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**BALLARAT COLLEGE
OF
ADVANCED EDUCATION**

**HANDBOOK
1982**



MT. HELEN

PHONE (053) 30 1800

APPENDIX V (cont.)

In all of the above, the following assumptions apply:

- (i) that the Course Administrator must give provisional approval in writing in advance of students enrolling in units at another Institution and notifies the appropriate Course Committee of such approval;
- (ii) that the units are deemed by the appropriate Course Committee to be in accord with the structure and objectives of appropriate academic standard;
- (iii) that where a student is proposing a substitute unit, the Head of Department responsible for teaching in the subject area of that unit will prepare a recommendation to the Course Committee responsible for the student outlining suitability or equivalence of the unit proposed to be taken at another Institution.

APPENDIX VI

APPLICATION FOR ACADEMIC AWARDS

AWARD OF DIPLOMA OR DEGREE

A student having received credit for all of the subjects in the course and having completed any other requirements may apply to have a Diploma or Degree awarded, using an application form obtainable from the General Office. Applications close on 31 January. If all requirements have been met, the Council will award the Diploma or Degree. A conferring ceremony is held in April each year at which the presentation is made of a Diploma or Degree testamur which is a suitably inscribed and sealed parchment document.

APPENDIX VII

VISA FOR STUDY AT BALLARAT

International applicants for admission to Ballarat C.A.E. courses must make the necessary arrangements themselves to obtain a visa for travel to Australia. In most countries the following procedure should be followed:—

1. You must contact the nearest Australian Overseas Post, High Commission or Embassy, in person or by mail, and obtain the necessary advice regarding application and forms to complete.
 2. One of the forms issued by the Australian Post is called the M146 and when this is duly endorsed by the Post, you can then send it to this College. This form should not be confused with the Ballarat C.A.E. Application for Admission form. Your Ballarat C.A.E. Admission Application will not be considered until form M146 reaches Ballarat.
- Intending students should anticipate a waiting period of up to nine months for visa processing, and should make enquiries early in the preceding year.

Any offer of confirmation of a course place at Ballarat C.A.E. is made to you at the personal level but it does not carry with it the guarantee of a visa or of financial support. You must obtain the visa from the appropriate authorities.

Unfortunately, Ballarat C.A.E. is not able to offer financial support to students. Permanent residents of Australia are able to obtain (subject to a family means test) some assistance through a Tertiary Education Assistance Scheme. In most cases, it is essential that you arrange sponsorship through your government or privately in your own country.

Enquiries for financial assistance might be directed to the Australian Development Assistance Bureau, G.P.O. Box 2015S, Melbourne, Victoria 3001. This agency has been established by the Australian Government to co-ordinate the welfare and training of overseas students in Australia.

APPENDIX VII (cont.)

For many years now there have been a significant number of overseas students studying at Ballarat C.A.E. and they make a real contribution to the life and calibre of the college. There is a very beneficial mixing of people from various cultural backgrounds.

TRANSPORT FROM MELBOURNE AIRPORT TO BALLARAT

Detailed arrangements are forwarded to applicants when place offers are made.

There is no transport service either bus, train or plane direct from the Melbourne International Airport (Tullamarine) to Ballarat. It is recommended that you contact the Australian Development Assistance Bureau Reception Officer who will be at the Tullamarine Airport (or available at Telephone 627-021) from early January to mid-March.

Tullamarine is approximately 24 kilometres north-west of the central city of Melbourne, and both the International and Interstate airways have bus services which will take you from Tullamarine Airport to their city depot. The cost of the bus trip will be approximately \$3.00. Please ensure that your luggage is transported to the city depot and not left at the airport.

Ballarat is 120 km west of Melbourne and the College of Advanced Education is 10 km south of Ballarat city.

Do not travel from Tullamarine to Ballarat by taxi without first finding out how much it would cost. If only one person was travelling in the taxi, the cost would likely be in the vicinity of \$50.00. If four or five people travelled in one cab the cost could be shared and therefore be more reasonable.

The normal method of transport is to go by bus to the airways city depot and take a taxi from the airways city depot to Spencer Street Railway Station. Approximate cost of the taxi would be about \$2.00. Trains leave from Spencer Street Railway Station for Ballarat at the following times: (the approximate cost would be \$5.50).

Departure Spencer Street	Arrival Ballarat
8.30 a.m.	10.40 a.m.
1.00 p.m.	3.20 p.m.
4.56 p.m.	7.00 p.m.
5.58 p.m.	8.00 p.m.
9.20 p.m.	11.27 p.m.

On arrival at the Ballarat Railway Station take a taxi to your place of accommodation.

In an emergency you could obtain good overnight accommodation at one of the several hotels close to the Ballarat Railway Station.

If you need assistance of any kind urgently on arrival at Ballarat you may ring the Ballarat C.A.E. Campus Amenities Manager at (Area Code 053) 301 800 (work), 324 764 (Home).

APPENDIX VIII

STUDENT UNION BOARD

The roles of the various Board members are as follows:

The President ensures the smooth functioning of the Board and its relationship with the student body. Primarily, the President is the mediator between members of the board, the college administration, the members of the Student Union and the outside community. He/she also acts as an employer of Union staff and a liaison officer with the various people who control the services provided by the Student Union such as the Executive Officer and Shop Manager.

The Secretary prepares minutes of the Board and all its various sub-committees. It is the Secretary's job to see that committee reports to Board level are consistent in clarity and information provided. The Secretary must also ensure the reports are provided by board representatives to various conferences and committees when the Secretary is unable to attend.

The role of the Treasurer is to equate the financial status of the company in liaison with the official accountant. He/she must also prepare the monthly financial reports to the Board and chair the Finance committee.

The role of the Student Affairs chairperson is to represent the political, educational and welfare rights of the Student body. This chairperson works to establish relationships between the government and the students, the administration and students, the community and the students and inevitably, between the students themselves. Student Affairs also entails the administration of the Creche and other student services. He/she also chairs the Student Affairs committee.

The Media chairperson co-ordinates the various media outlets of the Student Union, such as the Student Newspaper, the Radio Station committee, and pamphlets/posters. It is the chairperson's role, with the Media out the student community.

The Activities representative chairs the Activities committee which decides exactly what will be provided in the field of entertainment for the student populace. This department decides on such things as what bands to hire, when union nights or balls shall be held and what other forms of activity can be held to entertain union members.

The Clubs and Societies chairperson co-ordinates the various societies and clubs which operate within the college. The chairperson involves him/herself in setting up and granting the subsidies to the various groups with the help of clubs and societies executive members.

The role of the Sports chairperson is to organize and co-ordinate sporting activities for the union members. The chairperson does this with the co-operation of the Sports committee and the Campus Amenities Manager who operates as an information source and organizer. The sports chairperson also co-ordinates the activities of the various sporting clubs around the college.

The Executive Officer is a paid union official who operates as an information source for Board members. He/she also co-ordinates such items as Student Loans and the hire of Student Union Equipment.

The Part-time and Mature-age representative presents the various needs of this sector of the student body to the Board. This representative is responsible for formulating policies which deal with the problems of these particular students. He/she works in co-operation with the Student Affairs Committee.

The role of First Year representatives is similar to that of the Part-time and Mature-age representative, that is, to represent and formulate policy concerning the various needs of first year students. The part played by ordinary board members is two-fold. Firstly, they may assume the role of assistants to particular chairpersons (see assistant chairpersons). Secondly they must become members of various committees (either academic or Student Union). Preferably, ordinary board members choose to fulfil both of these roles.

There are three other positions on the Student Union Board, viz Academic Staff Representative, Non-academic Staff Representative, and the Director's Nominee (a role usually fulfilled by the Campus Amenities Manager).

Other roles include:

Assistant chairpersons — with function to increase the efficiency of the particular department to which he/she belongs by taking much out by these assistants are usually formulated by the committee of which they are a member.

Women's Officer — a co-ordinator and liaison between outside campuses and the Student Union. The women's officer works within the Student Affairs committee.

The Board Committee structure is:

1. Standing Committees:

Finance — convened by the Treasurer. This committee has categories of membership which are the President, Treasurer, Secretary and five chairpersons. This committee considers the financial status of the company and formulates policy for adoption by the Board. The Finance committee also formulates the annual budget.

Clubs and Societies — consists of the Clubs and Societies chairperson and interested members of the various societies and clubs, as well as board representatives. The function of the committee is to give information, feedback and to formulate policy concerning the running of clubs and societies.

Media — involved in the co-ordination of the Student Union media outlets. The committee is made up of the Media chairperson, Board representatives, students from the Eureka committee and the radio station. This committee, as are all other committees, is involved in formulating the policies concerning the media.

Sport — co-ordinates sporting activities for the union members. The committee comprises the Sports chairperson and his/her assistant, the Campus Amenities Manager and interested students. Activities — decides on the times and dates of functions, the selection of bands and other activities. The committee is made up of the chairperson for the area, the assistant chairperson and other people who are interested in the area of activities from both inside and outside the board.

Student Affairs — the chairperson, the assistant chairperson, the women's officer and other members of the board and the union make up the Student Affairs committee. This committee is involved in formulating policies, and carrying them out, for the Board and the members of the company.

New Ground Gallery Management — this committee consists of members of the School of the Arts and a number of representatives from the Student Union Board.

2. Ad hoc Committees:

Shop Management — shop staff, a number of members of the Student Union Board and representatives from the college administration make up this committee.

Creche — this committee is made up by the staff of the creche, interested parents, the student affairs chairperson as well as Board representatives.

Eureka Editors — this committee formulates and creates policy concerning the Student Union magazine *Eureka*. It is made up of interested board members, the Media chairperson and students. Orientation — this committee is designed to prepare and co-ordinate the Student Union's Orientation programme. Members of this committee are selected from the Board and other company members.

Other committees may be created from time to time by the Boards to explore certain issues or formulate policy for the Board's deliberation.

3. Other activities:

There are many activities which need to be performed around the student union. These include such things as working in the shop, the Bean-lin and the Creche. There are also seasonal activities such as helping with the stocktaking, preparing budgets, selecting films and transporting equipment such as staging, sporting equipment and barrels. Help is also needed in setting up, and cleaning up after, functions. Board members can also represent the union by attending periodic conferences and the like.

Some facilities that the Student Union provides include Food Stores, Sporting Equipment of all types, Recreational equipment of all types, social activities, e.g. Balls and concerts, Sporting activities, e.g. S.A.V.I.C. trips, and Student Information Centre.

APPENDIX IX

THE REGIONAL COLLEGES OF AUSTRALIA

Amongst the 60 or so Colleges of Advanced Education around Australia there is a particular group of multi-disciplinary colleges that, because of geographical location and the kind of community served, exhibits some characteristics different from those of other groups of colleges.

The group referred to consists of eleven colleges located at major provincial cities in various States of Australia, each serving the needs of a large regional area.

Because of the common characteristics and potential for the development of these colleges their principals have formed an Association of Principals of Regional C.A.E.s of Australia, and the colleges concerned are becoming known as the "Regional Colleges of Australia".

As these Regional Colleges are each located in a provincial city they are usually well separated from the respective State Capitals and generally constitute, therefore, the only multi-disciplinary tertiary education institution at that centre and in the whole of the large region served. This in turn results in a very close College/Community relationship — with the college perceived as the senior educational establishment in the region and one which should fulfil a leadership role with respect to many of the regional community's cultural, social and industrial — as well as academic — initiatives.

Whilst the numerous and relatively closely spaced tertiary educational institutions in a large metropolitan area might each be expected to fulfil a role somewhat circumscribed by the need for complementation with neighbouring institutions, a Regional College is less constrained in that regard and needs to be somewhat more self-sufficient and self-reliant in meeting the region's demands.

Almost all of the Regional Colleges of Australia occupy spacious sites on the outskirts of the provincial cities concerned and have tended therefore to develop the kind of ethos stimulated by planned, landscaped campuses with limited height buildings designed for their specific uses and with freedom from the encroachment of surrounding dense traffic flows, heavy industrial activity and close housing developments.

Typically, a Regional College also exhibits a large percentage enrolment of students who live away from home to study at tertiary level. The need to provide suitable accommodation for these students, together with the availability of adequate space, has resulted in most of the colleges concerned erecting their own on-campus residential accommodation for students. This development has, in turn, encouraged the further development of on-campus recreational and sporting services, eating facilities and the like.

The Regional Colleges of Australia are:—

Victoria:

- Ballarat College of Advanced Education (Ballarat)
- Bendigo College of Advanced Education (Bendigo)
- Gippsland Institute of Advanced Education (Churchill)
- Warrnambool Institute of Advanced Education (Warrnambool)

N.S.W.:

- Goulburn College of Advanced Education (Goulburn)
- Mitchell College of Advanced Education (Bathurst)
- Northern Rivers College of Advanced Education (Lismore)
- Riverina College of Advanced Education (Wagga)

Queensland:

- Capricornia Institute of Advanced Education (Rockhampton)
- Darling Downs Institute of Advanced Education (Toowoomba)

Tasmania:

- Tasmanian College of Advanced Education (Launceston).

APPENDIX X

BALLARAT C.A.E. DEVELOPMENT

The Ballarat College of Advanced Education was formed in 1976 by the merging of the State College of Victoria at Ballarat and the Ballarat Institute of Advanced Education.

Each of the two institutions forming the Ballarat College of Advanced Education had a unique history of development.

The parent body of the Ballarat Institute of Advanced Education was the School of Mines and Industries, Ballarat. The original school was founded in 1870 by the Ballarat Mining Board with the support of local residents interested in assisting the then flourishing gold mining industry by training personnel for all levels of mining activities. The first awards at the professional diploma level leading to Associationship of The School of Mines were made in 1896 in various branches of Engineering, Metallurgy and Geology. The range of educational courses increased gradually from that time: Art courses were introduced in 1908, courses in Physics, Business Studies, Humanities and Librarianship throughout the 1960's and 1970's.

The major development in recent times was in 1965 when the tertiary division became affiliated with the Victoria Institute of Colleges and a campus for tertiary education was subsequently developed at Mount Helen. With this affiliation came the introduction of degree courses at first and higher degree levels offered under the aegis of the Institute.

Under its charter from the Victoria Institute of Colleges the Ballarat Institute of Advanced Education reflected the objects of its co-ordinating authority in that the college aimed to develop and improve tertiary education to meet the needs of the community in general and of the students enrolled at the college. The academic program has translated these goals into the several courses of study offered by the college: Applied Science (Chemistry, Geology, Physics, Metallurgy, Biology, Mathematics, Rural Product and Technology); Art (Ceramics, Graphics, Painting, Sculpture, Art and Crafts); Business Studies (Accountancy, Data Processing); Engineering (Civil Electrical, Electronic, Mechanical, Mining); General Studies (Community Studies); Librarianship; Education (Primary, Post Primary, Post Primary Physical Education).

The State College of Victoria at Ballarat had a later commencement It began in 1925 as a teachers college established by the Education Department. In subsequent years the college moved its site in three times. Before the effects of the depression closed it down in 1931, the college was housed in the old East Town Hall. Immediately after the Second World War the college was re-opened and relocated at Dana Street State School. In 1958 the college was again relocated and on this occasion to Gillies Street. The first courses offered by the Ballarat Teachers' College were concerned with primary school teaching and manual arts. Various changes have occurred in the length of these courses of teacher education, from one to two years in 1951 and from two to three years in 1968. On 1 July 1973 the Ballarat Teachers' College became a constituent college of the State College of Victoria, the co-ordinating authority for the federation of former State teachers' colleges: At the same time its name changed to the State College of Victoria at Ballarat.

Under its charter the State College of Victoria at Ballarat reflected the objects of its co-ordinating authority in that it served the community, and in particular the citizens of Victoria, by making available to those who might benefit, those branches of knowledge or learning important in the preparation of teachers. The academic program in its turn reflected these goals: pre-service teacher education for primary teachers, in-service education for qualified and experienced teachers and post-graduate teacher education either for the continuing education of teachers or for the preparation of specialist environmental science,