vending machines to be installed and for the process for food and drinks whether provided by counter service or vending machine.

CAMPS, EXCURSIONS AND TOURS COMMITTEE

Membership:

- J Browne (Convener) - Department of Physical and Health Education, School of Education (Mount Lawley Campus)
- W Foulds - Department of Science Education, School of Education, (Claremont Campus)
- N Green - Department of Aboriginal and Intercultural Studies, School of Community and Language Studies (Mount Lawley Campus)
- H McKnight - Department of Human Movement Studies, School of the Arts and Applied Sciences (Mount Lawley Campus)
- R Phillips (Executive Officer) - Department of Finance (Churchlands Campus)

Terms of Reference:

To receive from the various Schools submissions relating to Field Experience Programmes proposed to be conducted. The Committee reviews these proposals to see if they comply with the approved definition for the Field Experience Programme and makes recommendations to the college Finance and General Purposes Committee regarding the level of resource allocation.

The Committee is also responsible for making recommendations to the College Finance and General Purposes Committee relating to any other matters connected with Field Experience Programmes (i.e. development of camp sites).

ART GALLERY COMMITTEE

Membership:

- Four staff members from Art and Design or Art Education (one of whom shall be Chairperson and Executive Officer)
- A community member of College Council
- Head, Administrative Services (or nominee)
- College Curator of Art

Terms of Reference:

To advise the Finance and General Purposes Committee on:

- (i) an acquisitions policy for the Gallery;
- (ii) an exhibitions policy for the Gallery;
- (iii) a promotional policy for the Gallery and its ancillary collections;
- (iv) policy with respect to soliciting donations, gifts and bequests;
- (v) Campus collections under its jurisdiction;
- (vi) all other matters relating to the Gallery.

HUMAN RESOURCES SYSTEMS STEERING COMMITTEE

Membership:

Head, Administrative Services (Chairperson)
Head, Personnel Department
Information Systems Manager (Executive Officer)
Senior Personnel Officer
Project Leader
Associate Head, Administrative Services
Equal Opportunity Officer
Other staff who would probably be invited to attend from
time to time (when matters of interest or relevance to their
duties arise) - Personnel Officer (Welfare)
- Personnel Officer (Staffing)
- Occupational Health and Safety Officer
- Staff Development Officer
- Cost and Budgets Accountant
- Other members of Personnel Department

Terms of Reference:

- (i) To decide what aspects of the Personnel Department's operations need to be reviewed;
- (ii) to decide proprieties;
- (iii) to establish development project teams, by providing terms of reference and allocating staff;
- (iv) to monitor progress;
- (v) to confirm the acceptability or otherwise of projects when development is completed;
- (vi) to make recommendations to the Finance and General Purposes Committee with regard to Personnel Department staffing and systems where necessary.

CHILD CARE WORKING PARTY

Membership:

Head, Administrative Services (Chairperson)
Nominee of Academic Staff Association
Nominee of Salaried Officers Association
Nominee of Student Guild
Nominee of Council

Terms of Reference:

To consider all matters related to child care provisions on the various Campuses.

EMPLOYMENT POLICIES WORKING PARTY

Composition :

Ms R Tang (Chairperson)
Mr W Snell
Dr W Green
Mr R Maslin
Mr J Quinn

Terms of Reference :

To develop and promulgate a set of policies regarding employment and disemployment of all College employees. These policies and procedural guidelines should be followed by all staff involved in the engagement and termination process and be clearly communicated to all new and existing staff.

W.A.C.A.E.



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