1982

Report of the Programme Review Committee

John Liddelow
Derek Briggs
John Williamson
Brian Lawrence

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REPORT OF THE
PROGRAMME
REVIEW
COMMITTEE

Western Australian College of Advanced Education
September 1982
Programme Review Committee

September, 1982

Mr W Young
Chairman
Council of the Western Australian College
Pearson Street
CHURCHLANDS WA 6018

Dear Mr Young

On behalf of the Programme Review Committee I am pleased to present our review of the academic programme and proposals for future development.

In view of uncertainties about the future, which have inevitably arisen among staff and students, the Committee has aimed at completing the Report as quickly as possible. Accordingly, in addition to undertaking the formidable task involved in investigating all matters associated with the Terms of Reference, the Committee at the outset set itself a target of six months for completion of the Report. It has therefore not been possible for the Committee to outline all proposals in fine detail, but an attempt has been made to include details where it is essential to initiate operational procedures.

The Committee has received full co-operation of the College community and wishes to express appreciation of the valuable advice and information received. The Committee also acknowledges the ready assistance afforded it by members of other organisations.

The Interim Council's action in authorising circulation of the Report prior to decisions being made is supported by the Committee. In due course, the Committee will present to your Council a summary of reaction to the Report, and the Committee's response.

I would like to draw your attention to the work and commitment of the members of my Committee. Their willingness to give this task their first priority and the quality of their contribution has been much appreciated by me as Chairman. In particular, I would like to acknowledge the work of the Secretary, Dr. Brian Lawrence, who has been engaged full time and virtually non-stop in all of the duties associated with his membership of the Committee. I also express appreciation of the efficient and detailed work of the support staff associated with the project.

Yours sincerely,

J. Liddelow
CHAIRMAN

Committee: John Liddelow (Chairman)
Derek Briggs
John Williamson
Brian Lawrence (Secretary)
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CHAPTER 1: INTRODUCTION

TERMS OF REFERENCE

1.1 (i) Having regard to the Council's objectives of achieving high standards of quality and efficiency in the academic system, and of maximising the special potential for academic development inherent in a multi-campus organisation, the Committee is asked to review the existing academic programme and to make recommendations on the overall pattern of the academic programme of the W.A. College of Advanced Education. In making these recommendations, the Committee should be mindful of likely support of governments and perceived community needs.

(ii) The Committee is requested to exercise initiative in dealing with any academic affairs deemed appropriate. However, in general, it is expected that the Committee will give attention to the long-term development of the academic programme, including staging processes, transitional regulations and the location of existing courses within the various occupational disciplines; and will give particular attention to such matters as:

- the future development of business-oriented programmes;
- the structure, broad content, location and scheduling of programmes of teacher education;
- the feasibility of the establishment of additional courses in disciplines not currently available within the College;
- the development of centres of excellence by the promotion of special programme strengths on individual campuses;
- modes of study with special reference to the extent and location of external studies and summer schools;
- assessment of students including grading and reporting systems;
- the provision of recurrent education in the short-course, non-award mode with special reference to teacher education.

(ii) The Committee shall ensure that interested groups and individuals within the College and the community be invited to make written and oral submissions.
PROCEDURES ADOPTED BY THE COMMITTEE

1.2 The following procedures were adopted as a basis for the Committee's deliberations:

(i) meetings with Campus Principals and staff of each constituent campus, both on the campus concerned and at the central venue, Churchlands;

(ii) consultation with the Director-General of Education, Dr. R.L. Vickery;

(iii) consultation with the Chairman of the W.A. Post-Secondary Education Commission, Dr. W.A. Pullman;

(iv) examination and inspection of the physical structure and functioning of each constituent campus;

(v) presentation by staff of submissions on the future academic development of the College;

(vi) examination of current courses and related activities on the various campuses, current timetabling, enrolment figures and procedures, policies on assessment, teaching practice and other details of academic operations;

(vii) study of the history and development of each campus and campus contact with local community;

(viii) examination of relevant literature and information on administration and organisation in tertiary education, including issues in amalgamation;

(ix) consideration of guidelines laid down by the Commonwealth Tertiary Education Commission, the Advanced Education Council, and the Western Australian Post-Secondary Education Commission;

(x) evaluation of the strengths and weaknesses of each campus in the context of the academic development of the Western Australian College.

1.3 The Committee met on over 70 occasions from February to August, and over 250 submissions from staff members were considered. The Committee wished to give adequate opportunity for interested persons to provide advice and information and accordingly initiated and also agreed to meetings with individuals, small groups and departments. These interviews and meetings were conducted on the campuses as appropriate. April 30, 1982, was set as the deadline for the receipt of written submissions, although the Committee continued to accept written advice beyond this date.

The interviews were usually unstructured and designed as opportunities for staff to comment on relevant matters. Because time constraints were necessary many staff subsequently prepared papers which elaborated on points made during the meetings.

Students were also consulted in two meetings organised by the Student Guild of the College. In these meetings the Committee sought the views of student representatives of campuses, and of students with experience in particular courses, both undergraduate and graduate.
1.4 The Committee also sought advice on a range of specific matters including counselling services, management education, economic forecasts, demographic trends, quality and background of entrants, occupational choice patterns and professional practice arrangements. In addition, working parties were established and reports were received on external studies and continuing education. A substantial amount of additional data was received from each campus on course structures, enrolment patterns, timetabling arrangements, student reporting systems, assessment policies and staff loads. In all areas of data collection, the Committee received full co-operation, and consequently was able to gain insight into campus similarities and differences in educational structures, provisions and needs.

In addition to the above sources of information, the Committee had available to it literature ranging from works on organisation and administration—some associated with amalgamations overseas—to current reports of co-ordinating agencies and funding authorities. An attempt was made to examine the progress of other Australian amalgamations, but no definitive information on academic re-organisation was available.

The Committee also noted the emergence of considerable literature on tertiary education in Australia, especially literature associated with a number of recent State and Commonwealth inquiries.

PLANNING POLICIES

1.5 In the process of formulating policies as a guide to planning, the Committee was conscious of the key role which will be played by the W.A. Post-Secondary Education Commission in the development of the academic programme of the College. The Committee was somewhat hampered by lack of an overall plan for development of post-secondary education in Western Australia, but recognised that overall planning has been constantly undermined by the unstable conditions which have been experienced by the sector in the last decade, especially in the small colleges. The Committee is, of course, aware that development in the sector could be adversely affected by over-dependence on an overall plan, and that initiatives should be centred in institutions. Nevertheless, the development of the W.A. College will be significantly affected by decisions taken by WAPSEC, especially decisions related to course approvals. The Committee, therefore, considers it essential that the College consolidate a close-working relationship with WAPSEC to ensure that the Commission is fully informed of the policies and objectives of the College.

1.6 As a guide to planning, the Committee adopted a basic position that this review should constitute a complete re-appraisal of the academic programme, rather than piecemeal adjustment of components, and that proposals should be aimed at achieving genuine amalgamation and real savings of resources. From this position, the Committee evolved further principles and policies as follows:

(i) the pattern of academic organisation should be planned to constitute a stable but flexible framework for development in this decade and the longer-term future;

(ii) the academic organisation should reflect programme orientation rather than campus orientation with programmes located in centres of specialisation, and in associated campus extensions of these specialisations;
the academic organisation should be constituted to ensure development of a multi-purpose programme, and to consolidate and expand existing multi-level, multi-campus courses and multi-modal delivery of the courses;

the campuses of the W.A. College should continue to constitute the advanced education sector in the geographical region of the metropolitan area to the north of the Swan River, and the College should establish additional campuses in such northern locations as Whitford and Joondalup;

the W.A. College programme should be diversified to complement the programme of the W.A. Institute of Technology in terms of provision in the short term of additional low-cost courses, and in the longer term, provision of alternative locations for high-demand courses aimed at serving community needs in regions north of the river;

diversification of courses should be undertaken in the context of community need for cultural and general vocational education, as well as "job-specific" vocational courses.

GENERAL OBJECTIVES

1.7 The Committee further refined the planning policies into general objectives for the institution. The objectives have an educational dimension in general, but in particular are basic to the Committee's conclusions on organisational issues associated with programme development. Objectives were adopted as follows:

(i) to develop a corporate ethos;

(ii) to develop a tradition of service to the community in general, and to government, education, industry and commerce in particular;

(iii) to provide a supportive organisational framework for applied research and associated professional-service contributions to the community;

(iv) to ensure high-quality leadership of the programme by emphasising programme leadership rather than campus administration in the roles and duties of senior academic staff;

(v) to attract academic staff with scholarly standing and wide-ranging professional experience;

(vi) to encourage in students positive attitudes towards achieving high standards of professional competence and related academic standards;

(vii) to develop services aimed at supporting the personal and professional welfare of students;

(viii) to encourage participation of the College community in programme review and development;

(ix) to co-operate with other post-secondary institutions in Western Australia in planning for provision of a co-ordinated, system-wide service to students, especially external students.
IMPLEMENTATION OF THE COMMITTEE'S PROPOSALS

1.8 The Committee was aware at the outset that a series of specific administrative actions will be necessary to initiate proposals contained in the Report. The Committee, therefore, has included in the Report a number of operational recommendations. These recommendations are interspersed within the general proposals and are summarised in Appendix A.

1.9 In Chapter 2 the Committee has referred to data on the economy and associated projections of educational needs as a basis for proposals on diversification and growth of enrolments. In general, predictions indicate possibilities for growth and the Committee has therefore proposed a relatively modest growth rate of approximately 330 equivalent full-time students per annum in the period, 1985 to 1990. This growth would increase the current enrolment of 6,000 to 8,400 EFTS at the end of the decade. The Committee has noted some predictions of a downturn in the economy. The Committee is therefore aware that there may be some curtailment of the projected expansion of the College, but is of the view that over an extended period of time, growth is inevitable in the advanced education sector. Thus, the Committee confirms its major position that the foundation should be laid now for future development. It is therefore recommended that the proposed organisational framework for the overall academic programme should be established immediately. It is also essential that action should immediately be undertaken to integrate the structure and content of the programme of teacher education to ensure that the staffing profile of the College is consistent with proposed changes in the overall organisation of the programme.

1.10 In recommending far-reaching changes, the Committee is aware that it cannot give the last word on the future of the College. The proposals of the Committee can only be implemented over an extended period of time, and it is therefore certain that constant review, up-dating and adjustment to changing circumstances will be necessary. The Committee has therefore recommended in the Report an academic organisation which will include provision for on-going review and adequate planning procedures.
CHAPTER 2: THE BACKGROUND

ESTABLISHMENT OF THE WESTERN AUSTRALIAN COLLEGE

2.1 In its 1981 Review of Commonwealth Functions, the Federal Government indicated that the Claremont Teachers College, and Mt. Lawley and Nedlands Colleges were among 30 colleges of advanced education which should be consolidated into larger units. It was the Government's intention that consolidation should result in genuine amalgamations, with one governing body and real saving of resources. The Western Australian Post-Secondary Education Commission and the Western Australian Government initially opposed this Commonwealth requirement on economic, educational and philosophical grounds but in order to safeguard funding, agreed to support an amalgamation of four colleges including the Churchlands College, as one multi-campus institution. In so doing, the Commission believed that the amalgamation of the four Colleges would provide maximum flexibility in terms of:

(i) re-allocation of resources from teacher education to other disciplines in order to meet emerging community needs for trained personnel;

(ii) re-deployment of resources from primary to secondary teacher education to meet the shortages which are expected to occur in the middle of this decade; and

(iii) necessary rationalisation and possible economies of scale in terms of administrative and service activities in order to meet the financial savings required by the Commonwealth.

The Western Australian College of Advanced Education was established by Government gazettal on 1 January, 1982.

COURSES AND ENROLMENTS

2.2 Throughout the last ten years the four campuses of the College experienced continuous development in the level of their operations. During this period enrolments doubled, various modes of study were developed, the range of awards was increased, and new fields of study were introduced thereby making the combined campuses increasingly multi-purpose. As a result of this development throughout the 1970s the overall range of activities became more diverse and the operation of the campuses increasingly sophisticated and complex. The scope of these developments is highlighted in Tables 2.1 to 2.6.

2.3 Table 2.1 indicates a steady increase in enrolments overall but at a declining rate in more recent years.
Table 2.1
Total W.A. College Enrolment (EFTS) 1973-1982

Source: Advanced Education Annual Statistical Collection

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<thead>
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<th>Year</th>
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<td>1973</td>
<td>2886</td>
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<tr>
<td>1974</td>
<td>3599</td>
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<td>1975</td>
<td>4699</td>
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<td>1976</td>
<td>5116</td>
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<td>5358</td>
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<td>1978</td>
<td>5311</td>
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<td>1979</td>
<td>5724</td>
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<td>1980</td>
<td>5874</td>
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<tr>
<td>1981</td>
<td>5956</td>
</tr>
<tr>
<td>1982</td>
<td>5986</td>
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In its most recent paper, "Future Perspectives for Advanced Education" (July 1982), the Advanced Education Council stresses: "The diversity of the advanced education sector - in terms of the nature and structure of courses, entry requirements, modes of study, institutional settings, and organisational styles - is an important aspect in extending access to higher education and providing real alternatives."

This pattern of development is typical of Australian colleges of advanced education throughout the period 1973-82. In terms of approved enrolment levels in 1984, this growth pattern will result in the College being the fourth largest college of advanced education in Australia with 6043 EFTS. The colleges with higher enrolments will be WAIT with 8145, RMIT with 8000 and the SACAE with 7524. This increase has occurred within tight constraints imposed by the Commonwealth Tertiary Education Commission.

2.4 The extent and rate of diversification of WACAE programmes is indicated in Table 2.2.

Table 2.2
W.A. College Enrolment (EFTS) by Field of Study 1973-1982

Source: Advanced Education Annual Statistical Collection

<table>
<thead>
<tr>
<th>Year</th>
<th>Commercial and Business Studies</th>
<th>Liberal Studies</th>
</tr>
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<tr>
<td>1973</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>1974</td>
<td>-</td>
<td>48(1.3)</td>
</tr>
<tr>
<td>1975</td>
<td>-</td>
<td>95(2.0)</td>
</tr>
<tr>
<td>1976</td>
<td>148(2.9)</td>
<td>132(2.6)</td>
</tr>
<tr>
<td>1977</td>
<td>342(6.4)</td>
<td>175(3.2)</td>
</tr>
<tr>
<td>1978</td>
<td>529(10.0)</td>
<td>185(3.4)</td>
</tr>
<tr>
<td>1979</td>
<td>632(11.0)</td>
<td>217(3.8)</td>
</tr>
<tr>
<td>1980</td>
<td>794(13.5)</td>
<td>290(4.9)</td>
</tr>
<tr>
<td>1981</td>
<td>849(14.3)</td>
<td>309(5.1)</td>
</tr>
<tr>
<td>1982</td>
<td>1203(20.1)</td>
<td>374(6.2)</td>
</tr>
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</table>
Each bracketed number indicates the percentage of the year's enrolment in each of the fields of study.

The rapid increase in business studies, the steady but relatively limited development of a range of humanities and social sciences and the very considerable but decreasing teacher education programme, due to the decrease of employment opportunities for teachers, are features of the College's recent development.

2.5 Throughout the last ten years, the College has experienced continuous expansion of post-graduate enrolments and corresponding proportional decrease in undergraduate numbers. Again, these trends are typical of those experienced in Australian colleges of advanced education during this period. The increase in post-graduate studies has occurred predominantly in teacher education, as is illustrated in Table 2.3.

Table 2.3
W.A. College Enrolment in Education by Percentage in Undergraduate (≤ 3 years) and Graduate (> 4 years) Studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate Studies</th>
<th>Graduate Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1973</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>1974</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>1975</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>1976</td>
<td>98.2</td>
<td>1.8</td>
</tr>
<tr>
<td>1977</td>
<td>92.9</td>
<td>7.1</td>
</tr>
<tr>
<td>1978</td>
<td>85.6</td>
<td>14.4</td>
</tr>
<tr>
<td>1979</td>
<td>77.4</td>
<td>22.6</td>
</tr>
<tr>
<td>1980</td>
<td>74.2</td>
<td>25.8</td>
</tr>
<tr>
<td>1981</td>
<td>71.9</td>
<td>28.1</td>
</tr>
<tr>
<td>1982</td>
<td>63.9</td>
<td>36.1</td>
</tr>
</tbody>
</table>

It should be noted that these percentages are based on EFTS data. The number of persons in each of the two categories in 1982 is approximately the same.

2.6 During the period 1975-1982 teacher education experienced considerable growth in external and off-campus enrolments. Table 2.4 indicates that 10.3% of the College's total EFTS enrolment is now in the external mode. Additionally, in 1982 another 247 students are studying off campus in regional classes. Thus, the College has become increasingly multi-modal in its offerings.

In its paper "Future Perspectives for Advanced Education", the Advanced Education Council also emphasises increasing need for part-time and external studies and sees the provision of such teaching as a "primary function of the advanced education sector". The paper adds: "The provision of external studies should be the responsibility of a few selected colleges in order to concentrate resources and expertise."
Table 2.4

W.A. College External Enrolments 1975-1982

Source: Advanced Education Statistical Collection

<table>
<thead>
<tr>
<th>Year</th>
<th>External Enrolments</th>
<th>EFTS</th>
<th>% of WAC (EFTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1975</td>
<td>119</td>
<td>59.5</td>
<td>1.3</td>
</tr>
<tr>
<td>1976</td>
<td>270</td>
<td>135.0</td>
<td>2.6</td>
</tr>
<tr>
<td>1977</td>
<td>477</td>
<td>238.5</td>
<td>4.5</td>
</tr>
<tr>
<td>1978</td>
<td>696</td>
<td>348.0</td>
<td>6.5</td>
</tr>
<tr>
<td>1979</td>
<td>899</td>
<td>449.5</td>
<td>7.8</td>
</tr>
<tr>
<td>1980</td>
<td>1143</td>
<td>571.5</td>
<td>9.7</td>
</tr>
<tr>
<td>1981</td>
<td>1068</td>
<td>534.0</td>
<td>8.9</td>
</tr>
<tr>
<td>1982</td>
<td>1239</td>
<td>619.5</td>
<td>10.3</td>
</tr>
</tbody>
</table>

2.7 The current profile of the College in terms of major fields of study and levels of award is indicated in Table 2.5.

Table 2.5

W.A. College Courses by Level and Field of Study 1982

Source: Advanced Education Statistical Collection

<table>
<thead>
<tr>
<th>Field Level</th>
<th>Education</th>
<th>Commercial and Business Studies</th>
<th>Humanities &amp; Soc. Sciences</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG3</td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>UG2</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>UG1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>PG1</td>
<td>20</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>PG2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>28</td>
<td>5</td>
<td>10</td>
<td>43</td>
</tr>
</tbody>
</table>

Leaving aside associated courses, non-CAE courses and campus differences in parallel awards (for example, there are three accredited Diploma of Teaching, Primary, awards) the College portfolio of courses contains six UG3 (associate diploma) courses, seven at UG2 (diploma) level, five at UG1 (bachelor's degree) level, 25 at PG1 (graduate diploma) level but none at PG2 (master's degree) level. The considerable number of separate graduate diploma awards available in teacher education, the small number of degree awards and the relatively large number of awards in the humanities and social sciences are features of the College's current portfolio. Four of the awards in the humanities and social sciences are in recreation.

2.8 Table 2.6 summarises the College's current position in terms of enrolments in each of the major fields of study, and also in level of awards.
Table 2.6

W.A. College Enrolments (EFTS) by Field of Study and Level 1982

Source: Advanced Education Statistical Collection

<table>
<thead>
<tr>
<th>Field Level</th>
<th>Education</th>
<th>Commercial and Business Studies</th>
<th>Humanities &amp; Soc. Sciences</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG3</td>
<td>-</td>
<td>-</td>
<td>316</td>
<td>316</td>
</tr>
<tr>
<td>UG2</td>
<td>2700</td>
<td>-</td>
<td>33</td>
<td>2733</td>
</tr>
<tr>
<td>UG1</td>
<td>952</td>
<td>1127</td>
<td>7</td>
<td>2086</td>
</tr>
<tr>
<td>PG1</td>
<td>757</td>
<td>76</td>
<td>18</td>
<td>851</td>
</tr>
<tr>
<td>PG2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>4409</td>
<td>1203</td>
<td>374</td>
<td>5986</td>
</tr>
</tbody>
</table>

The above data indicate the scope of the College’s current academic profile. The Advanced Education Council’s statistics show that the College is:

(i) one of the largest colleges of advanced education in Australia;
(ii) the largest school of education in Western Australia and one of the largest in Australia;
(iii) the ninth in size of schools of business in Australian colleges; and
(iv) the ninth in size of enrolment in external studies in the colleges - larger still if the extensive regional (off-campus) enrolments are included.

The humanities and social sciences enrolments are at present disproportionately small at all course levels. Also disproportionately small are UG3 level courses where enrolments account for 5.2% of the College’s total enrolment. New South Wales, Queensland and South Australia have three to four times this proportion of college students studying at UG3 level.

EARLIER PROJECTED PROFILES

2.9 In 1981 the Western Australian Post-Secondary Education Commission in its advice to the Advanced Education Council outlined the following profiles for the then independent Colleges.

Churchlands:

"The College’s future development will be based primarily on teacher education and business studies. The Commission’s policy supports the development of a comprehensive business studies school at the College and provides for some future diversification of activities, for example, at associate diploma level, to provide community oriented non-vocational courses. Further development of community-based programmes may involve some TAFE level courses."
Claremont:

"The Commission's policy supports the continued development of the College as essentially a single-purpose primary teachers college."

Mount Lawley:

"The future development of the College will be based on specific roles in primary teacher education, the performing arts (initially at TAFE level and subsequently with some advanced education courses), and some further diversification into community oriented courses - initially through an associate diploma course in arts and sciences. Within teacher education the College has developed a distinctive role in aboriginal and multicultural studies."

Nedlands:

"The future development of Nedlands College will be based on teacher education, liberal studies courses in recreation and library media, and courses in secretarial studies."

These separate profiles to a large extent reflect the current focus of activities on each of the campuses. Obviously, amalgamation means that separate campus profiles are no longer appropriate. The development of a new, overall, composite profile of applied and professional studies appropriate for a major college of advanced education is of paramount importance for the College.

PHYSICAL FEATURES AND RESOURCES OF THE COLLEGE

2.10 Areas and Dispersion

The four campuses of the W.A. College are all located in an expanding major population-density area north of the river, with a total usable land space of 39.47 hectares comprising:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Area (Ha)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churchlands</td>
<td>20.77</td>
</tr>
<tr>
<td>Claremont</td>
<td>3.91</td>
</tr>
<tr>
<td>Mount Lawley</td>
<td>11.25</td>
</tr>
<tr>
<td>Nedlands</td>
<td>3.54</td>
</tr>
</tbody>
</table>

Distances between campuses are:

<table>
<thead>
<tr>
<th>Distance</th>
<th>Km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churchlands - Mount Lawley</td>
<td>9.5</td>
</tr>
<tr>
<td>Churchlands - Nedlands</td>
<td>9.0</td>
</tr>
<tr>
<td>Churchlands - Claremont</td>
<td>8.0</td>
</tr>
<tr>
<td>Nedlands - Claremont</td>
<td>3.0</td>
</tr>
<tr>
<td>Nedlands - Mount Lawley</td>
<td>9.5</td>
</tr>
<tr>
<td>Claremont - Mount Lawley</td>
<td>12.5</td>
</tr>
</tbody>
</table>

The location of the Nedlands and Claremont campuses in the centre of the metropolitan area, their comparatively small site sizes and their close proximity to each other, are special features of campus locations.

Dispersion of campuses provides a number of advantages with respect to servicing the needs of the community, particularly in the northern sector of the metropolitan region. Course availability in close proximity to a number of major residential areas will enable students to choose a campus conveniently situated for them in terms of economy of time and cost. It
also justifies the present duplication of certain courses at the three most widely separated locations: Claremont, Churchlands and Mount Lawley.

2.11 Physical Resources

The four campuses of the W.A. College have considerable physical resources, especially in terms of buildings, many of which service specialist activities.

Churchlands

2.12 This campus was established in 1972 and contains the first open-plan college facilities in Australia. The campus now houses the Secretariat of the W.A. College in its administrative building, which is in the process of being extended. The campus also comprises separate buildings situated in a native garden setting. Apart from buildings which cater for activities concerned with communication, education and psychology, mathematics, science, art and craft and social science, the campus has a physical education complex, a major music and drama centre, a library and materials resource centre, and an excellent cafeteria and student guild building. Of special interest is the business studies building which includes a large lecture theatre and computing centre and houses one of the major schools of the College. The physical facilities at Churchlands Campus could accommodate approximately 1850 students at any one time.

Claremont

2.13 The Claremont Campus, established in 1902 as a teachers' college, is the oldest of the four campuses. 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. More recently a new library and resources centre has been built and, together with a new classroom block, has added to the overall capacity of the College. The campus has a multi-purpose hall/gymnasium which is fully utilised and other ancillary buildings of various ages which have been converted to teaching areas. The major deficiency of this campus is sub-standard accommodation. Bristol pre-fabricated structures were erected on the site after the second World War to cope with the demand for pre-service teacher trainees and are totally unsatisfactory. The need to replace such structures is recognised and plans for this are being developed. Staff accommodation must also be considered as sub-standard in many respects, and needs upgrading. Claremont can accommodate approximately 750 students at any one time.

Mount Lawley

2.14 Established in 1970, the Mount Lawley Campus has the second largest physical plant of the four campuses. A major campus administration and teaching building of some 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. Since the early 1970s further buildings have been added. They include 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 first stage of a music/drama complex which now accommodates the W.A. Academy of Performing Arts. This building has already been extended to provide a dance area and it is anticipated that further extensions will be made to provide for music activities and new initiatives in the area of theatre arts. The campus buildings at present could accommodate up to approximately 1200 students at any one time.

Nedlands

2.15 Established in 1968 the Nedlands Campus comprises a four-storey single structure which accommodates the campus administration, library, staff studies and most of the general teaching spaces. By October 1968 student association offices and cafeteria, together with a music/drama centre, were completed. In May 1969 additional accommodation in the form of an industrial arts centre, home economics centre, teaching resources and a gymnasium was erected. The great restriction placed on building expansion by the very confined site has been a constant problem. Apart from the new resources - science and media areas - and more recently some extensions for art/craft in order to provide relief for other activities in the main building, the campus has had to resort to ad hoc modifications in order to accommodate staff and students. In the present situation the Nedlands Campus could not house more than 1000 students at any one time and some of the accommodation involved is unsatisfactory.

2.16 It is therefore clear that the limitations of accommodation, including staffing accommodation, are important factors to be considered in any proposals for re-organisation of the academic system of the W.A. College.

ACADEMIC STAFF

2.17 Tables 2.7 to 2.9 provide selected data on staff engaged in various areas of the College's programmes. It is evident that staff resources are both diverse and substantial in all required areas. The teaching departments reflect the College's present orientation towards teacher education and business studies. However, it should be noted that the departments in teacher education include staff whose academic qualifications and experience have been gained in disciplines other than education. Of the 572 academic staff in the College 80.2% are employed full time and 19.8% part time.
Table 2.7  
Academic Staff by Department  
Full-time Equivalent Staff of the College - 1982  
Source: Advanced Education Statistical Collection

<table>
<thead>
<tr>
<th>Department</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>21.00</td>
</tr>
<tr>
<td>Art</td>
<td>28.60</td>
</tr>
<tr>
<td>Business Education</td>
<td>6.00</td>
</tr>
<tr>
<td>Career Education</td>
<td>2.00</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>6.90</td>
</tr>
<tr>
<td>Education</td>
<td>27.30</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>35.55</td>
</tr>
<tr>
<td>English</td>
<td>27.15</td>
</tr>
<tr>
<td>English/Business Studies</td>
<td>3.45</td>
</tr>
<tr>
<td>Home Economics</td>
<td>5.80</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>5.30</td>
</tr>
<tr>
<td>Intercultural Studies</td>
<td>7.40</td>
</tr>
<tr>
<td>Junior Primary</td>
<td>7.05</td>
</tr>
<tr>
<td>Languages</td>
<td>3.00</td>
</tr>
<tr>
<td>Library Studies</td>
<td>5.60</td>
</tr>
<tr>
<td>Mathematics</td>
<td>28.60</td>
</tr>
<tr>
<td>Media</td>
<td>8.70</td>
</tr>
<tr>
<td>Media Studies and Film</td>
<td>4.10</td>
</tr>
<tr>
<td>Music</td>
<td>20.00</td>
</tr>
<tr>
<td>Oral English and Drama</td>
<td>16.40</td>
</tr>
<tr>
<td>Physical and Health Education</td>
<td>34.25</td>
</tr>
<tr>
<td>Practice</td>
<td>26.80</td>
</tr>
<tr>
<td>Recreation</td>
<td>4.90</td>
</tr>
<tr>
<td>Reading</td>
<td>15.70</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>6.15</td>
</tr>
<tr>
<td>Science</td>
<td>21.60</td>
</tr>
<tr>
<td>Social Science</td>
<td>29.45</td>
</tr>
<tr>
<td>Business Studies/Accounting</td>
<td>10.10</td>
</tr>
<tr>
<td>Business Studies/Administrative</td>
<td>5.20</td>
</tr>
<tr>
<td>Business Studies/Workshop</td>
<td>5.00</td>
</tr>
<tr>
<td>Business Studies/Economic and Quant.</td>
<td>11.20</td>
</tr>
<tr>
<td>Business Studies/Finance</td>
<td>2.00</td>
</tr>
<tr>
<td>Business Studies/Law</td>
<td>4.30</td>
</tr>
<tr>
<td>Business Studies/Information</td>
<td>6.50</td>
</tr>
<tr>
<td>External Studies</td>
<td>4.00</td>
</tr>
</tbody>
</table>

* Total of all Staff                                    | 457.05 |

* Excludes Academic Services staff
2.18 Table 2.8 highlights the very considerable progress made by staff in upgrading their academic and professional qualifications throughout the period 1973-81. It should also be noted that the overwhelming majority of College staff have had considerable professional experience in their areas of specialisation.

Table 2.8
Academic Staff by Highest Level of Qualification 1981

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>14%</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td>42%</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>35%</td>
</tr>
<tr>
<td>Professional Qualification</td>
<td>9%</td>
</tr>
</tbody>
</table>

The Advanced Education Council’s figures ("Future Perspectives" - July 1982) for all Australian CAEs indicate that "approximately 50% of staff in CAEs possess a master’s or higher degree".

2.19 As well as the size of staff, as shown in Table 2.7 and level of qualification as in Table 2.8, the proportion of staff in senior positions should be noted. Table 2.9 shows a comparison of academic staff classifications.

Table 2.9
Academic Staff Classifications

<table>
<thead>
<tr>
<th>Grade</th>
<th>WAC 1981</th>
<th>Australian CAEs 1980</th>
</tr>
</thead>
<tbody>
<tr>
<td>Above Senior Lecturer</td>
<td>4.8%</td>
<td>8.7%</td>
</tr>
<tr>
<td>Senior Lecturer I</td>
<td>5.6%</td>
<td>15.0%</td>
</tr>
<tr>
<td>Senior Lecturer II</td>
<td>12.2%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Lecturer I</td>
<td>46.3%</td>
<td>39.7%</td>
</tr>
<tr>
<td>Lecturer II</td>
<td>12.2%</td>
<td>14.5%</td>
</tr>
<tr>
<td>Lecturer III</td>
<td>17.2%</td>
<td>6.4%</td>
</tr>
<tr>
<td>Other Teaching Staff</td>
<td>1.7%</td>
<td>8.2%</td>
</tr>
</tbody>
</table>

TRENDS IN THE AUSTRALIAN COMMUNITY

2.20 Consistent with its role as a college of advanced education the Western Australian College should continue to be oriented towards vocational and specific community needs and broaden the scope of its activities to meet changing circumstances as necessary. Because of this orientation, it was necessary for the Committee to consider attempts to identify societal and demographic trends which could be important for the future development of the College. The Committee recognised that long-term social, economic,
demographic and political forecasting is a difficult exercise. Nevertheless, it is necessary to consider the forecasts for the short or intermediate terms in order to plan the development of the College academic profile.

The Economy

2.21 Opportunities for development in the State stem from a variety of sources. The strongest growth impetus is expected to come from investment in resource development reinforced by a multiplier spin-off within the State. Employment in the subsequent operation of these developments will be supplemented by growth in the manufacturing and services sectors related to import substitution, industrial restructuring and technology-based development. It should be noted that:

(i) the State has a strong rural base which often complements fluctuations in world demand for minerals and energy products;

(ii) even with modest world economic growth the resultant increases in demand for rural and mineral resources available in Western Australia could be substantial;

(iii) geographic position suggests long-term growth is likely to flow from the economic development of the Middle East and Asia - Perth could become a major source of financial, medical and other high technology services to these markets;

(iv) Western Australian manufacturing being closely related to resources processing is well placed to benefit from the restructuring of the Australian economy.

Overall further prospects for the development of the Western Australian economy are diverse and underpinned by a strong resource base.

Technological Change

2.22 An increasing influence on our lifestyles in the late 1980s will be the effects of computer micro-technology and an information-based economy. There will be a decline of manufacturing in terms of contribution to the GDP and employment of unskilled and semi-skilled in all industrial groupings, but growth of white-collar occupations leading to changes in the nature of production and the employment structure.

The Committee of Inquiry into Technological Change in Australia (1981) argued that expectations of negative employment effects are without justification and that technological change is employment-generating in the long term. It does seem, however, that technological change will be a somewhat dislocating process for some sections of the community. Should predictions of increased unemployment, shorter working weeks, part-time work and early retirement come about, it is apparent that any corresponding increase in leisure time may lead to increases in educational, cultural and recreational activities.

The Advanced Education Council ("Future Perspectives" - July 1982) believes, "that the over-riding evidence suggests that colleges of advanced education will be called on increasingly to provide for the needs of mature-age students ... to remain viable in their existing employment or to facilitate a re-direction of their career ... to up-date, refresh and re-direct their vocational competencies in a milieu typified by rapid changes in technology and employment."
Employment

2.23 The Manpower Forecasting Section of the Department of Employment and Youth Affairs in its publication "Employment Prospects by Industry and Occupation: A Labour Market Analysis, 1981" identifies occupations which are likely to experience manpower shortages in the near future. Listed below are occupations that may be serviced by existing W.A. College courses or by courses which the College could develop.

- accountancy - executive
- market research analysis - computer programming and systems analysis
- secretarial
- teaching in technical education
- personnel work - training
- employment, industrial relations
- recreation
- welfare - speech therapy, and possibly
- journalism and general nursing (coupled with physical and health education)

Employment prospects for graduates in such fields as accountancy, computer science, engineering and secretarial practice (word processing operators), are considered to be good. Overall, the outlook for the graduate market depends very largely on rates of economic growth, technological change and government expenditure decisions.

2.24 The Advanced Education Council, in its recent advice to the CTEC, notes that there is clear evidence from expert committees such as the Meyer Committee and the Crawford Committee that it is important for Australia to keep abreast of advances in technology and to raise managerial skills. It further notes that:

"The advanced education sector is an important source for the production of skilled professional and para-professional manpower in applied science, engineering and the technologies; it also fulfills an essential role in the area of commerce and business studies. In addition it provides a wide range of other courses for employment in the growing service sector of the economy; for example, in the allied health area, welfare, recreation and the performing and creative arts."

With the economic constraints currently being experienced by the State Public Service it will be appropriate for the College to continue to explore the possibility of assuming a number of the training functions carried out by departments such as the Department of Community Welfare (e.g. social trainers and welfare workers) and the Department of Mental Health (e.g. psychiatric nursing).

The Bureau of Industry and Economics in its paper "Past Developments and Future Trends" (March 1981) produces tables which show an increase in employment opportunities particularly for skilled and professional labour. The Advanced Education Council "Future Perspectives" - July 1982, translates this as "an additional 650,000 jobs over the 20 years projection period, (1971-91). Colleges of advanced education are concerned almost exclusively with education for these categories of workers."

The Committee, in general, agrees with these observations on the economy, technological change and employment. It recognises, however, that such trends may develop slowly and does not wish to overstate their potential significance. Nevertheless, the framework of academic organisation of the W.A. College should reflect possibilities for growth which are related to such trends.

Demography

2.25 The Western Australian Post-Secondary Education Commission in a recent paper on demographic planning utilised the Australian Bureau of Statistics (Series A) projections, as did the Williams Committee of Inquiry into Education and Training. Assumed annual levels of net migration are 13,400 for Western Australia and 50,000 for Australia. Tables 2.10 to 2.12 reproduced from the WAPSEC paper indicate a substantial rate of growth in Western Australia's population for the period 1979-2001.

Table 2.10
Projected Population, Western Australia 1979-2001

Source: Australian Bureau of Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Age Group (years)</th>
<th>Total (all ages)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under 15</td>
<td>15-19</td>
</tr>
<tr>
<td>1979</td>
<td>336 678</td>
<td>112 936</td>
</tr>
<tr>
<td>1982</td>
<td>344 842</td>
<td>115 104</td>
</tr>
<tr>
<td>1984</td>
<td>352 344</td>
<td>117 917</td>
</tr>
<tr>
<td>1987</td>
<td>363 164</td>
<td>126 945</td>
</tr>
<tr>
<td>1990</td>
<td>379 387</td>
<td>128 570</td>
</tr>
<tr>
<td>1995</td>
<td>416 330</td>
<td>123 384</td>
</tr>
<tr>
<td>2001</td>
<td>448 048</td>
<td>141 805</td>
</tr>
</tbody>
</table>

Table 2.11
Projected Population, Australia 1979-2001

Source: Australian Bureau of Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Age Group (years)</th>
<th>Total (all ages)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Under 15</td>
<td>15-19</td>
</tr>
<tr>
<td>1979</td>
<td>3 706 022</td>
<td>1 290 228</td>
</tr>
<tr>
<td>1982</td>
<td>3 688 688</td>
<td>1 266 007</td>
</tr>
<tr>
<td>1984</td>
<td>3 706 549</td>
<td>1 266 945</td>
</tr>
<tr>
<td>1987</td>
<td>3 727 878</td>
<td>1 331 633</td>
</tr>
<tr>
<td>1990</td>
<td>3 805 804</td>
<td>1 322 613</td>
</tr>
<tr>
<td>1995</td>
<td>4 060 173</td>
<td>1 194 741</td>
</tr>
<tr>
<td>2001</td>
<td>4 211 706</td>
<td>1 342 670</td>
</tr>
</tbody>
</table>
Table 2.12
Projected Average Annual Rates of Growth of Population: Western Australia and Australia, 1979-2001

Source: Australian Bureau of Statistics

<table>
<thead>
<tr>
<th>Years</th>
<th>Western Australia</th>
<th>Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979 to 1982</td>
<td>1.99</td>
<td>1.02</td>
</tr>
<tr>
<td>1982 to 1984</td>
<td>2.01</td>
<td>1.17</td>
</tr>
<tr>
<td>1984 to 1987</td>
<td>1.98</td>
<td>1.17</td>
</tr>
<tr>
<td>1987 to 1990</td>
<td>1.89</td>
<td>1.12</td>
</tr>
<tr>
<td>1990 to 1995</td>
<td>1.77</td>
<td>1.04</td>
</tr>
<tr>
<td>1995 to 2001</td>
<td>1.59</td>
<td>0.91</td>
</tr>
</tbody>
</table>

"These projections indicate a substantially higher rate of population growth for Western Australia than for Australia over the entire period with an increase of about 214,000 persons occurring in Western Australia between 1979 and 1987 and a further increase of 394,000 persons between 1987 and 2001. Significant growth in the younger age groups, from which a substantial proportion of post-secondary education students have traditionally been drawn, is also anticipated. For example, the 15-29 year old age group population is projected to grow by 30,032 persons or 8.69% between 1979 and 1987 and by a further 41,835 persons or 11.1% between 1987 and 2001."

(WAPSEC Paper on Demographic Planning, November 1981)

It should also be noted in this context that there are some indications that Australia's net annual migration rate in the eighties and beyond may increase to 80,000. Overall it appears that there will be a substantial increase in net migration in the second half of the 1980s. These population projections indicate that tertiary institutions may need to cater for the educational needs of about 1.85 million people in Western Australia by the turn of the century. Over 1.4 million of these people will reside in the Perth Statistical Division.

The Commission has also been able to estimate the distribution of the Perth Region (which corresponds to the Perth Statistical Division). Table 2.13 shows the Projected Population of the Perth Statistical Division to the year 2001.
Table 2.13

Source: WAPSEC Paper on Demographic Planning, November, 1981

<table>
<thead>
<tr>
<th>Statistical Sub-division</th>
<th>Projected Population at 30 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Metropolitan</td>
<td>151,600</td>
</tr>
<tr>
<td>North Metropolitan</td>
<td>273,054</td>
</tr>
<tr>
<td>East Metropolitan</td>
<td>128,496</td>
</tr>
<tr>
<td>South Metropolitan</td>
<td>152,589</td>
</tr>
<tr>
<td>South-east Metropolitan</td>
<td>248,961</td>
</tr>
<tr>
<td>Total</td>
<td>954,700</td>
</tr>
</tbody>
</table>

The Commission comments:

"The resultant projected rates of growth are quite modest in terms of growth rates experienced by Perth as a whole since the 1950s. Excluding the Central area, in which a no-growth situation is assumed, the growth rates for the metropolitan regions vary from a low of 1.96% per annum for the East Metropolitan Sub-division to a high rate of 2.90% per annum for the South-east Metropolitan Sub-division. The most significant result shown by the projections is that the population within the North Metropolitan and South-east Metropolitan areas will grow to the extent that it will account for well over one-half (58.0%) of Perth's population in 2001. Conversely, the Central Metropolitan's share will decline from 15.9% in 1982 to 10.7% in 2001."

It is anticipated that the total non-metropolitan population levels might grow by 79,000 to 446,160 persons by 2001. This growth can be expected in coastal towns, in resource-development centres and adjacent areas.

Participation Rates

2.26 The CTEC's own analysis (1981) of participation rates in post-secondary education (universities, colleges of advanced education and TAFE) indicates that the Western Australian overall participation rate is 19.8% of the 17 to 29 age group compared to 43.5% in New South Wales, 38.3% in Victoria, 24.1% in Queensland, 18.9% in South Australia, and 9.4% in Tasmania.

The Commission noted that throughout Australia between 1977 and 1980 there had been a decline of nearly 9% in the number of students who proceeded directly from school to higher education. This decline occurred despite increases in the numbers of students remaining in secondary school to Year 12.
Figure 2.1 shows a comparison of the 17 year old population in Western Australia (1978-89) with proposed CAE enrolments for the State. This comparison prepared by the W.A. Institute of Technology as part of its Planning Guidelines for 1981-86 indicates that from now on there is likely to be an increasing demand for tertiary education from school leavers.

Figure 2.1
Comparison of 17 Year Old Population and Proposed CAE Enrolments in Western Australia 1978-89

Source: Advanced Education Annual Statistical Collection; WAPSEC Advice to AEC (1981); W.A. Treasury Estimates

Similar increasing trends are evident in the growth patterns of the 17-22 year group, 23-29 year group and most noticeably in the 30-39 year group.

The Advanced Education Council in its recent advice to the CTEC indicated that it could see no demographic influences to suggest that there should not be a continued growth in the provisions of advanced education for the balance of this century.

This view is consistent with that held by the Committee which further notes that the multi-campus Western Australian College is well placed geographically to respond to the expected population growth in the northern half of the Metropolitan Region. The College can expect increasing demand for places in its courses throughout the 1980s.

SUPPLY AND DEMAND OF TEACHERS

In December 1981, WAPSEC prepared an analysis of the supply and demand for additional early childhood, primary and secondary teachers. These
estimates are shown in Tables 2.14 and 2.15 below. Since the completion of the WAPSEC report, quotas for pre-service early childhood and primary courses have been revised downwards by 10 places in early childhood (now 100 places) and by 110 places in primary (now 680 in the CAEs). The secondary quota has been increased by 65 in WAC courses (now 390 places). 1982 intakes into early childhood, primary and secondary, excluding mid-year intakes and part-time students, were 47, 421 and 401. It can therefore be expected that a period of undersupply of teachers in all sectors will occur in 1985, even allowing for graduates of previous years who were not immediately employed.

Accordingly, the next several years are likely to see attempts to fill quotas in primary pre-service courses. In addition, it is expected that the demand for post-service teacher education, including proposed higher-level studies will remain healthy. These factors combined with continued high enrolments for off-campus studies should ensure a steady demand for places in teacher education.

Table 2.14

Supply of and Demand for Additional Primary Teachers Based on the Estimated Likely Supply and Demand 1981-85

Source: WAPSEC Data, December 1981

<table>
<thead>
<tr>
<th>Year</th>
<th>Supply new graduates*</th>
<th>Demand Govt schools</th>
<th>Demand Non-govt schools</th>
<th>Total</th>
<th>Excess supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MINIMUM DEMAND</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>572</td>
<td>167</td>
<td>122</td>
<td>289</td>
<td>283</td>
</tr>
<tr>
<td>1982</td>
<td>525</td>
<td>1</td>
<td>122</td>
<td>123</td>
<td>402</td>
</tr>
<tr>
<td>1983</td>
<td>521</td>
<td>188</td>
<td>122</td>
<td>310</td>
<td>211</td>
</tr>
<tr>
<td>1984</td>
<td>526</td>
<td>132</td>
<td>120</td>
<td>252</td>
<td>274</td>
</tr>
<tr>
<td>1985</td>
<td>526</td>
<td>172</td>
<td>119</td>
<td>291</td>
<td>235</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAXIMUM DEMAND</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>572</td>
<td>449</td>
<td>122</td>
<td>571</td>
<td>1</td>
</tr>
<tr>
<td>1982</td>
<td>525</td>
<td>404</td>
<td>122</td>
<td>526</td>
<td>-1</td>
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<tr>
<td>1983</td>
<td>521</td>
<td>404</td>
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<td>526</td>
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<tr>
<td>1984</td>
<td>526</td>
<td>344</td>
<td>120</td>
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<td>62</td>
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<tr>
<td>1985</td>
<td>526</td>
<td>383</td>
<td>119</td>
<td>502</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>LIKELY DEMAND</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>572</td>
<td>342</td>
<td>122</td>
<td>464</td>
<td>108</td>
</tr>
<tr>
<td>1982</td>
<td>525</td>
<td>233</td>
<td>122</td>
<td>355</td>
<td>170</td>
</tr>
<tr>
<td>1983</td>
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<td>296</td>
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<td>1984</td>
<td>526</td>
<td>241</td>
<td>120</td>
<td>361</td>
<td>165</td>
</tr>
<tr>
<td>1985</td>
<td>526</td>
<td>275</td>
<td>119</td>
<td>394</td>
<td>132</td>
</tr>
</tbody>
</table>

Note: *the pool of unemployed teachers seeking employment is excluded from the estimates in the table. Employment of teachers from this pool would increase the number of unemployed graduate primary teachers.
Table 2.15
Supply of and Demand for Additional Secondary Teachers Based on the Estimated Likely Supply and Demand 1981-85

Source: WAPSEC Data, December 1981

<table>
<thead>
<tr>
<th>Year</th>
<th>Supply new graduates*</th>
<th>Demand</th>
<th>Excess supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt schools</td>
<td>non-govt schools</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>482</td>
<td>264</td>
<td>198</td>
</tr>
<tr>
<td>1982</td>
<td>460</td>
<td>202</td>
<td>203</td>
</tr>
<tr>
<td>1983</td>
<td>445</td>
<td>420</td>
<td>207</td>
</tr>
<tr>
<td>1984</td>
<td>471</td>
<td>459</td>
<td>214</td>
</tr>
<tr>
<td>1985</td>
<td>471</td>
<td>364</td>
<td>216</td>
</tr>
</tbody>
</table>

MINIMUM DEMAND

<table>
<thead>
<tr>
<th>Year</th>
<th>Supply new graduates*</th>
<th>Demand</th>
<th>Excess supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt schools</td>
<td>non-govt schools</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>482</td>
<td>578</td>
<td>198</td>
</tr>
<tr>
<td>1982</td>
<td>460</td>
<td>590</td>
<td>203</td>
</tr>
<tr>
<td>1983</td>
<td>445</td>
<td>662</td>
<td>207</td>
</tr>
<tr>
<td>1984</td>
<td>471</td>
<td>757</td>
<td>214</td>
</tr>
<tr>
<td>1985</td>
<td>471</td>
<td>577</td>
<td>216</td>
</tr>
</tbody>
</table>

MAXIMUM DEMAND

<table>
<thead>
<tr>
<th>Year</th>
<th>Supply new graduates*</th>
<th>Demand</th>
<th>Excess supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt schools</td>
<td>non-govt schools</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>482</td>
<td>472</td>
<td>198</td>
</tr>
<tr>
<td>1982</td>
<td>460</td>
<td>438</td>
<td>203</td>
</tr>
<tr>
<td>1983</td>
<td>445</td>
<td>547</td>
<td>207</td>
</tr>
<tr>
<td>1984</td>
<td>471</td>
<td>591</td>
<td>214</td>
</tr>
<tr>
<td>1985</td>
<td>471</td>
<td>496</td>
<td>216</td>
</tr>
</tbody>
</table>

LIKELY DEMAND

<table>
<thead>
<tr>
<th>Year</th>
<th>Supply new graduates*</th>
<th>Demand</th>
<th>Excess supply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt schools</td>
<td>non-govt schools</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>482</td>
<td>472</td>
<td>198</td>
</tr>
<tr>
<td>1982</td>
<td>460</td>
<td>438</td>
<td>203</td>
</tr>
<tr>
<td>1983</td>
<td>445</td>
<td>547</td>
<td>207</td>
</tr>
<tr>
<td>1984</td>
<td>471</td>
<td>591</td>
<td>214</td>
</tr>
<tr>
<td>1985</td>
<td>471</td>
<td>496</td>
<td>216</td>
</tr>
</tbody>
</table>

Note: *the pool of unemployed teachers seeking employment is excluded from the estimates in the table. Employment of teachers from this pool would tend to balance out the apparent shortage of secondary teachers - indicated as negative figures under Excess Supply in the table.

DEMAND FOR UNDERGRADUATE COURSES AND LOCATION OF APPLICANTS

2.29 Figure 2.2 shows that the percentages of first-preference applications for entry to teacher education in the colleges has been relatively steady over the period 1977-1982. Note that the 20% demand figure for the W.A. College is almost entirely for undergraduate pre-service teacher education and business. There is consequently a need for the W.A. College to diversify its undergraduate courses and also to expand enrolments in post-service teacher education.
Figure 2.2

Percentage Distribution of TISC First Preference Applicants (Including Ineligible) by Institution: 1977 - 1982

Source: Tertiary Institutions Service Centre

The stability of the overall position is due to the increased demand for places in business studies. Thus, the College has satisfied additional demand for places in the tertiary system with this diversification of its programme. The Committee, therefore, emphasises again the need for the College to expand this diversification.

2.30 Table 2.16 indicates the home locations of students admitted in 1982 to the undergraduate programmes in teacher education and business studies.
Table 2.16
1982 Student Admissions to the W.A. College
Place of Residence

Source: Tertiary Institutions Service Centre

<table>
<thead>
<tr>
<th>Suburbs</th>
<th>Teacher Education</th>
<th>Business Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECE</td>
<td>PRI</td>
</tr>
<tr>
<td>North of River:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgewater</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Mullaloo, Craigie, Hillarys, Padbury</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Wanneroo, Gnangara</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Woodvale, Wangara, Kingsley Trigg</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Trigg, Sorrento, Marmion Waterman,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Beach, Carine</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Duncraig</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Greenwood, Warwick</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Girrawheen, Koondoola, Marangaroo,</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Alinjarra</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ballajura</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Hammersley, Gwelup</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Balga, Yirrigan, Mirrabooka, Nollamara</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Malaga, Noranda, Dianella, Morley,</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Embleton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karrinyup, Doubleview, Innaloo, Woodlands, Churchlands</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Balcatta, Stirling</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Scarborough, City Beach</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Wembley Downs, West Floreat</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Floreat, Wembley</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Osborne Park</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Tuart Hill, Joondanna, Yokine</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Bayswater, Maylands</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bedford, Inglewood</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Coolibinia, Menora, Mt. Lawley</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Highgate, East Perth</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>North Perth</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Glendalough, Mt. Hawthorn</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Leederville</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>West Perth</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Subiaco, Shenton Park</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Graylands, Mt. Claremont, Swanbourne</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Cottesloe</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Mosman Park</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Nedlands, Dalkeith</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Koongamia, Greenmount, Upper Swan</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Henley Brook, Caversham</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Bassendean</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Lockridge</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bullsbrook East</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Herne Hill, Middle Swan</td>
<td>4</td>
<td>2</td>
</tr>
</tbody>
</table>
The Committee has noted from this data on place of residence of students admitted to the College's undergraduate courses in teacher education and business studies that:

(i) entrants into early childhood education come mostly from north of the river and country locations;

(ii) entrants into primary education and secondary education come from widely dispersed locations within the metropolitan area and country regions;
(iii) the majority of business entrants come from locations north of the river and principally from locations near to the Churchlands Campus.

TRENDS IN ENROLMENT IN POST-SECONDARY EDUCATION

2.31 The Commonwealth Tertiary Education Commission has, in its Report for the 1982-84 Triennium, identified the following general trends in enrolments in post-secondary education in Australia. (These national trends have been reflected in Western Australia and are typical of the recent pattern of enrolments in the Western Australian College):

(i) total participation in higher education has increased but the participation of younger students has declined significantly;

(ii) there has been a steady decline in the rate of increase of total enrolments in universities and CAEs;

(iii) in TAFE there has been a steady increase in enrolments in almost all types of courses;

(iv) in tertiary education there have been increases in enrolments in part-time and external studies but a decline in the demand for full-time study;

(v) the decline in pre-service (full-time) and the increase in post-experience (part-time) teacher education courses have contributed substantially to this change;

(vi) increased enrolments in part-time and external studies have predominantly been due to enrolments of older students and thus the proportion of older students has increased;

(vii) there have been increases in the number of students entering universities and CAEs under mature age provisions;

(viii) in all three sectors there has been an increasing proportion of women students.

2.32 The Advanced Education Council further notes that there has also been increasing pressure from professional associations such as the Institute of Engineers for UG2 courses to be no longer recognised but replaced by UG1 awards. The overall decline in the proportion of UG2 courses reflects these pressures and the College should therefore review its course offerings at this level, for example, UG2 courses in teacher education as the teaching profession is now the only major profession which does not have a UG1 award as its initial qualification.

2.33 In its advice to the CTEC the Advanced Education Council projected a slight change of emphasis between courses leading to initial awards and those leading to higher qualifications, but indicated that in 1984 over 80% of enrolments will be in courses leading to a first qualification.

The Council expects that student load in post-experience courses will decrease beyond the 1982-84 triennium when the backlog of upgrading is reduced. Resources may then be redirected.

Moreover, the Advanced Education Council believes that the resources proposed for teacher education in 1984 will be at a level that should be
sustained for the balance of the 1980s and possibly for some time beyond. However, within that level there will be complementary shifts in the resources devoted to pre-service and post-experience teacher education.

2.34 The CTEC's present policies on master's degrees in CAEs and on the provision of middle level courses may not encourage growth in PG2 and UG3 courses respectively. However, discussion on these matters is continuing.

There has been a substantial increase in enrolments in all areas of TAFE over the period 1977 to 1979, except in professional courses (Stream 1), which represent less than one per cent of total TAFE enrolments. The decline in this area has been brought about partly because courses previously included have been re-designated advanced education courses.

The CTEC's constraints on UG3 and PG2 level course developments in colleges of advanced education is not in accord with advice from other bodies such as the Advanced Education Council, WAPSEC and the Williams Committee of Inquiry into Education and Training. Indeed, the Williams Committee recommended a heavy emphasis on UG3 courses in CAEs.

Although the Williams Committee also recommended a reversal in the trend towards post-graduate studies in CAEs, WAPSEC in its recent advice to the AEC indicated qualified support as follows:

"The range of post-graduate diplomas will be established by the 1982-1984 triennium and developments thereafter will be more in the nature of consolidation and adaptation to special needs.

At the master's degree level, developments are likely to round out the range of offerings, but special attention will be given to avoiding unnecessary duplication with courses offered by the two universities. Some co-operative arrangements may be possible."

Undergraduate and Graduate Studies

2.35 The Advanced Education Council has recently reiterated the policy that the primary function of colleges of advanced education should be to provide opportunities for people to acquire a first professional qualification. The Council also endorses a subsidiary function of providing opportunities to extend basic qualifications or, in some cases, to acquire a second qualification in a different field. The Council is concerned to ensure that the present major emphasis on first professional qualifications in colleges of advanced education is maintained. Table 2.17 indicates the distribution of enrolments within the two levels in Australian CAEs.
Table 2.17
Percentage Distribution of Student Load in Initial and Post-initial Advanced Education Courses, Australia (a), Actual 1978 and 1980, Projected 1984

Source: CTEC Report for 1982-84 Triennium, Vol. 1, Pt. 3

<table>
<thead>
<tr>
<th></th>
<th>Teacher Education</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial award courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses</td>
<td>79.3</td>
<td>71.7</td>
<td>67.5</td>
</tr>
<tr>
<td>Post-initial award courses (b)</td>
<td>20.7</td>
<td>28.3</td>
<td>32.5</td>
</tr>
</tbody>
</table>

(a) Excludes Northern Territory
(b) Includes conversion courses; that is, those designed to upgrade an existing qualification to the UG2 diploma or UG1 degree level.

However, comparison of Australian trends in course levels and the W.A. College’s present course profiles (see Tables 2.5 and 2.6) indicates that the profile of the W.A. College is unbalanced, particularly in teacher education. Within this field an upgrading from UG2 to UG1 for the initial qualification, consolidation of PG1 level courses and the provision of PG2 courses is appropriate. For the College generally, a greater provision of UG3 courses would also provide a better balanced profile for the College, and would be compatible with the general objectives of colleges of advanced education.

Overseas Students

2.37 The College is currently involved with the Australian Development Assistance Bureau in providing a specialist course in Physical and Health Studies for overseas students. It is also likely that this involvement will increase as a result of College initiatives and because of the range of relevant courses in educational and cultural areas taught within the College. Recent inquiries in some South-East Asian countries have revealed a very considerable interest from both private and sponsored students in a variety of College courses. In this regard it is likely that overseas students will benefit from specialised courses previously unavailable to them. It can therefore be expected that the W.A. College will establish formal links with educational authorities in South-East Asia.

External Studies

2.38 With the inclusion of a small number of other sundry enrolments there are 1285 students enrolled in the external (correspondence) mode in the W.A. College in 1982. This is 13.8% of the College’s current enrolment of persons (or 10.3% in EFTS). Additionally, there are 247 students enrolled part time in other off-campus studies.
There are 202 units available in the external (correspondence) mode and of these approximately one in every three units is offered in both semesters. In Semester I, 1982, 107 units were taken externally with an average enrolment of 12.0.

Table 2.18 refers to comparative data on the provision of external studies.

Table 2.18

W.A. College External Studies

Source: Advanced Education Statistical Collection, 1981

<table>
<thead>
<tr>
<th>(i) Percentages of external enrolments compared to total enrolments in CAEs - 1981</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td><strong>Western Australia</strong></td>
</tr>
<tr>
<td><strong>WAC</strong></td>
</tr>
<tr>
<td><strong>WAIT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(ii) Percentages of external enrolments in Teacher Education compared to total enrolments in CAEs - 1981</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td><strong>Western Australia</strong></td>
</tr>
<tr>
<td><strong>WAC</strong></td>
</tr>
<tr>
<td><strong>WAIT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(iii) Percentages of external enrolments in Teacher Education compared to total enrolments in Teacher Education in CAEs - 1981</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td><strong>Western Australia</strong></td>
</tr>
<tr>
<td><strong>WAC</strong></td>
</tr>
<tr>
<td><strong>WAIT</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(iv) Comparison between WAC and WAIT in external enrolments - 1981</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>All Courses</strong></td>
</tr>
<tr>
<td><strong>Enrolment Percentage</strong></td>
</tr>
<tr>
<td><strong>WAC</strong></td>
</tr>
<tr>
<td><strong>WAIT</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The Advanced Education Council in "Future Perspectives" (July 1982) in summing up its findings on student characteristics in advanced education, emphasises the importance of part-time and external enrolments:

"As far as the future is concerned, the Council believes that:

.. the student population will be divided almost equally between males and females;"
the trend towards part-time study will continue with more than half the student body studying on this basis;

the very rapid increase in external studies is also expected to be a trend which will continue in the foreseeable future;

the trend towards mature-age students is also expected to continue with people over the age of 22 years making up more than half the student body."

It is apparent from the above data that the College is a major provider of external tuition. It has developed a multi-modal, external studies system to provide for the needs of people (mostly teachers) who are unable to attend regularly one of its main campuses.

In view of:

(i) comparative provisions for external studies across Australia (in both teacher education and other fields);

(ii) the emergence of new demands for external tuition in some additional fields, particularly in graduate level studies in teacher education and general studies at middle level for mature students; and

(iii) the geographical and demographic characteristics of Western Australia

it can be expected that the College will need to increase its commitment to students unable to attend classes on any of its main campuses.

CONTINUING EDUCATION AND APPLIED RESEARCH

2.39 Continuing Education

The Committee is aware of a significant and increasing commitment by College staff to community and professional requirements for continuing education of various kinds. In-service courses, retraining programmes, continuing professional education as well as general community courses are significant aspects of the College's instructional programme. The breadth and impact of these servicing operations is evidenced by the following data on in-service work undertaken by College staff in 1981:

| Number of courses | 180 |
| Total number of participants | 5164 |
| Total number of hours of instruction | 2841 |

2.40 Applied Research

The emerging role of applied research in colleges of advanced education was referred to by the Australian Conference of Principals of Colleges of Advanced Education in its 1981 paper on applied research and development in colleges, as follows:

"Colleges have a modernising role in introducing new and improved applications and technologies and an important part of this academic activity is invested in research and consultancy work. They have already established a
substantial reputation as a source of knowledge and experience especially appropriate to meet research needs in industry, and through their expanding consultancy activity are helping to narrow the gap between scientific research and industrial innovation.

The (Williams) Report recommends that research projects in colleges be funded through individual grants from such sources as the Australian Research Grants Committee and through industrial consultancies and the Conference accepts that substantial advances will continue to be made along these avenues. It seeks, however, acknowledgement that in particular fields some colleges are well-founded to develop research centres or units which will make unique contributions to innovative research by virtue of their specialist disciplines.

Although the Commonwealth Tertiary Education Commission has for the time being not accepted the Conference's proposal for direct grants for applied research and development in colleges of advanced education, and although the ACOPCAE no doubt was referring in particular to the Institutes of Technology in making its recommendation, it is nevertheless apparent that CAEs, including the W.A. College, are well placed to contribute to community needs in areas of special competence. The College has at least some staff in specialist areas able to engage in developmental work as is evidenced by the data shown in Tables 2.7 and 2.8. For example, Table 2.8 indicates that 56% of the academic staff hold doctorates or master's degrees.

The College can expect to increase its involvement in the areas of applied research and continuing education and increasingly attract funds from both Government and private sources.

WAPSEC'S POLICY FOR ADVANCED EDUCATION IN WESTERN AUSTRALIA FOR 1982-84

2.41 A perspective on the information and data discussed above is provided in WAPSEC's strategy for the current triennium as expressed in its 1981 advice to the AEC as follows:

(i) "Australian Bureau of Statistics projections suggest that for the period up to 1984, and beyond, the total Western Australian population and the Western Australian population in the 17 to 19 year age group will both grow at a markedly faster rate than the comparable Australian populations and that this will result in the levels of demand for advanced education remaining buoyant.

(ii) In formulating plans for advanced education for the 1982-84 triennium, the Commission has been conscious of the desirability of promoting further growth at Murdoch University. Accordingly, despite the population growth mentioned above, only modest increases in advanced education student load are proposed for the triennium and this will lead to a reduction in the rate of participation in advanced education in Western Australia.

(iii) It would not be appropriate to develop any new colleges of advanced education in the Perth metropolitan area during the course of the triennium. However, population growth in outer metropolitan areas will in due course justify the development of post-secondary education facilities, including advanced
education. Ways of meeting the advanced education needs of these outer metropolitan areas will be explored during the course of the triennium.

(iv) Some developments in advanced education will be required in non-metropolitan areas during the course of the triennium to meet existing and developing needs. In particular, there will be consolidation and further development of advanced education programmes at the Western Australian School of Mines and Further Education (WASMAFE), and possibly the development of advanced education through contracting arrangements between Hedland and Karratha Colleges and metropolitan institutions.

(v) The various academic developments which will be proposed for the triennium are likely to be aimed at improving the range and quality of programmes commensurate with a more effective utilisation of resources."

The Commission's planned enrolments for the 1982-84 triennium are shown in Table 2.19.
<table>
<thead>
<tr>
<th>Table 2.19</th>
</tr>
</thead>
<tbody>
<tr>
<td>WESTERN AUSTRALIAN POST SECONDARY EDUCATION COMMISSION</td>
</tr>
<tr>
<td>PROPOSED STUDENT LOAD (EFTS) IN ADVANCED EDUCATION, 1982-84</td>
</tr>
<tr>
<td>Source: WAPSEC Submission to AEC, 1981</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Teacher Education Courses</th>
<th>1982</th>
<th>1983</th>
<th>1984</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WACAE</td>
<td>WAIT</td>
<td>WASMAFE</td>
</tr>
<tr>
<td>Pre-Service</td>
<td>3 209</td>
<td>426</td>
<td>3 635</td>
</tr>
<tr>
<td>Post-Experience</td>
<td>1 482</td>
<td>345</td>
<td>1 827</td>
</tr>
<tr>
<td>Total</td>
<td>4 691</td>
<td>771</td>
<td>5 462</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Science Based Courses</th>
<th>1982</th>
<th>1983</th>
<th>1984</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WACAE</td>
<td>WAIT</td>
<td>WASMAFE</td>
</tr>
<tr>
<td>Agriculture/Forestry</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture/Building</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
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<td>3</td>
<td></td>
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<tr>
<td>Paramedical Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3 261</td>
<td>200</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities Based Courses</th>
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<th>1983</th>
<th>1984</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WACAE</td>
<td>WAIT</td>
<td>WASMAFE</td>
</tr>
<tr>
<td>Art and Design</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial and Business Studies</td>
<td>879</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>General Studies</td>
<td>302</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>30</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1 211</td>
<td>4 089</td>
<td>37</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL - ALL COURSES</th>
<th>1982</th>
<th>1983</th>
<th>1984</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WACAE</td>
<td>WAIT</td>
<td>WASMAFE</td>
</tr>
<tr>
<td></td>
<td>5 902</td>
<td>8 121</td>
<td>200</td>
</tr>
</tbody>
</table>

* Other enrolments in first year engineering and in business studies which are to be provided by WASMAFE through contractual arrangements.
The Commonwealth Tertiary Education Commission has closely followed these enrolment quotas and noted that only a small increase in the provision of advanced education in Western Australia had been recommended to it because of the need to promote future development of Murdoch University. The CTEC also noted that the planning parameters which it sees as appropriate for the 1982–84 triennium should not necessarily be assumed to be so for the remainder of the 1980s.

An Earlier Proposal for a Northern Campus

2.42 The Committee noted a report to the then Western Australian Tertiary Education Commission published in 1974 on the establishment of a CAE campus in the northern suburbs of Perth. "New Northern Campus (The Whitfords Study)" was undertaken by W.A. Pullman and H.W. Peters of the Western Australian Institute of Technology to determine the feasibility of commencing a multi-purpose CAE campus at Whitfords in the late 1970s. The report concluded that a development of this kind was feasible and that the new campus should open in 1978 with between 750 - 1000 students. Studies proposed were business, administration, the social sciences, and possibly teacher education.

In addition, the report contained a recommendation for the then teachers colleges to diversify their activities with particular emphasis on accounting, social sciences, arts and crafts, secretarial studies and special education.

The Committee endorses the general recommendations of this earlier report. However, the exact location and academic profile of an additional northern campus requires further consideration. Some of the issues involved will be taken up again later in this Report.

THE BACKGROUND AND COLLEGE DEVELOPMENT

2.43 In assessing factors referred to above as background for College development, the Committee noted, in general, considerable prospects and opportunities for the College. However, the Committee does not wish to over-estimate potential for development and was aware of some current difficulties which should be considered. For example:

(i) some disillusionment in the community with higher education;
(ii) trends in government to reduce the rate of public spending on tertiary education;
(iii) current economic difficulties which may result in pessimistic attitudes about future prospects;
(iv) excessive concern with the current partial over-supply of teachers and lack of recognition of the possibility of future short-falls in teacher supply;
(v) perception of the College as a large teachers college;
(vi) potential opposition in attempts to correct the imbalance of student-load distribution with teacher education (73.7%) at one extreme and liberal studies (6.2%) at the other, and to correct imbalance among levels of awards.
These difficulties notwithstanding, the background indicates many positive elements in relation to the development of the College. The Committee noted these elements as follows:

(i) a strong resource base for growth in the Western Australian economy;

(ii) continued demand for advanced education in general, including W.A. College courses;

(iii) substantial population growth predicted for Western Australia in the next two decades, and related population growth in the 15–29 age group;

(iv) significant population growth predicted for the northern area of the metropolitan region;

(v) stronger demand for teachers throughout the decade, and recognition of the major role of the College in teacher education;

(vi) increasing participation of mature-age students, female students and external students in tertiary education, and potential for an increase in overall participation rates in Western Australia;

(vii) increasing demand for business, computing, secretarial, community-service studies and some aspects of recreation studies, and especially demand for job-specific middle-level courses;

(viii) strong interest in the community in fine and performing arts;

(ix) advantages to the advanced education sector which will accrue from concentration of campuses north of the river;

(x) benefits to local communities which will accrue from multi-campus distribution of services;

(xi) versatility of existing academic staff as a basis for servicing a diversified programme;

(xii) considerable investment in specialised facilities in such fields as science, music and other performing arts, physical education, fine arts, media and computing;

(xiii) experience in multi-modal delivery of courses, and especially in delivery of external and regional studies;

(xiv) specialised work in aspects of studies not offered in other institutions in such areas as religious studies, multicultural and language studies, career education, and a range of curriculum areas in teacher education;

(xv) continued demand for post-graduate studies.
CHAPTER 3: ACADEMIC PROFILE AND COURSE DEVELOPMENT

INTRODUCTION

3.1 Proposals on the future academic profile of the College and directions to be taken in the development of courses and levels of enrolment for the College during the remainder of this decade, arise from the Committee's analysis of factors referred to in Chapter 2.

In particular, the Committee recognised:

(i) the favourable location of the largest two campuses in servicing the growing northern and north-western corridors;

(ii) predicted growth rates for regions north of the river and for Western Australia as a whole;

(iii) the Advanced Education Council's prediction of growing demand for advanced education; and

(iv) the capacity of the College to expand into fields of study that may be developed from the existing range of studies and the diverse expertise of staff in teacher education.

In proposing the extent and types of course developments suitable for the College, the Committee is aware that its proposals need to be channelled through the various co-ordinating agencies: the Western Australian Post-Secondary Education Commission in the first instance, and subsequently the Advanced Education Council and the Commonwealth Tertiary Education Council. Because of this, the Committee has noted the stated policies of these bodies and has framed its proposals to accord with such policies, although many proposals are in areas where policies do not clearly exist. The Committee has also been mindful of courses currently available in other institutions in Western Australia, and has attempted to avoid unnecessary duplication, particularly in low-enrolment and high-cost fields.

3.2 Having considered these factors, as well as changing circumstances and demands for tertiary education in Western Australia, the Committee proposes 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.

3.3 The Committee, while noting that the College will operate initially within the context of slightly increasing enrolments overall, a steady state of enrolments in teacher education, and scarce financial resources,
recommends a progressive increase in the scope of the College's activities to meet changing circumstances, and to respond to demonstrable community needs, which the College will be competent to meet. To achieve this development the College should:

(i) diversify the academic programmes;
(ii) provide a better balance of award levels in the range of associate diploma (UG3) level to masters (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;
(v) respond to local and regional needs for tertiary education.

In regard to local and regional needs, the Committee is firmly of the view that Western Australia will be served best by tertiary institutions which are of approximately the same size and status but providing real alternative opportunities in geographically distinct locations. This trend would be reinforced with the development of a northern campus, in a region such as Whitford or Joondalup.

3.4 It is proposed that this increase in scope will be developed on the basis of existing courses and, in the short term, will utilise existing staff and equipment. At the same time, increased flexibility in opportunities for programme development will be necessary to enable the College to respond effectively to local and regional needs, which may be affected by changes in manpower, demographic and educational factors.

One of the features of colleges of advanced education envisaged in the earlier Martin and Wark Reports was the flexibility which these colleges should possess in adapting to community needs. This flexibility was to relate not only to the diversity of course content and entry standards but also to the speed with which necessary changes could be implemented. The College should therefore seek to build this flexibility from the outset into its evolving teaching profile.

MAJOR FIELDS OF STUDY

3.5 The Committee proposes that the Western Australian College should become a major tertiary institution within the Western Australian system of tertiary education. It should therefore develop a portfolio of applied and professional courses which encompasses the full range of tertiary awards.

Accordingly, this portfolio should be developed on the basis of the existing academic profile and perceived demand for advanced education in Western Australia. The Committee therefore recommends that the College concentrate its future development in the following seven broad fields:

(i) The Arts
(ii) Applied Sciences
(iii) Business
(iv) Community Studies
(v) Language Studies
(vi) Education
(vii) Performing Arts
These broad fields of studies are flexible, long-term in development and compatible with guidelines for the development of colleges of advanced education. They evolve from current academic activities of the College, and complement the established academic profiles of other institutions in the Western Australian tertiary system.

SCHOOLS OF THE COLLEGE

3.6 To provide adequately for this development, the Committee recommends establishment of two new schools of study to complement an integrated School of Education, a re-organised School of Business and a re-organised academic structure in the Academy of Performing Arts. The two new schools should be a School of the Arts and Applied Sciences and a School of Community and Language Studies. The Western Australian College will then comprise the following five academic schools 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 Academy of Performing Arts

The Committee envisages that in the longer term, the School of Community and Language Studies will require re-organisation into a School of Community Studies and a School of Language Studies. Similarly, the School of the Arts and Applied Sciences will eventually need to separate into a School of the Arts and a School of Applied Sciences. These divisions are expected to occur during the 1988-1990 triennium, by which time the scope and size of the College should warrant seven major schools.

Enrolment Levels in the Schools 1983-1990

3.7 Having considered demographic trends, expectations of expansion in the advanced education sector and the nature of the College's academic profile, the Committee is of the view that the following projected enrolment levels shown in Table 3.1 are realistic and appropriate for the planned academic profile of the College.
Table 3.1
W.A. College Planned Enrolments (EFTS) 1983-1990

<table>
<thead>
<tr>
<th>School Year</th>
<th>Arts &amp; Applied Sciences</th>
<th>Business</th>
<th>Community &amp; Language Studies</th>
<th>Education</th>
<th>Performing Arts</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1983</td>
<td>190</td>
<td>1370</td>
<td>300</td>
<td>4200</td>
<td>70</td>
<td>6130</td>
</tr>
<tr>
<td>1984</td>
<td>350</td>
<td>1395</td>
<td>420</td>
<td>4100</td>
<td>130</td>
<td>6395</td>
</tr>
<tr>
<td>1985</td>
<td>580</td>
<td>1485</td>
<td>560</td>
<td>4200</td>
<td>195</td>
<td>6970</td>
</tr>
<tr>
<td>1986</td>
<td>690</td>
<td>1540</td>
<td>695</td>
<td>4200</td>
<td>265</td>
<td>7390</td>
</tr>
<tr>
<td>1987</td>
<td>805</td>
<td>1540</td>
<td>845</td>
<td>4200</td>
<td>300</td>
<td>7700</td>
</tr>
<tr>
<td>1988</td>
<td>910</td>
<td>1570</td>
<td>955</td>
<td>4200</td>
<td>350</td>
<td>7985</td>
</tr>
<tr>
<td>1989</td>
<td>1015</td>
<td>1575</td>
<td>1090</td>
<td>4200</td>
<td>390</td>
<td>8270</td>
</tr>
<tr>
<td>1990</td>
<td>1075</td>
<td>1555</td>
<td>1170</td>
<td>4200</td>
<td>420</td>
<td>8415</td>
</tr>
</tbody>
</table>

Notes: 1. Enrolments in performing arts exclude TAFE.
2. Enrolments in 1984 for teacher education result from a low 1982 intake.

Because of the College's capacity to expand into fields related to its comprehensive programmes in teacher education and because of other factors noted earlier, the Committee projects an increase of 2020 in enrolments in the period 1985-1990. This projected increase is based on an average increase of 336 EFTS in each of the years 1985 to 1990. The Committee recommends that the estimated 1984 enrolment of 6395, which is approximately 300 EFTS higher than earlier predictions, be absorbed by the College within its approved level of funding.

3.8 Most of the increase in enrolments is planned to occur in fields other than education. Thus, the Committee proposes that education be held at approximately the current enrolment levels, and by 1990 will be expected to account for 50% of the College's total enrolment. The extent of programme diversification envisaged for the College in the current triennium is small, and will be achieved by re-allocation of places across study areas rather than by any considerable increase in overall enrolments.

However, it must be clearly recognised that the College will be establishing new teaching areas in response to established needs as part of its multi-purpose profile. New areas which are closely related to existing programmes have been identified and others may also be identified. Programme diversification of this type is compatible with recent recommendations from Commonwealth and State authorities.

3.9 A detailed description of the development envisaged for each school follows, with particular current and proposed courses, implementation schedules and enrolment levels for each school. In the preparation of enrolment levels, the Committee has taken into account full-time and part-time studies, estimated withdrawal rates and anticipated graduation rates.

SCHOOL OF THE ARTS AND APPLIED SCIENCES

3.10 Because of the College's expertise and substantial facilities, the Committee recommends development of courses in the fine arts which will
correspond to major studies in art education and in associated performing arts. The College is well placed to commence studies in selected studio areas at the associate diploma level and in the longer term at the bachelor’s degree level.

The School of the Arts and Applied Sciences is expected to have an enrolment of 1075 EFTS by 1990. In addition, it will have a very significant servicing role for other schools, particularly the School of Education.

In the field of the arts, it is proposed that the school should offer a two-year Associate Diploma in Visual Arts and Crafts with major studies in painting and drawing, sculpture, theatre design, leatherwork, textiles, ceramics, jewellery and calligraphy and lettering. This course should also be vocationally oriented towards fields of employment in the visual arts and crafts. The course should provide some application towards the performing arts.

In addition, the Committee recommends development of a three-year Bachelor of Arts course with streams in visual arts and crafts similar to those proposed in the UG3 course. These studio areas should be supported by theoretical bases appropriate for studies in fine arts at degree level. The above course developments in the visual arts and crafts are well within the capabilities of the W.A. College and will make available to the community (particularly in the north of the river regions) the College’s considerable staff expertise and high-quality facilities.

3.11 The Committee has noted the considerable resource base of the College in the areas of library, media, computing and environmental and physical sciences. Consequently, it is appropriate that the College prepare associate diploma courses in media studies, computing studies and environmental science to complement the existing Associate Diploma in Library Media and Graduate Diploma in Educational Technology. In addition, the introduction of maritime studies in association with the Maritime College in Tasmania should be considered.

3.12 The Committee attaches considerable importance to the development of a Bachelor of Applied Science course with major streams in library studies, media, information processing, environmental sciences and the physical sciences. As a consequence of its current undergraduate and graduate courses in computing in two of its schools, the College should also plan its courses with a view towards offering a Master of Applied Science in Information Processing later in the decade. The proposed developments in library, media and computing are solidly based on existing studies and will utilise existing staff and facilities. The recommended courses in environmental science and other applied science areas are realistic in terms of servicing the northern suburbs of the metropolitan region.

3.13 The Committee recommends the following schedule of course implementation and enrolment levels as indicated in Table 3.2

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
</tr>
</thead>
</table>
| 1983 | Associate Diploma in Visual Arts and Crafts  
|      | Graduate Diploma in Teacher Librarianship |
| 1984 | Associate Diploma in Media  
|      | Associate Diploma in Computing |
| 1985 | Associate Diploma in Applied Science (Environmental Studies)  
|      | Bachelor of Applied Science (Information Processing)  
|      | Graduate Diploma in Computing |
1986 Associate Diploma in Sports Science  
Bachelor of Applied Science (Library Studies)  
Bachelor of Arts (Visual Arts and Crafts)

1987 Bachelor of Applied Science (Environmental Science)

1988 Bachelor of Applied Science (Media)

Date of implementation of a Master of Applied Science (Information Processing) should be determined at an appropriate time.

The Committee recommends the following enrolment levels for the above course developments in the period 1983-1990.

Table 3.2

<table>
<thead>
<tr>
<th>Planned Enrolment Levels (EFTS)</th>
<th>School of the Arts and Applied Sciences, 1983-1990</th>
</tr>
</thead>
<tbody>
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<td>Sports Science</td>
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<td>Computing</td>
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<td>Media</td>
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<td>Library Media</td>
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<td>Applied Arts &amp; Sciences</td>
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<tr>
<td>UGI</td>
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<td>Visual Arts and Crafts</td>
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<tr>
<td>Applied Science</td>
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<tr>
<td>Information Processing</td>
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<tr>
<td>Media</td>
<td>15</td>
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<tr>
<td>PGI</td>
<td></td>
</tr>
<tr>
<td>Educational Technology</td>
<td>25</td>
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<td>Teacher Librarianship</td>
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</tr>
<tr>
<td>Computing</td>
<td>20</td>
</tr>
<tr>
<td>Totals</td>
<td>190</td>
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</tbody>
</table>

SCHOOL OF BUSINESS

3.14 Since enrolling its first students in 1976 the School of Business has experienced a rapid growth both in enrolment levels and range of awards. Currently it offers six streams in the Bachelor of Business programme and in 1982 commenced studies at graduate diploma level in management, accounting and finance.
The School of Business is expected to reach an enrolment of 1540 by 1986, and by this time to have developed a comprehensive range of studies from associate diploma level through to master's level. In so doing, it will fulfil an expectation recognised by WAPSEC that it will develop into a major school of business. Additionally, the School should strengthen its co-operative teaching and contribute to the multi-disciplinary approach favoured by the Committee. For example, the School will help service the business education programme of the School of Education and also contribute to the design and teaching of administrative studies and computing studies as these form parts of courses in other schools. The School of Business should also utilise the staff and resources in such departments as the Department of Mathematics in the School of the Arts and Applied Sciences in the delivery of mathematically-based units.

3.15 Specific plans for the School mostly involve developments at graduate level where the Graduate Diploma in Business will include additional strands in marketing, international business, computing studies, retail management, systems analysis and design. These streams are expected to be primarily the 19.2 category of PG1 award, that is, studies undertaken in a field which differs substantially from a student's undergraduate studies. The Committee also considers as appropriate the planning of a two-year Master of Business (PG2) programme based on those streams which provide a post-graduate diploma classified in the 19.1 category, that is, studies in depth undertaken in the same field as that of the undergraduate studies. The Committee favours this two-stage approach in the development of higher award courses because of the two exit points it provides for students. The Committee does not support masters' programmes of shorter than two years' duration for students with a three-year UG1 qualification.

3.16 In reference to the proposed Master of Business, the Committee rejects the general recommendation of the Inquiry into Management Education (Ralph Committee) to centralise in designated universities higher level studies in management. This concept is rather elitist and fails to take into account the nature of management studies and the role of colleges of advanced education in providing applied and vocationally oriented studies at the highest level.

The Advanced Education Council ("Future Perspectives", July 1982) also does not support a position that higher level studies in management should be centralised in designated universities:

"In the 1960s the universities offered degree level courses in economics and commerce which were analytical rather than vocational. The Martin Committee supported the continuation of this arrangement with the new colleges offering vocationally-oriented business studies courses. These emphases have, in general, been maintained although some universities now offer undergraduate courses with a vocational bias in the business area and it is likely that some advanced education courses in this area have more of an analytical bias than was envisaged in 1965. The Council suggests, therefore, that some rationalisation may be appropriate. Courses at the post-graduate diploma level in administration, management and accountancy are offered in both of the higher education sectors. The Council considers that, in most cases, these could be appropriately provided by the advanced education sector."
The same discussion paper also notes:

"The Council considers that the advanced education sector has a responsibility to provide, within enrolment limits, master’s degree programmes which are of an applied nature and an extension of undergraduate work –

a) in areas of study which are not comprehended by the universities,

b) in other areas of study where there is particular expertise not available in a university."

The Committee supports the Advanced Education Council’s comments concerning the provision, in colleges, of graduate diploma courses and master’s courses in business.

3.17 The Committee recommends planning at the undergraduate level of an additional stream in the Bachelor of Business in Communications (advertising and public relations) and development of new associate diploma courses in secretarial studies, and retailing. These course developments will require liaison with relevant teaching departments in other schools.

3.18 The following schedule of course implementation and enrolment levels as indicated in Table 3.3 is recommended.

1983 Graduate Diploma in Marketing (previously approved)
Graduate Diploma in Computing Studies
Graduate Diploma in Retail Management
Graduate Diploma in International Business

1985 Associate Diploma in Secretarial Studies
Graduate Diploma in Systems Analysis and Design
Master of Business

1988 Associate Diploma in Retailing (re-submission)
Bachelor of Business (Communications)

Table 3.3
Planned Enrolment Levels (EFTS)
School of Business, 1983-1990

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<td>1570</td>
<td>1575</td>
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</tbody>
</table>
3.19 The Committee has noted that the information processing stream in the Bachelor of Business course involves a significant proportion of computer studies not specifically focused on business and which the Committee recommends be offered by the Department of Computing in the School of the Arts and Applied Sciences. The Committee has previously recommended the development of a Bachelor of Applied Science with a stream in information processing and expects that both this course and the Bachelor of Business (Information Processing) will contain some common units. The Committee recommends that the School of Business continue to offer a Bachelor of Business (Information Processing) but that the Department of Information Processing be responsible only for those units which are exclusively business oriented, and that other units of a more general orientation become the responsibility of the Department of Computing in the School of the Arts and Applied Sciences. The Committee recommends a similar arrangement of teaching responsibilities in regard to the Graduate Diploma in Computing proposed by the School of Business. In the event of the College offering a Bachelor of Applied Science (Information Processing) the Committee anticipates that future enrolments in the Bachelor of Business (Information Processing) will decline slightly as a consequence. This prediction has been taken into account in estimating future enrolments in information processing in the two schools.

3.20 The Committee has noted the comments expressed in some submissions that rapid development (particularly in the current year) has imposed burdens on the staff of the school, and that further developments may exacerbate these difficulties. Nevertheless, the Committee takes the view that the School should develop a comprehensive range of courses by the middle 1980s, but recognises re-direction of resources will be needed to achieve this. This re-direction of resources particularly involves staffing and computing facilities. Because of this primary objective of developing a comprehensive set of programmes, the Committee does not expect the School of Business to develop external studies offerings in the mid-term future. However, the Committee recommends that the matter be reviewed from time to time.

SCHOOL OF COMMUNITY AND LANGUAGE STUDIES

3.21 In community studies the College should strengthen and broaden existing studies in recreation, health, aboriginal and intercultural studies. Complementary new studies in the behavioural, administrative, community services and welfare areas should be prepared. These studies should be compatible with the College’s courses in education studies and should utilise staff and resources currently available in the behavioural sciences. Most new developments should occur at the associate diploma level but a Bachelor of Arts in specialised behavioural areas should also be developed.

3.22 In the field of communications (language studies), the Committee recommends continued development of programmes in the areas of community languages and interpreting and translating with development of provision for higher level awards in the area of non-English languages. The College has considerable expertise in the areas of literature, linguistics, language education and applied languages and should therefore develop, in a Bachelor of Arts degree, streams in selected areas of communication. This new school will absorb ten courses ranging from UG3 to PG1, comprising eight courses in community studies and two in language studies which are currently offered by the College.
3.23 Existing recreation courses appear to be well established. The Committee, however, is of the opinion that selected vocational streams, within the UG3 course particularly, should be developed. Further, it recommends the phasing out of the UG2 diploma course and consolidation of the degree course.

3.24 In accordance with the advice of the 1981 accreditation panel, the current Associate Diploma in Health Education should be upgraded and complemented by a higher award in community health education. However, the Committee disagrees with the panel’s recommendation of an upgrading to UG2 (diploma level), preferring to design a course of degree (UG1) standard. By so doing, the Committee is of the opinion that the health occupations' will be more appropriately served. The development of an additional higher level course parallels the development of a set of courses in recreation studies which the Committee sees as something of a model.

3.25 The field of intercultural studies in which the College has a significant role comprises Aboriginal studies and migrant studies. An existing PG1 course in intercultural studies constitutes a basis for further development in the field. The Committee proposes the development of an Associate Diploma in Intercultural Studies designed for community workers, government departmental personnel and others who require a considerable background in multicultural studies and education.

3.26 In May 1982 the College proposed to WAPSEC the introduction of UG3 courses in social administration (two streams in public administration and social welfare and welfare administration), community studies (streams for social trainers and welfare workers) and instructional management (with streams in pre-school studies, child and youth studies and adult studies). Although the latter two courses have been deferred, the College intends to bring them forward again for implementation in 1984 because of the very considerable interest they have generated, and because they are well within the capabilities of the College.

3.27 The Committee received submissions proposing the development of courses at UG3 level in the fields of sports administration and personnel management. The Committee is prepared to support the development of such courses because of the relationship of sports administration to existing streams of study in recreation, and because studies in personnel management already form part of the Bachelor of Business course, and are consequently a field in which the College is active. Both these fields of community studies would benefit by provision of UG3 courses for people actively involved in these areas.

3.28 Because of the College’s considerable expertise in applied psychology, the Committee recommends development of a course leading to a Bachelor of Arts with a stream in community psychology where emphasis would be placed on the psychological foundations involved in social welfare, counselling, family studies and youth work.

3.29 In language studies, the Committee recommends an extension of programmes based on the very substantial and successful studies in English language education in the School of Education and community languages which are being developed on the Mount Lawley Campus. Specifically, the Committee has recommended upgrading from UG2 (diploma) to UG1 (degree) level the three-year course in interpreting and translating, expansion of the number of languages covered in the Associate Diploma in Community Languages and its ultimate upgrading to a UG1 course. These developments
at degree level should be complemented by a Bachelor of Arts in Communications with an emphasis on linguistics and related studies and should eventually lead to a Master of Arts. At the UG3 level, the Committee proposes a course in advertising and public relations in which the College currently is teaching relevant units in what will be the Departments of Media (including film and television), Business Workshop and English Language Studies. This area of applied language studies should be inter-disciplinary and is within the present scope of college teaching activities.

3.30 The Committee recommends the following schedule of course implementation and enrolment levels as indicated in Table 3.4.

1983  Bachelor of Arts (Interpreting and Translating)
      Associate Diploma in Social Administration

1984  Associate Diploma in Instructional Management
      Associate Diploma in Community Studies

1985  Bachelor of Arts (Communications)
      Bachelor of Arts (Community Psychology)

1987  Associate Diploma in Intercultural Studies
      Bachelor of Applied Science (Health Education)

1988  Associate Diploma in Personnel Management
      Associate Diploma in Advertising and Public Relations
      Bachelor of Arts (Community Languages)
Table 3.4
Planned Enrolment Levels (EFTS)
School of Community and Language Studies, 1983-1990

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<td>955</td>
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SCHOOL OF EDUCATION

3.31 Much of the course development in the School of Education will focus on the rationalisation and consolidation of courses at both undergraduate and graduate level. The details of the Committee's recommendations in regard to the existing Diploma of Teaching, Bachelor of Education, pre-service Graduate Diploma in Education and specialist graduate diploma courses are referred to in Chapter 8. These matters will not be considered in this section other than to indicate the schedule for implementation and to indicate the general levels of enrolment. However, it should be noted at this stage that the Committee recommends:

(i) upgrading of the present Diploma of Teaching (UG2) to a Bachelor of Arts in Education (UG1);

(ii) continuation of the pre-service Bachelor of Education (UG1) (secondary) and the post-service Bachelor of Education;
(iii) absorption of all current graduate diploma courses (PGI, 19.2 category) as streams within the Bachelor of Education course;

(iv) development of a Post-graduate Diploma in Educational Studies (PGI, 19.1 category) in selected curricular areas;

(v) development of a Master of Education degree course in selected curricular areas.

3.32 The Committee further recommends several more specific developments including:

(i) development of a strand in early childhood education in the pre-service Graduate Diploma in Education to complement the current streams in primary education and secondary education;

(ii) development of a Post-graduate Diploma in Educational Studies (stream in Educational Administration);

(iii) provision of external studies in the Bachelor of Arts in Education in a limited number of selected specialisations as an outcome of the DOTES project on the Mount Lawley Campus;

(iv) continuation of the Aboriginal Teacher Education Programme, and development of a similar project for immigrant student teachers.

Phasing Out of Graduate Diploma Courses

3.33 The specific details of the proposed rationalisation of courses in teacher education are described in Chapter 8. However, with regard to graduate diploma courses, the Committee recommends they be discontinued and that no enrolments be accepted into existing graduate diploma courses from 1984 onwards. Students requiring specialist studies should be directed into the revised Bachelor of Education course in which specialist streams will be available, or if they are eligible, into an available stream in the Post-graduate Diploma in Educational Studies. In order to safeguard students currently enrolled, the Committee realises the need to phase out all current graduate diploma courses over a period of time but expects this to be completed by the end of 1986.

3.34 The Committee has noted from current enrolments that the number of non-teacher candidates in the various graduate diploma courses is very small, the exceptions being the Graduate Diploma in Children's Literature and the Graduate Diploma in Intercultural Studies. Therefore, the Committee proposes that the graduate diploma courses in intercultural studies should be the responsibility of the School of Community and Language Studies. Additionally, the Committee recommends that the School of Community and Language Studies consider the need to continue an award in children's literature for non-teachers.

The Graduate Diploma in Early Childhood Studies also should be transferred to the School of Community and Language Studies to provide studies in this area for non-teachers. Teachers who wish to pursue advanced studies in early childhood education and junior primary education should be encouraged to enrol in the Bachelor of Education course or the Post-graduate Diploma in Educational Studies.
Post-graduate Diploma in Educational Studies

3.35 Corresponding to the absorption of specialist studies into the fourth year of the Bachelor of Education, the Committee recommends that curricular streams be developed in the Post-graduate Diploma in Educational Studies in fields where the College possesses sufficient expertise. Entry into such fifth-level courses should be on the basis of four years of study in teacher education. The School of Education should develop fields as recommended in Chapter 8. The first courses of this kind should commence in 1984 and be accredited in the following year.

3.36 The Committee expects the development of streams of studies within the Bachelor of Education to provide for early childhood, primary and secondary teachers. It is also recommended that a stream in health education be developed to help satisfy the likely demand for teachers of health education in schools and early childhood centres.

3.37 The Committee recommends the following schedule of course implementation and enrolment levels as indicated in Table 3.5.

1983 Pre-service Graduate Diploma in Education (Early Childhood Education)
   Post-graduate Diploma in Educational Studies (Educational Administration)

1984 Post-graduate Diploma in Educational Studies (various streams)
   Bachelor of Arts in Education

1985 Master of Education

Table 3.5
Planned Enrolment Levels (EFTS)
School of Education, 1983-1990

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<td>2860</td>
<td>2750</td>
<td>2800</td>
<td>2800</td>
<td>2800</td>
<td>2800</td>
<td>2800</td>
<td>2800</td>
</tr>
<tr>
<td>B.Ed. or equivalent</td>
<td>1340</td>
<td>1262</td>
<td>1236</td>
<td>1231</td>
<td>1231</td>
<td>1231</td>
<td>1231</td>
<td>1231</td>
</tr>
<tr>
<td>Post-graduate Diploma in Educational Studies</td>
<td>88</td>
<td>154</td>
<td>154</td>
<td>154</td>
<td>154</td>
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</tr>
<tr>
<td>Master of Education</td>
<td>10</td>
<td>15</td>
<td>15</td>
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</tr>
<tr>
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<td>4200</td>
<td>4200</td>
<td>4200</td>
<td>4200</td>
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</tr>
</tbody>
</table>

The above estimates are tentative. The College should retain sufficient flexibility to fine-tune large enrolments to allow for any future increase required to service the teaching profession.

Development of Specific Facilities

3.38 Several matters relating to the development of specific facilities have been referred to the Committee. The Committee does not intend to make detailed comments on these matters but supports the establishment of the
Museum of Childhood on the Claremont Campus and the establishment of a campus school (K-12). These developments will have educational advantages to the College and the wider community. However, the Committee, in line with its later recommendations on continuing education, expects that activities of this type should be largely self-supporting or in receipt of external funding.

THE ACADEMY OF PERFORMING ARTS

3.39 The Committee addressed the structure, broad content, scope and related activities of the programmes of the Academy. While recognising the role of the Academy Advisory Board, and the semi-autonomous status of the Academy within the aegis of the W.A. College, the Committee is of the view that closer links in the provision of existing and new courses would lead to greater economies of scale and an improved academic opportunity for students. Arising from its review of post-secondary needs in Western Australia, "Education for the Performing Arts", (Western Australian Post-Secondary Education Commission, May 1978), WAPSEC recommendations supported the establishment of a College of the Performing Arts to provide post-secondary education in the areas of music, dance and theatre (Paragraph 82(a)).

Current Courses and Activities

3.40 The Academy is now in its third year of operation, and offers the following courses:

(i) Certificate in Music (TAFE)
A part-time course designed for students who wish to upgrade their qualifications sufficiently to pursue further music studies at tertiary level.

(ii) Diploma in Music Teaching (TAFE)
A three-year, full-time, or part-time equivalent, course designed to provide training for school leavers interested in a career as a private music teacher and to give established music teachers the opportunity to upgrade their qualifications.

(iii) Diploma in Performing Arts (Music) (TAFE)
A three-year, full-time, or part-time equivalent, course which is structured to enable the development of high standards in performance. Strands in instrumental and vocal performance are available.

(iv) Associate Diploma in Music (Advanced Education, UG3)
A two-year, full-time course for performers. The design of the course is the same as the first two years of the performance diploma. It is a course designed for school leavers.

(v) Diploma in Performing Arts (Theatre) (TAFE)
A three-year, full-time course which is concerned with the development of dance techniques and the exploration of related arts and sciences. It aims to provide students with performance and teaching skills based on a sound technical background together with appreciation and understanding of dance as an art form.
Table 3.6
The Academy of Performing Arts
Enrolments (EFTS) March, 1982

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Dance Studies</td>
<td>19</td>
<td>11</td>
<td>-</td>
<td>30</td>
</tr>
<tr>
<td>Diploma in Music Teaching</td>
<td>21</td>
<td>12</td>
<td>15</td>
<td>48</td>
</tr>
<tr>
<td>Diploma in Performance (Music)</td>
<td>2</td>
<td>1</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Associate Diploma in Performance (Music)</td>
<td>25</td>
<td>-</td>
<td>-</td>
<td>25</td>
</tr>
<tr>
<td>Certificate in Music</td>
<td>14</td>
<td>-</td>
<td>-</td>
<td>14</td>
</tr>
<tr>
<td>Diploma in Performance (Theatre)</td>
<td>23</td>
<td>-</td>
<td>-</td>
<td>23</td>
</tr>
<tr>
<td>Certificate in Dance Studies (Preparatory Course)</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>114</td>
<td>24</td>
<td>15</td>
<td>153</td>
</tr>
</tbody>
</table>

3.41 Apart from its rapid growth in award courses, the Academy's role has been projected as follows:

(i) provision of the best possible preparation for young people who wish to enter the various performing-arts professions;

(ii) provision of in-service courses to performers who are currently working in the community;

(iii) provision of opportunities for development in the arts for people in country districts - a commitment of this nature involves Academy staff servicing country centres, and on-campus activities for country people;

(iv) provision of activities and courses to cater for the needs of the arts community at large.

The TAFE and Advanced Education Interface

3.42 The Committee endorses the need for the Academy's continued role in TAFE level courses, and in its community activities, many of which are fee-paying. With the introduction in 1982 of the two-year Associate Diploma in Music (at UG3 level), the Academy now operates in two post-secondary sectors, TAFE and advanced education.

The Committee received a number of submissions which supported the development of closer formal links of the W.A. College with the Academy. Already there are staff of the W.A. College and of other tertiary institutions teaching units and courses and non-award activities of the Academy. In at least one instance, the arrangement is conducted on an exchange basis.

3.43 While recognising the need to offer courses for talented potential performers who do not have TAE level entry qualifications, the Committee
is of the view that UGL level performance courses should be implemented, thereby enabling students who enter via TAE examinations opportunity to follow the award structure from UG3 level to UGL level which the Committee has recommended as a general sequence for most courses of the College. Students in the TAFE diploma should be able to seek advanced standing in a performance degree. Such a sequence and range of awards would enable some students to transfer from non-Academy UGL courses to an appropriate UGL course in the Academy should they indicate the desire and ability to do so. Such flexibility would enhance the multi-purpose nature of the W.A. College. It is envisaged that the proposed UGL level awards for the Academy be four years in duration.

RECOMMENDATION 1

That the Principal of the Academy of Performing Arts and the Deputy Director of the College confer with a view to rationalising the TAFE and advanced education interface of current and proposed awards within the Academy.

Integration of Academy and Other College Courses

3.44 The Academy should perform a significant role in servicing the needs of students in other awards in other schools in the W.A. College. For example, some of the individual performance units and the music studies units could be suitable for music specialist students in secondary teacher education and music, theatre and dance studies could be suitable for teacher education students in general.

3.45 Students in Academy courses who wished to pursue teaching vocations could be serviced by units conducted by the School of Education. Other students might elect to take units offered by the School of the Arts and Applied Sciences, within the proposed Associate Diploma in Visual Arts and Crafts which will include studies in theatre design. Planning and teaching of all such new courses would require participation of staff attached to the relevant schools.

3.46 In the integration of the Academy and other College courses, present offerings will need revision. Such revision should be consistent with their present utilisation in existing courses, but new and existing awards must make maximum use of common units and streams. Especially important in this context are the UGL proposals for the Academy.

Proposals for Advanced Education Courses

3.47 The Committee recommends the following schedule of course implementation and enrolment levels as indicated in Table 3.7.

1983 Associate Diploma in Performing Arts (Dance) (awaiting approval)
1984 Associate Diploma in Performing Arts (Theatre)
1985 Bachelor of Performing Arts (Music)
1986 Associate Diploma in Performing Arts (Film and Television)
1988 Bachelor of Performing Arts (Dance)
1989 Bachelor of Performing Arts (Theatre)
Table 3.7

Planned Enrolment Levels (EFTS) - Advanced Education Studies
The Academy of Performing Arts, 1983-1990

<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Theatre</td>
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<td>Film and TV</td>
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<td>67</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>23</td>
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<td>77</td>
<td>83</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
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<td>15</td>
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<tr>
<td>Theatre</td>
<td>15</td>
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<td></td>
<td></td>
<td>15</td>
<td>27</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>70</td>
<td>130</td>
<td>195</td>
<td>265</td>
<td>300</td>
<td>350</td>
<td>390</td>
<td>420</td>
</tr>
</tbody>
</table>

Proposals for TAFE Courses

3.48 In submissions to the Committee, senior staff of the Academy indicated, in general terms, proposals for future developments, both in TAFE diplomas and in servicing near and distant communities. The introduction of TAFE level awards and other activities should be based on an appraisal of proposals for all levels, with regard to total resources available.

Theatre Studies

No additional awards are proposed for theatre studies at this stage.

Music Studies

The following are proposed for implementation in 1983 or in subsequent years -

(i) Diploma in Performance: Opera - Music, Theatre
(ii) Diploma in Performance: Jazz Studies
(iii) Diploma in Performance: Music - Church, Liturgical
(iv) Diploma in Music: Conducting and Arranging
(v) Certificate in Piano Tuning

Dance Studies

The following additional diplomas are proposed.

(i) Diploma in Performance: Choreography
(ii) Diploma in Dance Studies: Dance Historians
(iii) Diploma in Dance Studies: Dance Critics

Film and Television Studies

Activities in the fourth stream of the Academy's disciplines are planned to commence in 1983, with -

Diploma in Performance: Film and Television
Proposals for Short Courses and Community Activities

3.49 In addition to the awards proposed above, it is planned to continue community short courses and other activities in some country centres as well as in the metropolitan area. They include—

(i) Music studies: seminars, workshops, short courses, campus concerts and classes for selected students

(ii) Theatre studies: youth workshops, Shakespeare workshops, directors' workshops, lecture series in make-up and lighting design, community theatre and open-air theatre, touring productions both statewide and overseas, annual youth festival of writing, children's theatre, and productions with casts from Academy graduands

(iii) Dance studies: daily movement classes, part-time evening classes for men, country teachers' courses mounted during school holidays, and visits to country centres to conduct classes

(iv) Film and Television Studies: no proposed activities at this stage.

RECOMMENDATION 2

That implementation of proposed short courses and community activities be planned by the Academy in conjunction with the College Extension Service.

Fostering Talented Children

3.50 During discussion with Academy and other College staff, and the Western Australian Education Department, the view was put that discussions should be continued concerning establishment of an Academy High School, in which students from the age of twelve, or younger, could be prepared for entry into the Academy's courses in the areas of music and dance. If the school were located near the Mount Lawley Campus, staff of the College, including Academy staff, might participate in the school's teaching programmes. The school attached to the Victorian College of the Arts indicates some of the possible liaison which could exist with a high school of this kind and the Academy.

RECOMMENDATION 3

That the College approach the Western Australian Education Department with a view to exploring establishment of an Academy High School.

3.51 The Committee is aware that the relationship between the Academy and the College as a whole has special implications of staffing and other resources. These matters are referred to in Chapter 6.

ASPECTS OF COURSE DEVELOPMENT AND PLANNING

3.52 The preceding section of this chapter constitutes a framework for the academic development of the College. The Committee also identified specific details of the overall plan which should be considered. These details include:
(i) institutes for specialised study;
(ii) professional practice;
(iii) college wide courses;
(iv) mix of award levels;
(v) multi-modal delivery of courses;
(vi) provision of a set of related courses within the one field;
(vii) provision of streams or major studies within the one award;
(viii) rationalisation of units;
(ix) contact hours;
(x) pre-requisites;
(xi) nomenclature
(xii) implementation.

Institutes

3.53 In the Terms of Reference the Committee was requested to consider establishment of centres of excellence. To avoid duplication in titles, the Committee adopted the term ‘Institute’ to designate centres aimed at enhancing the quality of programmes and developing major academic strengths in selected areas. The Committee proposes that these institutes should be well supported by highly selected staff and generous deployment of materials resources. For this reason the Committee is of the view that, in the first instance, institutes should be limited in number. They should also be limited in number to ensure a concentration on high standards. These institutes for specialised and developmental work should be progressively established across the campuses. They should be developed within each of the main study areas and provide a focus for training, developmental, service and dissemination activities in each specialisation. Staff associated with the institutes should be given the opportunity to be actively involved in application of their expertise to community and professional problems and needs. Availability within the new College of a larger pool of staff and other resources makes possible development of high-quality institutes of specialisation. To ensure that adequate resources are allocated, and that high standards are maintained, the College should establish for the time being two institutes in the School of Education; one in Aboriginal education and one in reading education. The Committee is of the view that the College has expertise in these areas that is not duplicated in other institutions in Western Australia. Other institutes may be established in the future in selected fields where a high level of expertise is developed.

Professional Practice

3.54 The applied nature of courses of advanced education, as noted previously, is considered by the Committee to be particularly important. In order to incorporate the emphasis on applied, vocational education, the Committee recommends that each course provided by the College contain provision in its presentation and assessment of short professional practice segments in each semester during which lectures are suspended, and either intensive professional practice undertaken, or individual projects of an applied nature implemented. This significant feature of the overall College programme is outlined in greater detail in section 10.6 of this Report.

College-wide Courses

3.55 The academic organisation recommended for the College is based on schools and departments rather than campuses, and as such has implications for course structures and requirements. Because each course will lead to an
award of the W.A. College, and because staff will be used across campuses when required, it becomes important that courses and individual units be designed to be taught across campuses. Logistical considerations, including the external delivery of units, prevent the possibility of alternative versions of the one unit, and accordingly, the Committee recommends that units be designed in terms of objectives, content, assessment and textbooks which are common to all campuses. The design of units will be the responsibility of the relevant department and school.

Mix of Award Levels

3.56 A more diverse mix of studies should be achieved by broadening the base of studies not only in subject areas, but also in award levels. The College should significantly increase the number of middle-level (UG3) courses it offers in the Academy and all schools of study other than education. The Committee makes this recommendation in the belief that some occupations require shorter preparation than traditional professions, and that courses at UC3 level are an appropriate means by which many people can commence tertiary studies. Currently, the College offers only six UG3 courses (six percent of its total enrolment). This is inconsistent with the generally accepted policy for colleges of advanced education and constitutes an ill-balanced portfolio of courses for one of Australia's largest colleges. For example, the Advanced Education Council ("Future Perspectives" - July 1982) has commented as follows:

"More emphasis should be given to the provision of associate diploma (UG3) courses in advanced education; this is particularly important in view of the virtual demise of diploma courses. In addition, labour-market projections of high relative growth in the sub-professional area suggest the need to expand opportunities at this level ... it should now be recognised that such courses do, and should if necessary, include some units drawn from diploma or degree courses."

3.57 A more specific recommendation concerns the unacceptability of three-year diploma courses for the professions, including teacher education. The trend away from diploma (UG2) courses towards degree (UG1) courses in advanced education has been referred to previously in Chapter 2. Currently, very few professions accept a diploma as an initial qualification, because most professional associations and registration boards prefer the higher-award status of the degree.

Therefore, the Committee favours the future development of degree courses in preference to diploma courses and recommends that existing diploma courses be phased out and replaced by more appropriate courses at UG1 level. This recommendation has particular significance for teacher education where the Committee can determine no educational or professional justification for retention of a UG2 diploma as an initial qualification.

3.58 As well as development of associate diploma and degree courses, the College should seek to provide higher-level awards in areas of specialised study - for example, in selected curricular areas in education, and in business. The Committee does not accept the Commonwealth Government's policy of "designated institutions" and considers it now grossly inappropriate that Western Australia's largest teacher education institution does not provide a Master of Education
course. Indeed, it agrees with the Advanced Education Council ("Future Perspectives" - July 1982) that masters' programmes of an applied nature should be provided in areas of specialisation by colleges of advanced education. The College should seek to provide applied project-oriented higher degree work which can normally be expected to preclude the possibility of overlap with university activities where there is a greater emphasis on theoretical aspects. The provision of higher degree studies in areas of specialisation will provide a better balanced portfolio of courses ranging from UG3 to PG2.

Multi-modal Delivery of Courses

3.59 Another aspect of the proposed diversification of the programme is an extended-campus orientation and commitment to providing studies in various geographical regions. Regional studies have been provided mainly in response to the needs of country-based teachers. The concept of regional studies is endorsed by the Committee which considers that the continued decentralisation of study opportunities as an important method of serving the needs of local communities.

3.60 As a result of its long-standing commitment to servicing the teaching profession, the College has developed major off-campus study procedures. The Committee recommends that the College should increase the proportion of its external enrolment from 12% to approximately 15% of its total student enrolment in anticipation of increased demands for tertiary studies from country-based people. The College is currently a major provider of external tuition, and should develop additional, external courses in selected new study areas. The College's multi-campus nature and outreach policy makes it available to service the study needs of people in widely diverse geographical regions, including those from some nearby countries.

3.61 The Committee recommends that the College should rationalise its current external studies delivery system by centralising the administration of the system while continuing to decentralise its teaching functions to the schools of study, and thus provide an expanded service more efficiently. Detailed recommendations for the rationalisation of external studies are described in Chapter 7, "The Extension Service".

Related Courses within the One Field

3.62 The Committee was impressed by the planning of a set of related courses in recreation. In this development, the Nedlands College prepared, in a relatively short period of time, courses in recreation at UG3, UG2, UG1 and PG1 levels. In providing this comprehensive set of interrelated courses, Nedlands catered for the needs of various people working or preparing to work in the field of recreation. The courses were designed:

(i) to be interrelated;

(ii) to permit students to progress to higher level awards with advanced standing;

(iii) to share common resources;

(iv) to cater for specific needs or occupational groups.

3.63 The overall result is one of efficient use of resources, and the Committee recommends as a general policy that the principles of planning
exemplified in the recreation courses be adopted in other course developments. Thus, in the initial stages of development:

(i) a sequence of courses at different award levels should be developed; and

(ii) strands within these courses should be planned and implemented as required.

It should be noted that the Committee does not recommend the continuation of UG2 courses because of reasons explained in section 3.57.

Streams or Major Studies within the One Award

3.64 The Committee has noted the AEC's concern at the proliferation of separate awards within the advanced education sector and recognises that this is a matter which the College should pursue in future course planning. The development of major strands under the one umbrella course title is seen to be efficient in terms of course design, course approval and accreditation procedures. The Committee therefore recommends provision 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 have not been characteristic of course development in the previously independent small colleges. The Committee recommends that, in future, course proposals in general fields should be prepared with projections of associated streams of studies to be implemented as required. The operational details involved in this recommendation will be considered in Chapter 11 when course accreditation is discussed.

Rationalisation of Units

3.65 As a matter of general policy, the Committee recommends that each year of a course should comprise eight units, irrespective of level of award or academic year within an award. The Committee realises that this policy can only be generally applied where the nature and objectives of courses are not impaired by a rigorous adherence to policy. Because of the generalist preparation expected of early childhood and primary teachers and of the generalist nature of the first and second years of the Bachelor of Business course, it is anticipated that in these courses the number of units studied will be increased slightly. However, these few exceptions should not in any way nullify the purpose of restricting the number of units for concurrent study.

3.66 The Committee has noted in reports of accreditation panels (particularly on courses in teacher education) that the number of units required in some College courses has been excessive and that these courses have tended to lack integration. The Committee endorses the principle of concentrated and in-depth study and the policy that the number of units required to be concurrently studied should be limited. Teaching staff should not proliferate the number of units available in a course or the number of units required in a course. Their focus should be on quality, rigour and relevance and students should be given opportunity to develop responsibility and independence in their studies.

3.67 The eight-unit pattern appears to be reasonable and compatible with trends in course development across Australia. The Committee also recommends that all units in a course be considered equal in terms of credit. There is little merit in designing course units with different credit ratings when all students in a particular course are required to complete the same number of units.
Contact Hours

3.68 The Committee recommends that heads of schools should ensure that standards and expectations of units studied at the same level should be equivalent. However, the Committee recognises that unit workloads may differ in kind. Contact hours allocated to units should range between two and six hours per week, this flexibility being permitted to cater adequately for those units requiring an abstract treatment and units requiring a more practical development.

RECOMMENDATION 4

That contact hours for units in College courses be determined initially by Heads of School in consultation with the Programme Review Committee, and subsequently by Heads of School in consultation with the Academic Council.

Pre-requisites

3.69 As a general rule, the Committee recommends that pre-requisites be based on a student's experience in a subject area in a full academic year rather than in a semester within an academic year, wherever this is compatible with course objectives. In so doing, increased flexibility can be expected in terms of mid-year entry, repetition of units and viability of units. It is anticipated that within one-year courses there may be exceptions to this policy.

Nomenclature System for Units

3.70 A common nomenclature system for all units of the College should be adopted. The Committee recommends that this nomenclature include two parts:

(i) a computer code which identifies each unit in terms of:-

(a) the school and department which provides the unit;

(b) unique unit-identifier;

(ii) a title comprising two parts:-

(a) the subject name of the unit which should reflect the nature of the unit to the extent possible;

(b) a numerical code which indicates the level (in academic years), the number in the sequence of similar units, and if the unit is compulsory in the course.

IMPLEMENTATION

3.71 Because of the major efforts required in re-designing courses, the Committee recommends that course structures which have to be revised should not be implemented until 1984, and that 1983 be considered a planning year during which schools and departments should prepare the revised courses. To facilitate this preparation, the Committee recommends that each school schedule Friday afternoons throughout 1983 as a common meeting time to enable staff to work together on these matters.
3.72 The Committee recognises the need for a smooth transition from superseded to revised courses and proposes that careful consideration be given to this matter. The Committee therefore recommends:

RECOMMENDATION 5

That the schedule for phasing out superseded courses be determined by heads of school in consultation with the Programme Review Committee.

3.73 Because of the very considerable changes to existing courses, consolidation of others and development of new courses and streams, it is evident that any accreditation schedules agreed to previously by the separate colleges will need to be re-assessed. Accordingly, the Committee recommends:

RECOMMENDATION 6

That the College notify the Western Australian Post-Secondary Education Commission of its plans for course development and re-development, and to ensure that re-designed courses have been operating for about a year, seek deferral of re-accreditation.

3.74 While examining the many issues involved and while preparing this Report, the Committee was required to make recommendations related to the College's academic programme in 1983. Fourteen course proposals were forwarded to WAPSEC for its consideration. These proposals were:

Associate Diploma in Applied Science (Computer Studies)
Associate Diploma in Business (Retailing)
Associate Diploma in Applied Science (Instructional Management)
Associate Diploma in Applied Science (Community Studies)
Associate Diploma in Applied Arts (Social Administration)
Associate Diploma in Applied Arts (Fine Arts)
Associate Diploma in Applied Arts (Dance Studies)
Bachelor of Arts in Interpreting and Translating
Graduate Diploma in Teacher Librarianship
Graduate Diploma in Education (Early Childhood Education)
Graduate Diploma in Business (Retail Management)
Graduate Diploma in Business (Computing Studies)
Graduate Diploma in Business (International Business)
Post-graduate Diploma in Educational Studies (Educational Administration)

3.75 The Committee also proposed a format for the 1983 academic year which will familiarise staff and students with the common academic year which is essential for the operation of the future academic programme. In addition, the Committee supported a proposal to commence teaching the Bachelor of Business course in two streams on the Mount Lawley Campus in 1983.
CHAPTER 4: STRUCTURE OF ACADEMIC ORGANISATION

ORGANISATIONAL PRINCIPLES

4.1 In determining the structure of the academic organisation, the Committee took into account the principal features of the College as well as the proposed future academic profile, namely:

(i) increase in the scope of the College's activities;

(ii) planned diversification of programmes and the multi-purpose nature of the College;

(iii) multi-campus nature of the College and the geographical proximity of campuses;

(iv) multi-modal delivery of programmes;

(v) rationalisation of resources and consolidation of programmes particularly in teacher education;

(vi) increased range of award levels;

(vii) establishment of institutes concerned with specialised studies and activities.

4.2 Having given due consideration to the views expressed by colleagues, and to the relevant literature, the Committee endorses the following objectives as fundamental in the design of an appropriate academic organisation for the College:

(i) establishment of a unified corporate identity and the communication of this identity to the public;

(ii) realisation of potential for academic development inherent in the four former colleges;

(iii) emphasis on high quality of teaching as well as increased involvement in applied research and development, and community service;

(iv) attainment of high standards in selected fields in which expertise is available;

(v) development of an academic climate which maximises vitality and in which staff are encouraged to take professional initiatives;

(vi) integration of administrative and academic services, and the academic programmes;

(vii) promotion of inter-disciplinary activity as a basis for teaching, programming and other developmental work;

(viii) development of an uncomplicated line-staff and committee system which emphasises personal responsibilities of staff.
4.3 The Committee recognises the need for balance, flexibility and openness in organisational structures for tertiary institutions and endorses input of academic staff into policy determination, especially in the areas of curricula, standards, and course requirements. At the same time, the Committee doubts that effective administration can result from committee decision-making alone, and is of the view that no more effective structure for administrative control than a line-staff and committee organisation has been found to manage human organisations, and that there is therefore no reason to propose a radically different model from that usually found in large multi-purpose tertiary institutions. Accordingly, the Committee recommends that the basis for the academic organisation of the College should be its programmes, schools of study and departments, each with inter-campus responsibilities.

This change from the existing focus on campuses as academic organisational units to a programme-based organisation should enable the College to:

(i) develop more rapidly a collegial ethos;
(ii) improve more readily the quality of its programmes and other specialised activities;
(iii) utilise more effectively its total staff resources;
(iv) provide more opportunities for staff development;
(v) provide more opportunities for re-deployment and re-location of resources and subsequent expansion and diversification of programmes;
(vi) provide opportunities for students to participate in a wider range of high quality programmes, including those requiring specialist resources.

ORGANISATIONAL STRUCTURE

Schools, Departments and Institutes

4.4 The Committee has previously recommended establishment of five schools and now recommends the creation of thirty-three teaching departments as listed in Figure 4.1.
### SCHOOLS AND DEPARTMENTS OF THE COLLEGE

<table>
<thead>
<tr>
<th>SCHOOL OF THE ARTS AND APPLIED SCIENCES</th>
<th>SCHOOL OF BUSINESS</th>
<th>SCHOOL OF COMMUNITY AND LANGUAGE STUDIES</th>
<th>SCHOOL OF EDUCATION</th>
<th>ACADEMY OF PERFORMING ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments</td>
<td>Departments</td>
<td>Departments</td>
<td>Departments</td>
<td>Departments</td>
</tr>
<tr>
<td>Art and Design</td>
<td>Accounting</td>
<td>Community and Behavioural Studies</td>
<td>Art Education</td>
<td>Dance</td>
</tr>
<tr>
<td>Computing</td>
<td>Business Workshop</td>
<td>Health Studies</td>
<td>Communications Education</td>
<td>Film &amp; Television</td>
</tr>
<tr>
<td>Human Movement Studies</td>
<td>Economics &amp; Finance</td>
<td>Intercultural Studies</td>
<td>Education</td>
<td>Music</td>
</tr>
<tr>
<td>Library Studies</td>
<td>Information Systems</td>
<td>Recreation</td>
<td>Mathematics &amp; Computer Education</td>
<td>Theatre Arts</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Management &amp; Law</td>
<td>Religious Studies</td>
<td>Music Education</td>
<td></td>
</tr>
<tr>
<td>Media Studies</td>
<td></td>
<td>Social Sciences</td>
<td>Physical &amp; Health Education</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Community Languages</td>
<td>Science Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Studies</td>
<td>Social Science Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Vocational Education</td>
<td></td>
</tr>
</tbody>
</table>
In arriving at the decision to re-organise the academic structure into five schools and thirty-three departments, the Committee had available to it the information shown in Table 4.1 which refers to current equivalent full-time student units categorised in terms of various discipline groups as used by the Advanced Education Council. The range of subjects covered convinced the Committee that there was a solid basis for continued diversification of College programmes and establishment of the proposed schools and departments.

Table 4.1

Total EFTSU by Discipline Group W.A. College, 1982

Source: Advanced Education Statistical Collection

<table>
<thead>
<tr>
<th>Discipline Group</th>
<th>Master Degree</th>
<th>Graduate Diploma</th>
<th>Bachelor Degree</th>
<th>Diploma (UG2)</th>
<th>Associate Diploma</th>
<th>Miscellaneous Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(PG2)</td>
<td>(PG1)</td>
<td>(UG1)</td>
<td>(UG2)</td>
<td>(UG3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HUMANITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>187.02</td>
<td>84.79</td>
<td>363.95</td>
<td>28.74</td>
<td>12.03</td>
<td>676.53</td>
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<tr>
<td>History</td>
<td>0.20</td>
<td>6.40</td>
<td>15.34</td>
<td>1.75</td>
<td>-</td>
<td>24.49</td>
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<tr>
<td>Cultural Studies</td>
<td>23.20</td>
<td>7.20</td>
<td>29.99</td>
<td>1.15</td>
<td>-</td>
<td>61.54</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>0.50</td>
<td>0.38</td>
<td>18.29</td>
<td>10.62</td>
<td>1.50</td>
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<tr>
<td>Communications</td>
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<td>9.72</td>
<td>15.76</td>
<td>14.20</td>
<td>4.70</td>
<td>45.74</td>
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<tr>
<td>Religious Studies</td>
<td>45.46</td>
<td>14.73</td>
<td>36.00</td>
<td>1.16</td>
<td>9.12</td>
<td>106.47</td>
<td></td>
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<tr>
<td>Total</td>
<td>257.74</td>
<td>123.22</td>
<td>479.33</td>
<td>57.62</td>
<td>28.15</td>
<td>946.06</td>
<td></td>
</tr>
<tr>
<td>SOCIAL SCIENCES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioural Studies</td>
<td>-</td>
<td>4.73</td>
<td>24.84</td>
<td>20.39</td>
<td>0.30</td>
<td>50.26</td>
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<tr>
<td>Geography</td>
<td>0.56</td>
<td>1.36</td>
<td>17.59</td>
<td>-</td>
<td>-</td>
<td>19.51</td>
<td></td>
</tr>
<tr>
<td>Librarianship</td>
<td>1.13</td>
<td>5.00</td>
<td>20.40</td>
<td>22.17</td>
<td>0.40</td>
<td>49.10</td>
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<tr>
<td>Social Welfare</td>
<td>15.80</td>
<td>2.20</td>
<td>-</td>
<td>-</td>
<td>0.30</td>
<td>18.30</td>
<td></td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>65.32</td>
<td>44.45</td>
<td>208.20</td>
<td>77.11</td>
<td>30.66</td>
<td>422.74</td>
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<tr>
<td>Social Sciences</td>
<td>5.10</td>
<td>33.68</td>
<td>79.29</td>
<td>0.14</td>
<td>0.20</td>
<td>118.41</td>
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</tr>
<tr>
<td>Total</td>
<td>84.91</td>
<td>91.42</td>
<td>350.32</td>
<td>119.81</td>
<td>31.86</td>
<td>678.32</td>
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</tr>
<tr>
<td>EDUCATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education Studies</td>
<td>110.92</td>
<td>271.58</td>
<td>544.80</td>
<td>10.72</td>
<td>6.96</td>
<td>944.98</td>
<td></td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>27.06</td>
<td>36.77</td>
<td>416.79</td>
<td>0.57</td>
<td>6.90</td>
<td>488.09</td>
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<tr>
<td>Total</td>
<td>137.98</td>
<td>308.35</td>
<td>961.59</td>
<td>11.29</td>
<td>13.86</td>
<td>1433.07</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>1.40</td>
<td>13.67</td>
<td>40.03</td>
<td>7.86</td>
<td>-</td>
<td>62.96</td>
<td></td>
</tr>
<tr>
<td>Earth Sciences</td>
<td>0.94</td>
<td>0.20</td>
<td>13.27</td>
<td>-</td>
<td>-</td>
<td>14.41</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>8.86</td>
<td>8.80</td>
<td>97.70</td>
<td>12.00</td>
<td>-</td>
<td>127.36</td>
<td></td>
</tr>
<tr>
<td>Chemical Sciences</td>
<td>-</td>
<td>1.80</td>
<td>15.14</td>
<td>-</td>
<td>-</td>
<td>16.94</td>
<td></td>
</tr>
<tr>
<td>Home Science</td>
<td>1.13</td>
<td>2.93</td>
<td>40.99</td>
<td>-</td>
<td>-</td>
<td>45.05</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12.33</td>
<td>27.40</td>
<td>207.13</td>
<td>19.86</td>
<td>-</td>
<td>266.72</td>
<td></td>
</tr>
</tbody>
</table>
### Table 4.2

Student Load (in EFT) of Schools - 1982 and 1985

<table>
<thead>
<tr>
<th></th>
<th>1982</th>
<th>1985</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and Applied Sciences</td>
<td>1008</td>
<td>1408</td>
</tr>
<tr>
<td>Business</td>
<td>1268</td>
<td>1485</td>
</tr>
<tr>
<td>Community and Language Studies</td>
<td>789</td>
<td>1142</td>
</tr>
<tr>
<td>Education</td>
<td>2762</td>
<td>2712</td>
</tr>
<tr>
<td>Academy of Performing Arts</td>
<td>159</td>
<td>223</td>
</tr>
</tbody>
</table>

4.6 Table 4.2 shows the distribution of equivalent full-time student load (1982 and 1985) which would apply in the proposed schools. This distribution has been calculated by allocating a student's unit load among the various schools which are involved in the teaching of the units that comprise the student's course. Thus, it should be recognised that students enrolled in the very large teacher education programmes will also undertake a significant proportion of their studies in other schools. This distribution across the proposed schools reveals an impressive case for the establishment of the new schools. The data for 1985 are based on predicted increases in total College enrolments and on future course developments in all schools. These data clearly indicate the significance of the enrolments expected in these schools.
School of the Arts and Applied Sciences

4.7 There will be two distinct divisions of studies in this School which, in due course, may warrant separation into a School of the Arts and a School of Applied Sciences. The Committee, however, is of the view that only one major school to encompass these areas is required at this time.

The applied sciences division of the School may be considered to comprise two further areas as follows:

<table>
<thead>
<tr>
<th>Information Processing</th>
<th>Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computing</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Library Studies</td>
<td>Physical Science</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Biological Science</td>
</tr>
<tr>
<td></td>
<td>Human Movement Studies</td>
</tr>
</tbody>
</table>

The above division of the applied sciences reflects the intention of the Committee to develop a specific emphasis in the communications/information sciences and another emphasis in life sciences.

4.8 School of Business

This school has been re-named the School of Business instead of 'Business Studies' to conform with the nomenclature of other schools. The school formerly comprised seven departments, some of which were small and created unnecessary separation of fields of study. The Committee recommends reduction of the number of departments in this school to five. This will ensure a more realistic span of control, better balance in terms of departmental size and more adequate provision to meet expected enrolment increases, particularly at the graduate level. The departments will have inter-campus responsibilities.

(i) The Department of Accounting will be the largest of the departments and currently provides the only in-depth graduate diploma course in the school, and as such will retain its identity as a department.

(ii) Business Workshop will be retained as a teaching department to preserve a unique characteristic of the School of Business in providing a practical and applied emphasis to the undergraduate programme.

(iii) The new Department of Economics and Finance will be an amalgam of the former Department of Economics and Quantitative Methods and the Department of Finance. It will continue to be responsible for statistical and quantitative methods.

(iv) The Department of Information Systems will be broadened to include processing procedures which apply to secretarial studies. Some of the work in information processing currently being done by this department will be more appropriately undertaken by the Computing Department in the School of the Arts and Applied Sciences.

(v) The Department of Management and Law will include the former Departments of Law and Administrative Studies.
School of Community and Language Studies

4.9 The School of Community and Language Studies will encompass two major fields, neither of which at the present time warrants creation of a separate school. Community studies will focus on applied behavioural and social sciences and will be serviced by the following departments:

- Community and Behavioural Studies
- Health Studies
- Intercultural Studies
- Recreation
- Religious Studies
- Social Sciences

Language studies will comprise studies in English and foreign languages which will be serviced respectively by the Department of English Language Studies and the Department of Community Languages.

The School of Community and Language Studies should separate eventually into two schools, a School of Community Studies and a School of Language Studies. This division should occur in the 1988-1990 triennium, when planned enrolment levels may warrant establishment of separate schools and additional departments in language studies. The development of a new, northern campus would provide further impetus for this growth.

School of Education

4.10 The School of Education has been so named in preference to "Teacher Education" because the title is more comprehensive and more accurately describes the courses offered by the School. Thus, some of the units and sequences of units will be designed to serve professional persons other than teachers. The School will be the largest in the College with comprehensive courses in streams of early childhood, primary and secondary teacher education, and will provide graduate studies in each stream.

The Departments of Art Education, Music Education and Science Education will reflect existing structures on an inter-campus basis.

The Department of Education will be the largest department in the School in terms of number of staff because it is an amalgam of the former separate campus Departments of Education, Educational Psychology (including specialist areas such as special education), Teaching Practice, Early Childhood Education and Junior Primary Education. The Committee noted that several of the existing smaller departments have already been absorbed by larger departments on various campuses.

The Department of Mathematics and Computer Education will be responsible initially for the teaching of these two fields. The Committee recognises that there is no compelling reason for associating computer education with mathematics education and expects that in the longer term computer applications will develop in a variety of curriculum areas. Thus, in due course, it is likely that the two sections of the proposed department will separate into a Department of Mathematics Education and a Department of Computer Education.
Physical and health education will be combined for the time being into a Department of Physical and Health Education. In the longer term the Committee expects that a separate Department of Health Education will be needed to cater for increased emphasis on health education in schools.

The Department of Social Science Education will absorb the existing Department of Religious Education and will also be responsible for multicultural education.

The Department of Vocational Education will absorb the former Departments of Industrial Arts, Home Economics and Business Education. This grouping reflects the applied and vocational nature of such studies in the secondary school and will cater for potential inclusion of other similar fields.

The Department of Communications Education will be large in terms of number of staff. It will be an amalgam of the former Departments of English, Language Studies, Reading Education, Speech and Drama, Oral English and components of Communications. It will also include library and media studies as applied to education.

Thus, the Committee has recommended a significant reduction in the number of departments for the School in comparison to the number of departments currently existing on the separate campuses. The Committee favoured creation of larger departments as a means of ensuring a more co-ordinated and directed effort, less duplication in programming, better utilisation of staff resources, and a situation in which post-graduate studies in specialised areas could be more effectively developed.

The Academy of Performing Arts

4.11 Although the Academy is mainly funded from sources outside the advanced education sector, it is proposed that it be considered equivalent to a school of the College for administrative and academic purposes. As indicated in Chapter 3, the Academy already has three major streams of study: music, dance and theatre studies, with a fourth stream, film and television, proposed to commence in 1983. Therefore, the Committee recommends that the Academy be divided into four departments consistent with its streams of study.

Institutes

4.12 Many College staff have recommended establishment of centres in specialised areas. The Committee has proposed establishment of an Institute of Aboriginal Education and an Institute of Reading Education to be attached to the School of Education and to be responsible to the Board of Studies, Education.

The Committee recommends that each Institute comprise a co-ordinator with clerical and secretarial assistance, an advisory committee representative of both College and external interest groups, and limited time allowance for College staff to participate in particular projects. Selected staff should be task-oriented and appointed for specific periods.

The Committee wishes to encourage close involvement of staff with the professional community which they serve, and recognises that it is important to provide opportunities for staff to develop and use their professional skills and knowledge, and to contribute to developments in their fields of competence. The Committee anticipates that in due course other similar institutes will be established in all schools.
COMMITTEE STRUCTURE

4.13 It should be clear from the preceding discussion that the Committee is intent upon establishing a unified College, comprising major schools of study and departments, each with responsibilities across the campuses. The essence of the Committee's task has been to assign a schools-based organisation to a multi-campus situation. Further specific details of matters related to the functions of each school and each department will be described in Chapter 5. At this point the Committee will concentrate on an appropriate committee structure to support the effective operation of the various schools and departments. In general, the structure is planned to enable the proposed committees to advise the College Council on matters of academic policy. Proposals outlined below refer to:

(i) a college system of committees for the College;
(ii) a committee structure for each school;
(iii) a system for inter-disciplinary co-ordination.

College-wide Committees

4.14 The Committee proposes that the College establish a college-wide committee structure comprising:

(i) Academic Council
(ii) Programme Review Committee (to advise the Director)
(iii) Research Committee
(iv) Appeals Committee

This structure is intended to support the operations of the various schools and their committees and to provide advice to the College Council on educational and academic matters associated with all schools and all campuses. Listed below are suggested terms of reference and composition of each committee.

Academic Council

4.15 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.

The Academic Council shall comprise:

Deputy Director as Chairman
all Heads of School
a staff member elected from each School’s Board of Studies for a specified period
one community member of the College Council
one student nominated by the Student Guild for a specified period
Head of the Academic Planning Service
Head of the Extension Service

The Academic Registrar shall be Secretary to the Academic Council.

The Academic Council shall have the power of co-option.

Programme Review Committee

4.16 The Programme Review Committee should monitor the implementation of proposals and recommendations in this Report which are endorsed by the College Council.

The composition of this committee should be determined by the College Council.

Research Committee

4.17 The Research Committee should co-ordinate and recommend to the Academic Council on the funding and use of College resources for research projects. In particular, the College Research Committee shall:

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

The Research Committee shall comprise the following membership:

Associate Dean: Research, Computing and Statistics as Chairman
two nominees from each Board of Studies
co-opted members approved by the Committee, including external advisers
Appeals Committee

4.18 An Appeals Committee of the College should be established to hear appeals by students against decisions of the Boards of Examiners.

The Appeals Committee shall comprise:

- a community member of the College Council who shall be the Chairman
- the Deputy Director or his nominee
- a staff member of the College Council
- a student member of the College Council
- an additional student member nominated by the Student Guild

The Academic Registrar shall be Secretary of the Committee.

Committee Structure for Each School

4.19 The committee structure of each school should include:

(i) a Board of Studies
(ii) a Board of Examiners
(iii) Departments as Committees
(iv) a Committee on Continuing Education
(v) Course Advisory Panels

and other committees as deemed necessary.

The composition and terms of reference of each of these boards and committees are referred to in the following sections.

Board of Studies

4.20 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.

Each Board of Studies shall comprise:

- Head of School as Chairman
- Associate Heads of School
- Heads of Department
- one staff member nominated by each department for a specified period
- one student nominated by the Student Guild for a specified period

An Associate Academic Registrar shall be the Secretary of a Board of Studies.

Board of Examiners

4.21 A Board of Examiners should consider the assessments of all students in courses conducted by the School. It should monitor the progress of candidates through their course of study, and certify 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.

The membership of a Board of Examiners shall comprise:

- Head of School, or his nominee, as Chairman
- Heads of Department
- Course Counsellors as required
- additional members of other Schools as required

An Associate Academic Registrar shall be the Secretary of a Board of Examiners.

Departments as Committees

4.22 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.

Each department as a committee shall comprise:

- Head of Department, or his nominee, as Chairman
- representatives of staff engaged in teaching in a department

Committee for Continuing Education

4.23 A Committee for Continuing Education should be established in each School. Several models for the provision of continuing education (in-service courses, short courses, advisory and consultancy activities
and developmental activities) were proposed to the Programme Review Committee including (i) a combined Department of External Studies and Continuing Education; and (ii) a centralised In-service Committee, with the Dean: Academic (or his nominee) as Chairman. This proposal parallels current arrangements for community courses. Although an examination of these proposals revealed some merit in both schemes, the provision of continuing education seems best provided under the aegis of each School of the College. A Co-ordinator for Continuing Education should be appointed in each School with responsibilities for the co-ordination and development of this service. An Associate Head of the School should be the Co-ordinator for Continuing Education. The W.A. Management Development Centre in the School of Business is considered to be equivalent to a Committee for Continuing Education. Inter-departmental Committees (referred to in a later section) should facilitate any necessary liaison at inter-school and inter-departmental level.

The composition of the committee shall be:

Chairman: Co-ordinator for Continuing Education
a member of the Board of Studies
two community members
two staff members

Course Advisory Panels

4.24 Each course for which a school is responsible should have an Advisory Panel to provide assistance in planning courses. Each panel should be representative of teaching departments servicing the course and include appropriate community members.

Inter-disciplinary Co-ordination

4.25 The Committee considers that the above committee organisation will facilitate effective decision-making, particularly in policy matters which affect individual schools. However, it also recognises that fields of study associated with departments will in many instances tend to be the concern of a number of schools and departments. In a multi-purpose institution it is inevitable that this will occur and the Committee recognises the need to accommodate the situation to utilise teaching resources effectively. It further considers that dialogue among scholars representing related fields will enrich the teaching of programmes. Departments engaged in related subject areas should not operate in isolation. Because of these factors, and because the Committee is concerned to develop an inter-disciplinary approach in programmes and other activities, it is recommended that nine inter-departmental co-ordinating committees be established.

4.26 Each committee should comprise representatives of departments who are involved with the same general body of knowledge or are associated with different applications of a discipline. Accordingly, the Committee recommends that the Director appoint a chairman of each inter-departmental committee, the appointment to be a non-promotional position for a specified period. Other membership should be representative of relevant departments and relevant subject areas. Each inter-departmental committee should be 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 should 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.
4.27 All inter-departmental committees should be standing committees of the Academic Council of the College.

4.28 The Committee recommends establishment of nine inter-departmental committees as listed below.

Inter-departmental Committee on Fine Arts comprising representatives of the following departments -

- Art and Design (School of the Arts and Applied Sciences)
- Recreation (School of Community and Language Studies)
- Art Education (School of Education)
- Vocational Education (School of Education)
- Theatre Arts (The Academy of Performing Arts)
- Film and Television (The Academy of Performing Arts)

Inter-departmental Committee on Behavioural Studies comprising representatives of the following departments -

- Management and Law (School of Business)
- Community and Behavioural Studies (School of Community and Language Studies)
- Health Studies (School of Community and Language Studies)
- Recreation (School of Community and Language Studies)
- Education (School of Education)

Inter-departmental Committee on Business Studies comprising representatives of -

- the School of Business
- Vocational Education (School of Education)

Inter-departmental Committee on Communications comprising representatives of the following departments -

- Media Studies (School of the Arts and Applied Sciences)
- Library Studies (School of the Arts and Applied Sciences)
- Business Workshop (School of Business)
- Information Systems (School of Business)
- English Language Studies (School of Community and Language Studies)
- Community Languages (School of Community and Language Studies)
- Communications Education (School of Education)
- Film and Television (The Academy of Performing Arts)

Inter-departmental Committee on Mathematics and Computing comprising representatives of the following departments -

- Computing (School of the Arts and Applied Sciences)
- Mathematics (School of the Arts and Applied Sciences)
- Information Systems (School of Business)
- Library Studies (School of the Arts and Applied Sciences)
- Economics and Finance (School of Business)
- Education (School of Education)
- Mathematics and Computer Education (School of Education)
Inter-departmental Committee on Performing Arts comprising representatives of the following departments -

Art and Design (School of the Arts and Applied Sciences)
English Language Studies (School of the Arts and Applied Sciences)
Media Studies (School of the Arts and Applied Sciences)
Art Education (School of Education)
Music Education (School of Education)
Communications Education (School of Education)
Dance (The Academy of Performing Arts)
Music (The Academy of Performing Arts)
Theatre Arts (The Academy of Performing Arts)
Film and Television (The Academy of Performing Arts)

Inter-departmental Committee on Human Movement, Health and Recreation Studies comprising representatives of the following departments -

Human Movement Studies (School of the Arts and Applied Sciences)
Science (School of the Arts and Applied Sciences)
Health Studies (School of Community and Language Studies)
Recreation (School of Community and Language Studies)
Physical and Health Education (School of Education)

Inter-departmental Committee on Science comprising representatives of the following departments -

Human Movement Studies (School of the Arts and Applied Sciences)
Science (School of the Arts and Applied Sciences)
Science Education (School of Education)
Vocational Education (School of Education)

Inter-departmental Committee on Social Sciences comprising representatives of the following departments -

Economics and Finance (School of Business)
Management and Law (School of Business)
Social Science (School of Community and Language Studies)
Religious Studies (School of Community and Language Studies)
Intercultural Studies (School of Community and Language Studies)
Social Science Education (School of Education)

4.29 Figure 4.2 summarises the Committee's recommended organisational structure as an integrated system comprising:

(i) Committees with college-wide responsibilities;
(ii) Committees with school responsibilities;
(iii) Committees with inter-disciplinary responsibilities.
Figure 4.2

ACADEMIC COMMITTEE STRUCTURE OF THE COLLEGE

COLLEGE COUNCIL

APPEALS COMMITTEE

ACADEMIC COUNCIL

PROGRAMME REVIEW COMMITTEE

RESEARCH COMMITTEE

BOARD OF STUDIES - FINE ARTS AND APPLIED SCIENCES

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON FINE ARTS

BOARD OF STUDIES - BUSINESS

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON BUSINESS STUDIES

BOARD OF STUDIES - COMMUNITY AND LANGUAGE STUDIES

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON COMMUNICATIONS

BOARD OF STUDIES - EDUCATION

BOARD OF EXAMINERS

DEPARTMENTS

INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON MATHEMATICS AND COMPUTING

BOARD OF STUDIES - PERFORMING ARTS

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON PERFORMING ARTS

BOARD OF STUDIES - BUSINESS STUDIES

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON BUSINESS STUDIES

BOARD OF STUDIES - COMMUNITY AND LANGUAGE STUDIES

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON COMMUNICATIONS

BOARD OF STUDIES - EDUCATION

BOARD OF EXAMINERS

DEPARTMENTS

INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

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INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON MATHEMATICS AND COMPUTING

BOARD OF STUDIES - PERFORMING ARTS

BOARD OF EXAMINERS

DEPARTMENTS

FUTURE INSTITUTES

COMMITTEE FOR CONTINUING EDUCATION

COURSE ADVISORY PANELS

INTER-DEPARTMENTAL COMMITTEE ON PERFORMING ARTS

BOARD OF STUDIES - BUSINESS STUDIES

BOARD OF EXAMINERS
LINE-STAFF ORGANISATION AND ROLE DESCRIPTIONS

4.30 As a consequence of the major recommendation to adopt a school-based organisation and an associated committee structure, it is recommended that the following positions be created to complement the proposed system.

Heads of School
Associate Heads of School (campus based)
Heads of Department
Associate Heads of Department (campus based)
Heads of Institute
Head of Academic Planning Service
Head of Extension Service
Academic Registrar
Senior Student Welfare Counsellor

Associate Campus Registrars (campus based)
Student Welfare Counsellors (campus based)
Course Counsellors (each course)

4.31 The Committee recommends levels of appointment for each of these positions as follows:

(i) Head of School - Dean or above;
(ii) Associate Head of Department, Student Welfare Counsellor and Course Counsellor - Lecturer or above;
(iii) All other positions - Senior Lecturer or above.

The Committee recommends that an Associate Head of School may in some instances hold the position of Head of Department. In general, joint appointments, if not pursued too far, initially will provide necessary flexibility in filling positions.

4.32 Three further aspects of academic positions and appointments should be considered.

Firstly, the Committee notes that recommendations for establishment of schools and departments with across-campus responsibilities will result in revision of senior academic positions. In Chapter 2 the Committee drew attention to the conservative levels of appointments in the College compared with other similar institutions. The Committee is therefore of the view that Associate Head of School and Head of Department, should eventually be at the level of Principal Lecturer, and in some special cases, above this level. In small schools and small departments these levels may not be immediately appropriate. However, the Committee envisages that these staff profiles should apply to all schools and all departments in the long term.

4.33 The second matter concerns the nature of senior positions in the academic organisation. In its proposals on academic organisation, the Committee has attempted to define roles of senior officers in terms of teaching and academic leadership rather than in terms of routine administrative matters. The Committee envisages the roles of Heads and Associate Heads of Schools and Departments as positions of academic leadership which should focus on academic planning, scholarship and professional
competence. In encouraging this re-orientation towards academic and professional leadership, the Committee recommends that an appropriate academic support system be established centrally and at campus level. Notwithstanding this orientation, the Committee is aware that Heads and Associate Heads of Schools and Departments will unavoidably be involved in matters of academic administration. These tasks, however, should not detract unduly from the main work of senior academic staff.

4.34 Thirdly, the Committee recommends re-deployment of some senior academic staff into positions which are concerned exclusively with teaching and other developmental activities, and which should not include administrative duties. These new positions should be available in all schools and be at the level of Senior Lecturer and above. In making this recommendation the Committee is of the opinion that past practices of promoting staff out of teaching roles into administrative roles is inappropriate in some cases and has frequently resulted in a waste of teaching resources and, sometimes, ineffective administration. These recommendations underline the Committee's emphasis on the primary functions of teaching and related developmental activities.

Deputy Director

4.35 The Deputy Director should be responsible to the Director for all of the academic affairs of the College, including academic programmes and academic personnel. He should ensure that programmes are of high quality, and encourage and promote new programmes, and desirable educational change and innovation.

Head of School

4.36 A Head of School should be chief academic officer of the school with a primary responsibility for fostering academic and professional standards in the school across all relevant campuses. His responsibilities should include:

(i) academic staffing, including recommendations on appointments;
(ii) assignment of teaching loads and special duties;
(iii) supervision of academic staff and maintenance of standards of instruction;
(iv) promotion of professional activities;
(v) orientation of new academic staff;
(vi) curricular and course planning, including planning and promoting curricular improvements, compilation of descriptions of courses and programmes, preparation and approval of publications on general and specific requirements, and compilation of information for course proposal and accreditation purposes;
(vii) institutional research;
(viii) development of working relationships with relevant professions.

Associate Head of School

4.37 In contrast with a Head of School whose responsibilities will extend across campuses, an Associate Head of School should be allocated to a
campus as necessary with responsibilities on that campus. In this regard, an Associate Head of School will co-ordinate teaching and other academic affairs of the school as they relate to that campus. The Committee is of the view that this position will be essential for intra-school communication. Thus, an Associate Head of School will be a senior academic officer with duties delegated to him by the Head of School, including teaching, special developmental work as required, research and development, organisation of continuing education and other academic duties assigned to him.

Head of Department

4.38 A Head of Department should have duties across campuses, with responsibility to the Head of School for preparation of syllabuses of course units, assessment patterns, performance of academic staff, and allocation of resources including the deployment of staff. A Head of Department will work within policy established by the Board of Studies, and should chair departmental meetings.

Associate Head of Department

4.39 An Associate Head of Department should have campus-specific responsibilities. Each Associate Head of Department should relate to the Associate Head of School attached to the campus in matters of intra-school administration, co-operation and communication and to the Head of Department in matters of syllabus, assessment and teaching duties.

Head of Institute

4.40 A Head of Institute should be responsible to the Head of School for the activities of the institute. The Committee anticipates that an appropriate description of the duties of Heads of Institutes will evolve after experience is gained in the operation of institutes. The Head of Institute should be assisted by an advisory panel, by staff with time allowance to participate in particular projects, and by adequate clerical support.

Head of the Academic Planning Service

4.41 The Head of the Academic Planning Service should be responsible to the Deputy Director for collection of essential data required in preparing annual planning guidelines and for co-ordinating aspects of course planning and accreditation. (The Schools should have primary responsibility for course planning and accreditation.)

Another important function of this senior position should relate to the need for the College to keep abreast of academic and professional developments. Thus, the Head of the Academic Planning Service should be involved in recommending future developments and directions and should be assisted by a small planning group to act as a resource unit for the principal academic officers and committees of the College and to relate to the Research and Computing section.

Head of the Extension Service

4.42 The Head of the Extension Service should undertake responsibility for external studies, summer sessions, off-campus studies and community programmes. The Head will represent the extension service on relevant
academic and planning committees at the senior level of college administration and undertake liaison duties with Heads of Department in such matters as unit planning and implementation.

This position will entail full administrative responsibility for the preparation, planning and implementation of all extension services. The Co-ordinator of Community Programmes will work within the Extension Service.

Details of staffing and operations of the Extension Service are described in Chapter 7.

Academic Registrar

4.43 The Academic Registrar should have college-wide responsibilities in recruitment, student services, admissions, enrolments and academic records. This position should also have particular responsibilities in co-ordination of the inter-campus master timetable. In addition, the Academic Registrar should supervise and co-ordinate the work of the Associate Academic Registrars and should be Secretary of the Academic Council and Appeals Committee.

Associate Academic Registrar

4.44 Associate Academic Registrars should have campus-specific responsibilities in recruitment, admissions, enrolments, and timetabling of classes on a campus. It is the Committee's intention that these operations should be campus-based. In this work each associate will liaise with Associate Heads of Schools and Associate Heads of Departments as appropriate. In the processing of results and academic records, an Associate Academic Registrar will be allocated primary responsibility to designated schools, and the Associate Academic Registrar, Education, will be assisted by all other associates.

An Associate Academic Registrar should be Secretary of a relevant Board of Studies and Board of Examiners.

Senior Student Welfare Counsellor

4.45 The position of Senior Student Welfare Counsellor should be a full-time academic appointment and entail responsibility to the Academic Registrar for co-ordination and proper functioning of student welfare services on each campus. These services will be referred to in more detail in Chapter 11 and include provision of support services to particular groups of students, such as first-year students, overseas students, country students, mature-age students, and students with financial difficulties. The Senior Student Welfare Counsellor should co-ordinate the work of campus-based student welfare officers and also be involved in establishing and maintaining general student services in the areas of student employment and student placement.

Student Welfare Counsellor

4.46 In contrast with the Senior Student Welfare Counsellor whose responsibilities will extend across campuses, a Student Welfare Counsellor should have campus-specific responsibilities. The Committee recommends that a full-time Student Welfare Counsellor be allocated to each campus to provide appropriate services and programmes to students enrolled on that campus. Student Welfare Counsellors should work as part
of the campus-based support system in providing welfare services and should be responsible to the Senior Student Welfare Counsellor for the performance of professional duties.

Course Counsellors

4.47 The Committee has noted that campuses currently allocate course-advisory duties to staff variously referred to as course co-ordinators, course controllers, course advisers and course counsellors. These officers have responsibilities in advising students on general matters pertaining to course requirements, enrolment procedures and student progress. The Committee endorses this procedure and recommends that a Course Counsellor be allocated to each course or small group of related courses and be responsible to the Heads of School. Generally, Course Counsellors will have duties across campuses particularly in small enrolment courses but in large enrolment courses such as the Diploma of Teaching and Bachelor of Education it will be necessary to appoint a team of counsellors each with campus-specific responsibilities. The teaching load of each Course Counsellor should be reduced in proportion to the range of counselling duties required.

Campus Secretary - Administrative Organisation

4.48 A Campus Secretary will be the chief administrative officer on a campus with responsibilities in general administrative matters including financial matters, clerical and other support services, community liaison, communication and facilities maintenance. The Campus Secretary will work closely with Heads of School and other senior academic staff, particularly in the use of campus facilities. Each Secretary will be directly responsible to the Dean - Administration. It should be noted that in this organisation the position of Campus Principal will be discontinued.

The Committee expects that in the first instance the position of Campus Secretary will be filled by an academic staff member, but recommends that in due course it should be a non-academic appointment.

4.49 Figure 4.3 shows the line-staff relationships for the positions referred to above.
Figure 4.3
LINE-STAFF ORGANISATION
IMPLEMENTATION OF THE PROPOSED ACADEMIC ORGANISATION

Course Revisions

4.50 In Chapter 3, the Committee has referred to 1984 as the year in which new programmes should be implemented, and has proposed that 1983 be a planning year during which schools and departments should prepare revised courses. As part of this schedule, the Committee also proposes that re-accreditation of revised courses, and streams within revised courses where necessary, should be undertaken in 1985. The Committee, therefore, recommends

RECOMMENDATION 7:

That planning should commence immediately and continue throughout 1983 to implement all revised courses in 1984, that such courses be submitted for re-accreditation in 1985, and that the W.A. Post-Secondary Education Commission be informed of this schedule.

College-wide Committees

4.51 The Committee proposes that the current campus-based academic organisation be phased out as quickly as possible to ensure implementation of the new academic organisation in 1983. This will entail immediate establishment of the academic organisation referred to above. The Committee, therefore, recommends

RECOMMENDATION 8:

That the following college-wide committees be established immediately -

- Academic Council
- Programme Review Committee
- Research Committee
- Appeals Committee

Committees for Each School

4.52 RECOMMENDATION 9:

That the following committees be established immediately in each School -

- Board of Studies
- Board of Examiners
- Departments as Committees
- Committee on Continuing Education
- Course Advisory Panels, as necessary
Inter-departmental Committees

4.53 RECOMMENDATION 10:
That the following Inter-departmental Committees be established immediately with designated chairmen -

- Fine Arts
- Behavioural Studies
- Business Studies
- Communications
- Mathematics and Computing
- Performing Arts
- Human Movement, Health and Recreation Studies
- Science
- Social Sciences

Institutes

4.54 RECOMMENDATION 11:
That planning, including budgetary provisions, be undertaken immediately for the establishment in 1983 of -

- Institute of Aboriginal Education
- Institute of Reading Education

Academic Planning Service

4.55 RECOMMENDATION 12:
That the College Academic Planning Service be established immediately with an appropriate academic staffing structure to be determined by the Director.

Extension Service

4.56 RECOMMENDATION 13:
That the College Extension Service be established immediately with the staffing structure described in Chapter 7.

Academic Staffing

4.57 Associated with revision of the current campus-based committee structures is the current staffing profile, which will not be appropriate for the new academic organisation. The Committee, therefore, proposes that the positions of Campus Principal, Associate Campus Principal, Dean - Academic, Associate Dean - Academic, Associate Dean - Student Services, Campus Head of Department, Campus Academic Registrar and all other equivalent positions be phased out by the end of 1982. The Committee is also of the view that in the academic organisation the previous title "Associate Dean" should be replaced by "Principal Lecturer" to underline the intention that most senior staff in the academic organisation will undertake an academic and teaching role.

4.58 The recommendations below will entail a comprehensive review of the duties of academic staff throughout the whole College. The Director
should undertake this review and re-allocation of staff with due consideration of preferences indicated by staff who currently hold positions at levels indicated in Paragraph 4.33 that are appropriate for staff re-allocations in the various new positions. Allocations should be reviewed from time to time.

4.59 To implement the staffing re-allocation referred to in the discussion above, the Committee recommends

RECOMMENDATION 14:

That the Director immediately proceed to revise staffing allocation in terms of a staffing establishment as follows -

- Heads of School
- Associate Heads of School
- Heads of Department
- Associate Heads of Department
- Heads of Institute
- Head of the Academic Planning Service
- Head of the Extension Service
- College Academic Registrar
- Senior Student Welfare Counsellor
- Associate Campus Registrars
- Student Welfare Counsellors
- Course Counsellors
- Deans, Principal Lecturers and Senior Lecturers exclusively in teaching roles
- Staff in the School of Education who will hold a joint appointment with another school

It is envisaged that all academic staff will be allocated to schools, departments and other units by the end of 1983 in one department or unit or as appointees to more than one department or unit.

Maintenance of Existing Courses in 1983

4.60 The Committee proposes that in 1983 existing courses will be conducted within the new academic organisation recommended above. Thus, for example, the new School of Education, its committees and its staff will continue to operate existing courses in 1983 concurrently with planning the revised programme to be implemented in 1984.

Implications for the Administrative Organisation

4.61 The Committee has proposed above that the administrative duties previously undertaken by Campus Principals be allocated to Campus Secretaries. The Committee, therefore, recommends

RECOMMENDATION 15:

That the Director designate Campus Secretaries to take up appointments on campuses as from the beginning of 1983.

The Committee is also aware that the proposed comprehensive revision of the academic organisation will have impact on the existing administrative
organisation of the College. It therefore follows that the administrative organisation of the College will need to be reviewed to ensure efficient and complementary support for the academic organisation. The Committee, therefore, recommends

RECOMMENDATION 16:

That the administrative organisation of the College, including budgeting procedures, be revised with a view to ensuring efficient and complementary support for the academic organisation; in particular, that the College Council establish a Finance and General Purposes Committee to complement the work of the Academic Council.

Matters for Further Discussion

4.62 In proposing an appropriate academic organisation, the Committee recognises that academic and administrative structures and processes will need to be continually adjusted to ensure effective support for the programmes. The procedures for continual review have been built into the academic organisation.

4.63 The Committee has referred to many significant matters in this chapter, some of which require further consideration. Subjects on which further comment will be made, particularly in regard to policy formulation include:

(i) research and development
(ii) continuing education
(iii) external studies
(iv) summer sessions
(v) institutes
(vi) staffing

These issues will be further considered in later chapters of the Report.
CHAPTER 5: FUNCTIONS OF SCHOOLS, DEPARTMENTS AND INSTITUTES

INTRODUCTION

5.1 This chapter further develops proposals for the academic profile of the College by referring specifically to the functions of each school and department, and the institutes. Included also is a brief rationale for proposals to re-organise departments. The School of Education is considered in some detail because of the considerable re-organisation proposed. As stated in Chapter 4, the Academy of Performing Arts for organisational purposes is considered to be equivalent to a school of the College and is discussed in that context. The two new Schools of the Arts and Applied Sciences and Community and Language Studies and their departments are discussed in terms of future directions and developments. The School of Business already operates on a school and departmental basis and, therefore, is not discussed in detail.

5.2 With the possible exception of the School of Business, the proposed schools of the College will have many similarities arising from the existing components of general studies in the teacher education programmes. These general studies have been the basis for creation of many departments. Because of this association with teacher education it can be expected that much of the work of the schools will be directed towards the 'caring' professions and community-oriented studies. However, it is also apparent that the College is well placed to develop additional subject areas which also correspond to major study fields in teacher education courses particularly those in the cultural, behavioural, communications and applied science areas.

The applied nature of studies has been repeatedly emphasised in this Report and should be an important feature of all College courses. This emphasis on applied and vocationally-oriented studies should be accompanied by an increasing commitment to community service, professional practice and developmental work in these areas.

5.3 Because of these expectations and proposed developments at post-graduate diploma and master's degree levels, concentration of staff expertise into subject-oriented departments with responsibilities across campuses becomes important, if not inevitable.

In the previous chapter, the Committee described an academic organisation based on schools and departments with responsibilities across campuses and across streams within courses. An important aspect of this organisation will be maintenance of communication links between the campuses, and it is for this purpose that a system of associate heads of school and associate heads of department has been recommended. Similarly, a system of inter-departmental committees has been proposed to facilitate an inter-disciplinary approach to teaching and other academic activities. The details of this academic organisation should be considered in conjunction with the descriptions of school and departmental profiles which follow.
As explained in Chapter 4 the work of the school will be concentrated on two general fields: information processing (computing, library, media), and sciences (mathematics, physical science, environmental science, biological science, human movement sciences). Initially the departments of this school will have a major role in servicing the needs of students undertaking courses in the School of Education. However, planned course developments for the remainder of the decade project an expansion of activity in six of the departments, particularly in the areas of art and design, computing, sports science, library and media studies and applied sciences with emphasis on environmental science. A greater commitment to the applied sciences should occur with the possible development of a northern campus. In the short term, however, developments in the courses offered by the school will occur where facilities, equipment and staff expertise are already available. All departments of the school will have academic responsibilities across all campuses.

Department of Art and Design

The significance of the College's current involvement in fine arts, crafts and industrial arts is the basis of the Committee's recommendation to create a Department of Art and Design. It is expected that the work of this department will be associated with that of the Departments of Vocational Education (industrial arts component), Art Education and the Academy of Performing Arts. Although the department is expected to provide studies in art and design for students in teacher education courses, it will not be responsible for the delivery of art education programmes. These programmes will be undertaken by the Department of Art Education.

The department should be community-oriented in its work with significant involvement in the development of background skills required for the "cottage industries". The Committee notes the appropriateness of UG3 studies in this regard, but recommends the development of a degree programme in fine arts in the intermediate term to provide opportunities for further studies in this field.

In these developments, the Committee recognises the benefits of incorporating different specialisations in each of these courses, but specifically recommends that photography should not be the responsibility of the Department of Art and Design. Photography is more appropriately placed in the Department of Media Studies. However, the department should also include within its domain studies related to the current industrial arts programme, including work with newer materials and aspects of drawing and design.

While recognising the contribution of art as a liberal study, the Committee recommends increasing emphasis on applied art as an important dimension of the work of the Department of Art and Design.

Department of Computing

The Committee recommends that the substantial studies in information processing and computing currently provided in the School of Business be serviced by the Department of Computing in the School of the Arts and Applied Sciences. In addition, this department should provide all other units in computing studies across the College, apart from the delivery of
units in computer education. These should remain the responsibility of the School of Education. The Committee has noted plans for the establishment of a major computing centre and endorses the corresponding establishment of a strong teaching department to service the various needs of the College in the areas of computing and computer applications.

The Committee received a request to consider establishment of a Centre for Information Processing. The aims and proposed functions of a centre of this kind are endorsed, and the Committee recognises the considerable potential for development in this field. However, the Committee is of the view that the Department of Computing will in fact be the equivalent of an information processing centre and that it is therefore not necessary to designate a special centre for these activities.

5.9 As a consequence of these significant developments, including the rapid emergence of computer technology and computer applications, and the existence of strong current programmes in information processing, the Committee recommends development of UGl, PGl and ultimately PG2 awards in applied science in the field of information processing. The current provision of a stream in information processing within the Bachelor of Business should be continued with an orientation towards the needs of business.

Department of Human Movement Studies

5.10 It is proposed that the functions of this department will be different from those of the Department of Health Studies and Department of Recreation in the School of Community and Language Studies, and the Department of Physical and Health Education in the School of Education. The Department of Health Studies will focus initially on community health, the Department of Recreation on a portfolio of recreation courses, and the Department of Physical and Health Education on curricular aspects of physical education and health education.

5.11 The Department of Human Movement Studies should provide service units in areas such as anatomy and biomechanics for the various streams of teacher education. In addition, it should be involved in the delivery of courses in sports science and associated studies.

Department of Library Studies

5.12 The Committee has noted the current work of the Department of Library Studies on the Nedlands Campus, both in teacher librarianship and library media, and recommends limited expansion in library and information studies. In this regard, the Committee endorses continuation of a close relationship between the Department of Library Studies and the Departments of Computing and Media Studies, as well as the Department of Communications Education. The Committee further recommends that close liaison be established between the Department of Library Studies and the College’s Central Library Services to take advantage of the contribution that the extensive specialist library services and resources available in the College can make to library courses.

5.13 The Committee has already proceeded with a proposal for a Graduate Diploma in Teacher Librarianship to be provided by the School of Arts and Applied Sciences. In addition, it recommends that the department become involved in the development of further streams of studies at the PG1 level in such specialist areas as information technology. The Committee also commends efforts currently being made to provide library study
courses through the Australian Development Assistance Bureau for participants from developing countries. While endorsing the development of special strengths in children's resources, the Committee does not expect the Department of Library Studies to pursue a major programme of diversification. The department will play a major role in servicing secondary teacher education courses and, and the Committee envisages the possibility of some early childhood and primary teacher education students also undertaking library studies as an elective major.

Department of Mathematics

5.14 The Department of Mathematics should be developed into a major servicing department to provide appropriate units and strands of units in various courses as required. It is expected that the department will provide mathematics appropriate to the social sciences, business, applied sciences, various streams in teacher education, research methods, and measurement and evaluation studies with emphasis on the applications of mathematics. Other departments of the College should utilise the expertise of the Department of Mathematics and should not unnecessarily duplicate its work. The Committee, therefore, proposes that the Department of Mathematics should have functions separate from those of the Department of Computing and Department of Mathematics and Computing Education and should strive to develop independent strengths. In addition, the Department of Mathematics should provide bridging units for beginning students whose mathematics background has not been sufficiently developed for College courses that they select.

Department of Media Studies

5.15 The Committee recommends assignment of different functions to each department in the general field of communications, namely: the Department of Media Studies, Department of Communications Education, Department of English Language Studies, Department of Business Workshop, Department of Library Studies and Department of Community Languages.

5.16 The Department of Media Studies will be one of a number of departments in the School of the Arts and Applied Sciences involved in communication and information studies. In particular, it will be concerned with development of production skills in the areas of graphics, reprographics, photography, audio, radio, film, video and television. The Committee is concerned that a practical and production-oriented emphasis be given at UG3 level with less emphasis placed on theoretical units in media. Theoretical emphases in such areas as communication theory, mass media studies and film studies should more appropriately be treated in a UG1 course.

5.17 The educational and pedagogical aspects of media (educational technology) should not be the responsibility of the Department of Media Studies, but should be undertaken by the Department of Communications Education in the School of Education. The departments in the Academy of Performing Arts should be responsible for the performance aspects associated with media.

5.18 The Committee recognises the inter-disciplinary nature of media studies and recommends a close liaison between the Department of Media Studies and other departments. In particular, the Department of Media Studies should have close links with Media Services in the provision and maintenance of specialist equipment and technical assistance. The Department of Media Studies should not provide media services for the College, but should focus on teaching the skills of media production.
The Department should continue the preparation of an Associate Diploma in Media Studies and should be involved in the preparation of media-related studies in a Bachelor of Arts (Communications).

Department of Science

5.19 The Committee has noted considerable staff expertise and significant facilities in undergraduate-level science in the College as part of the secondary stream in teacher education and in the environmental sciences in general. The Committee recommends that the College should utilise more effectively its resources in the field of applied science by developing a strong presence in selected areas of the life sciences, as well as maintaining high-quality science programmes required by science teachers. The Committee sees as appropriate the development of an Associate Diploma in Environmental Science and the later development of a Bachelor of Applied Science including streams in physics, chemistry, biology, environmental science and health science. The Department of Science should continue to offer studies relevant to the teacher education programmes, including home economics, but it should initially focus on developing special strengths in a limited number of fields of applied science.

SCHOOL OF BUSINESS

5.20 As previously stated, the Committee does not intend to refer here in detail to the departments of the School of Business. However, the Committee reiterates its commitment to previous recommendations concerning the future development of a comprehensive set of business courses and an increasing emphasis on graduate programmes. The Committee further recommends that the School should adopt an inter-disciplinary approach in the delivery of its programmes, that it should adopt in-house staff training in pedagogical skills and make increasing use of staff and resources outside its own departments. The Committee believes that these would be desirable developments which need not compromise the School's credibility or the relevance of its work. Departments of Computing, Mathematics, Social Sciences, English Language Studies and Community and Behavioural Studies all possess expertise and units of study of relevance to the School of Business. Conversely, the expertise of the School of Business should be made available more widely in such other areas as Business Education, Educational Administration, Recreation and Career Education.

5.21 In the area of course development, the Committee believes that associate diploma courses as part of the School's portfolio of courses are appropriate, because not all fields of business require three years of study. Examples of areas suitable for study at associate diploma level are retailing and secretarial studies. The Committee further recommends involvement of the School in the planning and delivery of other UG3 courses, for example, in advertising and public relations, such courses to become the responsibility of the School of Community and Language Studies.

Immediate Developments

5.22 Because of the rapid growth experienced by the School, the Committee anticipates a levelling off in students commencing undergraduate programmes, and hence a period of consolidation with total enrolments peaking at 1575 EFTS, including enrolment in information processing and computing.
5.23 The Committee considers that the School of Business should have teaching responsibilities across all campuses. These matters of location are taken up in detail in Chapter 6, but the Committee reaffirms its view that the main activities of the School of Business, including graduate studies, should be conducted on the Churchlands Campus with selected streams being conducted on all campuses.

5.24 The Committee endorses the Interim Council's policy that streams in accounting and accounting and computing be commenced in 1983 on the Mount Lawley Campus, and recommends selected undergraduate streams be commenced on the Claremont Campus in 1984 or 1985. Secretarial studies, which become the responsibility of the Department of Information Processing in the School of Business, should continue to be offered on the Nedlands Campus for the time being. Dispersal of teaching activities of this kind accords with the Committee's general recommendation of providing tertiary studies in high enrolment courses on each campus, and in locations geographically convenient for the community.

SCHOOL OF COMMUNITY AND LANGUAGE STUDIES

5.25 Study areas proposed for the School of Community and Language Studies are currently available in the College either as complete courses or major streams of courses. As a consequence of this, and because of the relevance of these study areas to the community, the Committee anticipates vigorous development in all departments of the School. Interest in all current courses is high, and accordingly, the School is expected to become one of the largest in terms of enrolments planned to peak at 1170 EFTS in 1990. The Committee recommends adoption of a practical orientation in all courses with emphasis on solution of community issues and problems. Included should be an emphasis on Australian and local studies. In a very real sense, the School should be actively involved in servicing community and professional needs while maintaining standards of scholarship appropriate to a tertiary institution. In its work, the School should foster an inter-disciplinary approach.

Department of Community and Behavioural Studies

5.26 The nature of work to be undertaken by this department is exemplified by associate diploma courses already proposed by the College. A course in social administration including streams in public administration and social welfare and welfare administration has been planned to commence in 1983. Community studies with streams for social trainers and welfare workers, and instructional management with streams in pre-school studies, child and youth studies and adult studies have been planned to commence in 1984. These courses focus on social services, and as such, indicate the School’s orientation to the ‘caring’ professions and occupations.

5.27 A second area of the work of the department will comprise behavioural studies in which the College has developed considerable expertise in the areas of educational psychology and applied psychology at both the undergraduate and graduate levels. To parallel the planned development of programmes in aspects of community welfare, the Committee recommends the development of a degree course oriented towards community psychology rather than on experimental or industrial psychology, and emphasising principles of human development as preparation for work in the various social service fields including youth work and counselling. The Department of Community and Behavioural Studies should liaise with the
Departments of Management and Law, Education, Art and Design and Music in the provision of psychologically-based studies in such areas as human relationships, communication and the therapies.

Department of Intercultural Studies

5.28 This Department should concentrate on intercultural studies as such and thus have functions different from the Departments of Education and Social Science Education, and the Institute of Aboriginal Education. It should not be responsible for intercultural education in teacher education courses and should not administer the Aboriginal Teacher Education Programme. Its responsibilities should include the Advanced Education Entry Certificate, the General Education Certificate and the Graduate Diploma in Intercultural Studies. The graduate course should transfer from the School of Education after 1983 at which time intercultural studies for teachers will be contained in the Bachelor of Education at the fourth-year level and in the Post-graduate Diploma in Educational Studies at the fifth-year level. The Graduate Diploma in Intercultural Studies provided in the School of Community and Language Studies should then be available to non-teachers and should be oriented towards adult issues rather than to school-oriented matters.

5.29 The Committee also proposes development of an Associate Diploma in Intercultural Studies which should include a broader range of anthropological and sociological studies and relevant topics in Asian studies. The Committee commends the progress already made in the field of intercultural studies, particularly on the Mount Lawley Campus, and recommends further expansion of the field. In this regard, the Committee has proposed the creation of an Institute of Aboriginal Education (attached to the School of Education) with which the Department of Intercultural Studies will be closely related.

Department of Health Studies

5.30 The Department of Health Studies should focus on community health programmes and other related studies for health professionals and para-professionals. The department should not be responsible for tuition in health or biological sciences which are better provided by the Department of Science, and the Department of Human Movement Studies. The Department of Health Studies should be involved in the Associate Diploma in Health Education (non-teacher education) and at a later stage in the Bachelor of Applied Science (Health Education).

5.31 The Committee has noted discussions between the Claremont Campus and the Director of the Dental Hospital on arrangements for provision by Claremont of supporting specialist studies. The Committee commends this initiative, and encourages further development of similar arrangements with the nursing profession and specialist groups involved in the delivery of health care. The various campuses of the College are geographically well placed in relation to major teaching hospitals to provide supporting studies, and accordingly, the department should develop closer associations with these institutions.

5.32 The Committee endorses the recent recommendation of the accreditation panel for the Associate Diploma in Health Education that the level of the award should be upgraded. The Committee specifically recommends implementation of a UGI course in the field of community health education. In due course, the department should also consider the provision of graduate level courses in selected vocational fields.
Department of Recreation

5.33 The current portfolio of courses in recreation provides for a range of students with different backgrounds and in different occupations. However, the Committee does not favour retention of a UG2 course in parallel with a UG1 course in recreation and hence, in accordance with proposed general policy, recommends the phasing out of the diploma (UG2) course in favour of the Bachelor of Applied Science (UG1).

5.34 Because of the likely continued demand for an expanded range of recreational activities in the community, the Committee recommends that the UG3 course, in particular, be re-designed to include streams of studies appropriate for specific vocational groups, such as those involved with tourism, sports administration and caring for the aged.

Department of Religious Studies

5.35 The Committee has recommended creation of a Department of Religious Studies (as distinct from religious education) because of the recent successful introduction of the Graduate Diploma in Religious Education Studies. The Committee has noted that there is no tertiary Department of Religious Studies in Western Australia, and that currently the College is the only tertiary institution offering substantial studies in religion and religious education. The Committee, therefore, recommends that this field of study be further developed. In this regard, the Committee proposes that discussions should be held with appropriate religious authorities and other interested parties in establishing new areas of study. Initially, the Department of Religious Studies should provide units in the general studies component of teacher education programmes and in the Graduate Diploma in Religious Education Studies. Additionally, the department should broaden the focus of its work to include a wider perspective of religious studies, including the study of religion as part of Aboriginal culture and of the cultures of Australia's near neighbours. A significant aspect of the work of the department should be its contribution to the development of specialist areas such as religious art and religious music. The Committee does not envisage the development of additional courses in religious studies, but sees as appropriate continued provision of religious studies as strands in other courses.

Department of Social Sciences

5.36 The Department of Social Sciences is expected to have a significant role in the servicing of teacher education programmes, including a stream in the proposed Post-graduate Diploma in Educational Studies and streams in the UG3 courses in community studies, social administration, and applied arts and sciences. The department should concentrate on studies in selected fields rather than all fields of the social sciences. The Committee specifically recommends inclusion of local studies (e.g. local history) and Asian studies. The Department of Social Sciences should also consider inclusion of urban studies and other applied areas in its profile.

5.37 The Committee does not support development of courses based solely on separate disciplines within social science, but recommends the development of inter-disciplinary streams in such courses as the Associate Diploma in Applied Arts and Science.
Department of Community Languages

5.38 Establishment of a Department of Community Languages is expected to provide an impetus to the study of languages and to make available a wider range of languages, the study of which in the past has tended to be limited because of the non-viability of classes. In particular, major studies in foreign languages should become viable because of the co-ordination of studies across streams in teacher education programmes. The department should aim to provide a comprehensive range of languages, including less frequently taught languages such as Greek and Aboriginal languages. European languages, particularly French and Italian and to a lesser degree German, are taught in West Australian schools and should be developed further at tertiary level in the College, but increased emphasis should be placed on studies in Asian languages which have less support at secondary school level, particularly Japanese, Indonesian, Malay and Chinese. The department should aim to become the most comprehensive languages department in the State and provide courses at associate diploma and degree levels. The Committee also supports the continuation of the College’s association with the Royal Society of the Arts in London in providing instruction of the Certificate in Teaching English as a Second Language. The College is unique in the above respect, being the only approved and accredited institution in Australia. The Department of Community Languages should liaise with the Department of Communications Education in work associated with TESL. The Committee further recognises the valuable contribution being made in providing instruction in foreign languages to professional ancillary hospital staff in the Fremantle area.

Department of English Language Studies

5.39 The Department of English Language Studies should be responsible for various areas of literature (excluding children’s literature) applied language studies (e.g. advertising, journalism and business communications) and foundation studies.

5.40 The Department should develop a Bachelor of Arts course with streams in aspects of communications with an applied emphasis. The Department should also have a considerable role in servicing other courses such as the Associate Diploma in Applied Arts and Sciences and the Diploma of Teaching/Bachelor of Arts in Education. In addition, it should provide bridging courses in written communication for students deficient in this area. It should not be responsible for curricular studies in teacher education programmes, studies in teaching English as a foreign language, or studies in drama production. Drama production should be the responsibility of the Academy of Performing Arts.

SCHOOL OF EDUCATION

5.41 Departments in the School of Education will be responsible for particular curricular areas. Staff members will collectively have teaching responsibilities across the three streams of early childhood, primary and secondary teacher education, thus making available in each department a considerable pool of expertise. The School is expected to rationalise and integrate its programmes and include studies leading to the higher awards of a Post-graduate Diploma in Educational Studies and a Master of Education.

5.42 The Committee has recommended a reduction in the number of departments for the School in comparison to the number of departments currently
existing on the separate campuses. The Committee favoured the creation of larger departments in preference to campus-based departments and smaller specialised departments such as junior primary, career education and special education, as a means of ensuring a more co-ordinated and directed effort, less duplication in programming and better utilisation of staff resources. As a consequence of amalgamation of smaller campus-based departments, development of genuine post-graduate studies in specialised areas should be possible.

Department of Art Education

5.43 The Committee has noted the strength of the College in the area of art education and wishes to encourage further development of art education as a field of study. The Department should aim to develop in the near future a stream of art education in the proposed Post-graduate Diploma in Educational Studies. In conjunction with the Department of Art and Design, the Department of Art Education should provide a range of studies which will result in the College providing significant alternative studies to those currently available in other post-secondary institutions. In addition, the Department should be involved in other specialist areas such as the therapies and programmes for exceptional children.

Department of Education

5.44 The Department of Education has been planned to incorporate the existing campus Departments of Professional Practice, Education, Educational Psychology, Early Childhood Education, Junior Primary Education and other specialist departments such as Career Education and Special Education. It will therefore be a major department of the School. This Department should be responsible for co-ordination of studies in education across all streams and across all campuses in undergraduate and graduate programmes. The Committee favours establishment of one comprehensive department of education rather than maintenance of smaller discrete departments, either subject-based or campus-based. This rationalisation of existing departments is aimed at providing integrated units of educational studies geared to professional practices which the Committee considers should be the focal point of an effective preparation for initial teaching. Because of this concern to promote an effective, integrated programme, the heads of all other departments of the School should be ex-officio members of the Department of Education. This proposal is discussed in more detail in Chapter 8.

5.45 The Committee recommends that the existing staff of the Early Childhood Education and Junior Primary Education Departments who elect to serve in the School of Education should be re-deployed to the new Department of Education or appropriate curriculum departments. The continuation of departments which focus on particular streams of teaching is not favoured by the Committee. Departments with across-streams responsibilities are more conducive to effective delivery of programmes and provide more variety for student choice of units and specialisations.

Department of Communications Education

5.46 The Department of Communications Education should be responsible for co-ordinated and integrated delivery of programmes which focus on curricula in the areas of reading, English (including children’s literature and children’s writing) speech, child drama, library, media, foreign languages and teaching English as a second language.
Committee considers that in many cases former independent, specialist departments which were also campus-based tended to be dysfunctional and frequently advocated competing approaches. These differences have been exacerbated by departments specialising in language education studies for particular streams of teaching.

5.47 The Committee recommends establishment of one comprehensive Department of Communications Education because of the need to provide integrated core units in communications education for the early childhood and primary streams, as well as the specialist units in the secondary stream. It does not favour retention of the existing Department of Communications and the major in communications at present offered in the secondary stream on the Nedlands Campus. The Committee considers that this distinction between English and communications is artificial and has resulted from historical factors.

An important additional role of the Department of Communications Education will be its involvement with the Institute of Reading Education.

Department of Mathematics and Computer Education

5.48 The Committee is aware that computer education is not exclusively related to mathematics education, and proposes a multi-curricular application of computing. However, a separate Department of Computer Education at this stage seems inappropriate because of the nature of the programmes proposed in teacher education, particularly at undergraduate level. When computer education becomes more significant in the preparation of teachers, a Department of Computer Education should be created. Computer education which commenced on the Mount Lawley Campus, should be developed further on other appropriate campuses.

5.49 The Committee has noted the potential of the College to develop a significant strength in the area of mathematics education. In particular, the proposed Post-graduate Diploma in Educational Studies (Mathematics Education) should provide opportunities for high-quality work in this important curricular area. Establishment of a single department with responsibilities across streams of teaching and across campuses should facilitate this development.

Department of Music Education

5.50 The Department of Music Education should liaise closely with the Department of Music in the Academy of Performing Arts in sharing resources and in tuition of music specialists in teacher education. The Department should also be active in the development of units of study for the therapies and related areas in special education. It should plan to introduce as soon as possible a specialist stream in the Post-graduate Diploma in Educational Studies.

Department of Physical and Health Education

5.51 The Committee, after noting various arrangements of departments concerned with health education, physical education and recreation, recommends establishment of an integrated Department of Physical and Health Education. The Committee further noted the emerging importance of health education in school curricula, but considers it appropriate, for the time being, to combine physical and health education studies, because a Department of Health Education would be too small. A stream of health
education in the Bachelor of Education (fourth level) should be developed. It should be noted that community health education will be the responsibility of the Department of Health Studies in the School of Community and Language Studies. In regard to physical education, the Department should concentrate as much as possible on curricular and instructional aspects rather than on general subjects. The Department should also develop a stream of physical education in the proposed Post-graduate Diploma in Educational Studies.

Department of Science Education

5.52 The Department of Science Education should provide core units for early childhood and primary students, and for science students in the secondary stream. The Department should aim to continue development of its work in science education at both undergraduate and graduate levels. It should also provide a stream in the proposed Post-graduate Diploma in Educational Studies. The Department should concentrate as much as possible on curricular aspects rather than on general subjects which should be the responsibility of the Departments of Science and Human Movement Studies.

Department of Social Science Education

5.53 The Department of Social Science Education should provide core units for early childhood and primary students, as well as secondary specialisations and graduate studies. It should also provide a stream of specialist studies for the proposed Post-graduate Diploma in Educational Studies. Studies in religious education, and intercultural education including Aboriginal education, should be provided by the Department. The Department will also be involved in servicing the Institute of Aboriginal Education.

Department of Vocational Education

5.54 The Department of Vocational Education will comprise the former Departments of Business Education, Home Economics and Industrial Arts. It should focus on the pedagogy of each of these areas and when opportune should develop other vocationally-oriented activities as these emerge in school curricula. The Department of Vocational Education should liaise with the Departments of Accounting, Information Processing, Science, and Art and Design in the design of programmes in teacher education. The Committee considers that photography for industrial arts students would be better provided by the Department of Media in the School of the Arts and Applied Sciences, and not by the Department of Vocational Education. Home Economics staff should liaise with staff of the Department of Community and Behavioural Studies and the Department of Education in the provision of family, child and youth studies as necessary. Industrial arts staff should liaise with staff in the Department of Art and Design in the development of new studies in design and applied art. There is potential for this department to make a special contribution to technical and further teacher education. Accordingly, the Department should plan appropriate streams of studies in the Bachelor of Education and Post-graduate Diploma in Educational Studies.

THE ACADEMY OF PERFORMING ARTS

5.55 Although a substantial part of the work of the Academy will comprise courses at the TAFE level in the fields of music, dance, theatre arts and film and television, the Academy should offer a range of associate diploma courses and, in the near future, extend its offerings in music, dance and theatre arts to degree level.
In response to its charter, the Academy will have off-campus responsibilities, although courses requiring expensive facilities will be provided centrally at the Academy. Not only will complete award programmes be provided but the departments of the Academy will also serve students in other schools, particularly in the School of Education.

Department of Dance

5.56 The Department of Dance, in addition to servicing specialist dance students, should also service students enrolled in the School of Education and other schools as required. It is expected that in the School of Education, physical education, music education and communications education will be the main areas serviced by staff of the Department of Dance. The possibility of a joint role with the School of Education in the provision of courses for professional dance instructors should be explored.

Department of Music

5.57 The Department of Music should be responsible for providing the non-education components of courses in music education. Areas such as music history, music performance (both solo and ensemble), composition and jazz should be provided by the Department, which will liaise with the Department of Music Education in the School of Education, the Department of Art and Design in the School of the Arts and Applied Sciences, as well as with the other departments of the Academy. Units which deal with themes related to education and psychology in the Academy’s courses should become the responsibility of appropriate departments in other schools.

Department of Theatre Arts

5.58 It is expected that the Department of Theatre Arts will be associated with the Department of Art and Design, the Department of Media Studies and with departments in the School of Education. Students in teacher education who are specialising in drama and related theatre studies should be serviced by current units, new units or streams of practical studies provided by the Department of Theatre Arts. It is anticipated that students from the Departments of Dance and Music could also be provided with courses in drama, and in theatre performance. Proposed advanced education awards may well accommodate streams of study in theatre arts which suit both Academy students and students from other schools. The Academy should therefore broaden its involvement in advanced education in theatre arts and in the performing arts in general.

Department of Film and Television

5.59 At present the Academy offers no courses in this area of study, but its foundation charter stated that it should liaise with other Perth organisations with a view to providing courses in preparing film and television performers. It is contemplated that initial units in practical studies may be offered in 1983 and that subsequent years will see the introduction of film and television units. Servicing of other departments will promote associations with the Departments of Media Studies, Communications and Education. Co-operative course planning should result in economies in plant and other resources.
5.60 In Chapter 3 the Committee has proposed establishment of an Institute of Aboriginal Education and an Institute of Reading Education. As previously explained, the Committee has limited the number of institutes to ensure that adequate resources can be allocated, and that the work of the institutes is concentrated on aspects of a discipline in which the College has unique expertise in Western Australia. Nevertheless, it is expected that other institutes will be developed in the future. For example, the Committee has noted potential for development of this kind in mathematics education and career education. In regard to the former, it is clear that the College has developed high-level expertise in primary mathematics education. If this level of expertise is further developed in all streams of mathematics education, there will be a case for establishment of an Institute of Mathematics Education in the College. Similarly, work being undertaken in career education indicates potential for establishment of an institute in that field in the near future.

5.61 Objectives for an institute should be to provide:

(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.

These institutes are likely to evolve from related programmes or courses and should engage in some or all of the following activities:

(i) collation and dissemination of information;

(ii) provision of seminars, short courses and workshops for community and professional groups;

(iii) publication of newsletters and other professional papers;

(iv) provision of consultancy and advisory services and evaluation services;

(v) establishment of clinics, where appropriate;

(vi) establishment of links with other agencies which operate within the specialised field;

(vii) preparation of research and evaluation proposals for funding authorities, including proposals for sponsorship by private companies;

(viii) implementation of projects offered under contract;

(ix) recommendation for appointment of fellows and other visiting professionals.
Each institute should supplement its funds from the College with grants from government and private sources, fees for services and revenue from the sale of products.

In all of these activities, an institute would seek to gain public and professional acceptance of the quality and relevance of its work.
CHAPTER 6: UTILISATION OF RESOURCES

INTRODUCTION

6.1 In this chapter the Committee deals with utilisation of current resources, particularly academic staff, campuses, specialist facilities and equipment in the context of the proposed academic profile and related academic organisation. Short-term and longer-term utilisation of resources and the College's capacity to provide high-quality resources necessary for support of planned programmes are important factors to be considered.

6.2 The Committee's brief clearly indicates the Interim Council's objectives of pursuing, within an efficient and economical system, high standards of quality and of maximising special potential for academic development inherent in the four former colleges.

6.3 The Committee has proposed establishment of an academic system which is fully integrated in its structure and functions. Accordingly, the Committee has considered the total range of College resources in planning a complementary delivery system. Although it accepted existing policies of the former colleges wherever these were compatible with the objectives of the Interim Council, the Committee was neither constrained in its thinking nor unduly influenced by self-interest groups in regard to formulating recommendations on the utilisation of the College's total resources and the distribution of its programmes. Its main objective was to recommend utilisation of resources which will facilitate development of a major, multi-purpose tertiary institution.

6.4 In the matter of location of facilities and courses, the Committee noted:

(i) views of colleagues as expressed in submissions;
(ii) data on enrolments (1973-1982);
(iii) place of residence of students in various courses;
(iv) quality of facilities, size and location of campuses.

The Committee particularly noted the current major and minor subject enrolment patterns in the Diploma of Teaching and Bachelor of Education courses for secondary teachers. These areas of specialisation were considered to be important in any decisions involving specialised staff, equipment or facilities. It was an obvious concern of the Committee in making recommendations on re-locations of courses that enrolments in any of the established courses should not be adversely affected.

EXISTING RESOURCE UTILISATION

Localised Concentrations of Activities

6.5 The profiles and facilities of the superseded colleges have been referred to in Chapter 2. The separate developments of these colleges occurred within a somewhat co-operative inter-college environment, but were mainly
due to the enterprise of campus staff planning within the constraints of a single-purpose campus. An over-riding consideration for the former colleges was maintenance and protection of established profiles and designated fields of study. It is therefore unlikely that these particular academic profiles would have developed, if academic planning had occurred with the full utilisation of the combined resources that are now available.

6.6 Within the college system of campuses, teacher education is the only field of study which is currently decentralised. All other fields are campus specific, this being a result of the course approval procedures and policies of the various institutions and co-ordinating authorities. Within pre-service teacher education, primary education is the only stream provided on more than one campus, and this occurred a decade ago in response to heavy demand for teachers. A feature of the present college distribution of activities is the highly localised concentration of these activities. Because of past policies, there is little dispersion or duplication of activities in general, primary teacher education being the exception.

6.7 This situation is considered by the Committee to be inappropriate in an amalgamated system and a hindrance to efficient and co-ordinated development of the College's programmes. In the Committee's view, over-emphasis on localised concentrations should be discontinued. Undesirable concentrations of this kind have also occurred with the appointment of specialised staff to individual campuses, although recently a co-operative sharing of specialist staff (e.g. in music and business) has been occurring, thereby indicating potential advantages in utilising specialist staff in a fully integrated system.

6.8 To date the College has not been able to develop any high-quality specialist facilities, but some units such as the Academy of Performing Arts appear to have made progress in this regard. Although the separate campuses have been able to build up an impressive range of facilities and equipment, they have always faced considerable difficulties in establishing major specialised facilities because of the costs involved, the comparatively small usage on any one campus and the ad hoc nature of co-operation among the independent colleges. For example, in science (as opposed to science education) very expensive equipment with limited usage on a single campus has frequently not been purchased despite the merits of the educational arguments advanced for its use.

Campus Facilities and Locations

6.9 In the main, there has been a tendency to develop initially adequate facilities of a multi-purpose or generalist nature which could be converted to other uses should this be required. In view of this factor, as well as deterioration of the facilities over time and reduced resources for maintenance, the College will face difficulties in maintaining some of its present facilities, some of which, even in their best condition, are either inadequate or barely adequate. This has particular implications for the Claremont and Nedlands Campuses, Claremont having no specialist facilities of any note and Nedlands having inadequate tertiary facilities in nearly all of its specialised teaching fields, including "communications" (media), physical education, home economics, industrial arts, music and science.

6.10 Student and staff facilities at Claremont are impoverished and the standard of general accommodation on that campus is inadequate. Nedlands
facilities are generally poorly designed, cramped into severely-limited spaces with no potential for further development of high-quality comprehensive programmes in teacher education. The Nedlands Campus in its present form is not suitable for a comprehensive array of resource-specific studies.

6.11 The geographical proximity of the campuses has been previously noted in Chapter 2. The Nedlands and Claremont campuses are close together, being 3 kilometres apart along Stirling Highway with Nedlands adjacent to the University of Western Australia. The most widely separated campuses are Claremont and Mount Lawley, being 12.5 kilometres apart. The average inter-campus distance apart is 8.5 kilometres. All campuses are north of the river with Claremont and Nedlands situated in the central core of the Perth Metropolitan Region. These two campuses are the oldest, least functional as well as the smallest in area, each being less than 4 hectares.

6.12 The limitations of the Claremont and Nedlands campuses have been of concern to the Committee in considering the future utilisation of the College’s physical resources. Its concern relates to the maintenance of mostly inadequate buildings on the two sites, the difficulties in funding re-building programmes and restricted opportunities for extension of facilities.

Policies on Resource Utilisation

6.13 In the matters of utilisation of campuses, utilisation of staff and physical resources, and location on campuses of programmes, the Committee has adopted the policies outlined below.

(i) The future development of campuses of the College should focus primarily on the northern sectors of the Perth Metropolitan Region. This policy has particular advantages in local servicing of undergraduate studies, but should not preclude servicing of students from metropolitan and country regions in general.

(ii) The multi-campus nature of the College will enable it to provide tertiary studies in a variety of fields, at sites which are geographically convenient to very large sectors of the metropolitan area. In the matter of local servicing, the Committee therefore recommends that local demand should be a major criterion for establishing programmes. Students should also have local access to a range of course offerings in their particular field. The possibility of wider choice of studies in a convenient locality has considerable merit. An expected result is the strengthening of enrolments in the whole range of College courses. The Committee does not agree with opinion expressed by a few colleagues that dispersal of programmes across campuses will result in a decline in enrolments.

(iii) Pooling of staff into departments with across-campus responsibilities will provide 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.

(iv) The concentration of very expensive facilities, rather than duplication as has been the case, 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.

(v) Because of its location, size, nature of buildings and close proximity to other campuses, the Nedlands Campus should not be further developed. Any re-deployment of programmes should be from, rather than to, the Nedlands Campus, thereby lessening the pressures of providing for the current quota of approximately 1500 EFT student population in a wide variety of specialist areas: Re-location should be concentrated on the larger Mount Lawley and Churchlands Campuses.

(vi) In order to cater for expected developments in the northern and north-western corridors, the College should progressively develop another campus at Whitford or Joondalup. A campus on one of these locations could be expected to provide a different range of courses, including various applied sciences.

(vii) Low-enrolment courses which require specialist staff and specialised equipment and facilities should be centralised on one campus.

(viii) The location of specialised programmes should complement related nearby facilities in the community.

(ix) The location 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. These may be quite different from profiles prescribed for the former colleges by the Western Australian Post-Secondary Education Commission.

(x) The Committee is aware that students and staff will need to identify with a home campus and that schools, departments and courses should have headquarters on designated campuses in order to facilitate communication, co-ordination and planning.

In addition to general policies on resource utilisation, the Committee adopted specific policies as outlined below.

(i) All campuses should become multi-purpose. This multi-purpose orientation should apply mainly at the undergraduate level.

(ii) All high-demand streams in courses should be provided on a multi-campus basis.

(iii) Each school and department should have headquarters located on a designated campus, and this campus should be the one on which the major proportion of studies is provided.

(iv) Each staff member, whether holding a joint appointment (teaching in more than one department) or a single appointment (teaching in one department), should be located on a designated (or home) campus and this campus should be the one on which the major proportion of the staff member's teaching is performed.
Each student should be enrolled on, and associated with a home campus, and that campus should be the one on which the major proportion of the student's study is undertaken.

Each course should be the responsibility of a school rather than a department.

Undergraduate students should be expected to travel to one campus only on any one day for specialised purposes. Ideally, undergraduate students should not be required to travel away from a home campus.

Graduate students may elect to travel to various campuses to ensure a programme suited to their purposes. The centralisation of specialist facilities and courses on a single campus will minimise inter-campus travel for students undertaking specialist graduate studies.

Academic staff may teach on more than one campus as required by their head of department in consultation with the head of school.

CAMPUSES

When considering utilisation of campuses in the amalgamated College, the Committee was mindful of its brief and basic position that proposals should be aimed at achieving real savings of resources. The Committee is aware of the possibility of reducing locations to two campuses, but considers that the largest sites, Churchlands and Mount Lawley, even with major new buildings, could not accommodate the range of programmes and enrolment levels projected to 1990. The Committee, therefore, is of the view that rationalisation will entail retention of at least three campuses, and has therefore identified two options:

(i) retention of the four existing campuses;

(ii) reduction to three campuses.

The Committee is aware that the first option (retention of the four existing campuses) is the easier and possibly less disruptive. However, with regard to the major objectives of achieving real savings and optimum utilisation of specialist resources, data analysed by the Committee indicates that current and projected enrolments in this decade can be accommodated on three campuses, and that potential for the significant development of Nedlands and Claremont is so limited that at least one of these campuses should be discontinued. These data are referred to in Paragraph 6.37 and Tables 6.5 and 6.6. In previous statements, the Committee has drawn attention to the limitations of buildings, facilities and sites of Claremont and Nedlands, but is of the view that if a choice has to be made, then the Claremont Campus has more potential for development. The Committee reiterates its view that the Nedlands Campus is inadequate for the following reasons:

(i) the campus was originally designed mainly to service students who were undertaking the major part of their studies at the University of Western Australia and, therefore, was not designed as a self-sufficient tertiary institution;

(ii) the confined layout of teaching spaces and sub-tertiary design of library facilities are not appropriate for tertiary education;
(iii) many of the specialist facilities are inadequate for tertiary teaching;

(iv) the campus is not suited for provision of a comprehensive array of resource-specific studies;

(v) parking facilities for students are very limited and would be further affected by any additional building;

(vi) the building requires additional capital work to cater for current enrolment in industrial arts and home economics;

(vii) staff accommodation is inadequate;

(viii) the location of the campus contributes to the current undesirable concentration of tertiary institutions in the inner core of the metropolitan region in which there is limited, if any, projected population increase;

(ix) it is the smallest site of the campuses without possibility for expansion of facilities;

(x) it is situated on a busy intersection and close to heavy traffic flow.

6.17 In so far as Claremont is concerned, the Committee is aware that the Interim Council has approved plans for commencing re-development of the campus. The Committee endorses this action and its reasons for preferring the Claremont Campus to Nedlands are as follows:

(i) the site is slightly larger and more adequate parking facilities for students can be developed without limiting a building programme;

(ii) an important aspect of the building programme will be replacement of existing inadequate structures and, therefore, opportunity to establish educational facilities of a tertiary standard;

(iii) the location has advantages in that it is suitable for servicing the south-western suburbs of the metropolitan area in the region of Fremantle;

(iv) it is conveniently situated near to sporting facilities, in close proximity to a variety of schools, and is removed from areas of heavy traffic flow.

6.18 Accordingly, the Committee considers that a phased reduction to three campuses with the possibility of subsequent planning of an additional campus in the northern region is the most appropriate option for the future of the College. Specifically, the Committee recommends a two-stage re-location of programmes from the Nedlands Campus. The first stage should involve partial re-location on the Mount Lawley Campus, and the second stage, re-location of the remaining programmes on the Churchlands Campus. The Committee further proposes that the College should proceed to plan a campus at Whitford or Joondalup. The establishment of a campus in this northern area with a diversified programme, including business studies, the technologies and applied sciences, is considered to be in the best interests of the community and
in keeping with the Commonwealth Tertiary Education Commission's current policies on re-direction of programmes in the advanced education sector. Such a development would be economically sound and likely to be supported by local and tertiary education authorities.

6.19 The proposal for partial re-location on the Mount Lawley Campus is supported by the Committee's estimates of the capacity of the Mount Lawley Campus. Current enrolments, excluding external enrolments, on the Mount Lawley Campus comprise 990 EFTS including 730 full-time students. The Committee estimates that current space usage on that campus averages approximately 50% of the total space hours available. On the basis of normal space usage, the Committee further estimates that the Mount Lawley Campus should be able to accommodate 1200 students at any one time. Using 1985 as an example, the planned usage for Stage 1 will entail approximately 1200 full-time and 1200 internal part-time students. Therefore, in terms of the estimate that 1200 students may be accommodated at any one time, this projected total of 1200 full-time students is considered equivalent to an approximate load of 700 students to be housed at any one time during normal full-time student hours. The projected total of part-time students in classes outside of these hours can also be accommodated. In addition to space usage required for instruction, additional specialist facilities and staff accommodation will be necessary. The Committee has estimated that implementation of Stage 2 on the Churchlands Campus can also be effected in terms of space usage provided that specialist facilities are made available for Home Economics and Industrial Arts.

6.20 The Committee has proposed a phased reduction to three campuses with a view to ensuring that the necessary alterations and additions can be completed prior to the planned re-locations on the Mount Lawley, Churchlands and Claremont Campuses. Thus, the first stage proposed, the re-location of a significant number of students from Nedlands to Mount Lawley, will be contingent on some additional facilities being provided at Mount Lawley, and at the same time, will ease the current pressure on the Nedlands Campus. In an operational recommendation on this matter which follows in Paragraph 6.21, the Committee is proposing that Stage 1 of the re-location of course streams from the Nedlands Campus be effected as from 1984. An alternative to complete implementation of Stage 1 within a short period would be to transfer courses within Stage 1 gradually to the Mount Lawley Campus. Thus, for example, the first-year intake of secondary teacher education could commence at Mount Lawley with second and third years remaining at Nedlands Campus to complete their courses. However, the Committee is of the view that a complete transfer should be made at one time, understanding that it will be necessary to explain to students already enrolled in courses the advantages that they will have in working with better specialist facilities. Continuing students should also understand that most of the staff who have been involved with them in their programme will be transferring with them to the new location. Implementation of the second stage of re-location will be dependent upon satisfactory negotiations for the sale of the Nedlands Campus, with monies so raised being used to provide additional facilities required on the Churchlands Campus, and to continue the upgrading of facilities on the Claremont Campus.

These arrangements are consistent with the previously stated major objective of achieving real savings of resources in that:

1. costs of annual maintenance of campuses will be reduced at a time when funding restrictions are occurring;
substantial progress in the re-development of the Claremont Campus will be possible without recourse to additional external capital funds and with less expenditure of recurrent funds;

(iii) expenditure on specialist facilities will be rationalised;

(iv) some of the funds raised by the sale of Nedlands Campus may be available to meet planning costs for development of a northern campus in new fields of studies related to special needs in the northern corridor;

(v) economies of scale can be achieved in that projected increases in student enrolment will be accommodated on three campuses.

6.21 To prepare for the implementation of plans for re-location, the Committee recommends

RECOMMENDATION 17:

That the facilities and accommodation of the Mount Lawley Campus be reviewed to ensure that Stage 1 of the re-location of course streams from the Nedlands Campus can be effected, preferably as from 1984.

RECOMMENDATION 18:

That firm negotiations be undertaken to dispose of the Nedlands Campus.

RECOMMENDATION 19:

That as soon as the sale of the Nedlands Campus is effected Stage 2 (re-location of course streams from the Nedlands Campus to the Churchlands Campus) be implemented.

RECOMMENDATION 20:

That the College initiate negotiations with the Western Australian Post-Secondary Education Commission and other authorities to establish a campus at Whitford or Joondalup.

TWO-STAGE RE-LOCATION PLAN

6.22 The two-stage plan previously referred to involves:

Stage 1: re-location of some specialist streams in secondary teacher education from Nedlands to Mount Lawley;

Stage 2: re-location of the remaining Nedlands-based programmes on the Churchlands Campus as soon afterwards as is feasible.

If circumstances are such that Stage 2 cannot be implemented, re-locations achieved in Stage 1, with some further re-organisation, should constitute a continuing four-campus model based on existing campuses.

Table 6.1 refers to Stage 1 and Table 6.2 to Stage 2 of the re-location.
### Table 6.1

#### STAGE 1 RE-LOCATION PLAN: FIELDS OF STUDY

<table>
<thead>
<tr>
<th>CHURCHLANDS</th>
<th>MOUNT LAWLEY</th>
<th>CLAREMONT</th>
<th>NEDLANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Applied Sciences</strong></td>
<td><strong>Arts &amp; Applied Sciences</strong></td>
<td><strong>Arts &amp; Applied Sciences</strong></td>
<td><strong>Arts &amp; Applied Sciences</strong></td>
</tr>
<tr>
<td>Media Computing</td>
<td>Art &amp; Design</td>
<td>Library Studies</td>
<td>Mathematics</td>
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<tr>
<td>Business</td>
<td>Human Movement Studies</td>
<td>Business</td>
<td>Business</td>
</tr>
<tr>
<td>All Undergraduate and Post-graduate streams</td>
<td>Science</td>
<td>Undergraduate Studies (selected streams)</td>
<td>Secretarial Studies</td>
</tr>
<tr>
<td><strong>Community &amp; Language Studies</strong></td>
<td><strong>Community &amp; Language Studies</strong></td>
<td><strong>Community &amp; Language Studies</strong></td>
<td><strong>Community &amp; Language Studies</strong></td>
</tr>
<tr>
<td>English Language Studies</td>
<td>Community Languages</td>
<td>Community &amp; Behavioural Studies</td>
<td>Recreation</td>
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<tr>
<td><strong>Education</strong></td>
<td><strong>Education</strong></td>
<td><strong>Education</strong></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>Early Childhood Education with all general studies specialisations</td>
<td>Primary Teacher Education with all general studies specialisations</td>
<td>Primary Teacher Education with general studies specialisations in:</td>
<td>Secondary Teacher Education with major studies in:</td>
</tr>
<tr>
<td>Primary Teacher Education with all general studies specialisations</td>
<td>Secondary Teacher Education with major studies in:</td>
<td>1) Vocational Education</td>
<td>1) Vocational Education</td>
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<td></td>
<td>1) Social Sciences Ed.</td>
<td>- Home Economics</td>
<td>- Home Economics</td>
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<td></td>
<td>2) Science Education</td>
<td>- Industrial Arts</td>
<td>- Industrial Arts</td>
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<td></td>
<td>3) Physical &amp; Health Ed.</td>
<td>- Business Education</td>
<td>- Business Education</td>
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<tr>
<td></td>
<td>4) Mathematics &amp; Computing Education (Computing)</td>
<td>Secondary Teacher Education</td>
<td>2) Library Education</td>
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<td></td>
<td>5) Music Education</td>
<td>with major studies in:</td>
<td>3) Communications Education (English)</td>
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<tr>
<td></td>
<td>6) Art Education</td>
<td>1) Vocational Education</td>
<td>4) Mathematics &amp; Computing Education (Mathematics)</td>
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<td></td>
<td>7) Communications Ed.(Foreign)</td>
<td>- Home Economics</td>
<td>and with minor studies in:</td>
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<td></td>
<td>8) Communications Ed.(Speech &amp; Drama)</td>
<td>- Industrial Arts</td>
<td>Social Sciences, Science,</td>
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<td></td>
<td>and with minor studies in:</td>
<td>- Business Education</td>
<td>Communications (Speech &amp; Drama)</td>
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<td></td>
<td>Communications Ed.(English)</td>
<td>Secondary Teacher Education</td>
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<td></td>
<td>Mathematics Education</td>
<td>with major studies in:</td>
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<td></td>
<td>Academy of Performing Arts</td>
<td>3) Communications Education (English)</td>
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<td></td>
<td>All courses</td>
<td>4) Mathematics &amp; Computing Education (Mathematics)</td>
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<td></td>
<td></td>
<td>and with minor studies in:</td>
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<td>Social Sciences, Science,</td>
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<tr>
<td></td>
<td></td>
<td>Communications (Speech &amp; Drama)</td>
<td></td>
</tr>
<tr>
<td>CHURCHLANDS</td>
<td>MOUNT LAWLEY</td>
<td>CLAREMONT</td>
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<td></td>
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<tr>
<td>Arts &amp; Applied Sciences</td>
<td>Arts &amp; Applied Sciences</td>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td>Art &amp; Design</td>
<td>Undergraduate Studies (selected streams)</td>
<td></td>
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<tr>
<td>Library Studies</td>
<td>Human Movement Studies</td>
<td></td>
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<tr>
<td>Mathematics</td>
<td>Science</td>
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<td>Media</td>
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<tr>
<td>Business Studies</td>
<td>Business Studies</td>
<td>Community &amp; Language Studies</td>
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<tr>
<td>Undergraduate and Post-graduate Studies all streams (including Secretarial Studies)</td>
<td>Undergraduate Studies (selected streams)</td>
<td>Community &amp; Behavioural Studies</td>
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<tr>
<td>Community &amp; Language Studies</td>
<td>Community Languages</td>
<td>Health Studies</td>
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<tr>
<td>English Language Studies</td>
<td>Intercultural Studies</td>
<td>Religious Studies</td>
<td></td>
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<tr>
<td>Education</td>
<td>Recreation</td>
<td></td>
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<tr>
<td>Primary Teacher Education with general studies in: Art</td>
<td>Social Sciences</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>with all general studies specialisations</td>
<td>English</td>
<td>Primary Teacher Education</td>
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<tr>
<td>Early Childhood Education with all general studies specialisations</td>
<td>Science</td>
<td>with general studies in:</td>
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<tr>
<td>Primary Teacher Education with all general studies specialisations</td>
<td>Physical &amp; Health Ed.</td>
<td>Art</td>
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<tr>
<td>Secondary Teacher Ed. with major studies in:</td>
<td>Mathematics &amp; Computing Ed. (Mathematics)</td>
<td>English</td>
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<tr>
<td>1) Vocational Ed.</td>
<td>5) Music Education</td>
<td>Human Movement &amp; Health Studies</td>
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<td>- Home Economics</td>
<td>6) Art Education</td>
<td>Mathematics</td>
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<td>- Industrial Arts</td>
<td>7) Communications Ed. (Foreign)</td>
<td>Social Sciences</td>
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<td>- Business Education</td>
<td>8) Communications Ed. (Speech &amp; Drama)</td>
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<td>2) Library Education</td>
<td>and with minor studies in:</td>
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<tr>
<td>3) Communications Ed. (English)</td>
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<td>4) Mathematics &amp; Computing Ed.(Mathematics)</td>
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<tr>
<td>and with minor studies in:</td>
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<td>All courses</td>
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<td>- Social Science Ed.</td>
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<tr>
<td>- Communications Ed. (Speech &amp; Drama)</td>
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In recommending that Stages 1 and 2 be the basis of the re-location exercise, the Committee recognises that Heads of School may in the future need to provide duplicate studies on alternative campuses to take account of local demands. Therefore, the re-location plan as outlined in Tables 6.1 and 6.2 should not be considered as definitive in detail, but rather an indication of the main thrust of the re-location plan.

Table 6.1 indicates the main thrusts of Stage 1 by referring to fields of study, streams within fields and, wherever necessary, to specialisations within the streams. For example, the profile for the Nedlands Campus will include major studies in the secondary stream in vocational education (home economics, industrial arts, business education), library education; mathematics education and communications education (English), minor studies in social science education, science education and communications education (speech and drama) and corresponding core studies in education. In addition, secretarial studies in the School of Business, recreation in the School of Community and Language Studies and library studies and mathematics as part of the School of Arts and Applied Sciences will be centred on the Nedlands Campus.

As a consequence of primary concern with efficient utilisation of specialist resources, the Committee has recommended that secondary teacher education be offered on the Mount Lawley and Nedlands Campuses in the first instance, and finally on the Mount Lawley and Churchlands Campuses. It is the Committee’s intention to provide, on the Mount Lawley Campus, major studies in social science education, science education, physical and health education, music education, art education, and communications education (foreign languages and speech and drama). Similar concentrations of resources should be developed in library, media, computing, mathematics, science, English language studies, art and design, human movement studies, religious studies, health studies, recreation studies, community and behavioural studies, community language studies, intercultural studies, social science, and business on campuses as indicated in Tables 6.1 and 6.2. The Committee is strongly of the view that retention of the total secondary programme on a single campus would prevent an economical utilisation of costly specialist resources. Additionally, current provision of some specialist streams (e.g. physical education and music education) on the Nedlands Campus is inadequate. These specialisations and others can be better provided on the Mount Lawley Campus.

The Committee has thus planned to divide the existing secondary teacher education programme into two segments, each based on a different campus. The Committee noted opinion that the secondary programme could not be divided in this way because of the special nature of that programme. However, the Committee is of the view that such opinions were formed without awareness of the full range of possibilities. The important factor is opportunity for students to have access to an adequate range of minor teaching fields. The plan proposed by the Committee gives secondary students access on the one campus to minor teaching fields in mathematics education, science education, social science education and communications education, as well as other fields available as major teaching fields on that campus. This provision of minor studies on each campus is expected to reduce the need for secondary teacher education students to travel to a second campus for studies in a minor teaching field. In an exceptional case where a student wishes to choose a minor teaching field not available on the home campus, the Committee has made provision for a timetable that will facilitate inter-campus study.
6.27 In the primary stream in teacher education, general studies specialisations in mathematics, English, social sciences, human movement and health studies and art will be provided on the Claremont Campus. However, the Committee does not consider that expensive resources at specialist level in such areas as music and tertiary science should be duplicated on that campus. The Churchlands and Mount Lawley Campuses will each provide a full range of general studies specialisations in the primary stream, and in the case of the Churchlands Campus, in the early childhood stream.

6.28 Table 6.2 describes Stage 2 of the re-location plan. Essentially, the studies remaining on the Nedlands Campus as part of Stage 1 will be re-located on the Churchlands Campus, with the exception of recreation in the School of Community and Language Studies which will be re-located on the Mount Lawley Campus.

Location of Studies in the School of Education

6.29 The Committee recommends that location of streams and specialised studies within streams in both undergraduate and graduate teacher education courses should be compatible with location of related specialisations in other schools. While recognising this principle, the Committee nevertheless considers that high enrolment programmes warrant duplication of some course components across campuses.

6.30 In particular, it is the Committee’s intention that core units in undergraduate and graduate courses should be provided on appropriate campuses. In regard to elective curricular units and elective education units, the Committee recommends that some concentration should occur particularly in areas where specialist equipment is needed and where low enrolments typically occur. The location of these electives should correspond to the locations identified in Table 6.4, wherever this is feasible. General studies in the early childhood and primary streams and major and minor studies in the secondary stream of teacher education should be located as indicated in Table 6.1. Specialised streams in the Bachelor of Education (fourth year), Post-graduate Diploma in Educational Studies and the Master of Education should be located on campuses as indicated in Table 6.4.

6.31 In summary, projected campus academic profiles may be described as follows:

Churchlands

Stage 1: Comprehensive studies in education (early childhood and primary) and business, as well as studies in media, English language, and computing.

Stage 2: Additional studies in secondary education (specialisations in vocational education (home economics, industrial arts, business education), library education, communications education (English) and mathematics education; minor studies in social science education, science education and communications education (speech and drama); as well as studies in library and mathematics.

Claremont

Stage 1: Comprehensive studies in education (primary) as well as studies in business, religious studies, health studies and community and behavioural studies.

Stage 2: Extension Service.
Mount Lawley

Stage 1: Comprehensive studies in education (primary) and secondary specialisations in social science education, science education, physical and health education, music education, art education, communications education (foreign languages, speech and drama); minor studies in communication education (English) and mathematics education; undergraduate studies in business (accounting, accounting and computing), comprehensive studies in performing arts, as well as community languages, human movement studies, intercultural studies, social sciences, science, art and design.

Stage 2: Recreation will be included as a specialisation.

Nedlands

Stage 1: Secondary specialisations in vocational education (home economics, industrial arts, business education), library education, mathematics education, communications education (English), minor studies in social science education, communications education (speech and drama), business studies (secretarial), as well as studies in recreation, library and mathematics. Extension Service.

The Extension Service

6.32 As part of the re-location plan, the Committee recommends that the centralised Extension Service for all external, regional, summer and community courses be established on the Nedlands Campus as part of the Stage 1 re-locations, and then permanently on the Claremont Campus as part of Stage 2.

SCHOOLS AND DEPARTMENTS: PRINCIPAL LOCATIONS

6.33 The Committee recommends that headquarters be established for each of the five schools and the thirty-three departments of the College. As previously indicated, the Committee believes that headquarters should normally be located on the campus where the major proportion of its teaching is undertaken. Accordingly, the Committee suggests the following location headquarters in Stage 1.

<table>
<thead>
<tr>
<th>School of the Arts and Applied Sciences</th>
<th>Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departments:</td>
<td></td>
</tr>
<tr>
<td>Art and Design</td>
<td>Nedlands</td>
</tr>
<tr>
<td>Computing</td>
<td>Mount Lawley</td>
</tr>
<tr>
<td>Human Movement</td>
<td>Churchlands</td>
</tr>
<tr>
<td>Library Studies</td>
<td>Mount Lawley</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Nedlands</td>
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<tr>
<td>Media Studies</td>
<td>Nedlands</td>
</tr>
<tr>
<td>Science</td>
<td>Churchlands</td>
</tr>
<tr>
<td></td>
<td>Mount Lawley</td>
</tr>
</tbody>
</table>
SCHOOL OF BUSINESS

Departments:
- Accounting
- Business Workshop
- Economics and Finance
- Information Systems
- Management and Law

SCHOOL OF COMMUNITY AND LANGUAGE STUDIES

Departments:
- Community and Behavioural Studies
- Health Studies
- Intercultural Studies
- Recreation
- Religious Studies
- Social Sciences
- Community Languages
- English Language Studies

SCHOOL OF EDUCATION

Departments:
- Art Education
- Education
- Communications Education
- Mathematics and Computer Education
- Music Education
- Physical and Health Education
- Science Education
- Social Science Education
- Vocational Education

ACADEMY OF PERFORMING ARTS

Departments:
- Dance
- Music
- Theatre Arts
- Film and Television

Churchlands
Churchlands
Churchlands
Churchlands
Churchlands
Claremont
Mount Lawley
Nedlands
Claremont
Mount Lawley
Mount Lawley
Churchlands
Churchlands
Mount Lawley
Mount Lawley
Nedlands
Mount Lawley
Mount Lawley
Mount Lawley

The Committee further recommends that the Institute of Aboriginal Education be located on the Mount Lawley Campus and the Institute of Reading Education on the Churchlands Campus.

COURSES ATTACHED TO SCHOOLS AND CAMPUSES

6.34 Earlier in this chapter the Committee has recommended that courses become the responsibilities of schools. Table 6.3 indicates current and proposed courses to be attached to schools. The Committee emphasises again the key roles to be undertaken by Inter-departmental Committees in design of courses. Academic and administrative responsibilities for courses remain with a designated school.
Table 6.3
COURSES ATTACHED TO SCHOOLS

<table>
<thead>
<tr>
<th>SCHOOL OF THE ARTS AND APPLIED SCIENCES</th>
<th>SCHOOL OF BUSINESS</th>
<th>SCHOOL OF COMMUNITY AND LANGUAGE STUDIES</th>
<th>SCHOOL OF EDUCATION</th>
<th>ACADEMY OF PERFORMING ARTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts &amp; Crafts UG3, UG1</td>
<td>Library UG3, UG1</td>
<td>Community Studies UG3</td>
<td>Communications UG1</td>
<td>Dance UG3, UG1</td>
</tr>
<tr>
<td>Information Processing UG1</td>
<td>Business Sts. UG1</td>
<td>Social Admin. UG3</td>
<td>Community Language UG3, UG1</td>
<td></td>
</tr>
<tr>
<td>Media UG3, UG1</td>
<td>Management UG1</td>
<td>Personnel Management UG3</td>
<td>Interpreting and Translating UG1</td>
<td></td>
</tr>
<tr>
<td>Ed. Technology PGl</td>
<td>Finance UG1</td>
<td>Instructional Management UG3</td>
<td>UG1</td>
<td></td>
</tr>
<tr>
<td>Computing UG3</td>
<td>Accounting UG1</td>
<td>Psychological UG1</td>
<td>Marketing UG3</td>
<td></td>
</tr>
<tr>
<td>Teacher Librarian-ship PGl</td>
<td>Retailing UG3, PGl</td>
<td>Intercultural Studies UG3, PGl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Science UG3, UG1</td>
<td>International Business PGl</td>
<td>Early Childhood Studies PGl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Arts &amp; Sciences UG3</td>
<td>Computer Sts. PGl</td>
<td>Recreation UG3, UG2, UG1, PGl</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Science UG3</td>
<td>Systems Analysis &amp; Design PGl</td>
<td>Health Ed. UG1, UG3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Planned courses are denoted ___
6.35 Table 6.4 indicates designated campuses on which courses will be offered in Stage 1. It should be noted that the table includes all courses planned to 1990, if the four-campus model is not superseded. The Committee is aware that many courses or at least components of courses will be offered on more than one campus according to demand. However, the concept of "designated or principal campus" helps to identify the thrust of the re-location plan to develop centres or concentrations of associated academic activities, while at the same time utilising the multi-campus nature of the College to provide studies in geographically convenient locations for students.

Table 6.1 indicates major specialisations in secondary teacher education and their designated campuses. This table should be noted in conjunction with Table 6.4 in identifying centres or concentrations of associated academic activities.
Table 6.4
STAGE 1 RE-LOCATION : COURSES & DESIGNATED CAMPUSES

<table>
<thead>
<tr>
<th>CHURCHLANDS</th>
<th>CLAREMONT</th>
<th>MOUNT LAWLEY</th>
<th>NEDLANDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts &amp; Applied Sciences</strong></td>
<td><strong>Community Lang.Sts.</strong></td>
<td><strong>Arts &amp; Applied Sciences</strong></td>
<td><strong>Arts &amp; Applied Sciences</strong></td>
</tr>
<tr>
<td>Media UG3,UG1</td>
<td>Community Lang.UG3</td>
<td>Visual Arts &amp; Crafts UG3,UG1</td>
<td>Library UG3,UG1</td>
</tr>
<tr>
<td>Ed.Technology PGl</td>
<td>Community Lang.UG3,UG1</td>
<td>App.Science UG3, UG1</td>
<td>Teacher Librarianship PGl</td>
</tr>
<tr>
<td>Computing UG3</td>
<td>Personnel Management UG3</td>
<td>App.Arts &amp; Science UG3</td>
<td></td>
</tr>
<tr>
<td>Information Processing UG1</td>
<td>International Management UG3</td>
<td>Sports Science UG3</td>
<td></td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td><strong>Community Lang.Sts.</strong></td>
<td></td>
<td><strong>Community Lang.Sts.</strong></td>
</tr>
<tr>
<td>Business Sts. UG1</td>
<td>Intercultural Sts. UG3,PG1</td>
<td></td>
<td>Recreation UG3,UG2, UG1,PG1</td>
</tr>
<tr>
<td>Management PGl</td>
<td>Community Language UG3,UG1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing PGl</td>
<td>Interpreting and Translating UG1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finance PGl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting PGl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Analysis &amp; Design PGl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Business PGl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Sts. PGl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retailing UG3,PG1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business PG2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Lang.Sts.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early Childhood Studies PGl</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications UG1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising and Marketing UG3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td><strong>Community Lang.Sts.</strong></td>
<td><strong>Education</strong></td>
<td><strong>Education</strong></td>
</tr>
<tr>
<td>ECE UG2,UG1,PG1</td>
<td>Recreation UG3,UG2, UG1,PG1</td>
<td>Primary UG2,UG1,PG1</td>
<td>Secondary UG2,UG1, PG1</td>
</tr>
<tr>
<td>Primary UG2,UG1,PG1</td>
<td>Recreation UG3,UG2, UG1,PG1</td>
<td>Strands of UG1,PG1, PG2 in:</td>
<td>Strands of UG1,PG1, PG2 in:</td>
</tr>
<tr>
<td>Strands of UG1,PG1, PG2 in:</td>
<td></td>
<td>Religious Ed. Career Ed.</td>
<td></td>
</tr>
<tr>
<td>Ed.Admin.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's Lit. Language Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remedial and Special Ed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Academy of Performing Arts</strong></td>
<td></td>
<td><strong>Hospitality &amp; Tourism</strong></td>
<td></td>
</tr>
<tr>
<td>Dance UG3,UG1</td>
<td></td>
<td>Hospitality &amp; Tourism UG3,PG1</td>
<td></td>
</tr>
<tr>
<td>Music UG3,UG1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theatre UG3,UG1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film &amp; TV UG3,UG2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6.36 In Stage 2 of the re-location plan - closure of the Nedlands Campus - the following course re-locations are recommended:

<table>
<thead>
<tr>
<th>Course</th>
<th>Designated Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Applied Sciences</td>
<td></td>
</tr>
<tr>
<td>Library UG3, UGI</td>
<td>Churchlands</td>
</tr>
<tr>
<td>Teacher Librarianship PGI</td>
<td>Churchlands</td>
</tr>
<tr>
<td>Business</td>
<td></td>
</tr>
<tr>
<td>Secretarial Studies UG3, PG2</td>
<td>Churchlands</td>
</tr>
<tr>
<td>Community and Language Studies</td>
<td></td>
</tr>
<tr>
<td>Recreation UG3, UG2, UGI, PGI</td>
<td>Mount Lawley</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Mathematics Education UG1, PG1, PG2</td>
<td>Churchlands</td>
</tr>
</tbody>
</table>

Table 6.2 indicates major specialisations in secondary teacher education and their designated campuses and should be noted in conjunction with the above course re-locations as a means of identifying centres or concentrations of associated academic activities.

Estimated Campus Populations

6.37 Tables 6.5 and 6.6 indicate estimated total enrolments attached to each school and each campus for the years 1984, 1985 and 1990. They are based on:

(i) predicted W.A. College enrolments for those years;
(ii) planned new course developments;
(iii) optimum student populations for the campuses at each of the two stages of the re-location plan.

It should be noted that the actual student enrolments in units of study conducted on each campus will not necessarily correspond to the estimated enrolment data shown in Tables 6.5 and 6.6 because there is likely to be significant interchange of students between campuses, particularly at graduate level. However, the tables indicate clearly the intentions of the Committee to:

(i) reduce immediately the enrolment on the Nedlands Campus by approximately 450 EFTS;
(ii) transfer that enrolment to the Mount Lawley Campus;
(iii) increase enrolments significantly on the three permanent campuses, particularly Churchlands and Mount Lawley as part of Stage 2.
<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>CHURCHLANDS (excludes External)</th>
<th>CLAREMON (excludes External)</th>
<th>MOUNT LAWLEY (excl.External &amp; TAFE)</th>
<th>NEDLANDS (excludes External)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Applied Sciences</td>
<td>135</td>
<td>271</td>
<td>423</td>
<td>150</td>
</tr>
<tr>
<td>Business</td>
<td>1240</td>
<td>1158</td>
<td>1077</td>
<td>50</td>
</tr>
<tr>
<td>Community and Language Studies</td>
<td>10</td>
<td>40</td>
<td>126</td>
<td>140</td>
</tr>
<tr>
<td>Education</td>
<td>1004</td>
<td>1093</td>
<td>1056</td>
<td>785</td>
</tr>
<tr>
<td>Performing Arts (excludes TAFE)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Totals</td>
<td>2389</td>
<td>2562</td>
<td>2682</td>
<td>975</td>
</tr>
<tr>
<td>Totals 19/5/82 (excluding external and TAFE)</td>
<td>2091</td>
<td></td>
<td></td>
<td>826</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(excludes 157 external)</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>CHURCHLANDS (excludes External)</td>
<td>CLAREMONT (excludes External)</td>
<td>MOUNT LAWLEY (excl.External &amp; TAFE)</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Arts and Applied Sciences</td>
<td>200 339 537</td>
<td>- - -</td>
<td>150 191 538</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>1270 1208 1161</td>
<td>50 90 162</td>
<td>75 197 227</td>
<td></td>
</tr>
<tr>
<td>Community and Language Studies</td>
<td>10 40 126</td>
<td>140 239 537</td>
<td>270 281 507</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1660 1752 1868</td>
<td>785 842 761</td>
<td>1005 1077 770</td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>- - -</td>
<td>- - -</td>
<td>130 195 420</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
<td>3140 3339 3692</td>
<td>975 1171 1460</td>
<td>1630 1941 2462</td>
<td></td>
</tr>
<tr>
<td>Totals 19/5/82 (excluding external and TAFE)</td>
<td>2091</td>
<td>826 (excludes 157 external)</td>
<td>994 (excludes 294 external and 100 TAFE)</td>
<td></td>
</tr>
</tbody>
</table>
6.38 The two-stage re-location plan meets the principal objectives of the Committee as follows:

(i) concentration of expensive resources, particularly in low-enrolment courses;
(ii) development of centres of specialised teaching and activities;
(iii) association of staff in particular disciplines regardless of campus location;
(iv) removal of artificial barriers, particularly in teacher education;
(v) distribution of courses and units of courses across campuses as necessary;
(vi) affiliation of staff and students with home campuses;
(vii) opportunity to increase the scope of the College's activities, particularly in potentially high-demand geographical regions.

The profiles outlined above build upon current profiles as much as possible, particularly in Stage 1. However, the Committee was of the view that current profiles should not constrain achievement of important objectives. Indeed it is expected that staff will be able to adapt quickly to their new roles on the campuses and successfully communicate to the public the overall academic profile of the College.

6.39 In the implementation of the two-stage re-location plan, the Committee stresses the important role of campus-based staff in academic services, notably the campus secretaries, associate academic registrars, and student welfare counsellors. These officers will be directly involved in co-ordination of support for the many and varied school-based activities simultaneously occurring on a campus.

RESOURCE IMPLICATIONS: THE COLLEGE AND THE ACADEMY

The College in General

6.40 Implementation of an inter-campus school and departmental academic organisation will have implications for academic services as follows:

(i) record systems for admission, enrolment and assessment of students will need to be designed to record information on mode of study, unit and course, department, school, and campus;
(ii) library holdings will have to be rationalised and in some cases re-located to serve campus courses;
(iii) timetabling across schools, which should be the responsibility of the Academic Registrar, will need to be co-ordinated by the Associate Academic Registrars in co-operation with Heads of School or their nominees;
(iv) provision will have to be made for adequate staff accommodation, as well as for a system of visiting-staff usage of staff studies away from home campuses;
plans will need to be developed for housing specialist equipment, especially in the re-location of secondary teacher education on the Churchlands Campus (the Committee has noted that most, if not all, specialised equipment is portable);

resources for the activities of the Academy, and related activities, should be reviewed as outlined below.

6.41 The Committee has not attempted to describe the fine detail of the re-location plan; it has emphasised the principles on which re-location is based and described the framework of proposals. Because of the magnitude of the operation, the planning and preparation of the implementation and the re-design of courses should proceed without delay. Stage 1 of the re-location plan should operate in 1984. The remainder of 1982 and all of 1983 should be utilised to the full in preparing for the new profile.

6.42 In particular, revised responsibilities of senior academic staff should be determined as soon as possible to enable school and departmental planning to proceed quickly. Academic staff should have the opportunity to indicate priorities for positions and locations. Joint appointments (in more than one department) or single appointments (in one department) should be available.

The Academy - Staffing

6.43 As a result of the proposed re-organisation, consideration needs to be given to the academic staffing of the Academy. Some staff at present in teacher education may be seconded to or become part of the Academy staff. Criteria for future appointments should include recognition of the needs of students in other schools who will be serviced by the Academy, and commitment to the introduction of UG1 level courses. As noted earlier, deployment of some College staff to teaching duties within the Academy has already taken place. The present staff of the Academy is active and dedicated, and with the projected increase in student numbers as a result of the introduction of proposed UG3 and UG1 level courses, Western Australia could benefit from the addition of new staff with special expertise in a wider range of performance activities than is presently available.

6.44 The Committee is, therefore, of the view that the Western Australian College and the Academy should, when possible, appoint high-calibre specialist staff, thereby fulfilling part of its role as set out by WAPSEC, in "Education for the Performing Arts", (May 1978, Paragraph 59):

"The role of the College (Academy) would be to provide post-secondary education in music, dance and theatre, and more specifically ...

...(b) to provide part-time courses in performance method for teacher education students enrolled at other institutions ...

...(g) to serve the entire post-secondary sector by providing specialist tuition for certain students in skills for which the individual institutions may not be able to maintain fully qualified staff because of limited demand. It would be hoped that a generous system of transferable credits would develop so that institutions would accept such study for credit in their various courses and programmes."
In the proposed re-organisation of the Western Australian College, the Academy departments of music, theatre, dance, and film and television will service students who are specialising in those four subjects. Many existing Academy staff, plus future appointees will be lecturing to students enrolled in TAFE courses as well as to students in advanced education awards. Because of their involvement with students across different schools, the W.A. College and the Academy have a joint interest in the appointment of new staff, and the Committee therefore recommends

RECOMMENDATION 21:

That the Director of the Western Australian College be represented on all selection committees for appointment of academic staff to the Western Australian Academy of Performing Arts.

The Academy - Library and Audio-visual Materials

The proposed re-location of current courses and streams from other campuses to be associated with the Academy at the Mount Lawley Campus will require re-location of relevant library and audio-visual materials to the Mount Lawley Campus. Thus, for example, the large music materials collection at Nedlands Campus should greatly assist developments at Mount Lawley. Rationalisation of such materials should reflect current and subsequent needs of each campus in relation to the uses and priorities established during the re-organisation. Inter-campus library loans could also reduce much of the costly duplication of acquisitions related to the performing arts which has taken place in the separate colleges.

The Academy - Equipment

All campuses have purchased items of equipment to service activities in the performing arts. All have theatre venues of various types, and related facilities, some quite sophisticated. All campuses also have music courses and have acquired such items as keyboards, all types of orchestral instruments and other instruments which are frequently used in schools. In addition, audio and visual aids are available on all campuses for use in communications, drama and music courses. The concentration of specialist activities on one location should lead to more economic use of some of these items and provide, for example, a useful music instrument bank for music students from all campuses. In some proposed courses, increased expenditure will be required to furnish adequately and equip venues with facilities to enable an increased specialist student population sufficient access to audio and visual aids. Musical instruments, equipment and audio-visual aids will need to be retained on those campuses which continue to offer performing arts units in general studies and teacher education units which also utilise such equipment.

The Academy - Accommodation

In this chapter the Committee has outlined proposals on location of programmes. The establishment of the Academy on the Mount Lawley Campus has been a major factor in the Committee's recommendation for re-location of related performing arts courses on that campus. Use of specialist lecturers in the Academy to provide classes in dance, theatre arts, music and eventually in film and television, will enrich the educative experience of Academy students and non-Academy students. The addition of existing secondary specialists, and some primary specialists to the staffing profile of the Academy and the planned introduction of new awards, will require appropriate accommodation, teaching venues and facilities.
CHAPTER 7: THE EXTENSION SERVICE

INTRODUCTION

Establishment of an Extension Service

7.1 The independent colleges over the past several years developed various delivery modes for their courses. Thus, in addition to on-campus tuition, the College is currently providing studies in:

(i) the external correspondence mode;

(ii) the external, extended-campus mode in which tuition is provided in off-campus locations;

(iii) summer sessions.

Increasingly, students are electing to complete courses in a mixed mode in which combinations of the above modes are selected. This mixed-modal approach is also occasionally adopted in the delivery of individual units where external students receive correspondence materials and also participate in concentrated study sessions in a convenient nearby country location. In addition to this multi-modal servicing the separate campuses have continued to provide significant community programmes on a non-award basis.

In the matter of community programmes, the Committee has accepted advice that materials prepared for external studies have much application to community programmes, and potential for extending these activities to country districts. The Committee is, therefore, of the view that community programmes should be included in the organisation of external studies.

In this Report, organisation of instruction provided in the external-correspondence, extended-campus modes, and summer sessions, together with community programmes will be referred to as the Extension Service. The Committee is of the opinion that a college extension service needs development, with some aspects being centralised and others de-centralised. The College should centralise administration of the Extension Service to provide current offerings more efficiently, and to allow for proper development of additional offerings. Although a centralised administration is necessary, teaching functions should be de-centralised and remain integral parts of the teaching departments which are responsible for the courses.

Accordingly, the Committee has recommended in Chapter 4 establishment of an Extension Service to administer and co-ordinate external studies, including extended-campus programmes, summer sessions and community programmes.

The Committee endorses continued provision of regional studies but does not favour immediate establishment of permanent regional studies centres for this purpose. An ad hoc establishment of temporary centres in response to local demand is favoured in the short term. Both metropolitan and country regional studies will need to be organised and co-ordinated by the Extension Service.
Location of the Extension Service

7.2 In Chapter 6 the Committee has recommended that the Extension Service be established on the Nedlands Campus as part of Stage 1 re-locations and then finally on the Claremont Campus in the Stage 2 re-location. In 1983 the Extension Service should operate on the Mount Lawley Campus which currently houses the largest external studies centre and the volume printing unit. Separate campus-based extension operations in external studies should cease at the end of 1982, and independently organised summer sessions after January, 1983.

Objectives

7.3 The main objectives of the Extension Service should be to:

(i) provide study opportunities for people unable to attend regularly at a campus;

(ii) provide an efficient system of off-campus education;

(iii) develop high-quality learning materials;

(iv) develop regional off-campus studies as an alternative mode of study.

In the attainment of these objectives the College should participate in joint development of a state-wide system of external studies and student support services in collaboration with WAPSEC and other institutions.

GENERAL ORGANISATION

7.4 In the development of appropriate administrative and organisational arrangements, the following aspects are considered to be fundamental:

(i) student identification with a particular course;

(ii) personalised servicing of students;

(iii) close integration between internal and external academic structures and processes;

(iv) continued integration of external and internal teaching within a unit or course.

Line-staff and Committee Organisation

7.5 The Committee recommends a three-tiered organisation as outlined below.

(i) An Extension Service Committee, involving representatives of the schools of the College, College administrative services and the Extension Service should be established. The Committee should be responsible for the planning and development of extension services as well as for any necessary liaison, both internal and external to the College.

(ii) A Head of the Extension Service should be appointed to be responsible for provision of extension services within the College.
(iii) School-based co-ordinators should be appointed to assist in the day-to-day co-ordination and liaison required in the multi-school and multi-campus system.

The Head of the Extension Service should be responsible to the Deputy Director and provide advice and information to the Academic Council of the College. This arrangement will provide the Extension Service with a direct link in the decision-making process. The Head of the Extension Service should also liaise with administrative officers and the Campus Secretary of the campus on which the Extension Service is situated.

Facilities and Staffing

7.6 The Committee is aware that reliability in the delivery of study materials, and quick turn-around of correspondence is of particular importance in external studies and, therefore, supports a high degree of independence in the operation of the Extension Service. Specifically, the Committee recommends the following arrangements.

(i) A separate External Studies Library should be maintained by the Extension Service.

(ii) Volume printing facilities should be centralised and housed on the same campus as the Extension Service. Preparation of external studies materials should have some priority in the use of printing and production services.

7.7 The Extension Service should be manned by a staff of 22 full-time employees as described below. This staffing profile is based upon the provision of a separate external studies library, a graphics artist and printing staff, all to be available for other work should the occasion arise. In recommending this level of staffing, the Committee has taken into account a likely increase in enrolments in extension studies.

<table>
<thead>
<tr>
<th>Academic Staff</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Head of Extension Service</td>
<td>1 Administrative Registrar (Extension Service)</td>
</tr>
<tr>
<td>1 Co-ordinator of Community</td>
<td>1 Clerk (Community Programmes)</td>
</tr>
<tr>
<td>Programmes</td>
<td>3 Clerk Typists</td>
</tr>
<tr>
<td>4 other Co-ordinators in the Extension Service at lecturer level or above (two of these Co-ordinators should be permanently attached to the Service)</td>
<td>2 Assignment Clerks</td>
</tr>
<tr>
<td></td>
<td>2 Library Aides</td>
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<tr>
<td></td>
<td>1 Graphic Artist</td>
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<td></td>
<td>1 Printer</td>
</tr>
<tr>
<td></td>
<td>1 Xerox Operator</td>
</tr>
<tr>
<td></td>
<td>2 General Printing Assistants</td>
</tr>
<tr>
<td></td>
<td>3 part-time Administrative Officers (one per campus with the exception of the Extension Service location)</td>
</tr>
</tbody>
</table>

Total: 6 full-time academic staff

Total: 15 full-time and 3 part-time (one-third time) support staff

Service Staff 22 full-time employees.
7.8 The current economic climate will not permit an increase in the overall staff establishment, and increasing use of automation will be necessary for the College to maintain reliable extension services for an increasing number of students. Accordingly, it is recommended that the Extension Service develop a computerised records system similar to that of the University of New England to provide for:

(i) address labels;
(ii) standard letters and notes;
(iii) examination results;
(iv) reminder letters and overdue notices for assignments and equipment (computer code labels can be attached to assignments and equipment and the information "read" by a light wand to record despatch and receipt dates);
(v) printed reports for staff on student progress with assignments;
(vi) lists of students late with assignments.

The computerised records system (enrolments, results) should be accessible to the staff of the Extension Service for input, retrieval and printing purposes. Approximately four terminals may be required to accommodate input and inquiry processes concurrently. Additionally, a good quality, fast-speed printer will be necessary.

7.9 Modifications to the current records system will be required in order to:

(i) identify groups of students by certain characteristics (e.g. by study centre, by examination location, by Education Department region);
(ii) list complete student assignment records;
(iii) provide data for the scheduling of unit offerings and examinations;
(iv) identify students for particular reasons, e.g. those not permitted to continue studies.

The Extension Service will rely more and more on computing facilities to maintain records, to convey information to students and to record items received from students. Mixed-modal enrolments will need careful processing and careful monitoring of student progress.

PROPORTION OF EXTERNAL ENROLMENTS IN THE COLLEGE

7.10 The Committee has noted:

(i) comparative provisions for external studies in Australia (in teacher education and other fields);
(ii) emergence of new demands for external tuition in some additional fields, particularly in graduate level studies in teacher education and general studies at middle level for mature students;
(iii) the geographical and demographic characteristics of Western Australia;
and recommends that 15% of the College's total enrolment should be in the external (correspondence) mode. In 1981 such enrolment was 12.8% and 13.8% in 1982. Thus, the Committee envisages a small increase in external enrolments in the immediate future. When the College's total quota of students is increased, external enrolment should also increase proportionately.

COURSE DEVELOPMENTS - SHORT TERM

7.11 The Committee recommends that the following studies should be developed in the external (correspondence) mode in the short term.

(i) Religious Education Studies (available in 1982)

Preparation of these units should be based on the requirements of the re-designed Bachelor of Education.

(ii) Early Childhood and Junior Primary Studies

These units should be designed on the basis of the requirements of the re-designed Bachelor of Education and the Graduate Diploma in Early Childhood Studies (non-teacher education) in the School of Community and Language Studies.

(iii) Associate Diploma in Applied Arts and Sciences, selected units (to be available in 1983)

(iv) Associate Diploma in Social Administration, selected units (proposed course for 1983)

(v) Diploma of Teaching/Bachelor of Arts in Education (remote area project to be available in 1983)

(vi) Associate Diploma in Community Languages Studies (to be available in 1983)

The above proposals are not listed in order of priority. Five of the six courses are available to non-teachers and this should provide a better-balanced offering of external studies in the College.

The Associate Diploma in Applied Arts and Sciences is particularly important in providing opportunities for continuing education for interested adults in country areas.

The above proposals should entail a significant reduction in the range of units specifically oriented to the Diploma of Teaching (Conversion) because some of the general studies units in this course (and, indeed, in the fourth year of the Bachelor of Education) may be units of courses (iii), (iv) and (v) above. Individual units of the fourth year of the Bachelor of Education should continue to be provided in the external mode on the basis of established need.

Rationalisation of Current Units

7.12 The situation at the beginning of 1982 was that the W.A. College offered 202 units for approximately 1285 students. Of the 202 units, approximately one in three were available in both semesters. The Committee recommends adoption of the following guidelines for rationalisation of external units.
The major re-structuring of courses as proposed earlier in this Report will require a phasing-out period in which current external students should have opportunity to complete existing units, if this is necessary.

New students in 1984 should study re-designed units only. The re-designed units to be offered initially should be those which are compulsory in at least one course. No new materials should be prepared for superseded units. Alternative units for which existing materials are available should be used.

Within general courses (e.g. fourth-year Bachelor of Education) the minimum number of units should be offered within each stream and only those streams which are well supported by students should be available. Decisions on unit offerings should be based upon experience with existing streams.

Only compulsory units should be offered in both semesters and then only if a needs assessment indicates this to be warranted. All other units should be cycled according to estimated demand.

Proposals for additional streams to be made available externally should be accompanied by a needs assessment.

Given the above considerations and the nature of the re-designed courses, the Committee considers a reduction of at least 40% should be made in the number of separate units currently available in teacher education. This level of reduction in the number of units to be available externally should not be confused with the expected number of external enrolments. It should also be recognised that it will be necessary to develop some further areas of teacher education and other fields in the external mode.

ENROLMENT OF METROPOLITAN STUDENTS

The Committee believes that metropolitan-based students should be permitted to enrol in external studies on a needs basis, but should be subject to priorities being given to Western Australian country-based students whenever quotas are applied. Units could be offered in the external mode to full-time or part-time students should these units be non-viable in the internal mode. Externally provided studies can thus facilitate an economic offering of units.

Western Australian-based students should continue to receive priority over enrolees from interstate or overseas where quotas are applied.

CONTINUATION OF THE PRESENT SYSTEM IN WESTERN AUSTRALIA

Although the Committee generally supports the CTEC's policy of concentration of effort in external studies, it considers that in Western Australia the W.A. College should continue to be a major provider of external studies in conjunction with the W.A. Institute of Technology and Murdoch University. The system, as a whole, should be continued because each institution has a significant level of provision in essentially different fields, there are current proposals for co-ordination of the work of the institutions, and the amalgamation of the four colleges has rationalised the College programme. The W.A. College is currently the major provider of external tuition in teacher education, a field which will continue to be important because of school staffing policies in Western Australia. Also, because of the nature of planned courses and educational philosophy, the College is likely to become the major
provider of external and off-campus studies in Western Australia. Concentration of effort, rationalisation of resources and effectiveness of external programmes within the College are key themes in this Report.

7.15 The Committee disagrees with the CTEC's specific proposal to concentrate external studies at WAIT and Murdoch, and the College should be represented on any proposed WAPSEC Committee for External Studies and other inter-system working parties.

SUMMER SESSIONS

7.16 Opportunities for study in a summer (January) session have been provided on all campuses for the past five years. This service has developed mainly in response to the needs of teachers unable to attend a campus during the normal semesters. The School of Business also regularly offers a bridging unit in mathematics during each summer session. Approximately 850 unit enrolments were accepted for the 1982 Summer Session programmes conducted on all campuses, and summer sessions have been particularly useful for teachers converting two-year teaching qualifications to the Diploma of Teaching.

One of the major difficulties with summer sessions in Australia is the short period in which they can be offered. In the United States summer sessions range from 6 to 10 weeks in length and this period of time is not broken by substantial public holidays. Although in some subject areas there can be educational advantages in studying intensively over a compacted period of time, in general the time available for a summer session is not of sufficient length to enable units to be presented as effectively as is possible during a full semester. In the past, the independent colleges have attempted to overcome this difficulty by concentrating tuition during the January session, and extending the evaluation period by several months.

The Committee has also noted that the tuition period for units offered in summer has varied across campuses, the shorter periods being extended by study periods in which students may complete their assignments.

Generally, students have been restricted to enrolling in either one or two units, depending upon the level of the units taken. Approximately one-third of students across all campuses have enrolled in two units per session.

7.17 In consideration of the objectives of the revised programmes of the College, particularly those relating to the quality of programmes, the Committee is of the view that opportunities for study in summer sessions should be limited and restricted to students engaged in external or other off-campus studies, and students unable to attend a campus during the normal semesters. The Committee expects that future summer sessions will be designed to supplement studies provided externally, and that this will be the main focus of the sessions. The Committee is aware that most current external programmes have on-campus requirements and considers that these should be met during summer sessions. The Committee further recommends that no units be offered during any other non-teaching period in the academic year.

Finally, the Committee proposes that summer sessions in future should not be viewed as a means of gaining enrolments, nor of completing courses in a shorter period, but rather as a support for external and off-campus students. Staff participating in summer sessions should be able to take their annual recreation leave entitlement at an alternative time during the year and agreement should be reached on methods of compensation.
CHAPTER 8: TEACHER EDUCATION

INTERPRETATION

8.1 Terms used in this chapter are generally consistent with common usage, but special usage of some terms requires explanation as follows:

Education, Education core: Studies and field experience previously classified as theory of education, educational psychology and teaching practice.

Education Elective: A sequence of related units in pre-service and post-service awards in a special field of education, for example, remedial education.

Curriculum, Curriculum and Instruction: Study of syllabuses and related teaching methods in the curricula of early childhood centres, primary and secondary schools, and technical colleges. Principles and processes of curricula are included in studies in education.

Professional Studies: Studies and activities in education and curricula.

General Studies: Subjects that do not have direct professional orientation. They may constitute background or "content" of curricular areas of study as in secondary teacher education and all post-service teacher education proposed in this report, and thus have an indirect professional orientation. They may also constitute studies aimed at developing the general education of students as is the case in the planned pre-service programme of early childhood and primary teacher education.

Teaching Major: The main teaching area, e.g. mathematics, for which a secondary teacher education student is being prepared. It comprises both general and curricular studies.

Teaching Minor: The second teaching area for which a secondary teacher education student is being prepared. A teaching minor requires less depth of study and related professional activities than a teaching major. General and curricular studies are included.

Curriculum Major: The specific sequence of curricular units undertaken by a secondary teacher education student as a main teaching area.

Curriculum Minor: The curricular sequence of a student's second teaching area in secondary teacher education.

General Studies Major/Minor: The sequence of units required as background or content of a student's main and second teaching area in secondary teacher education. A general studies major in the early childhood and primary pre-service teacher education programme is the sequence of units in general studies referred to above.
INTRODUCTION

8.2 The Committee has been requested to consider the structure, broad content, location and scheduling of programmes of teacher education. In Chapter 6 proposals for location of courses in teacher education have been made. Proposals on structure, content and scheduling outlined below are consistent with preceding proposals for an inter-campus, integrated School of Education, and decentralised locations for delivery of integrated courses and components of courses in teacher education.

8.3 The proposals are centred on revision of existing programmes of early childhood, primary and secondary teacher education in the W.A. College. The Committee is of the view that no major revision should be implemented until 1984. Next year, 1983, should be a year of careful and detailed planning, such planning to include preparation of a major submission for re-accreditation of the Diploma of Teaching, Bachelor of Education and pre-service Graduate Diploma in Education in 1985.

8.4 Although the proposals in this chapter are confined to early childhood, primary and secondary teacher education, the Committee believes that a programme of technical and further teacher education should also be a responsibility of the School of Education in the W.A. College. In this regard it is noted that the Western Australian Post-Secondary Education Commission has designated the Western Australian Institute of Technology the institution responsible for teacher education in the TAFE sector. The Committee is of the view that the W.A. College has much to offer in the training of such teachers and sees no valid reason why the College should be excluded from the field. The Committee, therefore, recommends

RECOMMENDATION 22:

That the W.A. College confer with the Western Australian Post-Secondary Education Commission with a view to undertaking a significant role in TAFE teacher education.

If approval is subsequently granted for the W.A. College to participate, it is envisaged that the TAFE teacher education programme will be planned within the structure of teacher education courses outlined in this chapter.

8.5 The Committee has referred to the Report of the National Inquiry into Teacher Education (Auchmuty Committee, 1980, Chapter 3) believing it to contain the most relevant and definitive exposition of general objectives for teacher education in this country in recent times. These objectives are endorsed in principle, with the understanding that translation of general objectives into operational procedures invariably reflects the ethos of the institution concerned. Thus, in the operations proposed in this chapter it will be clear that the School of Education in the W.A. College will continue the tradition of the superseded colleges that teacher education should be vocationally directed and applied in emphasis.

8.6 Although general principles and traditions in the existing programmes are endorsed, the Committee believes that the review provides an opportunity to re-assess the programme of teacher education in terms of a W.A. College commitment to teacher education as continuous professional development, a commitment to improving some fundamental, qualitative aspects of the educational experiences of lecturers and students, and a
commitment to achieving an integrated approach to the three streams of teaching and the various levels of awards, this integration to be compatible with the special competencies that each stream of teaching demands.

TEACHER EDUCATION AS CONTINUOUS DEVELOPMENT

8.7 The Committee is conscious of the need to plan an overall framework of teacher education and has noted useful discussions in the NITE Report cited above, and in the Interim Report of the Committee of the Victorian Enquiry into Teacher Education, 1980 (Chapter 3 and Appendix D). The Committee has also referred to the Report of the Committee of Inquiry into Teacher Education in Western Australia (Vickery Committee, 1980, Chapter 4).

8.8 The concept of continuous progression is endorsed by the Committee and it is therefore considered that an overall orientation should be adopted in future planning within the School of Education, including attention to such matters as the selection of students for teaching, induction of graduates into the profession and development of non-award, in-service activities. Attention will be given to the organisation of non-award, in-service activities in a later section of this report; however, the Committee in this review is concerned primarily with correcting the trend towards fragmentation which has occurred within and between pre-service and post-service courses in the existing formal award programme. Detailed investigation of selection, induction of graduates, and the scope of in-service activities is a matter on which policy should be developed when the re-organised School of Education is in operation.

Awards in Teacher Education

8.9 Accordingly, the Committee proposes that in the longer term there should be three clearly-defined levels of formal awards for all pre-service and post-service teacher-education students, namely:

(i) a Bachelor of Education degree which may be taken as a concurrent, four-year, pre-service programme, or as a pre-service or post-service degree by teachers who have completed an end-on, pre-service Graduate Diploma in Education;

(ii) a post-service, Post-graduate Diploma in Educational Studies in a selected field with completion of the Bachelor of Education as pre-requisite for entry;

(iii) a Master of Education degree in a selected field which is an extension of studies at the post-graduate diploma level.

8.10 Thus, the Committee is of the view that at the pre-service level there should be four years of initial preparation for all teachers, this view being an endorsement of the majority opinion outlined in the NITE Report (Chapter 6, Paragraph 6.109). It is recognised, however, that industrial and economic considerations may continue to perpetuate professionally indefensible differences in the length of training for early childhood/primary teachers, and secondary teachers. If this is so, it is likely that, in the shorter term, current pressure to up-grade the Diploma of Teaching (UG2) to a Bachelor of Arts in Education (UG1) will be maintained in the advanced education sector. The most recent report of the Tertiary Education Commission documents the shift from UG2 course levels to UG1 in the advanced education sector, and teacher educators
must be concerned that the Diploma of Teaching is the major residual UG2 award in Australia. Regardless of resistance to change in level and the possibility of further delay in approval of a three-year UGI award, the Committee is of the view that intrinsic educational merits involved in a course designed to meet criteria for a degree programme are sufficient to justify adoption of a three-year, pre-service programme aimed at satisfying criteria for accreditation at the three-year UGI level, the programme to constitute the first three years of the four-year Bachelor of Education degree. The Committee, therefore, recommends

RECOMMENDATION 23:

That in 1983 the W.A. College seek approval to upgrade the Diploma of Teaching (UG2) to a Bachelor of Arts in Education (UGI) for implementation in 1984.

In the four-year course structure, it is proposed that, if the Bachelor of Arts in Education is implemented, it will be surrendered by the student on completion of either a pre-service or post-experience Bachelor of Education. For the time being, of course, the three-year, pre-service programme will retain the title of Diploma of Teaching and a service requirement will apply to early childhood and primary teachers who wish to enrol in the fourth year of the Bachelor of Education.

The Concept of a Common First Year

8.11 In proposing the pre-service structure above, the Committee has considered the possibility of implementing a one- or two-year, non-vocational, introductory programme aimed at enabling students to defer vocational choices. This proposal has been discussed from time to time in Western Australia and at the national level. However, the Committee is of the view that for the time being it is most unlikely that inter-institutional credits or, indeed, credits within the W.A. College will allow for extensive credit transfers within a range of vocational courses. There is, of course, potential for some transfer of credits within the existing and proposed courses, and the W.A. College also offers an Associate Diploma in Applied Arts and Sciences - a course that will allow some students to defer vocational choices and carry credits of up to one year for entry into some of the other courses in the W.A. College.

Continuity Between the First Three Years and the Fourth Year

8.12 In the proposed structure it is further expected that a student will experience continuous progression in the first four years of teacher education, regardless of whether the fourth year is taken as a pre-service or post-service year of study. The intention of the Committee is that there will be pre-requisite links between sequences of study in the first three years of the course and the fourth year to achieve continuity and avoid fragmentation. In making this proposal, the Committee is aware that more definitive pre-requisites for entry to the fourth year will limit the variety of fourth-year course programmes that has operated in the past. Nevertheless, the Committee takes the position that too much variety leads to fragmentation and lack of depth in fourth-year studies, and, in any case, believes that in the proposed integrated structure students will retain a wide choice of subject areas in which to concentrate their studies.
Post-graduate Diploma in Educational Studies

8.13 If it is accepted that the first four years of the proposed programme should be integrated and aimed at achieving continuity of experience, existing specialised graduate diplomas in various fields should be reviewed. These graduate diplomas, originally conceived as post-graduate diplomas, have tended in general to be taken by teachers as an alternative to the fourth year of the Bachelor of Education degree. They have also proliferated into an unnecessarily complex number of individual awards and few of them cater for early childhood or secondary teachers. The Committee is aware of the disruption that would occur, if such graduate diplomas were immediately discontinued. However, the Committee believes that the graduate diplomas in their present form should be phased out of the fourth-year level with no new enrolments being accepted after 1983, that their specialised fields should be made available at the fourth-year level in the Bachelor of Education degree and that they be offered and re-accredited in due course as streams in the post-graduate diploma and as genuine fifth levels of study in the teacher education programme. In this phasing-out process teachers should be encouraged to enrol in the special field available in the degree and there should be realistic transfer of credits available for teachers who have already made progress towards a graduate diploma but wish to transfer to the degree.

8.14 Although it has been suggested to the Committee that consolidation of existing graduate diplomas should be undertaken at the fourth-year level, this will be unnecessary in view of the proposed phasing out of these graduate diplomas in the short term. Consolidation will now occur at the fifth-year level within an "umbrella" Post-graduate Diploma in Education Studies, this post-graduate diploma to comprise for selected students the first year of a Master of Education degree to be offered in fields in which the School of Education has adequate material resources and special staff expertise.

SOME QUALITATIVE ASPECTS

Teaching Roles

8.15 Many of the staff of traditional teachers' colleges, and predominantly single-purpose, teacher education colleges of advanced education which have evolved from teachers' colleges, have had a dual teaching role: commitment to a field of general studies, and to curricular and instructional studies in that field. The Committee is of the view that the quality of teaching in the teacher education courses has been adversely affected by this dual role, in the teaching of both general and professional studies. The Vickery Committee has also commented on this matter (Chapter 3, Paragraph 3.59), referring to weaknesses in the teaching of general studies in secondary teacher education at the Nedlands Campus. In Chapter 5 of the present report, the Committee has proposed a school and departmental organisation in which staff currently working in the teacher education programme will concentrate their teaching either in professional studies in the School of Education, or in general studies in the other Schools. The Committee is of the view that this approach will allow some staff to extend their scholarship in general studies, and others to concentrate on relevance and application in professional studies.
Teaching Loads

8.16 Another aspect of quality of teaching in the teacher education programme is a lecturer's commitment to contact hours with students. The Committee believes that the current expectation of 15 hours per week of teaching commitment should be amended to an expectation within a range of approximately 12 to 18 hours. In this approach it would be expected that a lecturer in a discipline primarily oriented towards theoretical and abstract concepts and issues needs less contact with students, and should concentrate on styles of teaching that will motivate students towards reading, reflection and high standards of out-of-class assignments. In contrast, a lecturer who is concerned primarily with development of professional skills may be expected to undertake some teaching and supervision of practical classes for periods of up to 18 hours in a week. In this proposal the Committee makes no distinction between the importance or professional standing of subject areas in the teacher education programme; the aim is to achieve high standards of teaching by recognising the different demands of a variety of subject areas.

This approach to assessment of teaching load should apply also to other Schools, and thus incorporate features ranging from funding expectations based on staff/student ratios to the detail of teaching needs in such subjects as music performance. In addition, policy on teaching loads should aim at encouraging selected staff to develop expertise in applied research, as well as to participate in the teaching of courses in continuing education. The policy should also include a teaching load/administrative load ratio where staff - for example, heads of large departments - have a dual role. The Committee, therefore, recommends

RECOMMENDATION 24:

That a working party, in consultation with Heads of Department and Heads of School, analyse teaching commitments within the College and recommend a schedule of teaching contact loads based upon the nature of a subject and the appropriate teaching styles in the field, as well as such related factors as optimum sizes of classes, levels of courses, special roles of staff and the overall expectation of staff/student ratios in schools of study and the College as a whole.

Quality of Student Intake

8.17 The quality of student performance in a course is to a significant degree a function of the course itself, and especially a function of standards required for graduation. Nevertheless, there are issues associated with standards of entry that should be addressed, and the Committee has noted discussion of the quality of intake into initial training, especially into the pre-service, primary programme. The Vickery Committee (Paragraph 3.16) entered this discussion with particular reference to identification of personal qualities of beginning teachers. That Committee concluded that procedures for assessment of general, personal qualities for entry to teaching would be impractical and unreliable, and that such assessment should be undertaken within the pre-service course. The Programme Review Committee endorses this approach and proposes that the academic rules of the College should allow for direct assessment of a student's personal suitability for teaching during the course. In recommending this procedure the Committee is aware of the danger of
subjective judgments, but is confident that staff are sufficiently experienced to ensure that no person will be unfairly disadvantaged. In so far as assessment for entry to a pre-service programme is concerned, the Committee's position is that the major criterion for entry must be previous academic performance, particularly for direct entry from the secondary school, but this position does not preclude judgment of personal aptitude for entry to specialist courses in secondary teacher education. The Committee is aware of criticism of standards of academic performance achieved by some students who have been accepted into the primary teacher education programme. The Committee is also aware that such criticism has often been based on misleading information. Nevertheless, some of the criticism has been justified, and the College must ensure that minimum standards of academic performance required for entry to the primary pre-service course do not fall significantly below standards required for entry to other similar courses.

8.18 The personal qualities of students are, to some degree, affected by opportunities for personal development in the teacher education programme. The Committee has discussed the complex factors associated with personal development and is of the view that personal development is a function of total experience, including experience in general and professional courses, as well as experience of a more personal nature in the corporate life of the College. The Committee has noted course units and formally timetabled activities which have been aimed at direct development of personal qualities of students. The Committee is sympathetic to the objectives but sceptical of these approaches, believing them to lead to superficial experiences and unacceptable standards. It is believed that activities associated with direct personal development should be informal in nature and centred upon extra-curricular activities in the programme. Personal development is also a function of the close professional relationship of staff and students which is a unique strength of the School of Education in the College. The Committee, therefore, wishes to record special support for staff who contribute to the personal welfare of students, who have good rapport with students, and who support the wide range of extra-curricular activities that have been available on the campuses.

General Education of Early Childhood and Primary Teachers

8.19 A recent research study in Queensland (Carpenter, Foster and Byrne-Mullins, "From Recruit to Teaching to Beginning Teacher", in "Unicorn", Australian College of Education, February 1982,) pointed to professional disadvantages perceived by primary teachers who had not had the opportunity available to secondary teachers to develop expertise in a selected discipline. The need for all teachers to develop some mastery of at least one domain of knowledge has been generally accepted by teacher educators and has been identified in the NITE Report (Chapter 3, Paragraph 3.8). In the existing pre-service programmes of the W.A. College secondary students, because of the nature of their future teaching commitment, have had opportunity to attain some mastery of the relevant content of a major teaching field. In the programmes applying to pre-service early childhood and primary teacher education students, some attention has been given to this matter and some students have been able to concentrate studies in a discipline other than education. Nevertheless, the Committee is of the view that opportunity for participation in general studies should be further strengthened in the pre-service, early childhood and primary programmes. The Committee therefore proposes that prospective students in these streams of teaching be required to choose a major in general studies before entering the
programme, and thus continue studies in the selected discipline in each semester of the pre-service course. It is believed that this approach will give such students the opportunity to develop acceptable levels of competence in a chosen field, and in a practical sense will meet criteria for depth of study in a non-education field in the proposed Bachelor of Arts in Education.

8.20 The Committee further proposes that a quota system be implemented to ensure that student choices are contained within existing resources and the existing profile of staffing. Students should be selected on the basis of pre-requisite study or demonstrated interest in the preferred discipline, with the general aggregate being the criterion for selection when other criteria are not applicable. The Committee, therefore, recommends

RECOMMENDATION 25:

That quotas for entry of early childhood and primary teacher education students into the disciplines of general studies be established by the Deputy Director in consultation with Heads of School and Heads of Department.

Quality of Units and Elective Sequences

8.21 The Committee has examined the most recent assessments of existing courses by accreditation panels. A recurring criticism made by all panels is of the number of units required in pre-service courses in particular, and the number of elective units offered in all courses in general. The comments of panels on these issues may be summarised as follows:

Churchlands - Accreditation Panel Report, October 1980, UG2/UG1

The panel considered that the course had too many discrete units which could lead to breadth of study, but not the depth desirable at this level and recommended consolidation and rationalisation of electives.

Claremont - Accreditation Panel Report, November 1977, UG2/UG1

The panel referred to fragmentation and lack of depth, the danger of superficial treatment of the large number of units, and the need to reduce the range of options.

Mount Lawley - Accreditation Panel Report, August 1981, UG2/UG1

The panel questioned the academic depth of units available for study at UG2 and UG1 levels, and as a related factor considered that the total number of assignments was excessive.

Nedlands - Accreditation Panel Report, November 1979, UG2/UG1

The panel recommended that electives should be reviewed to reduce their number and to increase their appropriateness, and that attention should also be given to depth of study in content areas.
Clearly, there is a need for the W.A. College to come to terms with the extent of unit offerings in teacher education programmes, and especially in pre-service programmes. The Committee is of the view that the present review is a unique opportunity to correct a situation that has been constantly criticised as being educationally unsound. The Committee therefore proposes that there be a significant reduction in the number of units required to complete awards in the pre-service programme, as well as the post-service programme. The position adopted is that students should ideally be committed to no more than four units in one semester in a full-time programme, with five units being the maximum number of units acceptable for any programme of full-time study. In this proposal, the Committee is aware that the number of contact hours per unit is also a factor to be considered, although contact hours may vary according to the nature of a unit. Thus, the number of contact hours can be relatively high in a unit requiring the development of skills, and practical or laboratory activities.

In the matter of the number of elective sequences or options to be offered in any course, the Committee agrees with the judgment of the accreditation panels. The School of Education should take this opportunity to reduce the number of elective offerings as a means of achieving better integrated structures, facilitating choice by students, and achieving more productive use of staff resources. In proposing this revision, the Committee also draws attention to the number of units offered in the external programme of teacher education. The Committee is of the view that the quality of external studies can be seriously affected by attempts to maintain the relatively large number of units currently offered in that mode. There is a need to give rural teachers a reasonable variety of choice in their programmes, but a special effort should be made to raise the standard of units offered in the external mode by reducing the number of units and achieving a better concentration of materials and other resources.

The Committee attaches much importance to the position taken in the foregoing discussion. There should be significant reductions in the number of units offered in a course, and in the number of elective sequences or options offered in various courses. Attention should also be given to contact hours in relation to the nature of units in various courses. Because these matters are central to the Committee's intention of improving the quality of the teacher education programme, the Committee recommends

RECOMMENDATION 26:

That the Programme Review Committee be delegated responsibility to overview and monitor the revised teacher education programme with special reference to:

(i) the number of units offered within courses, especially in external studies;

(ii) the number of elective sequences or options;

(iii) allocation of contact hours to units.

Literacy and Numeracy

In recent times there has been much public discussion of standards of literacy and numeracy in schools. Some of the discussion has been reactionary, ill-informed and based upon misleading information. Nevertheless, the Committee endorses the view that development of
literacy and numeracy is central to the education of young children. The Committee notes in support of its position that this view was strongly expressed in the Vickery Report (Chapter 3, Paragraphs 3.38 to 3.42), and was highlighted in the Report of the Senate Standing Committee on Education and the Arts. The Committee therefore proposes that special attention be given to communications education and mathematics education in the pre-service programme of early childhood and primary teacher education, including opportunity for students in these streams to attend bridging units aimed at improving their own literacy and numeracy skills. In addition to the formal units included in the Diploma of Teaching, the Committee further proposes that in all pre-service streams of teacher education, including the secondary stream, a component of the pre-service course should focus specifically on applied aspects of language in teaching, that is to say the teacher’s own use of oral and written language in teaching his subject.

Professional Practice

8.25 Reports of accreditation panels have also highlighted the need to integrate teaching practice with the on-going programme in pre-service teacher education. The Committee has noted, for example, the comment of the Nedlands panel that study and practice of teaching should be the central focus of the programme, and the recommendation of the Churchlands panel that foundations of teaching practice should be consolidated into the formal programme and further extended. The Committee has noted the innovative approach on the Mount Lawley Campus in the first year education studies, and the success of a practice preparation and review programme and foundations of teaching series on the Churchlands Campus. The Committee has also noted the plan at Nedlands to implement a foundations of teaching programme. The Committee endorses such activities as fundamental to the success of the pre-service programme, and proposes to implement a sequence of studies and activities that will lead to radical and significant changes in the current approach. As a first step, it is recommended that Departments of Education, Educational Psychology and Teaching Practice should be combined into one unified department having as its main aim the integration of all professional studies with teaching practice in schools. The Committee also recommends that heads of curricular departments serve as ex-officio members of the new Department of Education to ensure that all phases of the professional programme are included in this integrating process.

Assessment

8.26 Modes of assessment are obviously related in some degree to standards of student performance. Thus, the Committee has noted in the Mount Lawley accreditation report the recommendation that the college seek ways over the next period of accreditation of arresting tendencies to inflate assessment levels. The Committee is well aware of the shortcomings of a single assessment, the "one-shot" final examination, but believes that over-use of assessment during a semester leads to trivial activity and superficial levels of student performance. Accordingly, in the section of this Report which deals with assessment and grading of students, the Committee proposes that departments should reduce their assessment levels such that a student is not required to undergo more than three assessments in any unit in a semester. This is intended as a general guideline and is not intended to place inappropriate restrictions on assessment levels in such activities as artistic and musical performance.
AN INTEGRATED APPROACH TO STREAMS OF TEACHING AND LEVELS OF AWARDS

8.27 The Committee has stated in Paragraph 8.6 above that the School of Education should be committed to an integrated programme in the three streams of teaching, this integration to be compatible with the special competencies that each stream of teaching demands. In this approach, the Committee wishes to promulgate the concept of a unitary profession; understanding at the same time that present staffing policies of major employers entail some differentiation in approach to a particular stream of teacher education. Thus, the Committee has adopted a generalist emphasis in the pre-service training of early childhood and primary teachers and a specialist emphasis in secondary teacher education. Nevertheless, the Committee wishes to ensure that the programme of pre-service teacher education will allow for shared or cross-set course units, and also allow some primary students to develop skills in selected fields that could be suitable for teaching at both primary and lower secondary levels. In addition, the Committee wishes to create opportunity for secondary students to have some experience in teaching areas previously regarded as the domain of primary teacher education. In this respect, the Committee has noted the recommendations of the Nedlands accreditation panel that in the secondary programme more attention should be given to teacher competency in such areas as remedial reading, remedial mathematics, and career education.

8.28 In reference to the pre-service preparation of early childhood and primary teachers, the Committee wishes to make it clear that the current orientation of the Diploma of Teaching (Early Childhood Education) is endorsed. That is to say, the diploma for early childhood teachers should encompass teaching in the age range of 3 to 8 years. In practice this means that graduates are qualified to teach in early childhood centres and junior primary classes to Year 3. It should be noted that a quota system of entry to early childhood teacher education entails the expectation that students who enter this programme will be appointed, in the first instance, to early childhood centres. Students who wish to concentrate on teaching in the junior primary classes should, therefore, be expected to enrol in the Diploma of Teaching (Primary).

8.29 In the pre-service preparation of secondary teachers the Committee endorses the current approach of preparation for a specialist stream of teaching and additional preparation in a second teaching area preferably selected from the core areas of English, mathematics, science and social science. The Committee has noted suggestions that secondary teacher education students should be given a choice of broadening their preparation to include more than two areas of teaching. This suggestion is not supported by the Committee, on the basis that, in general, two teaching areas will serve the staffing needs of secondary schools, but in particular that commitment to a widened spread of subjects would dilute the depth of preparation necessary in the major teaching area. In any case, the Committee believes that it is more important to direct beginning secondary teachers into preparation in the education elective areas outlined in Paragraph 8.27 above than to additional areas of curricula.

Integration of Education, Curriculum and General Studies Across the Three Teaching Streams

8.30 In the Diploma of Teaching/Bachelor of Arts in Education, it is proposed that the common elements will be education (including core and elective studies), and general studies. In general, however, the curriculum and
instruction studies should be specific to each stream of teaching, with the possibility that some students in the primary stream will be able to enrol in selected curricular units in the secondary programme.

8.31 The concept of commonality in the core and elective education studies is based on the premise that the study of education has universal application in teaching. Thus, every teacher should have some understanding of the learning process, the significance of human developmental phases in the learning process, the sociological context in which learning takes place in schools, and so on. However, it is understood that this generality should be qualified in some degree in that it is expected that some components will emphasise the special orientation of each stream of teaching. It is also understood that although there will be common elements in general studies there will be differences in the pre-entry experience of students in the three streams of teaching, in particular among entrants to secondary teaching in contrast with entrants to early childhood and primary teaching. Thus, there have to be essential differences in some aspects of the streams of general studies in particular subject areas. It is therefore expected that some of the units in sequences of general studies for students in secondary teacher education in mathematics, music, science, and possibly foreign languages, will be different from some of the units planned for other teacher education students. On the other hand, it is possible that all pre-service teacher education students may be able to choose common units in sequences in such areas as art and design, English, human movement and health studies, and the social sciences.

8.32 The Committee proposes that this approach to integration of the three streams of teaching will apply to the initial, three-year level, but should be strengthened in the fourth year of the Bachelor of Education degree. At the fourth-year level core education units should be identical for early childhood, primary and secondary students in both the pre-service and post-service fourth year, the rationale being that at that stage of a student’s progress similar professional interests and maturity will lead to common needs in the study of education. In addition, it is proposed that the fourth-year elective streams of study in education will also be identical for all students, as it is believed that study of a specialised field such as remedial education should be undertaken in the context of and application to teaching in general.

8.33 On the other hand, the varying backgrounds of entrants to the fourth year of the Bachelor of Education degree will entail some differentiation in unit offerings in curricular areas, such units to comprise general studies as well as curriculum and instruction studies. Course planners should thus be required to overview student experience in general and curricular studies in the three-year course and thus plan major concentrations in curricula at the fourth-year level which will cater for the previous experience of all students. The Committee urges that in this planning restraint should be shown in the number of units established.

8.34 In this planning of progression to the fourth year, the needs of students who graduate from the pre-service Graduate Diploma in Education have also been recognised, because it is envisaged that a proportion of these students will in due course wish to complete a Bachelor of Education, usually as post-service students. Completion of this degree will mean that such students will have undertaken five years of preparation, but it is envisaged that the fifth year of their studies will be equivalent to the fourth year of concurrent preparation. Thus, the Committee has
planned the professional end-on, pre-service year for the pre-service Graduate Diploma in Education to be compatible in subject areas with the fourth year of the Bachelor of Education degree to enable these students to satisfy pre-requisite requirements for entry to either a stream of special education studies or a stream of curriculum in the fourth year of the degree.

8.35 At the fifth- and sixth-year levels the various major concentrations available in the proposed Post-graduate Diploma in Educational Studies and the Master of Education degree should be open to all teachers on the understanding that such teachers have completed pre-requisite requirements at the fourth-year level, and progressively, the fifth-year level.

8.36 The integrated approach in levels of awards is interpreted in terms of continuous experience for students, and turns on the Committee's major position that fourth-, fifth- and sixth-year levels should comprise studies in education directly related to teaching (e.g. remedial), and studies in curricula, including separate related units of curricular content (general studies). The Committee believes that the School of Education should limit its course offerings in this way to reduce the number of electives and major fields as a means of achieving optimum use of staff, facilities and materials, and as a means of concentrating its work in areas in which there are special staffing strengths and expertise and experience not available in other institutions. The aim should thus be to show restraint in course offerings and to strive for high standards in areas in which the School can make a special contribution to teacher education in Western Australia.

THE DIPLOMA OF TEACHING/BACHELOR OF ARTS IN EDUCATION AND BACHELOR OF EDUCATION

8.37 The structure and units are outlined in Figure 8.1. Major principles referred to in the foregoing discussion may be identified in the structure as follows:

(i) the first three years are aimed at producing generalist early childhood and primary teachers and specialist secondary teachers;

(ii) general studies in content and background in the first three years of secondary teacher education have been significantly strengthened to comprise fifty percent of the course units;

(iii) the four-year programme is designed to achieve continuity in structure and content between the first three years and the fourth year;

(iv) the first three years are planned to achieve qualitative improvements and to meet criteria for study at UG1 level;

(v) the structure of the fourth year will allow for absorption of existing graduate diplomas into a six-unit concentration in a selected field;

(vi) contact hours may be varied according to the nature of the subject;

(vii) general studies are separated from professional studies with the expectation that subjects chosen within general studies will be directly related to school curricula;
(viii) continuous experience of six units of general studies in one field of study is available to early childhood and primary students in the three-year course;

(ix) the number of units in a semester has been significantly reduced for all streams in all semesters of the four-year programme with a corresponding emphasis being placed on concentrated preparation in the major teaching area of the secondary teacher education programme;

(x) within constraints of the overall reduction in units, the core programme in the early childhood and primary streams will allow for a concentration of units associated with literacy and numeracy in schools;

(xi) core studies in education are designed to achieve integration of studies and activities in education, educational psychology, teaching practice, and education studies previously covered by the superseded departments of early childhood and junior primary education;

(xii) the three teaching streams are integrated in the fields of education (including education electives), and general studies with opportunity for some students in the primary stream to enrol in secondary curricular units;

(xiii) students in the secondary programme in the third year must select education electives in an area such as remedial reading;

(xiv) at the fourth-year level the two core units are identical for all streams with specialisation available in either education or a selected curricular field.
Figure 8.1
DIPLOMA OF TEACHING/BACHELOR OF ARTS IN EDUCATION - W.A. COLLEGE
PRE-SERVICE EARLY CHILDHOOD/PRIMARY/SECONDARY

EARLY CHILDHOOD/PRIMARY (Generalist emphasis)

Education: 6 core units + 0 or 2 or 4 elective units  
Curriculum: 12 core units + 0 or 2 or 4 elective units  
General Studies Major: 6 content units concentrated in one subject area

TOTAL 28 units

NOTE: Core education units will be identical for all streams, but may be taught with emphasis on aspects of content/skills that have special relevance for a particular stream of students (EC or PR or SEC).

Indicates units in the three streams (EC/PR/SEC) that in some cases will be identical and open to all students.

Indicates identical units in the secondary stream: e.g. students studying a minor curriculum teaching specialisation in a subject join the same class as students enrolled in a major teaching specialisation in that subject.

SECONDARY (Specialist emphasis)

Education: 6 core units + 2 elective units  
Curriculum: 2 units major teaching + 2 units minor  
General Studies: 10 units major teaching + 2 units minor

TOTAL 24 units

Education Major: 6 core units + 2 electives  
Teaching Major: 10 general (content) + 2 curriculum = 12 
Teaching Minor: 2 general (content) + 2 curriculum = 4

24 units

YEARS 1 - 5

YEAR 4
(Two core education units plus six units in the selected field of specialisation)

1 core education unit
3 units in a special field of either Education or Curriculum
plus 2 weeks of teaching practice for pre-service students.

Total 4 units (2-4 hours each)

YEAR 5

1 core education unit
3 units in a special field of either Education or Curriculum
plus 2 weeks of teaching practice for pre-service students.

Total 4 units (2-4 hours each)
8.38 The Committee takes a firm position, previously referred to in Paragraph 8.25, that teaching practice must be the central theme and direct focus of all pre-service studies in core education with such studies entailing continual reference to classroom applications. This is one important reason why the Committee is recommending in a later section of this report that all pre-service, first- and second-year teacher education students should undertake teaching practice at the same time. The purpose of this approach is to ensure that teaching practice be treated as integral with other components of the programme of professional studies, and that all staff undertake practice supervision with a significant reduction in other duties. Similarly, it is expected that there will be a strong correlation between studies on campus, the Assistant Teacher Programme, and the input of staff into supervision of the Assistant Teacher Programme. Supervision of teaching practice in the Assistant Teacher Programme should thus be closely co-ordinated with on-going studies in education as well as studies in curricular areas in Semesters 1 and 2 of the pre-service third year.

Education Core in the Three Streams of Teaching

8.39 The Committee also takes a firm position that a complete unit in the core stream of education must be centred on multicultural education with specific reference to teaching Aboriginal children. This unit should therefore be planned within the broad context of principles of multicultural education, such principles to be specifically illustrated by reference to the cultural background and educational needs of the indigenous Australian people. Thus, the unit will illustrate the need for beginning teachers in this multicultural society to be aware of the impact of cultural differences in general upon styles of teaching and contact with pupils, and in particular upon styles of teaching and contact with Aboriginal pupils.

8.40 It is intended that the Department of Education will identify additional components of the core course in education. However, the Committee recommends that the following areas of study be included:

(i) organisation and planning for teaching, general skills and strategies of teaching in traditional and open-plan schools - also applications of educational technology in teaching to be taught by media staff;

(ii) language in teaching to be taught by lecturers in the Department of Communications Education as a component of the first two semester units;

(iii) developmental phases in relation to learning in schools;

(iv) fundamental principles of learning in schools, including remediation, and other processes appropriate for exceptional children;

(v) curricular processes as applied to interpretation of syllabuses and programme planning for classroom teaching;

(vi) fundamental principles of measurement and evaluation in schools and classrooms.
Curricular Core in Early Childhood and Primary Streams

8.41 The general core of curricular units in early childhood and primary streams is planned to comprise introductory studies in art education, music education, physical and health education, science education and social science education. It is envisaged that studies of local syllabuses will be a feature of these units. In addition, the core curricular study in the early childhood and primary streams will contain units in communications education with special emphasis on reading education, and also a series of units in mathematics education. It should be noted here that it is not intended that there be any restriction on students electing to take communications education or mathematics education to further depth in the curricular elective streams of second and third year. Thus, the Department of Communications Education should plan four core units and four elective units, and the Department of Mathematics and Computer Education should plan three core units and four elective units. In addition, these two departments should be responsible for two non-credit units, Communication Education 010 and Mathematics Education 010, to be included to ensure that beginning early childhood and primary teachers achieve acceptable standards of literacy and numeracy. Specific allowances for staff loading in the teaching of these units should be made.

Curricular Electives in Early Childhood and Primary Streams

8.42 In regard to proposed curricular electives in the early childhood and primary streams, it is envisaged that a student may concentrate studies in two or four units in one curricular area in the second and third year. Planning of these units should be based on a total plan of curricular studies encompassing the Bachelor of Education degree and future streams of the Post-graduate Diploma in Educational Studies. The Committee suggests that the areas of concentration in curricular studies for early childhood and primary students should be as follows:

(i) Art Education
(ii) Communications Education
(iii) Mathematics Education
(iv) Music Education
(v) Physical and Health Education
(vi) Science Education
(vii) Social Science Education

Communications education should comprise foundations of language, reading education, children's writing, speech and child drama in education, children's literature and teaching English as a second language.

The Committee reiterates its major position that studies of this kind should have direct relationship to classroom teaching, and elective areas and units should not be proliferated.
Education Electives in the Three Streams of Teaching

8.43 The stream of education electives in the first three years should be open to all students in the three streams of teaching, including secondary students. Primary students should have the option of studying two sequences or a sequence of four units, and secondary students will be committed to a sequence of two units in the third year of their course. The Committee considers that areas of concentration in this field should be as follows:

(i) Multicultural Education
(ii) Rural Education
(iii) Career Education
(iv) Computer Education
(v) Early Childhood Education, comprising four units aimed at extending the basic core and dealing with general curricular skills and classroom management processes in the teaching of children in early childhood centres and junior primary classrooms
(vi) Educational Technology (library and media studies)
(vii) Education for Exceptional Children
(viii) Religious Education

The Committee reiterates its major position that studies of this kind should have direct relationship to classroom teaching, and elective areas and units should not be proliferated.

8.44 The Committee recognises the special needs of the Catholic Pastoral Institute in the organisation of electives. The Committee sees no difficulty in adapting these needs within the four elective units available in the education electives of the early childhood and primary course, and the two elective units available in the secondary course. Elective units of this kind may include some background or content studies as well as studies centred on the teaching of the subject. In so far as progression of these sequences to the fourth year of the Bachelor of Education is concerned, students may undertake the major sequence that will be available with the absorption of the current Graduate Diploma in Religious Education into the fourth year of the Bachelor of Education. As an alternative, it may also be possible to combine units offered by the Catholic Pastoral Institute in the fourth year with some selected units in social science to form an acceptable concentration of study. The Head of the School of Education should liaise with the Catholic Pastoral Institute in the matter of pre-service and fourth-year units in religious studies.

Curricular Core in the Secondary Stream

8.45 In the first three years of the secondary programme, allowance is made for two units of curricular studies in a student’s major area of specialisation and two units of curricular studies in the student’s minor area. Obviously, these units are related to a student’s on-going commitment to general or background studies in an area of specialisation.
The Committee draws to the attention of the Department of Communications Education the need to rationalise the existing major fields of English and communications. Previous usage of the term "Communications" should be discontinued and a co-ordinated approach should be adopted in planning teaching majors in English, speech and educational drama, and foreign languages.

8.46 The Committee has discussed the core curricular units of introductory communications and health education in the existing secondary course, but does not support inclusion of isolated units of this type. As a replacement for introductory communications a component of language in teaching has been included in the proposed core education stream with a view to ensuring that such study has genuine professional application. The Committee also recommends that some students in the secondary stream who need remedial assistance with language should be required to reach acceptable standards of literacy in Communications Education 010. In so far as health education is concerned, the Committee is of the view that because of the constraints involved in ensuring that the course is not overloaded, health education should not be taught to all students as it will be mainly the responsibility of physical and health education staff in the secondary schools.

General Studies in the Early Childhood and Primary Streams

8.47 Students enrolled in the streams of early childhood and primary teacher education in the first three years of the course will be required to undertake a concentrated major of six units of general studies in the proposed course. The choice of the major area should be made prior to entry. In some cases, early childhood and primary students may undertake units and sequences of units which are mounted as content studies for students in the secondary stream. Obviously, the cross-setting of early childhood and primary students with secondary students in various streams of general studies will depend upon the nature of the subject and the pre-entry background of the students. Thus, it is not expected that early childhood and primary students will share all units with secondary students in such areas as mathematics and science; however, there is a possibility that all units may be cross-set across the three teaching streams in such fields as human movement and health studies, art, English and social science. The Committee recognises the significant change in requiring early childhood and primary students to select a major in general studies before entering the course. However, the Committee is of the view that students at this level should be expected to approach choices with the same maturity as students who enter the secondary stream. In any case, it is envisaged that there will be some opportunity for students to change their majors in general studies in the early stage of the course. Thus, a student may change his major stream at the end of the first semester of the course and take an additional unit in general studies in the second semester with no credit for the first semester unit in the original major. Any further changes at a later time will mean that a student will be committed to a longer course.

Other Aspects of General Studies

8.48 The Committee envisages that the School of Education in conjunction with other schools, and through the operation of proposed inter-departmental co-ordinating committees will decide the scope and range of units within the designated general studies in the teacher education programme. However, the Committee takes a firm position that majors in general studies must be directly related to school curricula, and that units and
major streams must not be proliferated. The major streams of general studies will be in the fields of art and design, foreign languages, English (excluding children’s literature), library and media studies, mathematics, music, human movement and health studies, science, social science, and some additional areas that may be relevant to studies in vocational education in the School of Education.

8.49 As a general rule it is not envisaged that early childhood and primary students will combine the background stream of six units in general studies with a subject area in the curricular electives in the first three years of the programme, especially in the fields of mathematics and communications as the Committee believes that this would lead to over-specialisation. This limitation notwithstanding, it is possible that some primary students may be able to combine experience in the general studies major with curricular studies available in the second year of the secondary stream. The Committee is interested in the possibility of establishing some preparation for "middle-school" teaching (senior primary/lower secondary). An extensive development of this type of preparation will probably depend upon policies for appointment adopted by the main employer, the Education Department of Western Australia, particularly in relation to appointments to District High Schools. In the meantime it may be possible for a limited number of selected students to undertake preparation of this kind and thus provide employers with additional flexibility in assessing a graduate’s suitability for teaching in certain areas.

8.50 The Committee has allowed two to six hours of contact in the teaching of units in general studies, and in curricular and education electives in the first three years of the programme. Departments concerned may decide the appropriate contact hours for units, subject to a policy that contact hours should not be unnecessarily inflated. The allocation of hours to units/subject areas is outlined in the first instance as contact hours. The Committee proposes that the approach to hours loading for assessment of a staff member’s commitment should be based on credit hours rather than contact hours, and it is expected that the working party referred to in Paragraph 8.16 will recommend a policy on this matter in due course.

THE FOURTH YEAR OF THE BACHELOR OF EDUCATION - DETAIL

Core Units

8.51 As previously stated the two core units in education proposed in the fourth year of the degree are identical for all students including early childhood, primary and secondary students, and pre-service and post-service students. The core units recommended are:

- Educational Evaluation
- Curricular Theory and Practice

The content of these units should be planned in relation to the two core units in the Post-graduate Diploma in Educational Studies. The core units in the post-graduate diploma to be explained in a later section of this chapter will be entitled "Methods of Research and Measurement" and "Curricular Planning and Management". Thus, the units at the fifth-year level will be a progression into more depth in similar areas included in the core units of the fourth year. As a guide to course planners, the Committee proposes that the content of the units at the fourth-year level should be as follows:
The unit, "Educational Evaluation", will comprise an examination of a range of techniques for evaluation of programmes and curricula including evaluation of personnel and physical resources. A limited number of evaluation models chosen for their relevance to decisions about curricula will be included. Techniques of process evaluation and outcome evaluation will be presented. Emphasis will be placed on procedures for collecting and interpreting both qualitative and quantitative data. Quantitative analysis will be based on concepts of variance and standard error and include hypothesis testing. Knowledge of the use of the computer in information processing will be emphasised.

The unit, "Curricular Theory and Practice", will deal with curricula design as a product, a process and a field of study. Topics will include issues arising within inductive approaches to curricular theory in the context of design, dissemination, adoption, implementation, incorporation, continuance and diffusion, and deductive approaches in the context of conflicting conceptions of curricula. Special attention will be given to the role of the teacher in the curricular process.

Major Fields of Study

8.52 In the proposed four-year structure the major field of study in the secondary, pre-service Bachelor of Education will be continuation of a student's special field of teaching, or in some cases, a six-unit major in a special field of education. A major in a curricular field will normally comprise four units of general studies (content), and two units of related curricular study. The teaching practice sessions referred to in Figure 8.1 as components of the pre-service Bachelor of Education are envisaged as schools experience centred mainly upon a student's major teaching field, or a composite experience comprising practice in the major teaching field and skills involved in a special field of education, if the student is majoring in that field. Secondary students undertaking the fourth year as a post-service year of the Bachelor of Education may also have a choice of majoring in their teaching field or in a special field of education. In this regard the Committee believes that secondary students should be aware that there is some evidence that depth of study in a major teaching field is one of the criteria adopted by employers for promotion. Thus, secondary students, both pre-service and post-service, should be counselled to consider future promotional opportunities when choosing a major in the fourth year of study. As a related matter, the Committee is of the view that as soon as is practical the School of Education should require all secondary students to complete a four-year, pre-service programme.

Pre-requisites

8.54 The generalist orientation of the initial three years of the programme designed for early childhood and primary teachers will allow such teachers as students to exercise a choice for a major in either education or a curricular field in the post-service, fourth year of the Bachelor of Education degree. Students may choose a six-unit major in a curricular field in which they have had designated, pre-requisite experience in the first three years of the programme, or may choose a special field of education in which pre-requisite conditions will also apply.

8.55 The Committee is aware of practical difficulties associated with designated pre-requisite requirements between the third and fourth years of the degree. It is not expected that such designation will be so rigid as to require post-service students to undertake more than the eight
units of the fourth year of the degree. Thus, the Committee is of the view that bridging units or units below the four-year level may be included as units in the fourth year, especially in a transition period in which students will not have experienced the first three years of the new programme. Realistic regulations on pre-requisite requirements will be necessary in the short term, but the Committee is strongly of the view that such conditions should retain as far as possible a strong concentration of six units of related studies in the Bachelor of Education degree.

Major Fields in Curricula

8.56 Curricular and related general studies streams of units in the fourth year of the degree should be based on subjects directly related to the curricula of schools. Decisions on the range of curricular areas to be included should reflect the subjects included in the existing secondary programme, and existing graduate diplomas in subject areas. It is understood that in some cases separate streams of units in one subject (e.g. mathematics education) will be necessary to cater for secondary and primary students. Subjects related to existing graduate diplomas are as follows:

(i) Art Education
(ii) Music Education
(iii) Physical Education
(iv) Mathematics Education
(v) Science Education
(vi) Communications Education including
- Reading Education
- Speech and Drama Education
- Children's Literature
- Teaching English as a Second Language
- Foreign Language Education
- Children's Writing
(vii) Social Science Education

Major Fields in Education

Majors in the special field of education should reflect existing graduate diplomas as follows:

(i) Remedial and Special Education
(ii) Religious Education
(iii) Career Education
(iv) Computer Education
(v) Educational Technology
(vi) Early Childhood Education
(vii) Intercultural Studies

A major in studies related to educational administration might also be included to satisfy pre-requisite requirements for a proposed strand of educational administration within the Post-graduate Diploma in Educational Studies, although this is arguable and should be further discussed by the Department of Education.

DIPLOMA OF TEACHING - PRIMARY (CONVERSION)

8.57 The Committee expects that by 1984 the only conversion course required will be in primary teacher education and has therefore concentrated on that particular course. The Committee is concerned with the lack of
structural unity of the current conversion course in this teaching stream, and proposes that the course be revised to comprise four units of general studies and four units of professional studies, with sequences required within each of the two areas. Thus, the four units of general studies will be four sequential units selected within a major general studies stream of the Diploma of Teaching (Primary) in Figure 8.1. The professional studies will comprise a two-unit sequence in a curricular elective area and a two-unit sequence in an education elective area available in the second and third year of the Diploma of Teaching (Primary), also as outlined in Figure 8.1.

8.58 Other general conditions that apply to the existing Diploma of Teaching – Primary (Conversion) should be continued. This includes conditions relating to exemptions and teaching practice requirements.

PRE-SERVICE GRADUATE DIPLOMA IN EDUCATION

8.59 The Committee has submitted for approval to the W.A. Post-Secondary Education Commission a stream in early childhood teacher education to be added to the current streams of primary and secondary teacher education in the existing Graduate Diploma in Education. There has been some resistance in the past to a stream of this kind, but the Committee regards it as self-evident that opportunity should also be made available for beginning teachers to enter an end-on programme of early childhood teacher education.

8.60 In planning the revised Graduate Diploma in Education the Committee has attempted to integrate the unit requirements as much as is possible with unit requirements in the Diploma of Teaching. Thus, in some instances, especially in the secondary stream, units required in this one-year programme may be cross-set with units available in the Diploma of Teaching. However, it is difficult to arrange for complete cross-setting within the early childhood and primary streams, and separate units will have to be made available in many of the unit requirements for those two streams of teaching.

8.61 The structural outline of the proposed course is as follows:
## PRE-SERVICE GRADUATE DIPLOMA IN EDUCATION

<table>
<thead>
<tr>
<th>EC/PR</th>
<th>Hrs</th>
<th>SEC</th>
<th>SEMESTER 1</th>
<th>Hrs</th>
<th>SEMESTER 2</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>Education</td>
<td>4</td>
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<td>4</td>
<td>Education</td>
<td>4</td>
</tr>
<tr>
<td>Plus concurrent field experience of 4 hours ($\frac{1}{2}$ day) per week, and Block Teaching Practice: $1+2$ weeks Semester 1, $3$ weeks inter-semester, $1+2$ weeks Semester 2, plus $2$ weeks in December as required.</td>
<td></td>
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</tr>
<tr>
<td>Comms. Ed.</td>
<td>4</td>
<td>Curric. Major</td>
<td>4</td>
<td>Comms. Ed.</td>
<td>4</td>
<td>Curric. Major</td>
</tr>
<tr>
<td>Maths Ed.</td>
<td>6</td>
<td>Curric. Minor</td>
<td>4</td>
<td>Phys. &amp; Hlth. Ed.</td>
<td>4</td>
<td>Curric. Minor</td>
</tr>
<tr>
<td>Music Ed.</td>
<td>4</td>
<td>Ed. Elective</td>
<td>2</td>
<td>Art Ed.</td>
<td>4</td>
<td>Ed. Elective</td>
</tr>
<tr>
<td>Soc. Sci. Ed.</td>
<td>2</td>
<td>Gen. Major or</td>
<td>4-6</td>
<td>Science Ed.</td>
<td>4</td>
<td>Gen. Major or</td>
</tr>
<tr>
<td></td>
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<td>Minor</td>
<td></td>
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<td>Minor</td>
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<td>Total Hours</td>
<td>20</td>
<td>18-20</td>
<td></td>
<td>Total Hours</td>
<td>20</td>
<td>18-20</td>
</tr>
</tbody>
</table>
The details of structure and unit requirements are outlined below:

(i) The academic year for students enrolled in the Graduate Diploma in Education parallels the academic year for first- and second-year students in pre-service teacher education, and all students in the W.A. College other than third-year, pre-service, teacher-education students.

(ii) The core education units can be cross-set over the three streams. In addition, there could be cross-setting in the education core with components available in first- and second-year Diploma of Teaching/Bachelor of Arts in Education students.

(iii) Secondary students will take their curricular major and minor units with the mainstream of secondary students enrolled in the Diploma of Teaching/Bachelor of Arts in Education.

(iv) The general major and/or minor units in the secondary stream are designed to improve the background knowledge of secondary entrants where necessary. Such units may be selected from those offered to the mainstream of students enrolled in the Diploma of Teaching/Bachelor of Arts in Education.

(v) Secondary students will select their education elective concentrations from the education electives being offered in the mainstream of early childhood/primary/secondary students enrolled in the Diploma of Teaching/Bachelor of Arts in Education.

(vi) In some cases, to ensure viable classes, primary and especially early childhood students may undertake the same (or components of) curricular units being offered in the mainstream of the Diploma of Teaching/Bachelor of Arts in Education.

(vii) Professional practice for all students will range from the equivalent of 12 to 14 weeks. The continuous half-day per week of field experience/teaching practice for all students is considered to be a very significant aspect of the short professional course. This will enable students to have continuous contact with schools and early childhood centres. The Committee prefers this approach to the current practice of an equivalent Assistant Teacher Programme for these students; the Assistant Teacher Programme is suitable only for students who have already experienced two and a half years of professional preparation. The Committee is aware that implementation of this procedure will necessitate prior discussion with the schools and early childhood centres, and other appropriate authorities.

POST-GRADUATE DIPLOMA IN EDUCATIONAL STUDIES AND MASTER OF EDUCATION

As previously stated it is intended that the Post-graduate Diploma in Educational Studies will be offered as a course at genuine fifth-year level, and will thus require pre-requisites based upon a student’s experience in the Bachelor of Education degree. The post-graduate diploma was also designed to comprise the first year of a Master of Education degree to be available in a limited number of special fields of studies.

The Post-graduate Diploma in Educational Studies will comprise a total of eight units, including two core units in education, and six units in one selected field of study that may be either a special field of education or a curricular area.
Core Units

8.65 The proposed core units are "Methods of Research and Measurement" and "Curricular Planning and Management", to be planned as a progression from the two units required in the Bachelor of Education degree. As a guide to course planners, the Committee proposes that the content of the two units should be as follows:

The unit, "Methods of Research and Measurement", will build on the fourth-year unit "Education Evaluation" and should be designed to assist students in critical reading of educational reports and research papers and to develop skills in analysis and interpretation of data. Students will undertake further studies in the concepts and techniques of educational measurement, and will gain experience in a variety of these methods.

The unit, "Curricular Planning and Management", will deal with selected methods of planning, structuring and organising school curricula or institutional programmes. Implementation strategies will also be included, together with related organisational and managerial principles and processes.

Streams in Education and Curricula

8.66 The development of streams of six units in a field of education or curricula should be based upon availability of high levels of staff expertise and adequate material resources. The Committee is of the view that streams of this kind should be developed with restraint, and with an appreciation that the post-graduate diploma must be taught at a genuine fifth-year level. The Committee has submitted to the W.A. Post-Secondary Education Commission a proposal to establish a stream in educational administration in the post-graduate diploma, on the understanding that the College has high-level expertise in the field of educational administration and the facilities to offer this stream. As from 1984 other streams should be developed from existing graduate diplomas, such development to include re-accreditation processes as necessary. The Committee believes that in the first instance current staffing expertise will justify development at the fifth-year level of streams in:

Art Education
Communications Education - Reading Education, Language and TESL
Early Childhood Education
Intercultural Education
Mathematics Education
Music Education
Physical Education
Remedial and Special Education
Science Education
Social Science Education

and that staffing expertise be strengthened to include in due course streams in:

Career Education
Communications Education - Children's Literature
Computer Education
Religious Education
Master of Education

8.67 As stated above, the Committee proposes that a Master of Education degree should be structured on a continuous basis of studies in the Post-graduate Diploma in Educational Studies. The Committee is well aware of current restrictions upon the development of degrees at this level within the advanced education sector, but notes support for such degrees in the recent discussion paper circulated by the Advanced Education Council and reiterates the statement in a previous chapter that the School of Education in the W.A. College is now of sufficient maturity to offer a master's degree in education of a standard comparable to any other degree of a similar level in other institutions. Such streams within the Master of Education should be mounted only on the basis of high levels of staffing expertise and material resources, as well as in subject areas in which the School of Education has special experience.

8.68 Plans for the structure of the final year of the Master of Education degree can only be tentative at this stage. However, the Committee envisages that this degree will comprise two core units plus two units in a student's special field of inquiry, or two core units plus a substantial project or dissertation. The core units should include further training in research methodology and include a research seminar series.

SCHEDULING OF THE TEACHER EDUCATION PROGRAMME

8.69 The terms of reference associated with teacher education refer to scheduling of teacher education programmes. The Committee regards the structuring of the academic year and timetabling of the Diploma of Teaching/Bachelor of Arts in Education, the pre-service Graduate Diploma in Education, the Bachelor of Education and Post-graduate Diploma in Educational Studies as processes that are centrally related to the proposed integrated nature of the programmes, and the policy of using special expertise of staff and special material resources to the fullest advantage. These processes will be especially significant in the scheduling of units and activities in the core and elective streams of education, in the general studies majors (and minors in secondary teacher education), and in the curricular units of the secondary teacher programme. The structure of the academic year and the timetabling of these units should be such that optimum conditions are established for inter-campus teaching by staff and inter-campus study by students. In this approach the Committee reiterates the view that movement of staff and students should be kept to a minimum and should occur only when it is of significant advantage to the students concerned. Thus, the Committee expects that a limited number of students will need to attend more than one campus, usually to enable them to undertake special individual programmes in, for example, a major field of general studies, and thus benefit from contact with strong staff expertise and the best facilities in that particular field.

8.70 The Committee proposes a "major day" approach to timetabling, this being a procedure whereby all units in, for example, general studies, are timetabled on one day of the week in an inter-campus, co-ordinated exercise. An adaption of this approach is recommended to the School of Education, and associated schools within the W.A. College of Advanced Education. Associated schools should follow a similar pattern of timetabling to enable inter-school and inter-campus teaching of the various background units that will be servicing most of the schools. The
so-called "major day" procedure may be extended to two days in the College timetable, or include some other extension, if this is feasible. To this end, the Committee takes a firm position that a block timetable should be established with time blocks of a minimum of two hours' duration, ranging from two to six hours but with most time blocks being concentrated in two and four hour sessions. The Committee does not have the resources or the time at this stage to develop a detailed timetable, but sees its implementation as an essential feature of the proposed programme in teacher education, and the W.A. College in general. The Committee, therefore, recommends

RECOMMENDATION 27:

That a working party be established to develop common inter-campus and inter-school components in the timetables within and among the various schools with particular attention to cross-setting units in the School of Education, and general reference to cross-setting related inter-campus, inter-school units to ensure optimum use of staff and facilities and maximum benefit to students in all schools.

The Committee reiterates the point made in 8.69 above that the structure of the academic year will be an integral factor in achieving the most suitable timetable. The proposed academic year will be discussed in Chapter 10.

RE-ACCRREDITATION AND TRANSITIONAL PROCEDURES IN TEACHER EDUCATION

Re-accreditation

8.71 It has been stated previously that the revised programmes should be implemented in 1984. The Committee recommends that the remaining months of 1982 and the whole of 1983 should be a period in which detailed planning will proceed for re-accreditation of the Diploma of Teaching/Bachelor of Arts in Education, the pre-service Graduate Diploma in Education, and Bachelor of Education - the re-accreditation exercise to take place in 1985. Such planning should be undertaken within the academic organisation outlined in Chapter 4. Thus, the Head of School, his senior officers, and the Heads of Department in the School of Education will undertake detailed planning in conjunction with inter-departmental committees as necessary. It is expected that the Head of the School of Education and his associated officers will be heavily involved in planning, and that this first exercise in accreditation in the W.A. College will also involve the proposed Academic Planning Service. It should be noted that the W.A. Post-Secondary Education Commission is currently reviewing accreditation procedures and that some changes in accreditation procedures may occur in the period leading to re-accreditation.

8.72 The Committee has discussed the role of a Course Advisory Panel in the re-accreditation of the Diploma of Teaching/Bachelor of Arts in Education, pre-service Graduate Diploma in Education, and Bachelor of Education. It is essential that the Course Advisory Panel be constituted to allow continuous and effective input into planning. The Committee therefore proposes that the Panel include individuals external to the College with expertise in specific disciplines, and that members be invited to participate immediately in planning units and majors in the various disciplines. In this approach the Course Advisory Panel will
have a continuous and integral relationship with departments, and from
time to time will participate in plenary sessions to ensure an overall
view. The Committee, therefore, recommends

RECOMMENDATION 28:

That when the new departments in the School of Education
are established arrangements be made immediately to invite
representatives of employers and other interested groups
with expertise in specific curricular areas to join each of the
departments as members of a Course Advisory Panel, this Panel, to undertake a direct role in planning for
re-accreditation of the Diploma of Teaching/Bachelor of
Arts in Education, pre-service Graduate Diploma in
Education, and Bachelor of Education.

8.73 As a final statement in relation to re-accreditation of the teacher
education programme, the Committee reiterates its major position that the
School of Education and departments in the School exercise strong
restraint in planning the range of elective units and number of streams
of units which will constitute major fields of study in the two awards.

Transitional Regulations

8.74 The Committee recognises the complexities and difficulties which may
arise in arriving at transitional arrangements for students currently
enrolled in teacher education who will be eligible to complete
requirements for awards in 1984 or later years, and who have commenced
studies under the former regulations. The Committee proposes that, in
1984, pre-service students in the three streams of teaching at second-
third- and fourth-year levels (secondary pre-service) should be
channelled into the structural and unit requirements of the second-
third- and fourth-year levels of the new pre-service course.
Arrangements for direct transition should also be made for the 1983,
mid-year entry to pre-service teacher education. In this "clean-cut"
transition there should be temporary adaptations to accommodate anomalies
within units and associated requirements for major concentrations. This
approach should be adopted to avoid unnecessarily complex timetabling and
staffing situations.

8.75 In so far as the post-service, fourth-year of the Bachelor of Education
is concerned, the Committee is of the view that, although the proposed
new course requires a radical change in depth of major concentrations,
students currently enrolled should be able to complete the fourth year
under course regulations in force at initial enrolment. Some superseded
fourth-year units may have to be continued for this purpose, but
temporary adaptations of units within the new course should also be
approved.

8.76 It is not suggested that students enrolled in post-service graduate
diplomas before 1984 will be immediately required to transfer to the
fourth year of the Bachelor of Education. Indeed, it is expected that
such students will complete these awards. However, some students may
elect to transfer, and as previously stated, realistic credit transfers
should be available for that purpose.
As stated above, the Committee recognises the complexity of transition procedures and is concerned that issues and details should be carefully resolved in the planning period to ensure that a smooth transition is achieved. The Committee, therefore, recommends

RECOMMENDATION 29:

That a working party be established to investigate and resolve details and issues associated with transition of students from the superseded to the new programme of teacher education, this transition to be arranged so that no student is unduly advantaged or disadvantaged by implementation of the revised programme.
CHAPTER 9: ACADEMIC RULES AND ASSESSMENT

POLICY ON ADMISSIONS

9.1 In developing a general policy on admission to the College, the Committee was aware that admission policies framed for specific-purpose institutions would not necessarily be appropriate for a multi-purpose institution with an emerging, diversified academic profile. In particular, consideration was given to essential features of colleges of advanced education as proposed in the Martin and Wark Reports referred to in Chapter 2. Colleges were expected to possess considerable flexibility in adapting to community needs. This flexibility was to relate not only to diversity of course content, but also to entry standards. The Committee accepts the need for flexibility in entry criteria but emphasises that this should in no way erode entry standards and recommends that a variety of criteria be used in deciding entry into College courses, particularly undergraduate courses. The College should continue to be tertiary in character and continue to graduate students of the highest possible standard who are well received by their chosen professions and occupational groups. However, the College should not adopt unnecessarily restrictive or elitist entry practices and should remain responsive to the needs for tertiary education of individuals and specific community and professional groups.

9.2 Experience gained in the admission policies and practices of the former colleges as well as in a number of sister institutions, supports the general proposition that the best predictor of success in vocationally-oriented tertiary studies is previous performance in associated studies and activities. In particular, the Committee supports retention of the aggregate achieved in the Tertiary Admissions Examination as the basis for entry into undergraduate courses. However, unnecessary restrictions should not be imposed on candidates in the range of subjects included in the calculation of an aggregate. The Committee generally supports acceptance, for entry purposes, of a wider range of Board of Secondary Education courses than is presently the case. Because pre-requisite studies are essential for some specialisations, the Committee also supports inclusion of these specific subjects in entry requirements, either as components of the TAE aggregate or as separate subjects.

The Committee also supports, as a general principle, the use of a common aggregate for entry of school leavers into all Western Australian tertiary institutions. However, it does so without prejudice to its recommended policy of flexibility and individual subject requirements for entry into specialist streams.

Prior Nomination of Specialisations

9.3 Because of the vocational orientation of college courses and the need for re-training and further professional training for many students, the College should include admission criteria based on appropriate experience, maturity of applicants and alternative qualifications. Such experiential and mature-age criteria should apply, particularly at the associate diploma (UG3) and diploma (UG2) levels, and should also apply to degree (UG1) courses where these are vocationally oriented.
9.4 At time of application for entry, all applicants should nominate (in priority order if necessary) the particular stream of their choice. This early notification should be required for all courses, both undergraduate and graduate, in which streams are available. Teacher education courses such as the Diploma of Teaching/Bachelor of Arts in Education and the Bachelor of Education in which specialisations are available are included in this proposal. The early availability of this information should be of assistance to the College in allocating resources to its various programmes. Because prior nomination of specialisations has not been a requirement for early childhood and primary teacher education applicants, amongst others, early notification of this change should be given to potential 1984 applicants.

Entry into Specific Courses

9.5 The Committee accepts the general guidelines of the Advanced Education Council which relate to entrance requirements. In terms of entry into middle-level awards (associate diploma level), entry should be based on the completion of a full secondary education (Year 12). Courses which may be entered on the basis of Year 10 studies should be provided in the TAFE sector. Entry into College UG3 awards has in the past normally required prior relevant experience. Although the Committee views this as most appropriate, it has also proposed in this Report the development of another type of two-year associate diploma course in the belief that some occupations do not require a longer tertiary preparation. In such courses as the proposed Associate Diploma in Computing, prior relevant experience is unnecessary.

9.6 Entry into graduate diploma courses should in the future require completion of a UG1 award rather than UG2, as it is the Committee's intention that UG2 awards be discontinued. Entry into post-graduate diploma courses of the 19.1 category (studies in the same field) should be based on UG1 studies in the same stream, whereas entry into graduate diploma courses of the 19.2 category may be gained on the basis of UG1 studies of a more general orientation.

The Committee has previously developed in this Report proposals for post-graduate diploma courses of a specialist nature, with entry based on prior UG1 studies in the same specialist field. In the School of Education this prior specialisation will be provided through the four-year Bachelor of Education (UG1) course, and hence a post-graduate diploma of this School will be awarded only after five years of equivalent full-time study. In the School of Business, a post-graduate diploma may be awarded after four years of study in a specialist field. In all schools, post-graduate diploma studies should comprise the equivalent of the first year of a master's (PG2) course.

Boards of Studies

9.7 The academic organisation of the College as developed in Chapter 4 will provide for an Academic Council, which will have the responsibility for co-ordinating all academic policies and academic procedures within the College through the Boards of Studies of the various schools. As such, it will have overall responsibility for admission policies.

Each Board of Studies should develop specific admission policies within the guidelines of the Academic Council and set up appropriate procedures to monitor their implementation. In this matter, the Committee
recommends that the Academic Registrar and a designated Associate Academic Registrar should be responsible for admissions procedures and the implementation of policy.

POLICY ON ASSESSMENT

9.8 Assessment policies in the School of Education have been referred to in Chapter 8. The Committee reiterates the need to avoid over-assessment which in the past has been exacerbated by the relatively short duration of semesters and an excessive number of units taken at any one time. Recommendations for course structure in the School of Education in particular, but also in other schools, should lessen the tendency towards over-assessment.

In discussions with students, attention was drawn to the tendency to over-assess, especially in pre-service teacher education. It was clear to the Committee that this practice has precluded in-depth reading and study, because too much time has been required on tasks which frequently have become disjointed, superficial and counter-productive.

9.9 The Committee considered various forms of assessment and grading of students. Consideration was given to continuous assessment vis a vis end-of-semester assessment. While it is recognised that there are positive claims to be made for both approaches, the Committee is of the view that assessment should not be undertaken as a "one-off" examination, nor should there be a proliferation of assessments throughout a unit.

Assessment of work within each unit could involve any of the following forms: written and oral tests, examinations, assignments, tutorials, workshops, fieldwork and practical proficiency tests, laboratory tests and clinical tests. An applied and vocational orientation should be reflected in the assessment patterns for each unit.

In order to provide for greater in-depth study and to avoid over-assessment, the Committee reiterates its recommendation that no more than three assessments be used in the evaluation of a student’s work in any one unit in any school. In making this recommendation, the Committee realises that strict implementation will be impossible or educationally unsound in some cases. For example, the Committee does not expect frequent practical assessments to be discontinued in music or music education. However, it is of the firm view that the number of assessments should be reduced and that as a general rule a maximum of three assessments should be allowed in any one unit. Each Board of Studies should approve assessment patterns for units for which it has responsibility. This should be done in accordance with policies referred to in this section.

Professional Practice

9.10 Professional practice in its several forms should become a prominent and essential component of each course provided by the College. As such, it should be an integral aspect of the assessment of each unit. In the majority of courses and the great majority of units, the assessment of activities undertaken within the professional practice session should become a component of the assessment pattern for the unit. In these cases, a separate grade for professional practice is unnecessary and should not appear on transcripts.
In such courses as pre-service teacher education, where comprehensive and full-time professional practice sessions are undertaken, each professional practice should be assessed, and students should receive separate written assessment reports at the conclusion of each professional practice session. In teacher education, this assessment should be integrated in the overall assessment pattern for the core education unit and should not appear separately on transcripts, but a final professional practice mark should be recorded on transcripts issued at the completion of the student's final semester. This final assessment should be based on the Assistant Teacher Programme. The incorporation of professional practice assessments into the total assessment of core education units and their non-appearance on transcripts as separate assessments will highlight the performance level reached nearing the completion of the pre-service teacher education programme and thus acknowledge the formative aspects of the earlier professional practices. The final professional practice mark should be included in the calculation of the relevant semester average, and the course average.

GRADING AND REPORTING

9.11 The Committee noted a variety of different grading and reporting systems currently in operation on each of the campuses. It is the Committee's firm view that a common grading and reporting system should be developed and that this should be applicable throughout the College system. The Committee sees no merit in continuing grading practices which are peculiar to individual sections of the College and which do not have general applicability. In this matter, the Committee considers that communication of students' progress and academic levels to employers and the community is enhanced by the adoption of a common grading and reporting system.

The Committee further considers that such communication will be facilitated by the adoption of a simple, rather than complex, grading system and that this should derive from practices which are not only well known to members of the College community but which are also readily understandable and usable by the community in general, and by other institutions both within Australia and overseas. Another important consideration is the provision of a system which will permit sufficient discrimination amongst levels of performance wherever this is important.

9.12 The Committee, therefore, recommends a grading system which will include:

(i) a numerical mark for each unit;
(ii) a literal symbol for each unit;
(iii) a semester average based on units completed in the one semester;
(iv) a course average based on all completed units.

In particular, the Committee recommends the following grading system:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>Distinction</td>
</tr>
<tr>
<td>65-79</td>
<td>B</td>
<td>Credit</td>
</tr>
<tr>
<td>50-64</td>
<td>C</td>
<td>Pass</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

Both a numerical and literal grading should appear on the transcript issued at the end of each semester, together with a semester average and progressive course average. Where appropriate and with the approval of
the Academic Council, students’ attainments may be assessed on a pass/fail basis for specific units. Guidelines for the distribution of credit and distinction grades should be promulgated to staff by the Academic Council in consultation with the Boards of Studies.

Averages

9.13 In the calculation of the semester average and course average, the Committee recommends that no weightings of units be used and that the two averages be simple averages independent of contact hours, credit hours and academic years. In the past each of the independent colleges adopted different weighting schemes in attempts to reflect an assumed comparative value or importance of individual units. This device has some merit in courses where there are noticeable differences in level of work value required in units. However, the Committee is of the view that all units should be designed with comparable standards of work expectation.

Grade F

9.14 Students should generally be required to repeat units for which a grade of F (0-49) has been awarded. In cases where units are repeated, all grades in the unit should be shown on the student record and transcript, and the percentage component of the most recent grade should be used in the calculation of semester and course averages.

However, the Committee considers that a student who receives a percentage mark in the range of 45-49 warrants further consideration and recommends that the student should be automatically conceded a grade of C (50) under the following conditions:

(i) that no more than one conceded pass should be granted to the student in any one academic year of the course;

(ii) that the current semester average of the student is at least 60.

Supplementary Assessment

9.15 The Committee does not, in general, support supplementary assessment for failing students on the grounds that the above system of concession will protect students who have for various reasons not achieved their normal standards of performance. However, the Committee recommends that supplementary assessment may be provided for a full-time student who has failed no more than one unit in the last semester of a course, or a part-time student who would immediately complete his course, if successful in a supplementary examination granted in no more than one unit. It should be noted that students may request deferral of assessment on medical or approved personal grounds.

Course Status

9.16 The Committee agrees that a system of course status should be continued as an appropriate means of identifying broad categories of student progress. In particular, it recommends the following basic system in which at the end of each semester, a student will be designated one of the following categories of courses status:

(i) Good Standing - where a student’s semester average is 50 or over;

(ii) Conditional - where a student’s semester average is in the range 45 to 49;
(iii) Course Terminated — where a student's semester average is 44 or below.

These categories are similar to those currently in use on the various campuses and additional refinements should be considered by the working party which will be established to prepare detailed rules relating to admission, enrolment and assessment of students.

Awards with Distinction

9.17 Normally in each course a proportion of students complete their courses at a high level of excellence and in the past have qualified for awards with distinction. The Committee endorses the practice of conferring awards with distinction and recommends that approximately 5% of graduates in each course with results endorsed by a Board of Examiners should be considered for awards with distinction. In some courses with small enrolments a more liberal interpretation of the 5% proportion may be applied by the Board of Examiners.

The basis for granting awards with distinction should be the course average, which is computed by taking a simple arithmetic average of the numerical gradings for each unit in the course.

An award with distinction should not be granted to a student who has been awarded a conceded pass, repeated a failed unit or undertaken a supplementary assessment.

Where a student undertakes a professional practice in a course, it will be necessary for the student to achieve a final professional practice mark of B or better to be considered for an award with distinction. This stipulation should only apply in courses where a comprehensive final professional practice is a requirement.

Board of Examiners

9.18 The composition and general functions of the Board of Examiners in each School have been referred to in Chapter 4. More specific functions related to assessment of students should include the following:

(i) certification of the accuracy of the course status of each student;

(ii) consideration of failing students (numerical grade 45-49) who have a semester average of 60 or above and decision on whether or not to concede a pass in the failed unit. (A conceded pass must be given a numerical grade of 50 and literal grade of C);

(iii) consideration of students failing in professional practice and determination of their course status;

(iv) endorsement of termination of a student’s course as required in the course status provisions, provided that a student shall not be terminated as a result of performance in the first semester of a course. (Where a student’s status remains conditional for two consecutive semesters, the student’s course may be terminated);

(v) consideration of students who have failed a unit in the final semester of a course in which no concession may be granted and provision for an appropriate form of supplementary assessment in that unit;
(vi) identification of students required to repeat units or professional practice;

(vii) exclusion of students from any unit or any required form of assessment;

(viii) placement of students on restricted programmes of study;

(ix) identification of students who are to be granted awards with distinction.

9.19 As previously recommended in Chapter 4, the Appeals Committee of the College may hear appeals by students against decisions of a Board of Examiners.

Rules

9.20 Draft rules for admission and enrolment, and academic progress are included in this Report as Appendices B and C. These draft rules are generally in accordance with the proposals outlined in this chapter. However, the Committee is aware that such rules must be very carefully analysed to ensure complete and accurate interpretation of the proposed policies and, therefore, recommends

RECOMMENDATION 30:

That a working party comprising the Academic Registrar, Associate Academic Registrars and representatives of each of the schools, be established to finalise rules for admission, enrolment and academic progress of students in accordance with policies proposed by the Programme Review Committee.
CHAPTER 10: ACADEMIC YEAR AND TIMETABLE

INTRODUCTION

10.1 The existing campus academic years are similar in both structure and types of academic activities, but different in the timing and duration of these activities. Consequently, the task of constructing an academic year for the Western Australian College is one of maintaining similarities, but at the same time eliminating differences which are an unnecessary barrier to co-ordination and integration.

An academic year which is common to all campuses will be essential for implementation of the Committee's proposals on programming in the College. Inter-campus, inter-school, inter-programme and inter-subject co-ordination will become a feature of the academic organisation of the College and require a common academic year.

The Committee also proposes to structure an academic year which reflects the College's orientation towards courses which are vocationally directed and applied in nature and thus provide a framework which is compatible with the College's educational philosophy, as well as proposed new course structures.

SEMESTER-BASED ACADEMIC YEAR

Semesters

10.2 A semesterised system is preferred because of its organisational flexibility. If linked with an appropriate course structure, it becomes equivalent to a whole-year model for which some advantages may be claimed.

The necessity to provide an alternating or rotating semester programme in the Diploma of Teaching/Bachelor of Arts in Education and the desirability of retaining the option of mid-year entry into courses, in general, were among factors which influenced the Committee in making this decision.

The academic year should comprise two semesters and one short summer session arranged as below. The duration of each of the six periods is indicated in weeks.

<table>
<thead>
<tr>
<th>Summer Session (February)</th>
<th>Intersession</th>
<th>Semester 1</th>
<th>Inter-semester (July)</th>
<th>Semester 2</th>
<th>Intersession (December)</th>
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</thead>
<tbody>
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</table>

Each of the three teaching periods is separated by an interval in which associated administrative matters will be processed.

10.3 Within each semester the Committee recommends the following distribution of activities and times for all courses and schools with the understanding that the Academy of Performing Arts may vary the timing of some activities in the TAFE programme. Again, the duration of each segment is indicated in weeks.
The Committee recommends a shorter Semester 2 (by one week) to help balance the number of public holidays scheduled throughout Semester 1. Note here that special compensatory days should not be used. Their implementation in the past has proved somewhat confusing, particularly to part-time students, and would create complex problems in the wider context of a multi-campus college.

Special Purpose Intervals

10.4 A mid-semester recess of one week is provided to allow students to review or revise their studies. This "no-lecture" period may take the form of short tests, field experience programmes or independent study. The short recess (designed to coincide with Easter in Semester 1) is particularly useful in courses where in-depth study is required.

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 first-term, government-school holidays and the second week of the second-term holidays, is provided in each semester for recreational purposes.

Summer Session

10.5 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. The Committee has previously considered the concept of summer session and related policies in Chapter 7.

PROFESSIONAL PRACTICES

10.6 All courses, both undergraduate and graduate, in non-teacher education as well as teacher education should be designed to include a professional practice session usually of two weeks in each semester. In some courses these sessions will involve full-time field experience. In others, small practical projects will be undertaken in order to further develop skills and applications related to course content. These professional practices, during which lectures will be suspended, should become a feature of all W.A. College programmes. Their purpose is to help provide an experiential dimension to the professional preparation of students. Professional practice should thus become an integral component and a major focal point of each College course and should be timed in the second half of each semester, normally at Weeks 11 and 12.
Both full-time, internal part-time and external students should be involved in these sessions, their specific requirements being commensurate with their enrolment as either part-time students or full-time students. It is not an expectation of the Committee that all students take up full-time positions in the community during their professional practice sessions, although this will be an expectation for pre-service students in the School of Education. However, it should be a requirement that full-time students be involved in a variety of practical assignments on a full-time basis during professional practice. This need not require them to be located in an off-campus situation.

Professional Practice in Undergraduate Programmes in Teacher Education

10.7 In the Diploma of Teaching/Bachelor of Arts in Education, all first- and second-year students should undergo their full-time professional practice at the one time (in Weeks 11 and 12). Secondary students should continue to practise in primary schools in both semesters of first year. These practices will be appropriately integrated with other aspects of the course as indicated in Chapter 8. This common timing of professional practices which will facilitate inter-campus, inter-school, inter-programme and inter-subject co-ordination and provide all staff with a period mainly free from lectures to participate fully in this important activity, is highlighted in Chapter 8 on Teacher Education.

The normal arrangement of teaching practices in the Diploma of Teaching/Bachelor of Arts in Education will be two weeks in each of Semesters 1 to 4, and ten weeks in third year.

10.8 In the pre-service Graduate Diploma in Education, the professional practice arrangements should be as follows:

- **Semester 1:** One week (mid-semester break) and two weeks (Weeks 11 and 12)
- **Inter-semester:** Three weeks
- **Semester 2:** One week (mid-semester break) and two weeks (Weeks 11 and 12) together with two weeks in December if required.

Provision will also be made to enable students to attend a half day per week throughout the course in schools or early childhood centres.

10.9 In the third year of the Diploma of Teaching/Bachelor of Arts in Education, a ten-week Assistant Teacher Programme will be undertaken in the second school term. Third-year students who enter in the mid-year should undertake the Assistant Teacher Programme in two practices - four weeks prior to the commencement of their Semester 5 and six weeks at the end of their Semester 6.

10.10 The third year of the Diploma of Teaching/Bachelor of Arts in Education, which involves the ten-week Assistant Teacher Programme, will comprise two semesters each of 16 weeks - twelve teaching weeks, one week for the mid-semester recess, one vacation week and two weeks for revision and examinations. The teaching period in each semester is maximised within the constraints of providing a comprehensive Assistant Teacher Programme. The duration of the teaching period is twelve weeks rather than a shorter time because of the in-depth nature of units in the final year of the course.
The Committee received a report (see Appendix D) from senior lecturers in the teaching practice departments in teacher education on the feasibility for primary practices of a common teaching practice schedule for all first- and second-year students, and a common schedule for the Assistant Teacher Programme for all third-year students. They reported that this arrangement is feasible but because of the number of students involved it will be necessary to use more schools. This, in turn, may necessitate the use of more country schools in some semesters and will require the co-operation of school authorities. In general, it is considered that common teaching practice times are realistic and there are compelling arguments for this approach to be adopted in mounting a unified academic year for the W.A. College. In particular, the implementation of this approach will facilitate inter-school cross-setting of units, inter-campus staffing co-ordination, individual student programme planning, co-ordinated use of specialised facilities, and a more effective use of all staff in teacher education for supervisory duties during teaching practice sessions. The Committee is aware of the need to liaise with schools and related authorities in the implementation of professional practice in teacher education and, therefore, recommends

RECOMMENDATION 31:

That the Head of the Department of Education in the W.A. College in consultation with the Head of the School of Education, and in conjunction with staff who are responsible for teaching practice, liaise with teachers in charge of early childhood centres, principals of schools and other authorities to explain and implement the policies and procedures for teaching practice in the W.A. College.

Figure 10.1 shows the generalised academic year in schematic form.
## Academic Year

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<thead>
<tr>
<th>Week</th>
<th>All Courses</th>
<th>Third-Year Dip. Teach.</th>
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<td>2 ORIENTATION</td>
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</table>
GRADUATION

10.12 A consequence of the proposed academic year is that graduation ceremonies at the end of each year will not be feasible. The Committee, therefore, recommends that graduation ceremonies occur in the year immediately following course completion.

A COMMON ACADEMIC YEAR IN 1983

10.13 The Interim Council has approved implementation of a common academic year in 1983 of the type proposed by the Committee as a means of familiarising staff with the operation of a common year, facilitating inter-campus teaching already occurring and encouraging some cross-setting of units across campuses in current courses. The 1983 Academic Year is shown in Figure 10.2.

The common timing of teaching and related activities should be an advantage in organising the planning and preparation of programmes which will be undertaken during 1983.

However, it is unavoidable that certain aspects of existing programmes will not be able to be accommodated within the framework of the academic common year. Therefore, the Committee has agreed to the following modifications for 1983.

(i) The School of Business will not offer professional practices in Weeks 11 and 12. Week 18 in Semester 1 and Week 17 in Semester 2 will become non-lecture weeks for student revision prior to examinations. This accommodation will reduce any unnecessary dislocation in the school and permit it to plan professional experience programmes for 1984 and later years.

(ii) Professional practice arrangements in the pre-service Graduate Diploma in Education need not be significantly changed in 1983 on the Claremont and Nedlands Campuses because the proposed professional practice arrangements are unlikely to be compatible with current courses.

(iii) The mid-year intake currently in their final year of the Diploma of Teaching on the Claremont Campus will not follow the Semester 1, 1983, pattern. These students will complete a compacted semester of eight weeks and a ten-week Assistant Teacher Programme.

(iv) The Academy of Performing Arts may require their TAFE students to continue practice sessions throughout the examination and inter-semester periods.
### Figure 10.2

ACADEMIC YEAR - 1983

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<th>WEEK BEGIN</th>
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**NOTES:**

1. Graduate Diploma in Education students may undertake Professional Practice in Weeks 8, 11 & 12 in both semesters 1 and 2, and also in Weeks 1, 2 & 3 of Inter-semester.

2. Public Holidays:

   - Jan. 1: New Year’s Day
   - Jan. 31: Australia Day
   - Mar. 7: Labor Day
   - Apr. 1 & 2: Easter
   - Apr. 25: Anzac Day
   - June 6: Foundation Day
   - Oct. 3: Queen’s Birthday
   - Dec. 25, 26 & 27: Christmas

3. School Holidays:

   - May 16 - 27
   - Aug. 29 - Sep. 9

4. Semester Dates:

   - **1984:**
     - Sem. 1: Feb. 13 - June 29
     - Sem. 2: July 23 - Nov. 30
   - **1985:**
     - Sem. 1: Feb. 11 - June 28
     - Sem. 2: July 22 - Nov. 29
TIMETABLE

10.14 In Chapter 8 the Committee has referred to and made an operational recommendation on timetabling in the context of teacher education. Some additional principles and procedures which are essential for successful implementation of proposed programmes should also be noted.

(i) An outline of an integrated college timetable should be developed and used as a basis for preparation of school timetables. A master timetable of this kind will achieve the primary objective of effective usage of specialist resources, including staff and facilities.

(ii) This basic timetable should be developed by the working party nominated in Recommendation 27 as soon as the programme structure has been adopted.

(iii) The preparation of individual school timetables should be the responsibility of designated Associate Academic Registrars in consultation with Heads of School.

(iv) The master timetable and school timetables derived from it should be prepared on the basis of a unit block of two periods (hours). When necessary, these blocks may be extended to provide continuous blocks of four or six hours. The working party should also consider placement of continuous blocks in the major day(s) in order to facilitate inter-campus participation in highly specialised fields of study. It should be noted that the unit block of two hours can be used whenever necessary to provide for three-hour units, for example, in a two-hour plus one-hour formation.

(v) To accommodate the generalist nature of the undergraduate programmes in primary teacher education and large enrolments, an alternating or rotating programme will need to be adopted in each of the three years of this course.

(vi) A common lunch hour, probably 1.00 to 2.00 pm, should be designated for all campuses.

(vii) Wherever possible a block of time free of lectures should be arranged for departments with similar interests to hold course and unit planning meetings. If it is not feasible to timetable for one common block of time across all schools, then several alternative blocks should be considered. These arrangements should operate in 1983 wherever possible to facilitate course planning activities. In 1983 this could be within the 2.00 pm to 6.00 pm blocks on Fridays - a period which would be particularly useful for meetings on course and unit planning, and meetings of other committees in the academic organisation.

While the Committee recognises the comprehensive nature of the timetabling task, it also notes that the integration of the three major streams in teacher education and the reduced number of units comprising these streams should reduce the complexity of the task in teacher education.
In regard to the related matter of enrolment procedures, the Committee has noted the availability of computerised enrolment systems, which contain, in the data base, timetable information on times, locations and quotas on classes for different units. These enrolment systems can be used in an individual student counselling situation and provide, on an immediate "call-up" basis, the information required for students to select an appropriate programme in consultation with course counsellors. Registration can therefore be effected immediately via a terminal.

Such a system is likely to be more efficient and to provide for a more personalised service than is commonly experienced in mass enrolment situations. Accordingly, the Committee recommends

**RECOMMENDATION 32:**

That planning of a computerised enrolment and academic record system of the type described in paragraphs 7.8, 7.9 and 10.15 be commenced immediately by a working party comprising the Academic Registrar, Associate Academic Registrars, a representative of each school and representatives of computing services.
CHAPTER 11: OTHER ACADEMIC POLICIES

11.1 In this chapter the Committee deals with such matters as international students, student services, continuing education, applied research, and accreditation - matters which have been introduced earlier but not examined in detail.

INTERNATIONAL STUDENTS

11.2 The Committee has noted that students from overseas countries, particularly from the ASEAN region, are interested in enrolling in courses in the W.A. College and considers a target of up to five percent of total enrolments from overseas countries to be a reasonable enrolment guideline for admissions. This guideline accords with the Australian Government's policy objectives which are stated as follows:

"to facilitate the entry of greater numbers of private overseas students for long-term formal study at Australia's secondary and tertiary institutions within the capacity of Australian educational institutions and without significant displacement of Australian students;

to advance Australia's interests in countries of particular importance to Australia by improving their communication with and understanding of Australia, and to promote cultural exchange."

(Commonwealth Department of Education - letter, December, 1981)

A policy of establishing a quota for overseas students accords with past and present practice. The campuses which now constitute the Western Australian College have all had experience in enrolling students from overseas. Enrolments were full-time in such courses as those sponsored by the Australian Development Assistance Bureau (e.g. physical education and health studies at the Nedlands Campus) and in the external studies mode (e.g. intercultural studies at the Mount Lawley Campus).

11.3 The programmes which appear to meet the needs of our geographic neighbours - the countries of South-East Asia - are business studies and continuing education for teachers wishing to upgrade initial qualifications. A particular area of interest is the teaching of English as a foreign language.

Initial discussions on on-campus and external studies have already taken place with ministry and public service commissions in Hong Kong, Malaysia and Singapore. This liaison has confirmed strong interest in those countries in courses offered by the College.

STUDENT SERVICES

Student Welfare Counselling

11.4 Counselling services for students have been variously provided across the campuses, but have sometimes been considered of only minor importance. The Committee takes the view that provision of these
services is very important. Reference has already been made to the creation of positions of Senior Student Welfare Counsellor and Student Welfare Counsellors who are to be located on each campus.

The Committee recommends that the Senior Student Welfare Counsellor be appointed at the level of senior lecturer, and the Student Welfare Counsellors at lecturer level. These counsellors should be expected to work within the campus-based support system headed by the Campus Secretary but should be directly responsible to the Senior Student Welfare Counsellor, and the Academic Registrar.

The Kangan Meyer Report (1977) on Counselling Needs in TAFE Institutions suggested one counsellor per 1200-1500 EFTS, and the Committee recommends that the level of counsellor staffing in the College should accord with this estimate.

11.5 The Committee recommends that Student Welfare Counsellors should attempt to anticipate and alleviate stress factors which may adversely affect the performance of the following categories of students:

(i) overseas students who may experience difficulty in adjusting not only to the normal pressures of tertiary education, but also to a situation within a country which has a different cultural background, language and educational system;

(ii) disabled students (An awareness by staff of the problems facing disabled students is essential.);

(iii) students with financial difficulties (As well as administering various loan schemes, the Student Welfare Counsellor should be active in alerting students to various educational assistance schemes available to them such as TEAS and NEAT.);

(iv) first-year students who experience difficulties associated with their adjustment to tertiary studies (There is growing concern about student attrition generally, and in particular about the transition problems which face first-year students.);

(v) country students, particularly first-year country students, who may lack the support of family and friends, and experience accommodation problems and attendant financial problems;

(vi) students with a poor command of English and/or a literacy problem who may need to be referred to the Student Welfare Counsellor to receive additional assistance;

(vii) mature-age students who frequently have special needs, particularly in the areas of background skills, and who may have competing priorities and lack self confidence.

Support Facilities

The Advanced Education Council ("Future Perspectives - July, 1982) makes the following statement:

"There is a trend towards a more mature student body which is likely to continue. Colleges should have appropriate regard to the needs of older students both in terms of flexible entry requirements and in teaching methods and support services."
11.6 The Committee, therefore, recommends that support facilities and programmes as outlined below be established and operate as a responsibility of the Senior Student Welfare Counsellor and Student Welfare Counsellors.

(i) A particular service frequently required is a child-care centre. Some child-minding facilities are currently available within the College, but better and more accessible child-care centres should be provided.

(ii) A Student Placement Service to assist in job placement for graduates should be established. This service is likely to become increasingly important as the College further diversifies its programme.

(iii) A related service should be developed in conjunction with the Student Association to arrange part-time and vacation employment.

(iv) Careers and information library collections should be developed. The use of careers information is likely to become increasingly important.

(v) An aspect of the College academic programme in which Student Welfare Counsellors should participate is the Orientation Session for new students held prior to the commencement of each semester.

(vi) Another aspect of the work of Student Welfare Counsellors should be organisation of study-skills programmes. Tertiary studies, assignments and examinations create stress for some students and a study-skills programme should be developed to offer help to students with study difficulties.

CONTINUING EDUCATION

11.7 In Chapter 4 the Committee referred to a school-based organisation for the provision of continuing education and recommended establishment of Committees on Continuing Education, each chaired by a Co-ordinator for Continuing Education who may, in the first instance, be an Associate Head of School.

The Committee discussed the possibility of establishing in the College a single community contact system for continuing education but, while recognising the attractiveness of such a scheme, noted that these systems usually evolve into a number of specialised centres. Accordingly, the Committee favours a school-based structure in the belief that decentralised committees will be able to establish and maintain closer contact with related professions and other occupations.

Continuing Education Programmes in Professional Development

11.8 In this Report, continuing education refers to programmes and activities which focus directly on professional enhancement of work-related skills, attitudes and knowledge, and excludes the current community programmes which should provide courses and activities of personal interest to the community in general.

The continuing education programmes should be addressed primarily to four professional groups in the community: government officers, businessmen, teachers and community officers (e.g. social trainers,
Continuing education should continue to be initiated either from within the College or in response to requests from outside bodies.

Funding of Programmes in Continuing Education

11.9 The Committee has noted the following comment of the Advanced Education Council:

"One of the major roles of the advanced education sector in the future will be the provision of courses which will enable students to update their knowledge and skills or redirect them into another area of employment."

(Future Perspectives - AEC, July 1982)

The present legislation for States Grant funding permits the College to spend up to one percent of its recurrent grant, or $50,000 (whichever is the greater) on courses other than 'approved courses'. The Committee does not see this arrangement as viable, because such funding has to be at the expense of approved courses which are themselves being adversely affected by reduced levels of funding in real terms.

The Committee, therefore, endorses the view of the Australian Conference of Principals of Colleges of Advanced Education that the time has come for these activities to be regarded as part of the responsibilities of colleges and consequently to be included as approved activities in the funded programme.

In its recent advice to the Commonwealth, the CTEC recognised the need for continuing education but did not alter the funding arrangements. Consequently, the Committee recommends that all programmes of continuing education should be self-supporting and that the Committees on Continuing Education actively pursue external funding for non-award courses. In this regard, the Committee has noted the dynamic approach of the Management Development Centre in the School of Business.

Committees on Continuing Education

11.10 The Committee recommends that Committees on Continuing Education should:

(i) identify areas that can be developed for programmes of continuing education, and where appropriate, assist in co-ordinating campus initiatives;

(ii) liaise with other committees on continuing education to ensure awareness of the overall activities in continuing education in the College;

(iii) liaise with the College Extension Service in the development and delivery of self-supporting programmes;

(iv) make recommendations through Boards of Studies to the Academic Council upon policy issues;

(v) evaluate programmes of continuing education;

(vi) administer funds derived from programmes of continuing education and be responsible to the senior financial officer for the maintenance of proper budgeting and financial procedures.
11.11 The Committee recognises the need to establish a policy in regard to staff contributions to continuing education. It has noted the establishment of policies in the related areas of community programmes and in the Management Development Centre, but anticipates that the issues involved need fuller consideration. Accordingly, the Committee recommends

RECOMMENDATION 33:

(i) That a working party be established to develop a college-wide policy on participation of academic staff in programmes of continuing education and on budgeting and financial control of these programmes.

(ii) That the working party comprise all Co-ordinators of Continuing Education and the Dean of Administrative Services or his nominee.

11.12 The Committee has noted the establishment of the Management Development Centre, on a trial basis, to develop and market courses designed to meet the needs of the business community, particularly in relationship to improvement of management at all levels. It is recommended that the Management Development Centre be considered the equivalent of a Committee on Continuing Education in the School of Business, and the Committee notes a supporting statement of the Advanced Education Council as follows:

"The Council supports the establishment of liaison sections within institutions with the responsibility of maintaining continuous contact with industrial and commercial enterprises. The major functions of such sections would be to facilitate a two-way exchange..."

("Future Perspectives" - July 1982)

APPLIED RESEARCH

Policy for Research

11.13 The establishment of a College Research Committee has been referred to in Chapter 4. In arriving at a policy for research, the Committee took into account the present policy of the CTEC which, in summary, is to encourage colleges of advanced education to participate in research projects concerned with practical community problems and enrichment of the experience of academic staff as well as teaching programmes. The need to avoid duplication of university research activity has been stressed, and there has been no support for building up a major research infrastructure within the advanced education sector. Thus, in its recent guidelines the CTEC has not provided funds specifically for research in colleges of advanced education.

In "Future Perspectives" (July 1982) the Advanced Education Council commented on the matter 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. The Council considers that the Commonwealth Government should provide special funding for the conduct of applied research at least in selected colleges of advanced education. If this is not to be provided in the form of direct funds, then the level of recurrent funding to those colleges should reflect their commitment to applied research. In addition, academic staff should seek outside funds to support applied research.

11.14 Because of the CTEC rejection of the Advanced Education Council's proposal for limited specific funding of research in colleges of advanced education, the Committee recommends that funds for research activities be made available from College sources and, in addition, recommends a vigorous pursuit of funding from both government and private sources. The Committee expects that the major source of funds for applied research will be the professional groups which the College serves. The College should therefore place considerable emphasis upon attracting funds for research by demonstrating ability to contribute to the solution of community and professional problems. The development of Institutes will be relevant in this respect as it is expected that the two proposed Institutes, which will in part be self-supporting, will be focal points for applied research and development activities.

Functions of Research Committee

11.15 The Programme Review Committee has noted the findings of a committee established to review the organisation of research activities within the College and endorses that committee's proposals regarding the functions of the College Research Committee as well as the type of research publications which should be sponsored by the College. These functions should include:

(i) provision of guidelines and advice to staff on the preparation of proposals for research;

(ii) formulation and implementation of guidelines on the conduct of research within the College and for associated schools or business organisations;

(iii) development of a pool of resource persons who can advise on research methodology;

(iv) advice on acquisition of special equipment, software and other resources for research purposes;

(v) advice on criteria for, and recommendations on, the expenditure of funds and use of College resources by staff for research purposes;

(vi) monitoring of staff research involving the use of College funds and resources;

(vii) provision of editorial policy for, and control of, the research publications sponsored by the College;
(viii) collation of information about all research undertaken by staff;
(ix) liaison with appropriate researchers and research centres within Australia and overseas;
(x) advice on the establishment of research centres within the College.

College Research and Development Publications

11.16 To maintain initiatives already established on the various campuses of the College in fostering dissemination of relevant information about research, the following publications are endorsed by the Committee:

a) Internal Distribution -

R & D Memorandum Series

This aims to provide such information as:

(i) guidelines for preparing research proposals;
(ii) requirements for undertaking research in schools, etc.;
(iii) ethical considerations in research;
(iv) notices concerning the availability of College funds for research grants or research associateships;
(v) information about external sources of funding;
(vi) news of College research and development activities;
(vii) digest of research activities of staff;
(viii) abstracts/references of key research findings of direct relevance to the College.

b) External Distribution -

Research Bulletin Series

This series is intended to provide a speedy means of disseminating succinct reports of the essential features of research projects and evaluative studies undertaken within the College by individual staff and departments, without prejudice to their publication elsewhere.

Research Monograph Series

This series is intended to provide an outlet for major technical reports on substantive research funded by the College which might not otherwise be published.

Research Briefs

This is intended as an annual series which will provide an abstract of research completed and in progress at WACAE during the year, including research for higher degrees and post-graduate student projects.

The Journal of Teacher Education

The Committee supports continuation of this publication which has a national circulation and contains articles on research by College and external authors.
11.17 The campuses which constitute the Western Australian College have experience of accreditation dating back to late 1973 when a Diploma of Teaching was examined by an accreditation panel. The College has continued to support accreditation in principle.

Experience gained by both academic and administrative staff since 1973 has been considerable. The campuses of the College have been visited by many accreditation panels in what has become the normal pattern in Western Australia - a three-day intensive review. In addition, many of the academic staff have been members and, in some cases, chairmen of accreditation panels formed by the Western Australian Post-Secondary Education Commission to assess courses for the Australian Council on Awards in Advanced Education.

Given this accumulation of experience over a period of almost a decade, the College is now in a position to review its policy on accreditation.

The Committee sees more benefits than deficits in retaining accreditation for courses in tertiary education. Such accreditation in some instances may continue to follow the traditional pattern, but this may no longer be appropriate for all course proposals. It is now more appropriate for authorities to accept 'in-house' course monitoring in view of the experience of the colleges which now constitute the Western Australian College.

The Committee therefore agrees that the College should co-operate in the current review of procedures in Western Australia.

This review and the possibility of developing 'in-house' course monitoring is endorsed by the Advanced Education Council in its discussion paper, "Future Perspectives" (July 1982):

"The Council considers that the system of accreditation of courses of advanced education should be reviewed to establish the extent to which responsibility for accreditation should be delegated from State co-ordinating authorities to individual colleges."

11.18 The Committee also suggests that the accreditation process should be revised to enable general course areas to be accredited in an initial review without further need for streams within the course to be additionally accredited in an external accreditation exercise. For example, the College through the Western Australian Academy of Performing Arts has sought approval to mount an umbrella course - an Associate Diploma in Performing Arts. The first stream of the course (music) will be assessed for accreditation late in 1983. It is proposed that at that time the general case for accreditation of an umbrella course in performing arts should be advanced. Thus, the College in the future should be able to mount additional streams in the performing arts without further accreditation. Subsequently, it is expected that such additional streams will comprise performance in dance, theatre, and film and television. In addition to this change of approach in accrediting
umbrella courses, the Committee believes that the collegial approach to accreditation should be strengthened by involving accreditation panels at an earlier stage of course development.

In summary the policies and procedures which have been proposed are that:

(i) in the future the accreditation process should be at least as thorough as in the past;

(ii) the format and procedures of accreditation may be varied according to the nature of a course;

(iii) the use of external panel members may continue to be appropriate for some awards which are being accredited for the first time, but may not be necessary for re-accreditation reviews;

(iv) institutions with experience in the accreditation process should be given more scope to develop 'in-house' assessment of courses as part of the accreditation procedure;

(v) the use of advisory panels in an improved collegial process of involving them integrally in the preparation of a course should be facilitated - advisory panel members should be used as consultants in accreditation exercises which are spread over an extended time span.

Finally, the Committee reiterates the recommendation that the College continue to co-operate with WAPSEC in the accreditation review, especially with a view to developing 'in-house' accreditation procedures. Schools and departments of the College will therefore need to develop a variety of procedures for monitoring standards, effectiveness and relevance of courses.
APPENDIX A

SUMMARY OF OPERATIONAL RECOMMENDATIONS

RECOMMENDATION

1. That the Principal of the Academy of Performing Arts and the Deputy Director of the College confer with a view to rationalising the TAFE and advanced education interface of current and proposed awards within the Academy.

2. That implementation of proposed short courses and community activities be planned by the Academy in conjunction with the College Extension Service.

3. That the College approach the Western Australian Education Department with a view to exploring establishment of an Academy High School.

4. That contact hours for units in College courses be determined initially by Heads of School in consultation with the Programme Review Committee, and subsequently by Heads of School in consultation with the Academic Council.

5. That the schedule for phasing out superseded courses be determined by Heads of School in consultation with the Programme Review Committee.

6. That the College notify the Western Australian Post-Secondary Education Commission of its plans for course development and re-development, and to ensure that re-designed courses have been operating for about a year, seek deferral of re-accreditation.

7. That planning should commence immediately and continue throughout 1983 to implement all revised courses in 1984, that such courses be submitted for re-accreditation in 1985, and that the Western Australian Post-Secondary Education Commission be informed of this schedule.

8. That the following college-wide committees be established immediately -
   Academic Council
   Programme Review Committee
   Research Committee
   Appeals Committee

9. That the following committees be established immediately in each School -
   Board of Studies
   Board of Examiners
   Departments as Committees
   Committee on Continuing Education
   Course Advisory Panels, as necessary
That the following Inter-departmental Committees be established immediately with designated chairmen -

Fine Arts
Behavioural Studies
Business Studies
Communications
Mathematics and Computing
Performing Arts
Human Movement, Health and Recreation Studies
Science
Social Sciences

That planning, including budgetary provisions, be undertaken immediately for the establishment in 1983 of -

Institute of Aboriginal Education
Institute of Reading Education

That the College Academic Planning Service be established immediately with an appropriate academic staffing structure to be determined by the Director.

That the College Extension Service be established immediately with the staffing structure described in Chapter 7.

That the Director immediately proceed to revise staffing allocation in terms of a staffing establishment as follows-

Heads of School
Associate Heads of School
Heads of Department
Associate Heads of Department
Heads of Institute

Head of the Academic Planning Service
Head of the Extension Service
College Academic Registrar
Senior Student Welfare Counsellor

Associate Campus Registrars
Student Welfare Counsellors
Course Counsellors

Deans, Principal Lecturers and Senior Lecturers exclusively in teaching roles
Staff in the School of Education who will hold a joint appointment with another school.

That the Director designate Campus Secretaries to take up appointments on campuses as from the beginning of 1983.

That the administrative organisation of the College, including budgeting procedures, be revised with a view to ensuring efficient and complementary support for the academic organisation; in particular, that the College Council establish a Finance and General Purposes Committee to complement the work of the Academic Council.
17 That the facilities and accommodation of the Mount Lawley Campus be reviewed to ensure that Stage 1 of the re-location of course streams from the Nedlands Campus can be effected, preferably as from 1984.

18 That firm negotiations be undertaken to dispose of the Nedlands Campus.

19 That as soon as the sale of the Nedlands Campus is effected, Stage 2 (re-location of course streams from the Nedlands Campus to the Churchlands Campus) be implemented.

20 That the College initiate negotiations with the Western Australian Post-Secondary Education Commission and other authorities to establish a campus at Whitford or Joondalup.

21 That the Director of the Western Australian College be represented on all selection committees for appointment of academic staff to the Western Australian Academy of Performing Arts.

22 That the W.A. College confer with the Western Australian Post-Secondary Education Commission with a view to undertaking a significant role in TAFE teacher education.

23 That in 1983 the W.A. College seek approval to upgrade the Diploma of Teaching (UG2) to a Bachelor of Arts in Education (UG1) for implementation in 1984.

24 That a working party, in consultation with Heads of Department and Heads of School, analyse teaching commitments within the College and recommend a schedule of teaching contact loads based upon the nature of a subject and the appropriate teaching styles in the field, as well as such related factors as optimum sizes of classes, levels of courses, special roles of staff and the overall expectation of staff/student ratios in schools of study and the College as a whole.

25 That quotas for entry of early childhood and primary teacher education students into the disciplines of general studies be established by the Deputy Director in consultation with Heads of School and Heads of Department.

26 That the Programme Review Committee be delegated responsibility to overview and monitor the revised teacher education programme with special reference to:

(i) the number of units offered within courses, especially in external studies;

(ii) the number of elective sequences or options;

(iii) allocation of contact hours to units.
That a working party be established to develop common inter-campus and inter-school components in the timetables within and among the various schools with particular attention to cross-setting units in the School of Education, and general reference to cross-setting related inter-campus, inter-school units to ensure optimum use of staff and facilities and maximum benefit to students in all schools.

That when the new departments in the School of Education are established arrangements be made immediately to invite representatives of employers and other interested groups with expertise in specific curricular areas to join each of the departments as members of a Course Advisory Panel, this Panel to undertake a direct role in planning for re-accreditation of the Diploma of Teaching/Bachelor of Arts in Education, pre-service Graduate Diploma in Education, and Bachelor of Education.

That a working party be established to investigate and resolve details and issues associated with transition of students from the superseded to the new programme of teacher education, this transition to be arranged so that no student is unduly advantaged or disadvantaged by implementation of the revised programme.

That a working party comprising the Academic Registrar, Associate Academic Registrars and representatives of each of the schools, be established to finalise rules for admission, enrolment and academic progress of students in accordance with policies proposed by the Programme Review Committee.

That the Head of the Department of Education in the W.A. College in consultation with the Head of the School of Education, and in conjunction with staff who are responsible for teaching practice, liaise with teachers in charge of early childhood centres, principals of schools and other authorities to explain and implement the policies and procedures for teaching practice in the W.A. College.

That planning of a computerised enrolment and academic record system of the type described in paragraphs 7.8, 7.9 and 10.15 be commenced immediately by a working party comprising the Academic Registrar, Associate Academic Registrars, a representative of each school and representatives of computing services.

(i) That a working party be established to develop a college-wide policy on participation of academic staff in programmes of continuing education and on budgeting and financial control of these programmes.

(ii) That the working party comprise all Co-ordinators of Continuing Education and the Dean of Administrative Services or his nominee.
APPENDIX B

DRAFT RULES FOR ADMISSION AND ENROLMENT

1.0 Interpretation

"Appeals Committee" means a committee of the College Council concerned with appeals by students against academic progress, admission and enrolment.

"Academic Council" means a council responsible to the College Council for the development and control of all academic programmes and their requirements across the College.

"Board of Examiners" means a standing committee of the Board of Studies concerned with the academic progress and assessment of students.

"Board of Studies" means a board established in each School which has the responsibility for the implementation of policy relating to all academic requirements for that School.

"Course" means a programme of studies necessary to qualify for an award of the College.

"Subject" means a recognised area or field of study included in a course.

"Unit" means a semester's study of a subject included in a course.

2.0 Admission

2.1 Applications for admission to a course shall be made by the prescribed date and in the manner required from time to time by the College Council.

2.2 Except as provided in sub-sections 2.5, 2.6, 2.7 and 2.8 of these rules students shall be admitted for enrolment in undergraduate courses on the basis of their achievement in the Tertiary Admissions Examinations, according to performance criteria which may be established from time to time and from course to course.

2.3 Students may be admitted for enrolment in post-graduate diploma courses following the completion of:

   a) an appropriate degree course, or

   b) a qualification deemed to be equivalent.

2.4 Students may be admitted for enrolment in graduate diploma courses following the completion of an appropriate degree award or a qualification deemed to be equivalent.

2.5 In special circumstances, where experience and/or alternative qualifications are highly relevant, applicants may be admitted if it is considered that they are likely to succeed in the course. Conditions more stringent than those applying to admission requirements stated above may apply to students admitted under this sub-section.
2.6 Admission to a particular course of study may be conditional upon interview and/or audition.

2.7 The College Council may approve the admission of students who have gained qualifications outside Western Australia. The College Council will establish procedures to evaluate such credentials.

2.8 Mature-age students (21 years of age and over) may be admitted to the College on the basis of other qualifications, where, in the opinion of the College Council, the candidate for admission has reached a standard of education acceptable to the College Council and has given evidence of probable success in the course chosen.

2.9 The College Council may admit persons not proceeding to an award on such terms and for such periods as it may decide.

2.10 An applicant for admission to the College shall be required to produce documentary evidence of educational qualifications and proof of identity with the person named in such documents.

2.11 Admission to enrolment in a unit or a course is conditional upon satisfying all pre-requisite and co-requisite conditions as laid down from time to time by the College Council.

2.12 A candidate for admission to a course in the College who has been previously enrolled in another post-secondary institution and has not achieved a level of academic progress acceptable to the relevant School, may be refused permission to enrol or may be permitted to enrol only upon specified conditions.

2.13 The College Council may, from time to time, control and limit the admission and enrolment of students in the College in any year and may, from time to time, specify:

a) the number of students who may be permitted to enrol for particular units or courses;

b) the number of students within particular categories who may be permitted to enrol.

3.0 Admission to Academic Status

3.1 The College Council may, from time to time, determine levels of academic status for the admission of students to the College and for the recognition of courses completed and examinations passed or other forms of assessment satisfactorily completed by students.

3.2 The College Council may admit to academic status:

a) a student or graduate of another institution;

b) a person who, in the opinion of the College Council, has achieved an adequate standard of education in a particular area of such status towards an award of the College as the Council thinks fit;

c) a person for whom the College Council has recognised, for the purpose of granting advanced standing, a course of study
completed or examination or other form of assessment passed in such Colleges, Schools or courses as may be approved by the College Council.

3.3 Students may claim exemption from units in courses offered by the College. Such claims for exemptions will be judged in relation to terms and conditions laid down, from time to time, by the Academic Council.

3.4 Such claims shall be made to the Board of Studies of the relevant School and shall be supported by documentary evidence of the qualifications or other reasons on which the claims are based.

3.5 A student may be deemed to have successfully completed a unit when satisfactory evidence is presented to show that the student has attained a level of knowledge in a field equivalent to that required for the successful completion of that unit at the college.

3.6 A student who receives credit for award purposes for any unit, group of units, or other body of study successfully completed, may not, in addition, receive credit for any study completed which is substantially similar to the body of study for which credit has already been received.

3.7 No candidate for an award who is granted credit towards that award on account of other study or work completed shall be deemed to have satisfied the requirements for an award of the College unless he has completed a final academic year’s requirements while registered as a candidate for that award.

4.0 Enrolment

4.1 For each year in which a student seeks to pursue or to gain credit in any course, the student shall apply for enrolment in the appropriate form and shall lodge the form, fully and correctly completed according to the requirements thereof, with the officer of the appropriate campus concerned with enrolment not later than the closing date prescribed and shall comply with all other procedures prescribed in that behalf.

4.2 The College Council may prescribe closing dates for enrolments and shall publish these dates from time to time. A late fee payable on application for enrolment received after such closing dates may be prescribed by the College Council and published accordingly.

4.3 The late fee may be waived at the discretion of the Academic Registrar or an Associate Academic Registrar.

4.4 An application for enrolment shall be deemed to be accepted by the College on the date on which it is approved by the Academic Registrar or an Associate Academic Registrar provided that nothing in this sub-rule shall limit any right of the College to reject an application for enrolment or to cancel an enrolment under the authority of any Statute or other rule or to correct a patent error whether or not the rejection, cancellation or correction occurs before or after the approval of this sub-rule.

4.5 A person accepted for enrolment shall pay any prescribed fees and complete all other enrolment procedures in order to be duly enrolled as a student of the College.
4.6 Notwithstanding the provision of any other rule, a person shall only receive credit for the work done at the College towards the completion of any course if, during the relevant period, he was duly enrolled.

4.7 Should the applicant who has been offered a student place in the current period wish to defer entry, the College reserves the right to reconsider the application.

5.0 Refusal of Enrolment

5.1 Without limiting the power of the College Council or of any person or body authorised by the College Council or by Statute or by Rule to refuse enrolments:

a) an application for enrolment may be disallowed by an authorised officer on the ground that the applicant has not complied with the provision of a Statute or of these or any other rules;

b) the College Council may refuse to enrol any student who fails to satisfy the College Council by documentary evidence or otherwise as it may decide, that he is of good character;

c) a student may be refused enrolment if:

   (i) the quota for the particular unit in which he seeks to enrol is full;

   (ii) the particular unit is not to be mounted in that year;

   (iii) the request for enrolment is made after the published closing date, unless the Head of School or an Associate Head of School gives his approval.

6.0 Cancellation of Enrolment

6.1 The Head of School or an Associate Head of School may cancel the enrolment of any student who, in his opinion, has gained admission to the College by misrepresentation, by falsification of documents or by other fraudulent means.

6.2 The student whose enrolment has been cancelled by the Head of School or an Associate Head of School pursuant to sub-rule 5.1 may appeal to the Appeals Committee established by the College Council. Such appeal shall be in writing stating clearly the grounds for the appeal and must be lodged with the Academic Registrar or an Associate Academic Registrar on the appropriate form within fourteen (14) days of the date of the notice of cancellation of enrolment.

6.3 In the event of there being no appeal under sub-rule 6.2 or in the event of an appeal under sub-rule 6.2 being dismissed by the Appeals Committee, all academic credits obtained after the fraudulent enrolment shall be cancelled.

6.4 An enrolment may be cancelled if a student fails to pay any fee prescribed by the College Council or other money payable by him under the provision of any Statute or Rule within the time
prescribed for payment. On cancellation of enrolment all rights and privileges previously enjoyed by the person in consequence of his enrolment shall be suspended unless on good cause shown by him he is allowed to renew his enrolment.

6.5 An application for re-enrolment shall, whether or not it has been approved by an authorised officer, be deemed not to have been accepted by the College if any fee or other money payable by a student under the Act, a Statute or Rule of the College in any previous academic year or semester has not been paid.

7.0 Re-instatement of Enrolment

7.1 A person whose enrolment has ceased to be effective may have his enrolment re-instated:

a) upon payment, not later than Monday of the last week of the semester in question, of all outstanding fees including late fees; or

b) upon submitting, not later than that Monday, a proposal acceptable to the senior financial officer for the payment over a specified period of time of all outstanding fees provided that if he fails to carry out such proposal his enrolment may be cancelled forthwith.

7.2 A re-instatement of enrolment shall not be effective until the provisions in 7.1 have been complied with.

8.0 Amendment to Enrolment

8.1 A student may amend his enrolment for a semester with the consent of and on such conditions as may be prescribed by the College, but, except in special circumstances, may not amend it later than the end of the first week of the period programmed for the unit.

9.0 Withdrawal from Enrolled Unit(s)

9.1 Withdrawal of enrolment from a unit or units can be carried out without affecting a student's academic status only if made before two-thirds of the period programmed for the unit has elapsed, except that the Head of School or an Associate Head of School may approve withdrawals at a later date on special compassionate grounds or in a case where a withdrawal is the result of circumstances beyond the control of the student.

9.2 A student who wishes to withdraw from a unit must notify the Head of School or an Associate Head of School in writing at the time of withdrawal otherwise the student may be deemed to have failed the unit.

9.3 A student who withdraws from a unit after two-thirds of the period programmed for the unit has elapsed will have the unit recorded on the student's Academic Record as a fail.

10.0 Withdrawal from Courses

10.1 A student withdrawing from a course must notify the Head of School or an Associate Head of School in writing. Rule 9.0 concerning withdrawal from a unit or units must be complied with.
10.2 Credits gained in a course from which a student has withdrawn will be considered in an application for admission to academic status in the same or another course under such conditions as laid down from time to time by the College Council.
APPENDIX C

DRAFT RULES FOR ACADEMIC PROGRESS

1.0 Interpretation

"Assessment" means grading procedures which are used to determine student academic progress.

"Advanced standing" means an academic status awarded on the basis of credit for work completed in previous studies or a demonstrated competency.

"Award with distinction" means an award granted to approximately 5% of graduates in each course. In certain courses with small enrolments a more liberal interpretation than 5% may be applied by the Board of Examiners.

"Board of Examiners" means a standing committee of the Board of Studies concerned with the academic progress and assessment of students.

"Board of Studies" means a board established in each School which has the responsibility for the implementation of policy relating to all academic requirements for that School.

"Course" means a programme of studies necessary to qualify for an award of the College.

"Course average" means the sum of all numerical scores of all units divided by the number of units undertaken in the course.

"Department" means 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.

"Form of assessment" means any of the following forms of cumulative and/or terminal assessment: professional practicum, written and oral tests and examinations, assignments, laboratory, clinical and other practical tests, workshops and field work.

"Semester average" means the sum of all numerical scores of all units divided by the number of units undertaken in the semester.

"Subject" means a recognised area of study included in a course.

"Unit" means a semester's study of a subject included in a course.

2.0 Assessment

2.1 Students shall be assessed for each unit in the course in such forms and at such times as shall be prescribed by the Head of School within the general policy of the College.

2.2 The Head of Department may exclude a student from any unit if, in the opinion of the Head of Department, the student's progress in that unit has been unsatisfactory and shall report in writing such action to the Head of School.
2.3 A student who fails to meet the requirements in a particular unit shall be deemed to have failed that unit.

2.4 With the approval of the Board of Studies a student may take longer than the minimum time to complete any course.

2.5 The Board of Studies of a School after receiving appropriate documentation from the Head of Department for a student who is unable to complete all the requirements of a unit as a result of illness or other circumstances beyond the student’s control, may:

   (i) withdraw a student from that unit without penalty;

   (ii) provide special requirements for the completion of the unit;

   (iii) exempt the student from the unit on the basis of the excellence of the work undertaken at the point of request for withdrawal.

2.6 Grades of assessment will be as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>Distinction</td>
</tr>
<tr>
<td>65-79</td>
<td>B</td>
<td>Credit</td>
</tr>
<tr>
<td>50-64</td>
<td>C</td>
<td>Pass</td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>Fail</td>
</tr>
</tbody>
</table>

2.7 The basic measure of achievement applied to a student’s assessed results shall be the semester average.

2.8 In certain units and where appropriate as approved by the Academic Council, students’ attainments shall be assessed on a pass/fail basis.

2.9 Student achievement in any professional practice component of a course shall be assessed in accordance with the grade of assessment schedule provided, and in such courses as pre-service teacher education a student’s personal suitability for practice of the profession shall be one of the criteria for assessment.

2.10 If in any semester or academic year a student’s professional practice assessment, where applicable, is less than C, the student may be deemed ineligible by a Board of Examiners to continue the course.

3.0 Awards with Distinction

3.1 Approximately 5% of graduates in each course shall be considered by the Board of Examiners for awards with distinction. In some courses with small enrolments a more liberal interpretation of the 5% proportion may be applied by the Board.

3.2 The course average, comprising an arithmetic average of the numerical grades for all units, shall be the fundamental criterion in the selection of candidates.

3.3 In awards which include a final, substantial professional practice component, a student must have a final grade of B or better to be considered for an award with distinction.
3.4 Students, who have repeated a unit, undertaken a form of supplementary assessment or received a conceded pass, will not be considered for an award with distinction.

4.0 Course Status

4.1 At the end of each semester's assessment, a student shall have qualified for one of the following categories of course status:
   a) Good Standing - where a student's semester average is 50 or over;
   b) Conditional - where a student's semester average is in the range 45 to 49;
   c) Course Terminated - where a student's semester average is 44 or below.

5.0 Course Status Procedures

5.1 Where a student whose status is Good Standing and who receives a semester average of 60 or more but fails in a unit at a level between 45 and 49, the Board of Examiners may consider conceding a pass in that unit. However, a student will only be granted one conceded pass in any one academic year.

All other failing units must be repeated by the student concerned, except that in the final semester of a course the Board of Examiners may grant a form of supplementary assessment to a student in order to complete the final academic year of a course. No more than one supplementary assessment may be granted to a student.

5.2 Where a student's status is Conditional, the student shall repeat the failing units, but where a student has remained Conditional for two consecutive semesters, the student's course may be terminated by the Board of Examiners.

5.3 Where a student's status is Course Terminated, the student's course shall be terminated. However, a first-year student should not normally be excluded as a result of a first semester performance.

6.0 Board of Examiners

6.1 There shall be a Board of Examiners established comprising the Head of School or his nominee and all Heads of Department in the School for the time being, course counsellors as required and additional members of other Schools as required.

6.2 The Board of Examiners shall have the power to co-opt.

6.3 At the end of each semester the Board of Examiners shall:
   (i) certify the accuracy of the course status of each student;
   (ii) consider the cases of students who have a semester average of 60 or above and whose assessment in a unit is F (49 or below) to decide whether or not to consider a pass in that
unit. Any conceded pass may only be given a numerical grade of 50 and literal grade of C. No more than one conceded pass may be granted to a student in any one academic year;

(iii) to endorse the termination of a student's course as provided by the course status provisions, except that a student shall not be terminated as a result of a first semester of a course. Where a student's status remains Conditional for two consecutive semesters, the student's course may be terminated;

(iv) to consider the cases of students who have failed a unit for which no concession may be granted in the final semester of a course of three or more years duration, and to provide for an appropriate form of supplementary assessment in that unit;

(v) to require students to repeat units or professional practice;

(vi) to exclude a student from any unit or any required form of assessment;

(vii) to place a student on a restricted programme of study;

(viii) to determine the students who are to be granted awards with distinction.

7.0 Supplementary and Deferred Assessment

7.1 Supplementary forms of assessment may be offered to a full-time student who fails no more than one unit in the final semester of a course, or a part-time student who would immediately complete his course, if successful in a supplementary examination granted in no more than one unit.

7.2 No student will be allowed to attempt any form of supplementary assessment in the same unit twice.

7.3 A pass in a supplementary assessment shall be recorded on the student's transcript as a C pass with a numerical grade of 50.

7.4 The supplementary grade will not be included on the student's semester average which will include the original failing mark. The course average, however, will include the supplementary assessment grade which will be 50.

7.5 A student who fails a unit at a supplementary assessment shall be required to repeat that unit as directed by the Board of Examiners.

7.6 A student may be eligible for deferred assessment if the student's absence from any form of required assessment has been validated by the submission of a medical certificate to a designated Associate Academic Registrar or on such other grounds as shall be determined by the Head of School.

7.7 The final date for the submission of deferred work shall be the last day of the scheduled deferred assessments. Work not submitted by this closing date shall not be assessed.
8.0 Appeals Committee

8.1 An Appeals Committee of the College shall be established to hear appeals against decisions of the Board of Examiners. The Committee shall comprise:

- a Community member of the College Council who shall be Chairman;
- the Deputy Director or his nominee;
- a staff member of the College Council;
- a student member of the College Council;
- an additional student member nominated by the Student Guild.

The Academic Registrar shall be the executive secretary of the Committee.

8.2 A student may appeal to the Appeals Committee against a decision of the Board of Examiners. Such an appeal must be lodged in writing with the Academic Registrar within fourteen (14) clear days of the date on which such decision was communicated to the student, and must set out the grounds on which the appeal is lodged.

8.3 The Appeals Committee may affirm, annul or modify decisions of the Board of Examiners.

8.4 As soon as an appeal has been lodged, the Academic Registrar shall advise the Chairman of the Appeals Committee and, after consultation, arrange a time and date of hearing.

8.5 The Appeals Committee shall determine its own procedures for the hearing of appeals.

8.6 The hearing of an appeal shall be attended by the Head of School or his nominee and by the appellant, provided that they shall withdraw after the hearing of evidence and the questioning of any person called to the hearing.

8.7 Notwithstanding the foregoing, it shall be competent for the Appeals Committee to hear an appeal in the absence of the Head of School or his nominee, or of the appellant if either one or both shall have signified their intention of being absent or the appellant shall have failed to respond to a notice of hearing sent to him.

8.8 The appellant, the Head of School or his nominee, or the Committee of its own volition may call to the hearing any person whose evidence is considered relevant to the appeal. Such person may be asked to make a statement or to answer questions relevant to the hearing.

8.9 The appellant, or the Head of School or his nominee, may present written evidence in support of the appeal, or of the decision leading to it, as the case may be, may be asked to discuss such evidence with the Committee, and may enter into discussion with any person asked to appear before the Committee.

8.10 Not less than seven (7) days before the hearing of an appeal, the Academic Registrar shall supply to the members of the Academic Appeals Committee the names of such persons as may be asked to
attend the hearing as provided for in 8.8 and copies of any written
evidence supplied as provided for in 8.9, together with copies of
the appellant's notice of appeal and his/her statement on the
grounds for the appeal.

8.11 At the conclusion of the hearing of evidence, the Committee shall
proceed to a decision as quickly as possible and any such decision
shall be final.
APPENDIX D

REPORT ON PRIMARY PROFESSIONAL PRACTICE, TEACHER EDUCATION

Received from Heads of Practice Departments
August, 1982

The Problem:

Given the academic calendar for 1983, place students on appropriate primary teaching practices.

Assumptions:

(1) For the first semester two-week practice the following have to be allocated -

(a) Six hundred first-year Diploma of Teaching (Primary) students
(b) Six hundred second-year Diploma of Teaching (Primary) students
(c) Three hundred and twenty first-year Diploma of Teaching (Secondary) students
(d) Forty early childhood education students
(e) Thirty-five Diploma in Education (Primary) students
(f) Sixty-five Diploma in Education (Secondary) students.

(2) For the second semester two-week practice all in (1) above EXCEPT (d) and (f) have to again be placed on primary practice.

(3) Where appropriate, the above students may return to their home towns for teaching practice - this is seen to be appropriate for first- and second-year Diploma of Teaching students.

(4) Second-year Diploma of Teaching students ONLY will go on Country Practice (as we presently know it, and not to be confused with (3) above, i.e. home town practices).

(5) In Semester 1 second-year students from Mount Lawley and Claremont will go on Country Practice, and in Semester 2 students from Churchlands will go on Country Practice.

Note: Nedlands Campus second-year students will be on secondary school practices and so no primary practice allocations for them.

(6) Six classrooms per government school, two classrooms per independent school and two students per classroom for first-year students to be the general rule - second-year students will be one per classroom.

(7) The present allocation of government primary schools to the College as arranged by the teacher education institutions and approved by Mr. Jim Davis (Director of Schools) remains, and is as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>SE</th>
<th>SW</th>
<th>NE</th>
<th>NW</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>IA</td>
<td>11</td>
<td>6</td>
<td>15</td>
<td>10</td>
<td>42</td>
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<tr>
<td>I</td>
<td>15</td>
<td>12</td>
<td>26</td>
<td>29</td>
<td>82</td>
</tr>
<tr>
<td>II</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>16</td>
<td>36</td>
</tr>
<tr>
<td>III</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>-</td>
<td>5</td>
</tr>
</tbody>
</table>
(8) The forty-two independent primary schools presently used for practice will continue to be available to the College and a further twenty-five small independent schools not presently being used will be approached with the intention of participating in practice programmes.

Preferred Solution:

Many different ways of allocating students (within the restraints of the proposed 1983 Academic Calendar) have been considered, but due to educational, social or logistical arguments they have been less preferred to the following proposal -

Proposal for Semester 1 Primary Practice Placements

(a) Place the nine hundred and twenty first-year students on their first practice on the general assumption of two students per classroom and, where appropriate, place these students in their home towns. It is estimated that fifty first-year students will elect to return to their home town for the first two primary practices. This leaves eight hundred and seventy first-year students to be placed in metropolitan schools at two per classroom where required - approximately seventy per cent of these students will be placed two per classroom.

(b) Place the six hundred second-year students and the forty early childhood education students, one per classroom. It is estimated that thirty will return for home town practices and one hundred and forty will go on Country Practice (from Mount Lawley and Claremont). This would leave four hundred and seventy to be placed in metropolitan primary schools.

(c) Place the sixty-five Nedlands and thirty-five Claremont Graduate Diploma in Education students in metropolitan schools.

From the above it can be shown that:

(i) Eighty students will be on home town practices.

(ii) One hundred and forty students will be on Country Practice.

(iii) Four hundred and seventy second-year students will be in metropolitan schools.

(iv) Eight hundred and seventy first-year students will be in metropolitan schools - in seventy per cent of the cases it will be two per classroom.

(v) One hundred Graduate Diploma in Education students will be in metropolitan schools.
SUMMARY:

Number of metropolitan (M) government schools required at an average of six classrooms per school.

\[ \frac{870M}{2} + \frac{470M}{6} + \frac{100M}{6} = 435M + \frac{470M}{6} + \frac{100M}{6} \]

\[ = \frac{1005M}{6} \]

\[ = 168 \]

Number of IA, I, II and III metropolitan government schools presently used is 165.

CONCLUSION:

Given that forty-two independent schools are presently involved in the College's primary practices and a further twenty-five can be approached, it is a viable proposition to place students as indicated in the above proposal.

Note: Below is a schematic representation of the placement of students based on the above proposal.

\[ M = \text{Metropolitan placements} \]
\[ T = \text{Home Town placements} \]
\[ C = \text{Country Practice placements} \]

Schematic Representation of Proposal for Semester 1

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>DIP.ED.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>920</td>
<td>600 + 40 ECE</td>
<td>100</td>
<td>1660</td>
</tr>
<tr>
<td>870M</td>
<td>50T</td>
<td>610M</td>
<td>30T</td>
</tr>
<tr>
<td>2</td>
<td>870M</td>
<td>50T</td>
<td>470M</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(ML+CL)</td>
</tr>
</tbody>
</table>

Number of metropolitan government schools required at average of six per school

\[ \frac{870M}{2} + \frac{470M}{6} + \frac{100M}{6} = 435M + \frac{470M}{6} + \frac{100M}{6} \]

\[ = \frac{1005M}{6} \]

\[ = 168 \]
As indicated earlier, it would be feasible to allocate students on the above plan when the one hundred and sixty-five government schools and forty-two independent schools presently used are considered and twenty-five independent schools are approached.

Proposal for Semester 2 Primary Practice Placements:

As indicated in assumption (2), the forty early childhood education students and the sixty-five Nedlands Diploma in Education students will not be on primary practice in Semester 2. The one hundred and forty second-year students from Mount Lawley and Claremont who went on Country Practice in Semester 1 will now be in metropolitan schools. However, one hundred second-year students from Churchlands who were in the metropolitan area for Semester 1 practice will now go on Country Practice in Semester 2.

The overall situation for Semester 2, as compared to Semester 1, is: a reduction of one hundred and five students on primary practice - forty students less on country practice and sixty-five students less on metropolitan practice. Below is a schematic representation of the placement of students based on the above proposal for Semester 2.

Schematic Representation of Proposal for Semester 2

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th>YEAR TWO</th>
<th>DIP.ED.</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>920</td>
<td>600</td>
<td>35</td>
<td>1555</td>
</tr>
<tr>
<td>870M</td>
<td>570M</td>
<td>50</td>
<td>1555</td>
</tr>
<tr>
<td>2</td>
<td>30T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>870M</td>
<td>470M</td>
<td>50</td>
<td>1555</td>
</tr>
<tr>
<td>2</td>
<td>100C (CH)</td>
<td>30T</td>
<td></td>
</tr>
<tr>
<td></td>
<td>35M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

CONCLUSION:

Since fewer students require metropolitan and country placements than in Semester 1, and since Semester 1 proposal is viable, so too is the above proposal for Semester 2.

Assistant Teacher Programme:

It is feasible for all primary campuses to place students during the schools' second term.

Predicted third-year student population for 1985 is 520 students. The primary colleges in the past have ranged over all schools in the metropolitan area in placing third-year students, and one would expect that practice to continue. Other institutions do not appear to be affected by this system.

One problem that may emerge from this exercise is that some students may be forced to travel considerable distances as the College moves to utilise schools at the extremities of the metropolitan area.
Of the 520 students predicted in a 'normal' third year, 100 students volunteer for country placements, leaving 420 for placement in the metropolitan area.

The metropolitan-area schools are classified as:

- Class IA government schools: 60
- Class I: 110
- Class II: 80
- Class III: 12
- Independent primary schools: 70

Thus, by allocating students, as a general rule:

- Class IA: 2 students per school
- Class I: 1 student per school
- Class II: 1 student per school
- Class III: 1 student per school
- Independent primary schools: 1 student per school

The student distribution would be:

- Class IA: $60 \times 2 = 120$ students
- Class I: $110 \times 1 = 110$ students
- Class II: $80 \times 1 = 80$ students
- Class III: $12 \times 1 = 12$ students
- Independent primary schools: $70 \times 1 = 70$ students

Total = 392

Target = 420

Short fall = 28

The 28 student short fall would be met by variations in the general rule, namely, some Class IA schools request more than 2 students as do Class I schools and non-government schools.

Schematically:
APPENDIX E

SUBMISSIONS TO THE PROGRAMME REVIEW COMMITTEE

This appendix contains a list of submissions received by the Programme Review Committee as follows:

(a) Submissions: General policy issues
(b) Submissions: Business studies policy issues
(c) Submissions: Teacher education policy issues
(d) Submissions: Subject areas
(e) Proposals: New courses
(f) Proposals: Centres of study

(a) GENERAL POLICY ISSUES
2. Bana, J., Field Experience Programmes, April, 1982.
4. Bovell, R., Academic Year.
7. Carroll, J., Head of Department Position, April, 1982.
12. English Department (Nedlands Campus), Future Course Structures, April, 1982.
15. Froyland, I., Common vs. Parallel Courses on all Campuses, April, 1982.


18. Jack, K., Regional Courses - Claremont.


20. Jordan, M., Student Counselling.


22. Kerr, I., Staff Development within the W.A. College, April, 1982.


24. Kinnear, A., In-service for Primary Teachers, April, 1982.

25. Knight, A., External Studies Administration, April, 1982.


30. Morison, K., Academic Year.


34. Peel, G., Academic Year, April, 1982.

35. Pervan, V., Some Principles of Student/Staff Loadings, April, 1982.


37. Renner, J., Counselling within the W.A. College.


39. Renner, J., Student Counselling


43. Smith, M., External Studies Mode - Bachelor of Applied Science (Recreation).
44. Swain, M., School Level Evaluation, October, 1981.
46. Watson, R., Community Contact System, a Possible Structure for the Marketing and Presentation of Non-award Courses and Allied Ventures.
47. Williams, C., Curriculum Development, April, 1982.
48. Willis, K., Current Courses and Possible Changes (A Personal View), April, 1982.

(b) SUBMISSIONS: BUSINESS STUDIES POLICY ISSUES
49. Board of Studies, School of Business Studies, Directions for the School, April, 1982.
55. Prestage, J., Business Studies, April, 1982.

(c) SUBMISSIONS: TEACHER EDUCATION POLICY ISSUES
57. Barry, K., Foundations of Teaching Practice Courses, Diploma of Teaching, April, 1982.
60. Carpenter, P., Foster, B. and Byrne-Mullins, P., From Recruit to Teaching to Beginning Teacher, February, 1982.
61. Casey, K., Role of Remedial and Special Education Studies in the Diploma of Teaching.
62. Collins, M., Possibility of the W.A. College as a "Field HQ" for Master of Education Admission Programme from UNE, April, 1982.

63. Cook, C., Re-structuring of the Diploma of Teaching Course, August, 1980.

64. Court, H., Aboriginal Studies, Compulsory Unit for all Diploma of Teaching Students, April, 1982.


67. Department of Education (Nedlands Campus), Proposals for Bachelor of Education and Diploma of Education Courses, April, 1982.

68. Forrest, V., Aboriginal Studies, Compulsory Units in Pre-service and Post-service Teacher Education Courses conducted by the W.A. College.

69. Froyland, I., Teacher in the Classroom: Education Studies 100, 1982.


71. Green, N., Aboriginal Studies, Core Subject for all Student Teachers, March, 1982.


75. Hunt, L., Diploma of Teaching for Overseas Students, November, 1981.


78. Hunt, L., Social Science in the Teacher Education Programme, April, 1982.


80. Jones, K., Education Studies (PGCE Course in UK), April, 1982.


85. McKenzie, R., Content Analysis of Diploma of Teaching Course (Nedlands Campus), March, 1982.
86. Melville-Jones, H., Contribution of Philosophy of Education to Teacher Education, April, 1982.
89. Peacock, A., Teaching Practice at Nedlands, April, 1982.
91. Prestage, J., Diploma of Teaching Courses and the Bachelor of Education, April, 1982.
92. Reid, B.J.S. (Chairman, Advisory Committee for Education of Aboriginal People, Upper Great Southern Region), Aboriginal Studies, Core Unit for Teacher Education Students, July, 1981.
94. Reynolds, P., Establishment of an Immigrant Student Teacher Intake into the Diploma of Teaching (Primary) on the Mount Lawley Campus, March, 1982.
95. Roberts, P., Aboriginal Studies, Core Unit in all Pre-service Teacher Education Awards, April, 1982.
97. Sherwood, L. and Davis, M., Education for Aboriginal Aides in Western Australia, October, 1975.
98. Underwood, R., Communication Difficulties (Bachelor of Education Studies), March, 1982.

(d) SUBMISSIONS: SUBJECT AREAS
103. Department of Communications Studies (Nedlands Campus), Current and Possible Future Communications Studies, April, 1982.
133. McGowan, T., Social Sciences at Nedlands (including Religious Education and Multicultural Education), April, 1982.
142. Perich, B. and Boylen, K., Speech and Drama on the Claremont Campus.
143. Prestage, J., Social Science Courses and ADAAS, April, 1982.
144. Remedial Education Staff (Churchlands Campus), Children in Need of Remedial Education, April, 1982.
147. Reynolds, P., Intercultural Studies Centre of Mount Lawley Campus, Duties of Special Project Staff, March, 1982.


107. English Department Staff, English Studies on the Churchlands Campus.


120. Hunt, L., Social Science at Mount Lawley, April, 1982.

121. Hutchison, B., Cook, B., Dinham, J., Hawthorn, B., Monk, A., Norris, E. and Rutherford, K., Role and Place of the Art Department at Nedlands Campus with the W.A. College, April, 1982.

122. Industrial Arts Department (Nedlands Campus), Industrial Arts: Departmental Review and Possible Future Developments, April, 1982.

123. Jansen, M., Media Studies and Resources at Claremont - The Present and Possible Future Developments, April, 1982.

124. Jansen, M., Possible Role and Function of a Resident Educational Technologist on the Claremont Campus, April, 1982.


152. Shoesmith, B., Communications Studies, June, 1981.


154. Smallman, D. on behalf of the Nedlands Mathematics Department, Mathematics at Nedlands - The Present and Possible Future Developments, April, 1982.

155. Staff, Music Department, Churchlands Campus, Music at Churchlands - The Present and Possible Future Developments.


160. True, A., Music at Mount Lawley - The Present, Possible Future Developments and Interaction with the Academy.

161. Underwood, R., Career Education Department (Claremont Campus), April, 1982.

162. Underwood, R., Educational Psychology at Claremont, April, 1982.


165. Wicks, J., et al., Social Science at Churchlands and Possible Future Developments within the W.A. College.


(e) PROPOSALS: NEW COURSES


176. De la Hunty, S., Development of Computer Courses on Claremont Campus, April, 1982.
179. Department of Physical and Health Studies (Nedlands Campus), Proposal for a Graduate Diploma in Dance Education, February, 1982.
183. Evans, P., Comments on UG3 Proposal put forward by Barry Armstrong in conjunction with the Heads of all Art Departments, April, 1982.
188. Harvey, D., Art Therapy Education: A Proposed Course Unit, April, 1982.
189. Hawthorn, B., Proposal for an Associate Diploma or Bachelor's Degree in Community Arts.
191. Hunt, L., Associate Diploma in Civil Administration, November, 1981.
204. McGrath, L., Possible Future Graduate Diploma in Teacher Librarianship.
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