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## WELCOME TO THE SCHOOL OF EDUCATION

Located at the Mount Helen campus, the University of Ballarat's School of Education has a long and proud tradition of teacher education, which dates back to 1926, making it one of the oldest teacher educational institutions in Australia. In recent years, the School has moved beyond its traditional role in pre - service teacher education to embrace research, consultancy, higher degree programs, and research supervision. These developments, including significant recent appointments, reflect the School's commitment to its broad mission of teacher education, research and professional engagement. Many current staff work cooperatively with schools on educational innovations and development and have distinguished national and international reputations for teaching and research in their fields.

The School offers pre-service education programs for primary and secondary teaching, as well as a range of post-initial courses in specialised areas such as Computers in Education, Curriculum and Policy Studies, Tertiary Education Studies, Master of Education Studies and Master of Education (Coursework – majoring in Special Education).

The School of Education has had an interesting and varied history since its beginning as the Ballarat Teacher's College in 1926. For more information go to [www.ballarat.edu.au/ard/education](http://www.ballarat.edu.au/ard/education)

Our focus is on lifelong learning. We think of coursework as staff and students learning together.

Our mission is:

To provide the regional and international community with graduates who are keenly sought for their reflective, scholarly approach to education, and their orientation to innovation and an international perspective; and

To engage and provide leadership with regional and international communities in understanding and shaping innovative education practices. The School of Education has strong links within the community, including partnerships in regional Victoria.

It is important that you are informed about your Program and the University. Most information sources are located on WebPages. It is a good idea to be familiar with the content available on these sites

University of Ballarat  
School of Education  
Starting at UB  
The University Library  
My Student Centre

# ACADEMIC CALENDAR



## 2009 Academic Calendar (Higher Education)

The University of Ballarat operates from Monday 5 January to Thursday, 24 December 2009.

Block mode and other teaching/learning activities e.g. vacation schools, weekend schools and summer schools that fall outside identified semester periods may be conducted at any time throughout the calendar year.

<b>SEMESTER ONE – 2009</b>		
<b>Mon 2 March - Fri 26 June</b>		
	<b>No. Wks</b>	<b>Dates</b>
<b>Orientation Week</b>		<b>Monday 23 February – Friday 27 February</b>
<b>First lecture period</b> (Continuous teaching, learning and assessment weeks)	<b>6</b>	<b>Monday 2 March – Thursday 9 April</b>
<b>Lecture break</b> (includes Easter break 10 -14 April)	<b>(2)</b>	<b>Friday 10 April – Friday 24 April</b>
<b>Second lecture period</b> (Continuous teaching, learning and assessment weeks)	<b>6</b>	<b>Monday 27 April – Friday 5 June</b>
<b>Swot Vac period</b> (Preparation week for final assessment. No tests or examinations to be scheduled in this week)	<b>1</b>	<b>Monday 8 June – Friday 12 June</b>
<b>Teaching Period 1 Examinations</b> (Final assessment weeks. Centrally administered examinations will be scheduled during these weeks).	<b>2</b>	<b>Monday 15 June – Friday 26 June</b>

**LECTURE BREAK: Mon 29 June - Fri 24 July (4 weeks)\***

<b>SEMESTER TWO – 2009</b>		
<b>Mon 27 July - Fri 20 November</b>		
	<b>No. Wks</b>	<b>Dates</b>
<b>First lecture period</b> (Continuous teaching, learning and assessment weeks)	<b>8</b>	<b>Monday 27 July – Friday 18 September</b>
<b>Lecture break</b>	<b>(2)</b>	<b>Monday 21 September – Friday 2 October</b>
<b>Second lecture period</b> (Continuous teaching, learning and assessment weeks)	<b>4</b>	<b>Monday 5 October – Friday 30 October</b>
<b>Swot Vac period</b> (Preparation week for final assessment. No tests or examinations to be scheduled in this week)	<b>1</b>	<b>Monday 2 November – Friday 6 November</b>
<b>Teaching Period 3 Examinations</b> (Final assessment weeks. Centrally administered examinations will be scheduled during these weeks)	<b>2</b>	<b>Monday 9 November – Friday 20 November</b>

\*Lecture breaks do not exclude the possibility of learning experiences such as excursions, consultation and research.

## ACADEMIC CALENDAR

PUBLIC HOLIDAYS: 2009			
New Year's Day	Thurs	1	January
Australia Day	Mon	26	January
Labour Day*	Mon	9	March
Good Friday	Fri	10	April
Easter Monday	Mon	13	April
Easter Tuesday	Tue	14	April
* Anzac Day	Sat	25	April
Queen's Birthday	Mon	8	June
Christmas Day	Fri	25	December
Boxing Day	Sat	26	December
Boxing Day Holiday	Mon	28	December

\*No day in lieu when Anzac Day falls on a weekend

### AVCC COMMON VACATION DATES: 2009

Week beginning Mon 13 April

Week beginning Mon 6 July

Week beginning Mon 28 September

### SCHOOL TERM DATES: 2009

Term 1: Wed 28 Jan – Fri 3 April

Term 2: Mon 20 April – Fri 26 June

Term 3: Mon 13 July – Fri 18 Sept

Term 4: Mon 5 Oct – Fri 18 Dec

### SCHOOL HOLIDAYS: 2009

Mon 6 April – Fri 17 April

Mon 29 June – Fri 10 July

Mon 21 Sept – Fri 2 Oct

## KNOW YOUR PROGRAM - OVERVIEW

### PROGRAM DESCRIPTION

#### **BACHELOR OF TECHNOLOGY EDUCATION**

Please note as the Bachelor of Technology Education is a new program and students should be aware that minor changes in program details may occur, taking account of student's experiences, student feedback and advice from the Victorian Institute of Teaching, during the first years of implementation.

### ADMISSION REQUIREMENTS

#### **School Leavers**

- a grade average of at least 25 in Units 3 & 4 of VCE English
- a pass in Units 1 and 2 in VCE General Mathematics or Mathematical Methods
- a satisfactory interview
- at the discretion of the Course Coordinator
- a satisfactory WWCC (Working with Children Check) is required for confirmation of enrolment

#### **Mature Age**

- applicants who have not undertaken Year 12 or tertiary study in the previous three years may be required to sit a mathematics and/or English or general aptitude test
- a satisfactory interview;
- at the discretion of the Course Coordinator;
- a satisfactory WWCC (Working with Children Check) is required for confirmation of enrolment.

#### **Trade Qualified**

- a Certificate of Proficiency of the Victorian Industrial Training Commission or equivalent and substantial relevant work experience such that the period of apprenticeship and work experience totals not less than eight years, or
- a Certificate of Technology or other approved two year, full time, post Year 11 TAFE certificate or equivalent, plus at least six years relevant work experience, or
- a diploma or other approved two year, full time, post Year 12 diploma or equivalent, plus at least two years of relevant work experience, or
- other such vocational qualifications and occupational experience as may be deemed by the University and the Department of Education, Employment and Training to be at least equivalent to one of the above.
- a satisfactory interview
- at the discretion of the Course Coordinator
- a satisfactory WWCC (Working with Children Check) is required for confirmation of enrolment

### CREDIT POINTS

480 Credit Points

### PROGRAM OVERVIEW

The four year Bachelor of Technology Education is a degree program aimed at developing professional educators for design and technology and vocational education and training in a number of settings: regional and rural schools, TAFE institutes and private enterprise. The program provides a strong balance of professional studies in education, curriculum studies and practicum studies; it introduces into an education degree studies in innovation and design. It incorporates academic studies with industrial experience and learning-based projects with an aim to enhancing links between the Universities, school community and business settings.

### PROGRAM OBJECTIVES

It is anticipated that graduates will demonstrate qualities including self reliance, communication skills, information technology literacy, critical awareness and problem solving, cultural sensitivity, scholarship, global perspective, capacity for enterprise development, information literacy, personal confidence, practical application of theory and the ability to work in teams. It is anticipated that graduates will have approximately equal opportunities for employment in technology industries and technology and vocational education and training teaching positions.

## 2009 - 2012 COHORT PROGRAM STRUCTURE

**TD5**

### Bachelor of Technology Education - 4 year course Cohort Commencing 2009 - 2012

Year level	Year	Semester	Class Number	New Unit Code	Unit Name	Credit Points	Total Cps
1	2009	1		EDDDE1001	Introduction to Learning and Teaching	15	60
1	2009	1		EDTEC1003	OHS in Technology Education	15	
1	2009	1		EDTEC1001	Innovation in Technology and Education	15	
1	2009	1		EDTEC1002	Teaching Technology 1	15	
1	2009	2		EDTEC2001	Fundamentals of Designing	15	75
1	2009	2		EDDDE1002	Young People and Learning Environments	15	
1	2009	2		EDDDE2103	Designing for Learning	15	
1	2009	2		EDDDE2104	Assessment and Promotion of Learning	15	
1	2009	2		EDTEC1003	Teaching Technology 2	15	
							135
2	2010	1		EDTEC2003	Technology Curriculum	15	60
2	2010	1		EDTEC1009	Engineering, Graphics and Design	15	
2	2010	1		EDTEC2007	Literacy and Numeracy Across Curriculum	15	
				<b>Choose one unit from:</b>		15	
2	2010	1		EDTEC1005	Materials and Processes		
2	2010	1		EDTEC2103	Teaching VCE Technology (Food)		60
2	2010	2		EDTEC3202	Contextualised and Applied Learning	15	60
2	2010	2		EDTEC2004	VET Curriculum	15	
2	2010	2		EEDDE2401	Teaching Experience 1	15	
				<b>Choose one unit from:</b>		15	
2	2010	2		EDTEC2104	Teaching VCE Technology (Textiles)		
2	2010	2		EDTEC2106	Teaching VCE Technology (Systems)		60
							120
3	2011	1		EDTEC2002	Teaching Design, Creativity and Technology	15	45
3	2011	1		EDTEC3103	Technological Literacy	15	
3	2011	1		EEDDE3102	Teaching Experience 2	15	
3	2011	2		EDTEC3004	Innovation and Excellence in Design and Technology Ed	15	105
3	2011	2		EDTEC3005	Developing Integrated Studies	15	
				<b>Choose one unit from:</b>		15	
3	2011	2		EDTEC3106	Design, Designers and Designing		
3	2011	2		EDTEC3008	Technology Commercialisation		60
3	2011	2		EEDDE3103	Teaching Experience 3	15	
4	2012	1		EDTEC4005	Negotiated Workplace Research Project	60	60
4	2012	2		EDTEC3101	VET Teaching Assessment	15	60
4	2012	2		EDTEC4001	Collaborative Research and Evaluation	15	
4	2012	2		EEDDE4104	Teaching Experience 4	30	
							120
<b>Total CP</b>							<b>480</b>

**TD5 Bachelor of Technology Education - Advanced Course**  
**Cohort Commencing 2009 - 2012**

Year level	Year	Semester	Class Number	New Unit Code	Unit Name	Credit Points	Total Cps
1	2009	1		EDDDE1001	Introduction to Learning and Teaching	15	60
1	2009	1		EDTEC1003	OHS in Technology Education	15	
1	2009	1		EDTEC1001	Innovation in Technology and Education	15	
1	2009	1		EDTEC1002	Teaching Technology 1	15	
1	2009	2		EDTEC2001	Fundamentals of Designing	15	75
1	2009	2		EDDDE1002	Young People and Learning Environments	15	
1	2009	2		EDDDE2103	Designing for Learning	15	
1	2009	2		EDDDE2104	Assessment and Promotion of Learning	15	
1	2009	2		EDTEC1003	Teaching Technology 2	15	
							135
2	2010	1		EDTEC2003	Technology Curriculum	15	60
2	2010	1		EDTEC1009	Engineering, Graphics and Design	15	
2	2010	1		EDTEC2007	Literacy and Numeracy Across Curriculum	15	
2	2010	1		EEDDE2401	Teaching Experience 1	15	
2	2010	2		EDTEC4001	Collaborative Research and Evaluation	15	60
2	2010	2		EDTEC2004	VET Curriculum	15	
2	2010	2		EEDDE3102	Teaching Experience 2	15	
				<b>Choose one unit from:</b>		15	
2	2010	2		EDTEC2104	Teaching VCE Technology (Textiles)		
2	2010	2		EDTEC2106	Teaching VCE Technology (Systems)		60
							120
3	2011	1		EDTEC3101	VET Teaching Assessment	15	60
3	2011	1		EEDDE3103	Teaching Experience 3	15	
3	2011	1		EEDDE4104	Teaching Experience 4	30	
							60
<b>Total CP</b>							<b>315</b>
<b>Advance Standing in course</b>							180
							495

# FIRST YEAR EDUCATION & INNOVATION UNITS

## ■ EDDDE1001 INTRODUCTION TO LEARNING AND TEACHING

CREDIT POINTS: 15  
OFFERED: Semester 1

This course will focus on educators as inquirers into professional practice. Through processes of observation, planning, organising, monitoring and evaluating a range of teaching/learning approaches the students will investigate the complex nature of teaching and learning. Students will also examine, and critique, the value assumptions which impact on current school contexts, developing and expressing a view of themselves as researchers and reflective practitioners. Understanding the learning needs of all students and responding to these will be the key focus.

## ■ EDTEC1001 INNOVATION IN TECHNOLOGY & EDUCATION

CREDIT POINTS: 15  
OFFERED: Semester 1

This course provides students with the opportunity to investigate innovation as it applies to technology and education. Students will develop their ability in using and applying a number of digital technologies and software packages to the practice of teaching. The unit introduces students to the use of multimedia, multi-modal communication and multiliteracies.

## ■ EDTEC1003 OCCUPATIONAL HEALTH AND SAFETY IN TECHNOLOGY & EDUCATION

CREDIT POINTS: 15  
OFFERED: Semester 1

This course provides students with the opportunity to develop their understandings of the risks and hazards in a technology education teaching environment. The unit is aimed at developing safe work practices with a broad range of machines, equipment and processes.

## ■ EDTEC1002 TEACHING TECHNOLOGY 1

CREDIT POINTS: 15  
OFFERED: Semester 1

This course is designed for students to learn to understand the occupational health and safety requirements with working with tools, equipment and processes associated with a range of materials (metals, wood, plastics and textiles) and through manufacturing in a workshop environment; the use of hand and power tools and measurement equipment used in fabrication and construction; the rationales and design considerations for the appropriate selection and use of different materials and processes and how design, technology and engineering curriculum forms part of the design and technology domain in secondary schools, VCE, VCAL and VET program

## ■ EDDDE1002 YOUNG PEOPLE AND LEARNING ENVIRONMENTS

CREDIT POINTS: 15  
OFFERED: Semester 2

The course is designed to enable students to develop insights into the tasks and problems experienced by adolescents and the impact of their experience on the ways in which they negotiate the school environment. A particular focus will be on those aspects of the teacher-student relationship which pertain to group management, attention to individuals and communication with parents.

## ■ EDDDE2103 DESIGNING FOR LEARNING

CREDIT POINTS: 15  
PREREQUISITES: EDDDE1001 Introduction to Learning and Teaching  
OFFERED: Semester 2

This course explores key aspects of the nature of the school curriculum. Starting from the perspective of the individual teacher, issues relating to the classroom, the school, the education system and society at large are critically examined. Flexible, negotiated participation is a feature of the unit. Direct involvement with schools is encouraged. Where students have an interest in the role of curricula in workplaces/industries other than schools/the education industry, course processes will be negotiated accordingly.

## ■ EDDDE2104 ASSESSMENT AND THE PROMOTION OF LEARNING

CREDIT POINTS: 15  
OFFERED: Semester 2

This course will involve students in reflecting on the ways in which assessment impacts on learning and incorporates beliefs about learning. Different forms of assessment will be analysed, and students will design and critique a variety of assessment tasks. For some students, three courses from Certificate IV Assessment and Workplace Training may be available.



## ■ EDTEC1003 TEACHING TECHNOLOGY 2

CREDIT POINTS:

15

OFFERED:

Semester 2

This unit is designed for students to understand, the occupational health and safety requirements associated with working with tools, equipment and processes associated with the technology areas of plastics, systems and food. Students will work with a range of technologies (systems, plastics and food) through preparation, production in a workshop and kitchen environment; the use of hand and power tools and measurement equipment used; explanation of the way that design and technology curriculum forms part of VCE, VCAL and VET programs.

This unit is aimed at a broad tertiary level audience interested in solving real world problems. The main focus will be on learning and applying standard calculus techniques to model motion, growth and change. Problems requiring optimisation techniques and calculation of area will also be considered. It will be particularly valuable to prospective secondary school mathematics teachers and any student interested in improving their understanding of these commonly encountered areas of applied mathematics.

## PROFESSIONAL EXPERIENCE

### PROFESSIONAL EXPERIENCE

The professional experiences/practicum's are structured to create sequential opportunities for students to reflect on and develop conceptual understandings, capabilities and values related to learning under the supervision of experienced professionals in diverse professional and community settings. Each student will be encouraged to develop a set of distinctive capabilities.

Working in schools and/or other educational or training contexts, students will gain the opportunity to:

Observe and interact with learners in a school or other educational setting;

Develop a growing confidence in relationships with learners;

Prepare effective teaching strategies for groups within a class and/or other learning setting;

Consider the structure and organisation of a school and/or other learning situation and begin to identify ways schools and/or learning institutions and society influence each other;

Apply knowledge of teaching skills and strategies gained from core university Program units in a professional teaching situation;

Commence collecting useful materials in a clearly indexed and organised resource file.

Practical teaching experience is an integral component of the program and these experiences will begin in semester one of third year.

All students will be required to undertake supervised teaching practice of 80 days, including 3 practicum's of 3 weeks and an extended 7 week practicum in schools.

Also see [www.vit.vic.edu.au/content.asp?Document\\_ID=23](http://www.vit.vic.edu.au/content.asp?Document_ID=23) for registration requirements and professional standards for teachers.

## ORGANISING YOURSELF

### 'WHAT IS MY STUDENT CENTRE'

The Student centre is an online, web based access to the University's Higher Education student administration system. In the student centre, you can view and update your personal details such as your address and contact numbers. It is also the Universities on-line method of accepting offers, enrolling in classes and viewing results. You can also pay your fees on-line through the Student centre.

You can access my student centre by going to the following website:

[www.mysc.ballarat.edu.au](http://www.mysc.ballarat.edu.au)

Instructions on how to complete various tasks on my student centre can be found on the following website:

[www.ballarat.edu.au/mysupport](http://www.ballarat.edu.au/mysupport)

## **ENROLMENT**

**YOU ARE RESPONSIBLE FOR ORGANISING YOURSELF AND YOUR OWN PROGRAM.**

The School of Education will provide you with information for enrolment from year to year, you must take responsibility for planning your program. Messages may be sent to you on the University email system. It is crucial that you read these posts regularly. Ensure that your contact details are always current and correct.

Become familiar with the broad structure of the program.

You should check all official records to ensure that they state:

You are enrolled for the correct number of subjects with the specific Course codes, and the correct semester. A full time load is four Courses per semester.

Important sources of information:

The University of Ballarat Handbook 2009 on the Web at [www.ballarat.edu.au/handbook](http://www.ballarat.edu.au/handbook)

You will receive access at enrolment that contains important information which can help you to make your time in the University more understandable and rewarding. It is important you are aware of these documents and the material in them.

## **CHANGING COURSES**

It is desirable that students make any changes to enrolment before the beginning of the semester.

In general, students may only change from one course to another in the first two weeks of semester in very special circumstances. You must discuss this with the Program Coordinator for approval. After you have received approval, changes to the courses you are enrolled in can be made on 'my Student Centre' on [www.mysc.ballarat.edu.au](http://www.mysc.ballarat.edu.au).

## **WITHDRAWING FROM A COURSE**

There are two key dates to be aware of if you are considering withdrawing (dropping) from a course. The first is the date when you can withdraw a course without attracting a cost. The second date is when you can withdraw a course without having the result recorded as a failure. Deadlines for withdrawal without failure are advertised by Student Administration (you can also access the important dates for 2009 on [www.ballarat.edu.au/student/admin/he/important\\_dates\\_09.pdf](http://www.ballarat.edu.au/student/admin/he/important_dates_09.pdf)). As with changing courses, you should discuss your decision with the Program Coordinator for approval. After approval has been received you can withdraw from courses on mystudent centre [www.mysc.ballarat.edu.au](http://www.mysc.ballarat.edu.au)

## **CHANGE OF ADDRESS**

It is your responsibility to make and changes to your address or telephone numbers. This can be done on 'my Student Centre' [www.mysc.ballarat.edu.au](http://www.mysc.ballarat.edu.au). If your contact details are incomplete or inaccurate, you may not receive important communications from the University

## **APPLYING FOR LEAVE**

Enrolled students may apply for leave from studies (generally up to one year) by completing the appropriate form and discussing the matter with you Program Coordinator before submitting the form. Forms can be obtained from the following website [www.ballarat.edu.au/aasp/student/forms.shtml](http://www.ballarat.edu.au/aasp/student/forms.shtml) and must be returned to the School of Education Administration Office. Please note that a maximum of 12 months leave can be applied for. Students wishing to take leave from studies should apply as early as possible in the semester, to avoid having to pay the student contribution amount. Students who apply after the relevant census date may still be granted leave from studies, however they will be required to pay the semester's student contribution amount. You can access information on important dates from the following website [www.ballarat.edu.au/student/admin/he/important\\_dates\\_09.pdf](http://www.ballarat.edu.au/student/admin/he/important_dates_09.pdf)

**APPROPRIATE FORM: 'Application for Leave From Studies Form'**

## **WITHDRAWAL FROM THE PROGRAM**

Withdrawal from the program should be notified to the Program Coordinator as soon as possible after the decision to withdraw has been made. But you are strongly advised to discuss any such plans with the Coordinator before making the decision. Forms to be obtained from the following website [www.ballarat.edu.au/aasp/student/forms.shtml](http://www.ballarat.edu.au/aasp/student/forms.shtml) and must be returned to the School of Education Administration Office.

**APPROPRIATE FORM: ‘Withdrawal From All Studies’**

## **STUDENT DIARY**

Your Student Diary is your most important means of organising yourself. It will help you plan for University life and for success in your studies.

**ENTER EVERY IMPORTANT DATE RELATING TO YOUR STUDY IN IT AS SOON AS YOU ARE GIVEN THE DATES.**

enter term dates in your diary;

when you get your timetable, enter it in the appropriate place in your diary;

after each class, note the work to be done for the following week in your diary;

enter the days or nights which you will spend doing the preparation for each class;

at the beginning of each course, you will receive a Course Outline which will contain, among other things, the due dates for assessable tasks. Note these in your diary as soon as you receive them;

from time to time, you will receive official letters regarding your enrolment, or HECS HELP etc. Usually you will have to do something by a particular date. Note the date in your diary and make sure you take the appropriate action.

## **CHANGE OF NAME**

It is your responsibility to notify the administrative staff of any change of name by completing the “Change of Address or Name” form; obtained be obtained from the following website [www.ballarat.edu.au/aasp/student/forms.shtml](http://www.ballarat.edu.au/aasp/student/forms.shtml) and must be returned to the School of Education Administration Office or Student Administration with supporting documentation.

**APPROPRIATE FORM: ‘Change of Address or Name Form’**

## **BOOKLISTS**

A branch of Ballarat Books is located on the first floor of the Albert Coates Complex building and is open from 9.00am - 4.30pm Monday to Thursday and 9.00am – 3.00pm Fridays.

Booklists will be available at the beginning of each Semester. Students receive a 10% discount on textbooks and stationery (excluding Nett or sale items).

Second-hand books are sourced through the Bookshop at the beginning of each semester.

[bookshop@ballarat.edu.au](mailto:bookshop@ballarat.edu.au)

## **GRADUATION.**

It is your responsibility to apply to graduate. All information regarding graduation can be found on the following link: - <http://www.ballarat.edu.au/graduation>

## **EMAIL CONTACTS**

Lecturers will make contact with you using your University address. Be sure you check this regularly to read messages from them and the University. This is your responsibility.

## **YOUR TIMETABLE**

Your timetable is accessed via 'my Student Centre' on [www.mysc.ballarat.edu.au](http://www.mysc.ballarat.edu.au) when you complete your enrolment. Each course usually consists of one master lecture and a tutorial.

The University operates from 8.30 am to 8.30 pm five days a week. On Fridays you will be scheduled to attend a school. Your classes may be scheduled at any time within this range. It is assumed that as a full time student you are "working" a five day week, and a full day each day – only some of which will be in class contact with lecturers. Most classes will finish by 5.30 pm.

Just because you may have approximately 16 hours of classes does not mean that the rest of the time is spare. The time between classes is part of your study time. There is an expectation that for every hour you are scheduled for a class, there will be another hour when you will be engaged in associated learning activity.

Your timetable may not be the same as anyone else's. Even if you have a friend doing the same subjects, you may be timetabled for different tutorials. **STICK TO YOUR TIMETABLE.** Don't make unilateral decisions to change groups as they have been composed to try to keep the numbers in each class to a manageable size.

If you think there is a mistake or you have a problem with your timetable, please inform a member of staff at the School of Education Administration Office.

### **TIMING OF CLASSES**

Classes begin promptly on the half hour. You should plan to arrive at your room several minutes before this. Remember to allow time to **FIND** the room in the first few weeks. Each class is notionally 50 minutes, leaving ten minutes for change-over to other classes and rooms. Lectures may be less than 50 minutes, depending on the lecturer's judgement about content and learning. Classes which are timetabled for two- or three-hour blocks will vary in nature and duration. Often these are workshop sessions, where you will engage in a variety of activities. There may be a break in the middle, or they may be shorter sessions because the non-teaching 10 minutes in each hour are accumulated at the end. So a class scheduled for two hours will in fact be a teaching session of one hour and forty minutes; a class scheduled for three hours will in fact be a teaching session of two and a half hours.

### **LOCATION OF CLASSES**

Your timetable will include the rooms in which the classes will be held. The following will help you to understand the room codes and hence enable you to find the rooms a little more easily.

The letter of the room code tells you which building it is in. (Refer to the Campus map [www.ballarat.edu.au/govext/marketing/maps/](http://www.ballarat.edu.au/govext/marketing/maps/) for the names of the buildings.) The first number of the room code generally tells you which floor of the building the room is on.

Eg. T322: T = Teaching Building

322 = On the third floor

## **LECTURES AND TUTORIALS**

A **LECTURE** means that you will be part of a large group of students and will be listening and taking notes from a speaker, usually for about 50 minutes.

Lecturers usually present the main points of a topic; they introduce new ideas; they outline the main arguments. Listen for the main ideas. Try to jot down the main points. Often the lecturer will say the same point in several different ways. You may need to develop your own “shorthand” for writing quickly. Or your “notes” may look more like a diagram with words connected to other words. The new ideas that you hear will be followed up in the tutorial. Remember that lectures are just the first part of a triplet – lecture, tutorial, reading.

Some suggestions:

Compare lecture notes with a friend.

Try to tell someone about what was in the lecture, or write yourself a summary.

Go over your notes.

Go to the library and look up words that you don't understand, find a book on a name or idea that was mentioned.

Most importantly, go to the tutorial.

Lectures are important. They give you the overview from week to week. A good set of lecture notes is invaluable when it comes to later assessable tasks. They prepare you for the tutorial. You will not get as much from the tutorial if you have not been to the lecture. And you will not get a repeat of the lecture in the tutorial.

A **TUTORIAL** is a smaller grouping of students with more personal interaction with the tutor. Your tutor is the person to whom you work – the person you contact with difficulties in the subject, questions about instructions, attendance and assessable tasks. Your tutor is the person who will mark your work. The tutorial is where you can ask questions about the lecture. The tutor will have developed activities for you which clarify, extend and critique the material in the lecture. You will be asked your ideas.

It is a sensible idea to take notes during the tutorial as well as in the lecture. The tutor may also give you reading related to the lecture topic – perhaps a short one to read and comment on during the class, or a longer one to be done after class. Longer reading will be difficult - it will use the new language of the discipline. It will be assumed that you do the reading and bring questions and comments to the following tutorial. The reading should be approached not as one approaches recreational reading but as material for study.

Remember that the reading (or writing or investigation) which is set is the third element of the planned learning package to reinforce the lecture and the tutorial. You do yourself a disservice if you don't engage in the full range of learning opportunities provided.

An **ONLINE CLASS** provides you with the opportunity to undertake a learning activity in a flexible mode allowing you to decide when you will participate in the class activities, rather than following a prescribed timetable. Online classes use chat rooms and bulletins to encourage discussion between people enrolled in the unit. The School of Education uses blackboard to deliver online classes. You need to access blackboard regularly to see what is required of you and how to submit the task. If you have problems with online learning, contact the course co-ordinator. Please see next section for basic information about blackboard.

## **INFORMATION ON BLACKBOARD**

Blackboard is the University's Learning Management System (LMS) that some lecturers use for online teaching. Programs in Blackboard are called 'shells' or 'sessions' and may contain teaching resources, assignments, exercises and communication tools such as chat and message boards. Students can download resources from Blackboard and can upload assignments and other material. The Blackboard system can be found at: <http://www.ballarat.edu.au/is/ict/myit@ub/blackboard/index.shtml>

## TROUBLE SHOOTING BLACKBOARD

A couple of things may be getting in the way of you being able to successfully access your courses in Blackboard.

### Late Enrolments

If you are a new, changed or late enrolment, this will affect your ability to access Blackboard. It may take up to 48 hours to process your enrolment and have you entered in the various student and Blackboard databases. Please be patient. This is not something controlled by your course coordinator or School of Education admin staff – this is the responsibility of the University administrative system and ICT. Do remember to chase this up if not resolved.

### Browser Compatibility

Blackboard automatically checks to determine if your browser type and version are supported. Browsers are classified in the following way:

**Supported:** A supported browser is one that is compatible with Blackboard.

**Unsupported:** An unsupported browser is one that is incompatible with Blackboard and will inhibit functionality of Blackboard.

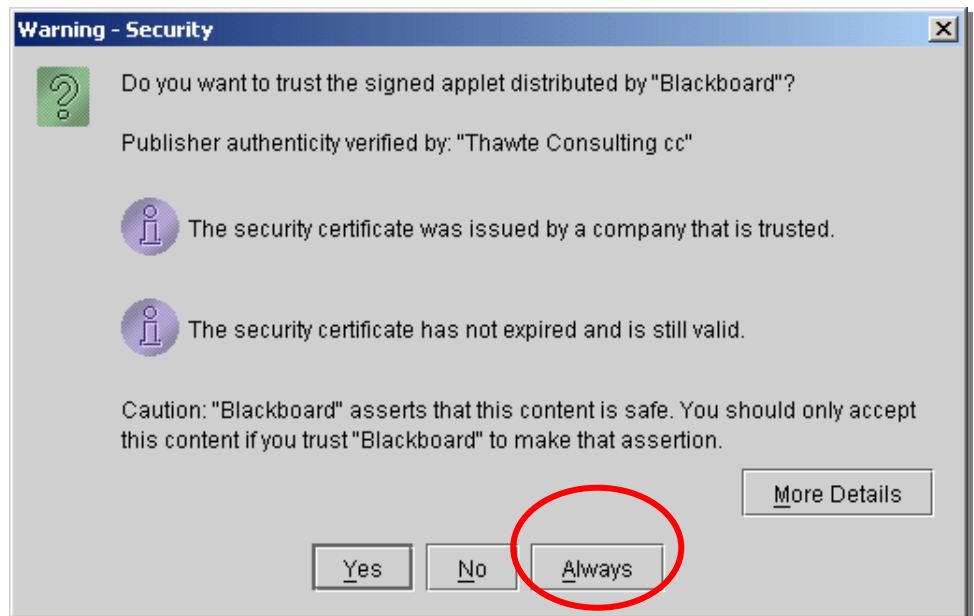
If your browser is unsupported, a warning message is displayed when you try to access Blackboard. If the Browser Check Results pop-up window appears, the browser you are using may not be validated for use with Blackboard or there may be issues with the configuration of your browser. Follow the on-screen prompts to update your browser version.

### Java

When the screen first appears in Blackboard, your browser may require that you accept the

Java security certificate. If you click any links or buttons before the security certificate window is finished loading or before acceptance has been established, your Blackboard session will end in error and you may have to manually end and restart your browser application.

Security certificate prompts may look like this:



If this comes from Blackboard or the University of Ballarat, select Always.

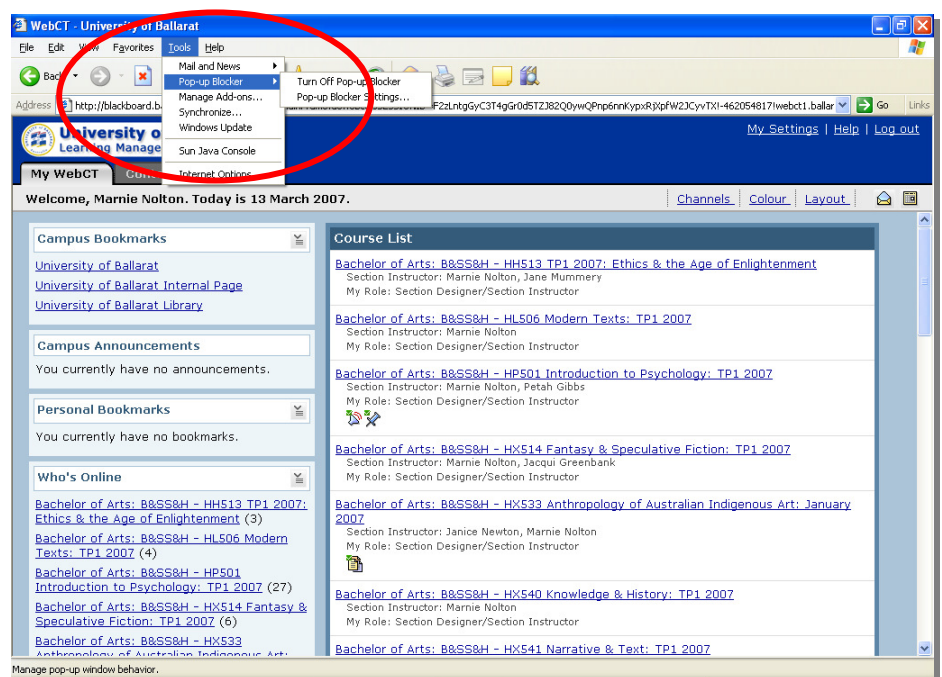
Blackboard automatically checks to determine if Java is enabled in your browser and if your Java Runtime Environment (JRE) version is supported. You must enable Java and have a supported JRE version to use certain features and tools in Blackboard. If Java is disabled or if your JRE version is unsupported, a warning message is displayed when you access Blackboard.

## **POP-UP BLOCKERS**

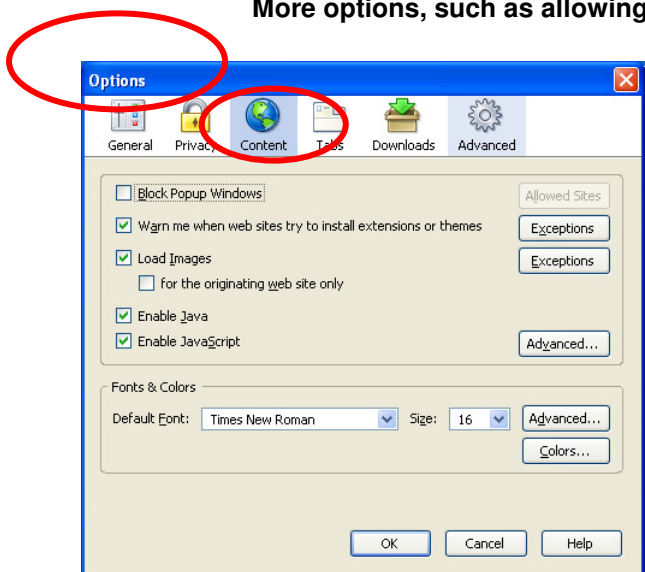
Pop-ups are small windows that pop-up from advertisers. We typically turn them off so as to not view them. In most instances, Internet Explorer and Firefox turn them off by default. The Blackboard environment, however, needs to have this facility switched on in order to work correctly.

In Internet Explorer, go to Tools in the menu and scroll down to Pop-up Blocker and select Turn Off Pop-up Blocker. In Firefox, go to Tools in the menu and scroll down to Options. Select the Content tab and choose 'Allow pop-ups for this site'

You'll find Pop-up  
Blocker options in  
the Tools contextual menu:



More options, such as allowing pop-ups from specific sites such as the University of Ballarat, can be found in Options when selecting the Content tab.



You might need to re login to Blackboard.

**Marnie Nulton**  
**Blackboard Support**  
**School of Behavioural, Social Sciences & Humanities**  
**University of Ballarat**

## CONTACTING TEACHING STAFF

### COMMUNICATION WITH LECTURERS

It is important that you keep in contact with lecturers and mentors. In addition to lecturers of particular subjects, the Program Coordinator is available to you.

If you have any questions or concerns about your studies please contact your individual lecturer, mentor or year level co-ordinator who will be able to assist you.

**IF THE LECTURER IS OUT WHEN YOU CALL** leave a note, email or voicemail message.

When contacting lecturer/tutors please provide the following in the subject message of an email or a voice mail message;

Your first name and your surname,

The unit you are enquiring about,

An alternative contact number

### TELEPHONE CONTACT

To telephone staff, you can use three methods:

Phone the University (03) 5327 9000 and ask to speak to the appropriate person, or

Phone the staff member direct by dialling (03) 5327 ---- and the 4-digit extension number listed on the previous page. If the staff member is not in their office, you will get the answering machine on which you should leave your message and a phone number if a return call is required or

Phone the School of Education office, on (03) 5327 9729 and leave a message for the staff member concerned.

### EMAIL CONTACT

All staff can be contacted via Email, the general format is 'first initial'. 'surname'@ballarat.edu.au  
Contacts are listed on the School of Education Webpage at:  
[www.ballarat.edu.au/ard/education/staff.shtml](http://www.ballarat.edu.au/ard/education/staff.shtml)

### IF YOU ARE ILL OR UNABLE TO ATTEND CLASS

It is common courtesy, to let lecturers know if you are unable to attend a class, for whatever reason.

The lecturer must be notified of any absence from class longer than one week. We suggest that you inform the year level co-ordinator if illness keeps you away from classes for more than 2 weeks. Always obtain a Medical Certificate from your doctor when you are ill. Medical Certificates can assist you in receiving an extension on written work and may in fact be required.

Remember, contact the Co-ordinator and lecturers who teach that course when problems arise that may interfere with your studies.

See School of Education Staff listing at the back of this booklet



## ASSESSMENT

The University has provided support services for you to ensure you reach your full potential as a student. Learning Support is available from the Library (ask at the Desk for more details). Full details of these services are located at [www.ballarat.edu.au/aasp/student/sds/](http://www.ballarat.edu.au/aasp/student/sds/)

The material below will inform you about your rights and responsibilities with regard to assessment. [www.ballarat.edu.au/vco/legal/legislation/Legislation\\_pdf/Chapter5/s5%273assessment.pdf](http://www.ballarat.edu.au/vco/legal/legislation/Legislation_pdf/Chapter5/s5%273assessment.pdf)

### ASSESSMENT REQUIREMENTS

You should receive a course description within the first two weeks of semester for each course in which you enrol. This course description will specify the assessment tasks, test and/or examinations and the due dates of these. While efforts are made to avoid having too many assessable tasks due on a particular date, there are always heavy work periods in a semester you have the right to know when the tasks are required, but it is up to you to organise your work program so that you can satisfy the assessment requirements.

### APPLYING FOR EXTENSIONS

The granting of an extension is a matter for the discretion of the lecturer in charge of a course. Penalties for late submission without prior approval of an extension are also matters for decision by the lecturer in charge of a course. Applications for an extension must be made on the appropriate form (School of Education Assignment Extension) at least 24 hours before a task or examination is due. These extension forms are available from the Administration Office, School of Education or on the School of Education website [www.ballarat.edu.au/education](http://www.ballarat.edu.au/education).

### SPECIAL CONSIDERATION

In accordance with the University of Ballarat, Handbook, 2009 (online) application for special consideration may be made on any of the following grounds:

Serious illness and/or serious psychological condition – eg. hospital admission; serious injury; debilitating illness; severe anxiety or depression. Does not include minor inconvenience such as a cold.

Loss or bereavement – eg. death of a close family member, or close friend; family or relationship breakdown.

Hardship/trauma – eg. victim of crime; sudden loss of income or employment; severe disruption to domestic arrangements, etc.

Other causes.

Evidence supporting your request for Special Consideration needs to be provided.

Forms are available from the School of Education Administration office or on the website below. You will be informed via a letter of the outcome and conditions of your application. More information and an Application for Special Consideration can be found on the following website: [www.ballarat.edu.au/vco/legal/Policies/index.shtml](http://www.ballarat.edu.au/vco/legal/Policies/index.shtml)

## **SUBMISSION OF ASSESSABLE WORK**

It is your responsibility to ensure that assessable work reaches the lecturer concerned. You must arrange with the lecturer the procedure for handing in written work. If you post it, use the Lecturer's name and the address;

School of Education  
University of Ballarat,  
Mt Helen Campus  
PO Box 663  
Ballarat 3353

You must ensure that you have irrefutable evidence of the date of posting and a photocopy of the work posted. In the event of missing work, this evidence must be produced. Do not strain your own credibility or your relationship with the lecturer by failing to do this! All assignment must have an assignment cover sheet attached to the front of your assignment. These forms can be obtained from the School of Education office or from the School of Education webpage [www.ballarat.edu.au/education](http://www.ballarat.edu.au/education).

## **COLLECTION OF ASSIGNMENTS**

It is your responsibility to collect assessed work. Collection dates/locations will be stipulated by the lecturer. Please note that assignments will only be kept for six months.

## **PROGRAM REGULATIONS**

Your program, like all programs in the University, is governed by a set of regulations. The University Academic Regulations are located in the University Handbook. The following are specific regulations applying to this program.

## **CREDIT**

### **CREDIT REGULATIONS**

Credit may be granted for study, learning or experience, in any or all of the following cases:

### **CREDIT TRANSFER**

previous successful study at University of Ballarat

previous successful study at another higher education, tertiary or TAFE institution

### **RECOGNITION OF PRIOR LEARNING (RPL)**

Learning acquired in a credentialed context other than higher education, tertiary, or TAFE such as courses offered by professional organisations, enterprises, private educational institutions and/or other recognised providers.

Learning acquired in an uncredentialed context, such as through work experience or through life experience.

When submitting an application for credit transfer form you will need to provide the appropriate documentation which could include a certified copy of your transcript/testamur as well as any other evidence (e.g. course outlines of the courses completed from the University etc) which can be used to support your application for credit.

The 'application for credit transfer form must be obtained and submitted to the School of Education Administration office with the relevant evidence. When submitted your application would then be considered by the program coordinator and approved by program committee, you will then be notified by letter of the outcome.

### **WORKING WITH CHILDREN CHECK (WWCC)**

In July 2006, the Victorian Department of Justice announced a new checking system, which affects people who work with children, in either a volunteer or paid capacity. This includes all Pre-Service Teachers (PSTs) studying at the University of Ballarat (UB).

The following is an extract from the Department's website.

'The Victorian Government has introduced a new checking system which will affect some people who work or volunteer with children. The Working with Children (WWC) Check helps to protect children from sexual or physical harm by checking a person's criminal history for serious sexual, violence or drug offences and findings from professional disciplinary bodies. The introduction of the WWC Check creates a mandatory minimum checking standard across Victoria.'

(Department of Justice, Victoria, Australia, 2006, <http://www.justice.vic.gov.au/workingwithchildren>. Retrieved November 21, 2006.)

When PSTs are completing their Working With Children Check (WWCC) application form the answers given at question 12 should read as follows.

Name of Organisation ('primary' or 'other'):	University of Ballarat
Street Address:	University Drive
Suburb/Locality:	Mt Helen
State:	Vic
Postcode:	3350
Employer/Volunteer organisation HR Manager contact phone number:	5327 0000

The following program regulations relate to this decision:

Commencing PSTs will be conditionally enrolled subject to the requirement that they obtain a satisfactory WWCC. All major Australian post offices will receive the application and immediately issue a receipt at no cost to the PST.

This is provided for under Statute 5.2, Section 5 of UB legislation.

PSTs will be required to send a certified photocopy of their WWCC card or receipt to Professional Experience in the School of Education. A self addressed envelope will be provided to ensure a prompt return.

PSTs cannot commence their Professional Experience until this information has been provided.

Once your application has been processed, you will be either given:

An Assessment Notice, which means you have passed the WWC Check and may undertake 'child-related work'.

Your WWCC should be issued 10 days after receiving your Assessment Notice.

If a relevant change in your circumstances occurs your WWCC will be re-assessed. You need to advise your employer or volunteer organisation and the department of the relevant change, in writing and within seven days.) or

An Interim Negative Notice, which means that the Department of Justice believes you should fail the WWCC.

If you receive an Interim Negative Notice you can make a submission to the Department of Justice to explain why you believe you should pass the WWCC.

When the final decision is made you will be given either an Assessment Notice or a Negative Notice. A Negative Notice means you have failed the WWCC and cannot undertake 'child-related work'.

If you receive a Negative Notice you may choose to appeal the decision to the Victorian Civil and Administrative Tribunal. For more information please call the WWCC Information Line Tel: 1300 652 879

A PST with a conditional enrolment for whom an Interim Negative Notice is received and confirmed shall be deemed to have breached the conditions of enrolment and the enrolment will not be confirmed.

## **ACADEMIC PROGRESSION**

## **NORMAL PROGRESSION**

Students may progress through the Bachelor of Education program if:

they are awarded a pass grade or higher in all required courses;

they are awarded a pass grade or higher in all prerequisites for a course before attempting that courses.

## **RESTRICTED PROGRESSION**

Unsatisfactory progress on the Bachelor of Education will be considered to have occurred in cases where a student has:

a Not Pass grade in two or more courses in any semester of full time study or pro rate for less than full time study; or

a Not Pass grade in a unit previously failed; or

a Not Pass grade in one practicum unit; or

unsatisfactory performance in the practicum phase of one semester.

## **CONSEQUENCES OF UNSATISFACTORY PROGRESS**

All students with unsatisfactory progress will be informed of their standing by mail on or before the date of publication of results.

Students with unsatisfactory progress may be required to attend a show cause hearing at which they will be given an opportunity to explain reasons for unsatisfactory progress.

After the show cause hearing the Progress Coordinator will make a final recommendation to the student and confirm with a formal letter that the student is:

excluded from the program, or

suspended from the program for a specified period, or

restricted as to enrolment, or

permitted to continue in the program without conditions

The Head of School and Student Administration is informed of the outcome and documents are filed in student files.

The following Regulation is to be applied within the framework of Statute 5.5 – Unsatisfactory Progress.

### **“HOW DO I KNOW WHY I DIDN’T PASS...?”**

All results for each semester are put up on the main Education noticeboard at the end of the semester. In addition, you can view your results on ‘my Student Centre’ [www.mysc.ballarat.edu.au](http://www.mysc.ballarat.edu.au).

Your results will use the following codes:

HD	High Distinction
D	Distinction
C	Credit
P	Pass
S	Ungraded pass
UN	Ungraded Fail
MN	Fail Level 1 (Marginal)
NN	Fail Level 2
XN	Not assessed
AD	Assessment deferred - up to 3 months
TD	Assessment deferred - up to 12 months
ZN	Supplementary assessment to be completed within 3 months

If you receive one of the first five grades you can congratulate yourself.

If you receive one of the other seven grades you will need to refer to the not pass report to take action to find out why you did not pass and what you should do about it.

To help you, all Education lecturers complete a NOT PASS report for any “not pass” grade. That form indicates the nature of the “not pass” – fail, level of fail, deferred assessment – and informs you of the reason for it. It will also give instructions regarding what you must do to complete the unit.

If you get a “not pass” grade you will receive a copy of the “Not Pass” form, however if you do not receive a copy make sure you see the Administration Officer to obtain a copy of the form.

### **APPEALING AGAINST A RESULT**

You may appeal, in accordance with the procedure specified in the Statutes and Regulations, Statute 5.3 (University Handbook 2009 online), to the Head of School against any grade awarded to you. Consult the University of Ballarat Handbook for procedural regulations governing the appeal requirements, such as, the time when such as appeal can be made and the grounds of appeal.

## ACADEMIC CONVENTIONS

Much writing that you do for assessable tasks will require that you acknowledge where the ideas came from. There is no great mystery about this, once you learn and practice how it is done.

The main thing to remember is that in the world of scholarship, we don't steal other people's ideas. We can learn from them, use them and build on them – but we must say whose ideas they were in the first place.

The style guide is provided for your information. A University Style Guide is available from [www.ballarat.edu.au/aasp/student/recruitment/survive/](http://www.ballarat.edu.au/aasp/student/recruitment/survive/) where it is linked from the title Academic Style Guide

### PLAGIARISM

Plagiarism occurs when a person uses the words, language or ideas of another person and presents them as their own. Plagiarism is called cheating when students copy the work of other students and present it as their own.

There are two approaches to avoiding plagiarism:

Provide references when you use the work of others so that the reader clearly understands where the ideas originated;

Produce the work yourself.

Plagiarism cannot be avoided by copying an author's work or ideas and putting them in your own words. It is the work and the ideas scholars seek to protect.

Thus even when you summarise an author's ideas, you should reference your summary as an indirect quotation.

Ideas are your own when they are your own work. This means that you have done the research, generated the ideas, organised the ideas, written them and revised them yourself. In researching, you may have gathered other people's ideas into your own work. Where the ideas are identifiable they should be acknowledged by references.

Note that data, tables, formulas, figures and diagrams produced by others must also be acknowledged by references. Source: Nouwens, F. 1994, UNILEARN: Successful Study Skills, 2nd edition, UNILEARN, Queensland

## ETHICS AND TEACHING

A draft Code of Ethics has been prepared by the Victorian Institute of Teaching. This is available from VIT at [www.vit.vic.edu.au/](http://www.vit.vic.edu.au/)

Students should be sensitive to the rights of parents, students and teachers in their contact with schools. They should apply professionalism in terms of confidential information they may acquire and in their dealings with others.

Photographs of students are NOT permitted.

Research at the University of Ballarat is informed by the Human Research and Ethics Committee.

## STYLE GUIDE

UB Library has produced a print version of the University's Academic Style Guide, available for download from the Student Services Web site: [www.ballarat.edu.au/aasp/student/recruitment/survive](http://www.ballarat.edu.au/aasp/student/recruitment/survive)

## COMPUTER RESOURCES AND SERVICES

For the most part, other than areas of specialised application, the University employs Windows based computers. These are located in laboratories around the University and are usually available for student use from 8.00 am to 9.00 pm from Monday to Friday. The times sometimes change and laboratories may be booked for a class, so be careful if you are working to a deadline. There are also computers located in the Library and these are available whenever the Library is open.

There is an allocation of internet usage time beyond which students attract a charge. The allocation only applies to Internet usage, not Intranet or blackboard usage. Check your usage patterns to ensure you do not attract a charge.

For a fee, students can also obtain an access card which enables them to use a laboratory at any time during the week.

The network currently operates using Windows 98/Windows XP. A wide range of software is available to students, including Microsoft applications and full Internet facilities.

**Printers...**

Printers are connected to each laboratory. Paper usage is measured and charged against your account. Be careful with your paper consumption.

**Logging in...**

Logging into the network requires entering your student number and a password. You will be provided with these details in Orientation Week. The password can be changed, the other details are fixed.

**Notebook computers...**

The library has notebook computers for limited loan from the desk. These can be used for class presentation or for connecting to the network through the points on the upper level of the library.

The library building houses scanners, CD players and access to a video studio. Schools have resources including software and digital cameras. Ask to see if you are eligible to use these.

### **HAVING PROBLEMS?**

If the problem is associated with the network, the first point of call is the Service desk which is located on the ground floor of the library or you can contact them on [servicedesk@ballarat.edu.au](mailto:servicedesk@ballarat.edu.au) or by phone on 5327 9999. Help is provided by students who become very busy. Try to express your problem succinctly and try not to occupy an undue amount of time.

If the problem is associated with an area of study, then approach the lecturer.

Don't ignore the help of other students: ask around to see if somebody has the answer to your problem.

Broader concerns? There is an undergraduate student on the University Information Technologies and Services Committee. Locate this person and ask them to represent your concerns to the Committee. The minutes of this committee are available through the University homepage.

### **BEHAVIOUR ON THE NETWORK**

Computers are provided to support academic study. If students are using the resources for entertainment it is legitimate to ask them to leave. If you feel reluctant to do this, report the incident to the Helpdesk or the student representative on IT & SC.

Food, drink and computers do not co-exist happily so there is no food or drink in the Labs.

If there is a class in a Lab and there seem to be empty seats, ask the lecturer if you can use a computer. They do not have to agree, so accept their decision.

Don't share your password around. You are responsible for your account and any messages or materials which emanate from it. Rights to the network may be withdrawn.

## **INTERNATIONAL STUDENTS**

### **STUDENT VISAS**

All overseas students are required to have a Student Visa issued by the Australian government. Student visas are issued for full-time study on the understanding that the student studies on-campus and has sufficient funds to cover tuition fees and living expenses while in Australia.

### **CONDITIONS OF A STUDENT VISA**

Students must comply with their visa conditions in order to retain their visa. You may be reported to Immigration and your visa may be cancelled for:

failure to provide the University with your address or change of address details, within seven days of arrival or change of address.

taking leave of absence without University approval.

not meeting course requirements, including irregular attendance at class.

unsatisfactory academic performance, including not attending classes.

studying less than a full-time load (except in the finishing stage of a program or when repeating failed courses).

failing a core unit more than once.

working without permission, or above the maximum number of hours permitted on a Student Visa.

not maintaining the Overseas Student Health Cover.

### **MONITORING ACADEMIC PROGRESS**

To ensure that you are receiving the support you need and to keep track of your progress throughout the teaching period, you have the option to use the International Student Academic Progress Form obtainable from the International Student Programs office.



# STUDENT CHARTER



**University of Ballarat**

**Message from the Vice Chancellor:**

**One of our objectives at the University of Ballarat (UB) is for students to be active and enthusiastic participants in university and community life. We want to engage our students in their learning, capturing their capacity to learn and to contribute to society.**

**We believe the learning and teaching experience at UB should be about supporting students to realise their potential and preparing them to determine their future.**

**However, coming to UB can, at first, be a daunting and confusing experience. Even though you are excited at the prospect of tertiary study, you may be unaware of your rights and responsibilities.**

**At UB we recognise that it is important that you understand your rights and responsibilities and so we have prepared the following Student Charter for your information and reference.**

**The Charter outlines our expectations of you as a student at UB and what you, in turn, can expect from the University.**

**It provides you with information about the areas of the University's work and the services that directly affect you as a student.**

**I invite you to read the Student Charter in the hope that you will find it useful to you as a student at UB. I also recommend that you read the University's web pages as these contain comprehensive and important information about all aspects of University life.**

**Professor David-Battersby**

**Vice-Chancellor**

**University of Ballarat**

## PURPOSE

This Charter outlines the expectations of students and staff studying and working at the University of Ballarat. The University strives to provide all students with a relevant and rigorous educational experience that they can enjoy and value. Through their involvement with the University, their interactions with staff and others, students can expect:

Education and training leading to increased opportunities for employment;  
Opportunity for personal growth;  
Opportunity for intellectual development;  
A positive and safe social and learning environment.

This Charter also encourages an appreciation of the vision of the University:

Our vision for the University of Ballarat is to be:

The leading regional, multi-sector university in Australia acknowledged for its excellence in education, training, research and partnership outcomes and recognised for the benefits it brings to the individuals, organisations and communities it serves

and promotes the values of the University:

Intellectual responsibility and independence  
Integrity and ethical practice  
Service to one another and to our communities  
Learning throughout life  
Promotion of diversity  
Purposeful change, continual improvement and sustainability  
Achieving quality.

## GENERAL EXPECTATIONS

Students can expect:

The University to provide an environment which fosters and supports learning;  
To have readily accessible information about the Statutes, Regulations, Policies and Procedures of the University;  
To have their personal information handled by the University in accordance with the Information Privacy Principles as set out in the legislation, the Health Privacy Principles as set out in the Health Records legislation (Victoria), and University Information Privacy Policy;  
To have opportunities to engage with the University at governance, operational and social levels;  
To enjoy a learning environment which respects diversity, caters for difference, and is free from unlawful discrimination, harassment and intimidation.

Staff can expect students to:

Be aware of and fulfil their responsibilities within the University's Statutes, Regulations, Policies and Procedures;  
Respect the rights and privileges of others;  
Recognise, respect and reflect the values of the University;  
Respect University property and the property of fellow students;  
Avoid conduct which might reasonably be perceived as harassing or intimidating, or which reflects poorly on the University and its standing within the community.

# STUDENT CHARTER

## Administration, Admissions and Entry

Students can expect:

Access to current and complete information about courses, application and entry requirements, credit transfer policies and financial obligations prior to the enrolment period;

Accurate information about admissions policy;

Appropriate and timely dissemination of final assessment results;

Students can expect fair, flexible and transparent selection processes.

Staff can expect students to:

Ensure that their application and enrolment information is accurate and reflects the correct study load;

Ensure that their personal details kept on the student administration system are accurate and current for the duration of their Program.

## Learning, Teaching and Assessment

Students can expect:

Courses/modules that are up-to-date and relevant;

Courses that prepare them for their chosen occupation and/or path in life;

Courses to be reviewed and updated regularly to ensure they meet appropriate standards and benchmarks;

Access to teaching staff for matters related to teaching, learning and assessment;

Access to supervisory staff for higher degrees by research students;

Receipt of a unit description or unit/module outline within two weeks of commencement of a unit;

Fair assessment with the criteria used published in the unit description or unit/module outline;

Timely responses to requests for Special Consideration;

A learning environment that is sensitive to and respectful of the diversity of backgrounds, beliefs, practices and experiences of the student and broader community;

Support for students from groups that, through past educational disadvantage, are under-represented in post-secondary education including Indigenous Australian students;

An environment that encourages an international/multicultural understanding;

Reasonable adjustments to enable full student participation, particularly for students with disabilities.

Staff can expect students to:

Actively participate in all requirements related to a unit/module of study;

Become aware of and observe all course/module and program requirements;

Prepare and submit work which is their own and which acknowledges the work of others;

Provide honest feedback about staff teaching/supervision and unit/module quality;

Monitor their own progress and seek assistance as required.

## Appeals and Grievances

Students can expect that the University will:

Follow a process that provides students with an opportunity to have their results reviewed;

Endeavour to provide a harmonious work and study environment where appeals and grievances are addressed and resolved in a timely way through a clearly publicised set of procedures.

Staff can expect that students will:

Make themselves aware of the University appeals and grievance policies and procedures;

Attempt, if possible, to resolve any disputes they may have, in good faith informally, through discussion with the appropriate people prior to submitting a formal appeal;

Understand the finality within the University of the decision of any appeals or grievance procedure.

Date: March 2008

## STAFF CONTACTS

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