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<th>Course Title</th>
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<tr>
<td>HEF103</td>
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<td>HMC103</td>
<td>Chinese</td>
</tr>
<tr>
<td>HMJ103</td>
<td>Japanese</td>
</tr>
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<td>Conservatorium of Tasmania</td>
</tr>
<tr>
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<td>Foundation Practical Study</td>
</tr>
<tr>
<td>FCP120</td>
<td>Advanced Practical Studies</td>
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<td>FCE 107 Music Project 1 (1st year) and FCE 202 Music Project 2 (2nd year)</td>
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<td>Education</td>
<td></td>
</tr>
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<td>Thinking and Writing at University</td>
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<tr>
<td></td>
<td>Riawunna Program</td>
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<tr>
<td></td>
<td>HAB103 Colonised Land: Indigenous Australian History (Semester 1)</td>
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<tr>
<td></td>
<td>HAB102 Contemporary Indigenous Australia (Semester 2)</td>
</tr>
<tr>
<td>School of Visual and Performing Arts</td>
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</tr>
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<td>FEE104</td>
<td>Journal, Concepts &amp; Reviewing</td>
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<tr>
<td>FEE105</td>
<td>Practice, Presentation &amp; Documentation</td>
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<td>Tasmanian School of Art Program</td>
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<td>FSA112</td>
<td>Core Studies in Art &amp; Design (Surface, Expression and Form – Winter School)</td>
</tr>
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<td>FSA102</td>
<td>Introduction to Installation Art (Summer School)</td>
</tr>
<tr>
<td>FSF103</td>
<td>Object Design (semester 2)</td>
</tr>
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</table>

E-mail: Olivia.Bowman@utas.edu.au
## Acronyms and Terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admission Rank (replaces TER)</td>
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<tr>
<td>HAP</td>
<td>High Achiever Program</td>
</tr>
<tr>
<td>School/college</td>
<td>Year 11 and 12 provision</td>
</tr>
<tr>
<td>TER</td>
<td>Tertiary entrance Rank</td>
</tr>
<tr>
<td>UCP</td>
<td>University College Program</td>
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<tr>
<td>UTAS</td>
<td>University of Tasmania</td>
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<tr>
<td>UTAS Faculties</td>
<td>Overarching discipline area</td>
</tr>
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<td>UTAS Schools</td>
<td>Divisions with Faculties</td>
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</table>
Background & Administration

What is the University College Program?

The University College program is a major initiative being undertaken by the University of Tasmania in partnership with the senior secondary schools and colleges to enable talented students to undertake university units of study either in conjunction with or in addition to their TCE studies, as below:

Students undertake a TCE subject extension where the TCE subject curriculum closely aligns to a UTAS first year or Foundation unit. TCE extension is available in selected language, visual and performing arts, arts and business studies. Extension units have extra work completed online and at university workshops or colloquia and are assessed by the university. These results are moderated with the student's TCE result to determine their final UTAS assessment; or

Students complete UTAS units undertaken either through the High Achievers Program or with a college or campus based facilitated class. These units are best suited to high achieving students whom the school/college assesses as capable of completing work at first year university level. These units may be predominantly delivered by distance mode supported by college staff and by visits from the lecturer and online feedback. Assessment for these units is the same as assessment for other UTAS students which will often mean taking an exam at a University campus. Results for UTAS units count towards the student's Tertiary Entrance/Australian Tertiary Admission Rank (TE/ATAR).

The University College Program is a key initiative of UTAS College. UTAS College has been established at the University of Tasmania as part of a wider strategy to develop a distinctive and personalised higher education model for Tasmanian students that strengthens pathways to UTAS from senior secondary school/colleges, the Vocational Education and Training Sector and for mature aged students. UTAS College also aims to give those who are highly talented a range of opportunities to fast-track or add value to their university education at UTAS. UTAS College is committed to working in partnership with the wider Tasmanian Education sector.

What are the benefits of the Program?

- Engagement and extension for capable pre-tertiary students.
- An introduction to university study which facilitates an easier, less stressful transition to university.
- University experience that can assist in future educational and career planning.
- The opportunity to complete UTAS units while in Year 11/12. These units can contribute to Associate Degree or Degree programs or Diplomas that add value to professional qualifications.
• The opportunity to engage with UTAS online learning and resources.
• Support by UTAS lecturers through assignments and workshops.
• No HECS (Higher Education Contribution Scheme) charges – a saving of around $650 per unit of study. *
• Access to UTAS Library and other on-campus facilities.

* Please see the section on Costs for International students

Who is eligible

Students are recommended for the program by their College according to their previous academic success, their motivation and maturity. College Staff will need to advise the principal of the student’s capacity to cope with University level study, develop independent learning strategies and ability to fit the UTAS studies into their existing TCE program. Enrolment forms must be signed by the College Principal. In addition, individual units within the University College Program will have specific pre-requisites.

How is it delivered?

The University College Program is offered in partnership with senior secondary Colleges. Individual UTAS Faculties and Schools deliver programs within the over-arching UCP structure.

When a unit is offered as an extension to a TCE subject the units of study are delivered through a combination of online and independent study undertaken at college or home supported by on campus workshops and colloquia.

Full UTAS units may be delivered in intensive on campus mode during UTAS Summer, Winter or Spring Schools or online, supported by online tutoring and on campus workshops or lectures. In the case of the Conservatorium the delivery and assessment of the Foundation practical Studies units is entirely College based.

How will the units be taught?

Units will involve a combination of assignment completion, online activities and/or attendance at UTAS tutorials or workshops. The program requirements will be available on MyLO and sent by email to both the student and their responsible teacher.

Students unable to manage or complete the requirements of this program may withdraw without academic penalty by census date (see key dates section), subject to advice/counselling from their School/College (Please see the Withdrawal section of this handbook).
High Achiever Program

The University of Tasmania High Achiever Program (HAP) is a parallel program provided by UTAS to provide high-achieving Tasmanian senior secondary school/college students with the opportunity to enrol individually in University units to complement and extend their TCE or IB studies.

To be eligible for HAP, students need to demonstrate very high levels of academic performance in senior secondary education. As an example, they would normally be expected to be enrolled in Year 12 and have completed three or more Level 3 subjects in Year 11, with exemplary achievements demonstrated in school/college reports and TE scores.

The University will consider applications from Year 11 students who show exceptional academic achievement, as well as the maturity to balance university experience with TCE study.

Most units in the HAP program are taught face-to-face at one of the UTAS campuses in Hobart, Launceston or Cradle Coast. Some units may also be available by flexible delivery modes.

For information on units available in 2011 go to:
http://www.futurestudents.utas.edu.au/hap/units-available

High Achiever Program units may contribute towards the calculation of the Australian Tertiary Admissions Rank (ATAR).

*Please note that HAP applications are due by January 21, 2011 and will need to include two written references form teachers, and copies of results.

Application & Admission

The application process collects important information in relation to the program and units and there is a separate application form for each program. Where students wish to apply for more than one program they will need to complete a separate form for each one. The completed application process will ensure the production of a UTAS ID card and email account with password details.

Choose

The first step towards application and admission is for the student to choose the program of study they wish to enrol in. Information on the programs available can be found in this handbook and on the UTAS website at http://www.utas.edu.au/utas-college/college-co-delivery. In addition UTAS staff may visit school/colleges to provide information and advice on the college programs. It is important for the student to discuss their interest in the program and their choices with parents/guardians and teachers to explore their eligibility and how the program will fit with their TCE study.

The senior secondary school/college liaises with UTAS staff (see contacts at the end of this section) to organise visits to the school/college and to receive brochures and application forms for distribution to eligible students. The school/college will also receive an administration package containing all the necessary documentation and instructions for completion of an application and
should liaise with students to address their eligibility for the programs available. Eligibility is verified by the senior secondary teacher responsible, and by the college, to ensure the student’s ability meets the workload requirements.

Apply

The senior secondary school/college makes available the application forms and the program information so that students can apply for their chosen program with the appropriate form. The application forms have been specially designed for the University College Program – students are required to complete their personal details and nominate the units in which they wish to be enrolled. A representative of the senior secondary school/college should sign the application to confirm that they have authority from the parent/guardian of the student. Once completed by students and authorised, the application form will then need to be signed by the School or College Principal.

Domestic students (Australian and New Zealand citizens or Australian permanent residents) should submit their application, Commonwealth Assistance Form (CAF) and any additional documentation for approval. Students who were not born in Australia but have obtained Australian citizenship or Permanent Resident status will need to provide a certified copy of their official paperwork as detailed on the form.

International students should follow the link on the UTAS website at www.international.utas.edu.au and submit the application form found on the website, together with academic transcripts from their current institution and proof of language proficiency – contact Jaclyn Ho by email at Jaclyn.Ho@utas.edu.au for further advice or information.

Once the documentation has been finalised the senior secondary school/college can undertake one of 2 options

Option 1: organise the collection of the forms by a member of UTAS staff who will check to ensure they are completed fully and that all the required documentation is attached.

The UTAS staff member will undertake a full check of all the documentation collated to ensure completeness and confirm accuracy.

Option 2: Collate all information and post to Enrolments, Student Centre. UTAS, Private Bag 45 GPO Hobart, 7001. Delays may occur if school/colleges adopt this method and problems with enrolments are subsequently identified.

Please note it is important to ensure that all information is included and filled out correctly. Please refer to the checklist in the administration package supplied.

In order to ensure that the enrolment is finalised as soon as possible the above documentation should be provided to UTAS at the earliest possible date. If there is uncertainty about the timelines in relation to any program please contact the relevant UTAS staff member for that program. Late applications after the semester 1 or semester 2 census dates should be discussed with UTAS staff (please see the list of UTAS contacts).
Enrolment & Costs

Enrol
After the completed and approved documentation has been received from the school/college, UTAS staff will enrol students in the relevant program in their chosen units and semester. Each semester has a census date whereby students need to finalise their enrolment and this is the last date for withdrawal from the unit or program. Enrolment and all administrative details must be finalised by the census date that has been set.

eStudent Centre is the UTAS student portal where students can view their enrolment, update personal details and access results. Every student is issued with an email account and password details in order to access the online student portal and UTAS email information. Instructions will be included in the information sent to students with their ID card. Students will also be given information on how to access and use eStudent Centre including an online eTour to familiarise themselves with the online process.

As part of the enrolment process students will be required to authorise direct communication between their school/college and UTAS on all aspects of this program. It is important for teachers and colleges to closely monitor student progress to ensure that enrolment in this program does not impact on a student’s normal year 11/12 program performance.

Costs

Domestic
Domestic students (Australian and New Zealand citizens or Australian permanent residents) are enrolled in a Commonwealth Supported Place (CSP) and must provide a completed CAF form which can be found in the administration package supplied by UTAS. An information booklet is available for students to read and understand the Higher Education Contribution Scheme (HECS) and Commonwealth Supported Places (CSP). Alternatively you can read more at http://www.goingtouni.gov.au/

UTAS pays the student contribution (or HECS) for domestic students enrolled in the University College Program which is a saving of around $650 per unit of study. There are no fees payable and a statement of account with a zero balance will be viewable in eStudentCentre. The only costs you will be liable for are any textbooks/stationery costs, and costs associated with attending workshops. Domestic students will also be issued with a Commonwealth Assistance Notice (CAN) which contains information about a student’s enrolment in a Commonwealth Supported Place.

International
International students are charged fees and will be required to pay the fees within the semester of enrolment. Students should contact the international student section for more information. An online fees invoice is available to view and print in eStudent Centre. Unit cost information (which may include a discount) can be obtained from International Services. Please submit your application form to International Services. For information on how to pay please contact UTAS on College.Administration@utas.edu.au.
Study Materials
If a student has queries regarding access to study materials or the content or delivery of the program, they should consult the specific UTAS facilitator for that particular program, and their contact details can be found in the program information section. UTAS facilitators for the individual program will provide a program of study, resources, workshops and academic assistance. Some programs will require access to MyLO which is the online learning system used at UTAS.

ID Card & Email
UTAS provides an ID card for all enrolled students. The card is used for Library transactions and also to pay for printing at various computer labs across each campus. Students will need to present their Student ID Card at UTAS exams and on request any time they are using UTAS facilities after hours. The senior secondary school/college can provide a CD of student photos with the applications for admission and UTAS will produce ID cards for all students. Each student image should show just head and shoulders (like a passport photo) and be saved as a separate picture file in jpeg format, (ie jpg) with the appropriate name for identification purposes.

Students will also receive additional information on services available to them as a UTAS student, and how to access those services (e.g. student card, access to library facilities, sport and recreation facilities, etc).

Most of UTAS communication with students is done via their UTAS webmail account. A username, password and email address will be provided to students via the senior secondary school/college. Students will be able to login easily wherever they have internet access. It is important for students to check their webmail account regularly or have it forwarded to their College account.

Monitoring & Reporting
It is important that the senior secondary school/college identifies any enrolment issues or concerns and discusses them with students on a regular basis. If a student is wishing to withdraw from a unit or a program then follow the instructions detailed in the withdrawal section of this handbook. If staff at the senior secondary school/college are unsure in relation to withdrawal timeframes they should contact UTAS at College.Administration@utas.edu.au

When the enrolment is finalised, UTAS will provide the senior secondary school/college with a full listing of all students enrolled in programs. This information will include unit and semester details as well as final dates for withdrawal. This will enable the senior secondary school/college to have clear information on what programs and units each individual student is enrolled in.

If a student has queries regarding access to study materials or the content or delivery of the program, they should consult the specific UTAS facilitator for that particular program, their contact details can
be found in this handbook. The UTAS facilitator for each program will provide a program of study, resources, workshops and academic assistance.

Communication with UTAS administration in relation to application, admission, enrolments and costs is done by email to College.Administration@utas.edu.au. Staff in the UTAS administration department will communicate with the senior secondary school/college on a regular basis including reminders of upcoming census dates, result release or program specific issues.

Withdrawals

If staff at the senior secondary school/college are unsure in relation to the withdrawal timeframes they should contact College.Administration@utas.edu.au

Census dates

Students unable to manage or complete the requirements of a program may withdraw from the unit and the program; however this needs to be completed by the census date in order to avoid a fail result. This means that any withdrawals after the census date would incur a penalty. Each semester has a census date (please refer to key dates).

Withdrawals can be done by completing the form included in the administration package and emailing it to College.Administration@utas.edu.au. The Withdrawal form should be signed by both the student and a staff member at the secondary school/college. It is not sufficient for the student to advise the lecturer that they will no longer be attending classes.

Please note that where the student is enrolled in more than one program, a withdrawal form will need to be completed for each program. There may be occasions when a withdrawal is unavoidable due to exceptional circumstances and UTAS staff will be able to provide advice should this occur.

Results

UTAS College Programs have a range of delivery methods and so the finalisation and publication of results will depend on which program a student is enrolled in. All results will be issued to colleges on a per college per program basis at the end of January and students must give permission for their results to be released in this way.

Tasmanian Certificate of Education (TCE) Subject Extension (Co-Delivery)

The TCE result counts towards the Australian Tertiary Admission Rank (ATAR) as normal.

To receive an award for UTAS units students will need to successfully complete mandatory assignments and workshops and achieve a TCE result of CA or better, contingent on the amount of extension work required by the UTAS unit. In the case of HMA103 Asia: Enduring Traditions, the results of the Tourism Case Study, rather than the full Australia in Asia and the Pacific subject, are moderated to contribute to the UTAS result.
UTAS will receive TCE results from the Tasmanian Qualifications Authority (TQA) in late December. Results will be moderated and combined with the results for UTAS projects at that time, and students will receive advice of their UTAS result in mid/late January.

On successful completion of the program and the respective TCE subject, students will be awarded results in UTAS units of study in the relevant Associate Degree, two units being equivalent to 25% of a first year load. UTAS results for co-delivery do not contribute additional points to the ATAR.

Full UTAS Units
An arrangement has been negotiated with the Tasmanian Qualifications Authority (TQA) such that units undertaken in the University College Program via this method are included in the calculation of ATAR scores.

On successful completion of a university unit, the student results will be forwarded to the TQA with the equivalent TCE score and will be assessed for eligibility for inclusion in the TCE and ATAR. University units of 12.5% are deemed to be the equivalent of half the size of a Level 3 subject.

In order to provide for the inclusion of the university units in the calculation of the ATAR, all Level 3 subjects completed have the TE score halved. Each half score is then the equivalent of a university unit. The best 10 half scores (with at least 6 in Year 12) are then selected to determine the ATAR. Further explanation and examples can be found at http://www.futurestudents.utas.edu.au/hap
**Legend of Results**

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<th>Description</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>Pass with High Distinction (80-100%)</td>
</tr>
<tr>
<td>DN</td>
<td>Distinction</td>
<td>Pass with Distinction (70-79%)</td>
</tr>
<tr>
<td>CR</td>
<td>Credit</td>
<td>Pass with Credit (60-69%)</td>
</tr>
<tr>
<td>PP</td>
<td>Pass</td>
<td>Pass grade (50-59%)</td>
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<tr>
<td>UP</td>
<td>Ungraded Pass</td>
<td>Pass awarded where the student can only pass or fail</td>
</tr>
<tr>
<td>NN</td>
<td>Failure</td>
<td>Failure (0-49%)</td>
</tr>
<tr>
<td>W0</td>
<td>Withdrawn</td>
<td>Student withdrew from a unit prior to the census date</td>
</tr>
<tr>
<td>WW</td>
<td>Withdrawn without academic penalty</td>
<td>May be used: a) when a student withdraws after the census date but prior to the academic withdrawal date; b) when a Faculty has granted a student’s request to be withdrawn without academic penalty from a unit due to extenuating personal circumstances.</td>
</tr>
<tr>
<td>WN</td>
<td>Withdrawn deemed failed</td>
<td>Student withdrew from a unit after the census date.</td>
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</tbody>
</table>

For more information on result codes please visit:

What facilities and services are available to support participants?

- School/colleges and colleges provide academic and student support.
- UTAS staff will provide a program of study, resources, workshops and academic assistance.
- UTAS administration staff will provide an administration package and respond to enquiries.
- Participation in the program also entitles students to rights as per normal UTAS students including internet and email access, library usage and use of other student facilities.

Step-Up: UTAS Library Outreach

For students not enrolled in UCP, Step Up is UTAS Library’s program to introduce Tasmanian Year 11 and 12 students to the university environment. The program is offered in partnership with Tasmanian senior secondary sector. The list of partner schools is available on the UTAS Library website. Application Forms for non UCP students to become a special borrower can be found online under Library Services/Special Borrowers.

Succeeding a University

The University College Program has been developed within the context a first year framework developed at UTAS that identifies the key areas for success at University.

Elements of success at University

(Model adapted from Lizzio, 2006; Wilson & Lizzio, 2009; Brown & Adam, 2009; and Luther, 2010)
Contacts:

A single point of contact for co-ordination of overall University College Program Participation at each College is recommended

UTAS College
Associate Professor Anne Langworthy
Academic Director
UTAS College
PH: (03) 6323 3632
Email: Anne.Langworthy@utas.edu.au

Administrative Officer
UTAS College
PH: (03) 6324 3343
Email: Anna.Mizzi@utas.edu.au

Administration Enquiries:
The main form of contact with UTAS regarding administration queries is via email to College.Administration@utas.edu.au however individual staff members are also available by phone and email on the details below.

- Application & Admission - Clare Moore on 6226 8580 or email Clare.Moore@utas.edu.au
- ID Cards & Email – Shauna-Lee Ward on 6226 2056 or email ShaunaLee.Ward@utas.edu.au
- Enrolments – Shauna-Lee Ward on 6226 2056 or email ShaunaLee.Ward@utas.edu.au
- Results – Shauna-Lee Ward on 6226 2056 or email ShaunaLee.Ward@utas.edu.au
- International Applications - Jaclyn Ho on +61 (03) 6226 8592 or email Jaclyn.Ho@utas.edu.au
- International Fees - Lyn Maloney on +61 (03) 6324 3538 or email Lyn.Maloney@utas.edu.au
## Key Academic Dates for 2011

**Summer School (Semester 3)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Summer School Census Date</td>
<td>14&lt;sup&gt;th&lt;/sup&gt; January</td>
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**Semester 1**

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<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Commencement</td>
<td>21 February</td>
</tr>
<tr>
<td>Census Date (last date for withdrawal)</td>
<td>31 March*</td>
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<tr>
<td>* Census Date HMA 103 only</td>
<td>20 April</td>
</tr>
<tr>
<td>Ends</td>
<td>27 May</td>
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<tr>
<td>Exams</td>
<td>1 June - 21 June</td>
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**Winter School (Semester 4)**

<table>
<thead>
<tr>
<th>Event</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Winter School Census date</td>
<td>2 June</td>
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**Semester 2**

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Commencement</td>
<td>11 July</td>
</tr>
<tr>
<td>Census Date (last date for withdrawal full year units &amp; second semester)</td>
<td>31 August</td>
</tr>
<tr>
<td>Ends</td>
<td>14 October</td>
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<tr>
<td>Exams</td>
<td>22 October - 8 November</td>
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<td>UTAS unit result release</td>
<td>25 November</td>
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<td>UTAS results for co-delivery</td>
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## 2011 Units – Summary

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<th>PROGRAM</th>
<th>Co-delivery Units</th>
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<td>Riawunna</td>
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<td>Colonised Land: Indigenous Australian History</td>
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<td>Contemporary Indigenous Australia</td>
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<td>Tasmanian School of Art</td>
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<td>Core Studies in Art Design (Surface, Expression and Form)</td>
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<td>Object Design</td>
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<td>Introduction to Installation Art</td>
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<tr>
<td>School of Visual &amp; Performing Arts</td>
<td>ARASC Art Appreciation</td>
<td>Journals, Concepts &amp; Reviewing</td>
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<td>Practice Presentation &amp; Documentation</td>
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<td>ARTSC Art Production</td>
<td>Journals, Concepts &amp; Reviewing</td>
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<td>SDD315110 Drama</td>
<td>Journals, Concepts &amp; Reviewing</td>
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<td>SDP315110 Theatre performance</td>
<td>Journals, Concepts &amp; Reviewing</td>
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<td>Art Studio Practice ART315209</td>
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<td>Practice Presentation &amp; Documentation</td>
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<td>Asian Studies</td>
<td>AAP315110 Australia in Asia and the Pacific</td>
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<td>Conservatorium of Music</td>
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<td>Music Project 1</td>
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<td>College Language Program*</td>
<td>FRN315109 French</td>
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<td>JPN315109 Japanese</td>
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<td>CHIN325109 Chinese</td>
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*Not open to background speakers*
2011 Program Offering and Units

Asian Studies Program

The University of Tasmania’s (UTAS) School of Asian Languages and Studies has launched an exciting new initiative for students studying in the tourism component of ‘Australia in the Asia Pacific’ (AAP) in Year 11 or 12. The University College Program (UCP) will enable college students to have a concurrent enrolment at UTAS and gain a result in one first year Level 100 unit in the Associate Degree in Arts. This Level 100 unit may also count towards a number of other degrees at UTAS and at other universities.

Contact
Dr Kaz Ross
Room 325, Arts Building, Hobart
Phone: (03) 6226 2342
Email: Kaz.Ross@utas.edu.au

HMA103 Asia: Enduring Traditions

Unit description
The unit explores the ‘idea’ of Asia and a range of issues relevant to this geographic region, ranging from the enormous diversity of peoples and cultures to the main religions and belief systems of Asia. It also examines the emergence of modern Asia with a particular focus on the effects and cultural assumptions of travelling people, goods and ideas.
HMA103 University College Program presents material in a manner which both deepens and broadens the themes addressed in the AAP core unit and tourism components.

Students will gain an understanding of how the movement of people, goods, and ideas has had a major impact on Asian societies and cultures in the past and continues to shape contemporary Asian societies and cultures.
Through extension work, students will learn how to utilise knowledge of Asian religions, beliefs and living patterns in assessing contemporary travel practices.

Learning Objectives
On successful completion of this unit students are expected to be able to:
1. Understand the heterogeneous nature of Asia and Asian societies
2. Correctly identify the key countries of Asia on a map
3. Evaluate the role of religion and belief systems in some Asian societies
4. Compare how different Asian societies have responded to political, economic and social change brought about by travel

Pre-requisites or conditions
All students who are enrolled in the Tourism component of 'Australia in the Asia Pacific' (AAP) will be eligible to participate.
Weight
12.5% credit.

Teaching format
3 x 4 hour workshops; some online activities

Key dates:

<table>
<thead>
<tr>
<th>Colleges in the South</th>
<th>Colleges in the North</th>
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<tbody>
<tr>
<td>UTAS Hobart campus: 10 – 2pm</td>
<td>UTAS Launceston campus 10 – 2pm</td>
</tr>
<tr>
<td>Workshop 1 – Mid March tbc</td>
<td>Workshop Mid March tbc</td>
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<tr>
<td>Workshop 2 – Mid April tbc</td>
<td>Workshop Mid April tbc</td>
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<td>Workshop 3 – Mid May tbc</td>
<td>Workshop Mid May tbc</td>
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Student commitment required
To successfully complete this program, you will work with your AAP teacher who will provide additional UTAS material within your existing AAP classes. Students enrolled in the UTAS College program will be required to
- attend three workshops
- complete extra assessment: 2 x 500 word assignments; 2 x short online test;
- participate in a group project with presentation at the final workshop.

Assessment
Short written assignments totalling 1,000 words (20%); group conference presentation (20%); short online tests (20%); AAP Tourism case study (40%); Hurdle requirement – students must pass an in-class test on the map of Asia.

Other Information
Results in this unit will not contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 20th April, 2011.
Business Program

BFA103 Accounting and Financial Decision Making

Unit description
This unit is designed to provide you with an understanding of the role that accounting plays in various aspects of financial decision-making. You will learn how profit and wealth are measured in a business context, and how the major financial statements that provide information about business performance, financial position and cash flows are constructed and prepared. A user rather than preparer perspective is adopted: you will learn how the outputs of the accounting process can be interpreted and used by people both internal and external to business organisations.

The unit has been designed to meet the needs of two broad categories of students. For those of you intending to take further units in accounting, this unit will serve as an essential foundation and preparation for that continued study. For those of you not intending to take further units in accounting, the experience gained from this unit will be valuable in understanding the concepts and principles underlying the practice of accounting. This understanding will enhance your understanding of financial information in the decision making process.

Learning Outcomes
On completion of this unit, you should be able to:

1. Discuss and evaluate the role that accounting information plays in practice within an environment of financial and managerial decision making.
2. Describe and apply the principles of cash and accrual accounting to particular transactions.
3. Prepare a simple bank reconciliation statement, balance sheet, income statement and cash flow statement; and explain the relationships that underlie the preparation of these financial reports.
4. Analyse and interpret financial reports; and calculate ratios in order to make meaningful comparisons between businesses.
5. Explain and apply techniques related to both long-term and short-term managerial planning and decision making.

Weight
12.5%

Pre-requisites or conditions
In order to study BFA103 Accounting and Financial Decision Making through the UTAS College Program, you must also be studying the Tasmanian Qualifications Authority subject Accounting 3. In addition, in order to obtain a pass result in BFA103 Accounting and Financial Decision Making, you must at least obtain a Satisfactory Achievement Award in Accounting 3.

Teaching format
BFA103 Accounting and Financial Decision Making will be taught using a seminar style. Each seminar will consist of discussion of accounting and finance topics and students and teaching staff collaboratively working through accounting case studies, problems and exercises. These seminars will last approximately one and a half hours each and will be held weekly over the thirteen week semester.
Key Dates
Faculty of Business staff will visit schools and colleges in the first semester of the University year in order to discuss the program with students, to provide further information and to enrol students. The weekly seminar program will commence in the first week of the University second semester. An assignment will be set during the semester, which will have a due date in week 11 of the University second semester. The program will culminate with an examination which will be held during the University examination period at the end of the second semester.

Student commitment required
Students who undertake the UTAS College BFA103 Accounting and Financial Decision Making program will need to commit to a weekly seminar of 1 1/2 hours each week in the second semester. The time for this seminar will be negotiated with school/colleges, but would normally be after school/college timetabled activity, on a week day.

Assessment
Students will need to successfully complete an assignment which deals with interpretation of company financial information, and will also need to successfully complete an examination of three hours length. The examination comprises 60 per cent of the assessment in BFA103.

Other Information
The seminar program covers topics that are included in the BFA103 Accounting and Financial Decision Making unit, but which are not covered in the TQA Accounting 3 course. Students will find these additional topics challenging, interesting and topical. Indeed they will complement TQA Accounting 3 study.

Students do not need to acquire any additional resources to complete this UTAS College program.

Results in this unit will not contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.

Contact details
Steve Allen
Cradle Coast Campus
PH: (03) 6430 5287
Email: Steve.Allen@utas.edu.au
College Language Program

“The College Language Program is a fun, simple way for those already doing a pre-tertiary language course to gain course credit for first year university studies. The [workshops] at the university are interactive, enjoyable and do not impinge on your college work load. They also let those planning to continue their language studies to meet their potential lecturers... Regardless of if you intend to continue your language studies, the [Program] is a great way to already have course credit before going to uni. I’d highly recommend these programs to anyone taking pre-tertiary language courses.”

2011 Language Offerings
Chinese, French and Japanese are offered, subject to minimum numbers in each of the languages.

Aims
The University College Program in Languages enables college students to have a concurrent enrolment at UTAS and gain a result in first year introductory level language in the Diploma in Languages. The units equate to 25% of a full-time university first year load. The result gained may count towards a degree at UTAS or at another university.

The Program aims to provide a gentle introduction to university for TCE students. Participants gain important skills, become familiar with the UTAS campus, and gain credit for introductory level language study which can count towards future study. Through the Program, students will have the opportunity to meet UTAS staff, UTAS students, and students from other colleges in Tasmania.

Pre-requisites/conditions
The Program is open to students undertaking a pre-tertiary Level 3 in one of the languages offered, or to students who in 2010 have completed to high CA standard or above in one of the languages offered.

The Diploma in Languages
Completing the University College Program in a language will give students a result for the introductory part of a Diploma in Languages (one quarter of the Diploma). A Diploma in Languages is a university level language major taken in its own right.

Options for counting the result towards a future degree and continuing language at UTAS:
- Count result towards a language major in a Bachelor of Arts degree.
- Count result as an elective subject in a degree if the degree rules permit. For example in a Bachelor of Arts the result will count as one quarter of a first year load. There are different rules for this depending on the type of degree you choose and Faculty approval is required.
- Continue the Diploma in Languages as a course on its own.
- Continue the Diploma in Languages alongside another degree, such as Bachelor of Science, Bachelor of Business, Bachelor of Law, etc. Faculty approval is required.
- Go overseas for in-country study to complete another part of the Diploma in Languages or language major.

**HEF103 French**

**Unit description**
This is an intensive unit for pupils enrolled in TCE French through Tasmanian Senior Secondary Colleges. It aims to bring students' French language competence to a level at least equivalent to HEF102 French 1B. During the workshops emphasis will be placed on extending students’ understanding of French grammar, with the aim of enhancing students’ ability to express themselves more accurately and precisely in written French. Students may also be expected to participate in some communicative activities designed to practise specific grammatical structures. It is assumed that achieving greater accuracy in written French will eventually enhance confidence in spoken French.

**Learning Outcomes**
On completion of this unit, you should be able to:
1. express yourself more accurately in written French using more sophisticated syntax
2. interpret more accurately the meaning of specific grammatical structures in context
3. write more effectively about specific past and present routines or experiences in French
4. use target structures in spoken French with greater confidence
5. write (and eventually talk) about personal experiences in French with a more nuanced employment of specific, target structures (such as the subjunctive and the past tenses)

**Pre-requisites or conditions**
The course is suitable only for those students concurrently undertaking the level 3 TCE French course FRN315109.

**Weight**
25% undertaken over one year.

**Teaching format and student commitment required**
To complete this program successfully, students will work with their language teacher and with a UTAS language coordinator. They will be required to work online with additional material, complete UTAS assessment tasks and attend six workshops.

There is an expectation that students will attend all six workshops, as each workshop will have an assessment component.
If students miss a workshop due to extenuating circumstances, online work will be provided for a maximum of two workshops.

Workshops will be held on weekdays during after school/college hours at the Launceston and Hobart Campuses.

**Key dates**
All workshops will run from 4.30pm to 6.30pm:

- Workshop 1 – Thursday 7 April
- Workshop 2 – Thursday 5 May
- Workshop 3 – Thursday 2 June
- Workshop 4 – Thursday 18 August
- Workshop 5 – Thursday 22 September
- Workshop 6 – Thursday 13 October
Assessment
Assessment: 70% - results of the TCE exams, 30% - results of UTAS assessment.

The final results will be modified to comply with the UTAS 1st year French level.

Other Information
Results in this unit will not contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.

Contact details
Dr Adam Russell
Sandy Bay, Hobart
Email: Adam.Russell@utas.edu.au
Phone: (03) 62 26 2347

HMC103 Chinese

Unit description
The program in Chinese will build upon your TCE language study to complete the requirements of first year university level Chinese. It will develop competence in beginners spoken and written Chinese and will give an introduction to Chinese history and society. It is designed to prepare you for the next step, which is UTAS second year level Chinese study.

Please note that the offer of Chinese through this program is subject to minimum numbers. Please check with the School of Asian Languages and Studies for details.

Learning Outcomes
On completion of this unit, you should be able to:

- have a good understanding of phonetic system of Mandarin Chinese and develop good pronunciation habits.
- converse in Chinese with confidence using basic knowledge and skills provided through class practices and interaction on a variety of topics learnt from the textbook and supplementary materials.
- understand and apply the basic elements of Chinese grammar, particularly word order and sentence structure.
- recognize and write about 700 basic Chinese characters.
- demonstrate a broader knowledge and understanding of important aspects of the cultural elements embedded in Chinese language and the cultural heritage reflected in the writing system.

Weight
25% taken over one year

Pre-requisites or conditions
The course is suitable only for those students concurrently undertaking the level 3 TCE Chinese course CHIN315109.
Native speakers of Chinese cannot enrol in this program. If you have spent more than three months in a Chinese-speaking country then you must contact the coordinator to discuss whether it is appropriate for you to enrol in this program.

**Teaching format**

To complete this program successfully, students will work with their language teacher and with a UTAS language coordinator. They will be required to work online with additional material, complete UTAS assessment tasks and attend six workshops.

There is an expectation that students will attend all six workshops, as each workshop will have an assessment component.

Workshops will be held on weekdays during after school hours at the Hobart campus and at the Cradle Coast campus. At the Cradle Coast campus there will be a combination of face-to-face and videoconferenced workshops.

**Key dates**

All workshops will run from 4.30pm to 6.30pm:

- Workshop 1 – Thursday 7 April
- Workshop 2 – Thursday 5 May
- Workshop 3 – Thursday 2 June
- Workshop 4 – Thursday 18 August
- Workshop 5 – Thursday 22 September
- Workshop 6 – Thursday 13 October

**Student commitment required**

Attendance at the workshop is compulsory.

**Assessment**

Assessment: 70% - results of the TCE exams, 30% - results of UTAS written and conversation assessment.

The final results will be modified to comply with the UTAS 1st year Chinese level.

**Other Information**

Results in this unit will not contribute to your TE/ATAR.

Enrolled students *not* wanting to complete this unit must withdraw by 31st August, 2011.

Students will be welcomed as a part of the School of Asian Languages and Studies and will have access to the Asian Studies Seminar Series and to other events including Asian film viewings and the annual Student Showcase.

**Contact details**

Dr Mark Harrison  
School of Asian Languages and Studies  
PH: (03) 6226 2345  
Email: Mark.Harrison@utas.edu.au
HMJ103 Japanese

Unit description
The program in Japanese will build upon your TCE language study to complete the requirements of first year university level Japanese. It will develop competence in beginners spoken and written Japanese. It is designed to prepare you for UTAS second year level language study.

Please note that the offer of Japanese through this program is subject to minimum numbers. Please check with the School of Asian Languages and Studies for details.

Learning Outcomes
On completion of this unit, you should be able to:

- Understand the basic elements of Japanese grammar, particularly word order and sentence structure, including expressing existence, using positional words, counting and expressing numerals and counters, conjugating verbs and adjectives, using comparatives and superlatives, expressing probability and conjecture and describing abilities.
- Recognise and write 104 Kanji and recognise a further 80 Kanji
- Converse in Japanese with confidence using basic knowledge and skills
- Have a beginner’s knowledge of aspects of Japanese culture

Weight
25% over one year

Pre-requisites or conditions
The course is suitable only for those students concurrently undertaking the level 3 TCE Japanese Course JPN315109.

Native speakers of Japanese cannot enrol in this program. If you have spent more than three months in Japan then you must contact the coordinator to discuss whether it is appropriate for you to enrol in this program.

Teaching format and student commitment required
To complete this program successfully, students will work with their language teacher and with a UTAS language coordinator. They will be required to work online with additional material, complete UTAS assessment tasks and attend six workshops.

There is an expectation that students will attend all six workshops, as each workshop will have an assessment component.

Workshops will be held on weekdays during after school hours at the Launceston, Hobart and Cradle Coast campuses. At the Cradle Coast campus there will be a combination of face-to-face and videoconferenced workshops.

Key dates
All workshops will run from 4.30pm to 6.30pm:

Workshop 1 – Thursday 7 April
Workshop 2 – Thursday 5 May
Workshop 3 – Thursday 2 June
Workshop 4 – Thursday 18 August
Workshop 5 – Thursday 22 September
Workshop 6 – Thursday 13 October

**Assessment**
Assessment: 70% - results of the TCE exams, 30% - results of UTAS written and conversation assessment

The final results will be modified to comply with the UTAS 1st year Japanese level.

**Other information**
Students will be welcomed as a part of the School of Asian Languages and Studies and will have access to the Asian Studies Seminar Series and to other events including Asian film viewings and the annual Student Showcase.

Results in this unit will not contribute to your TE/ATAR.

Enrolled students **not** wanting to complete this unit must withdraw by **31st August, 2011**.

**Contact details**
Takame Ueki  
Coordinator of Japanese  
School of Asian Languages and Studies  
PH: (03) 6226 2360  
Email: Takame.Ueki@utas.edu.au
Conservatorium of Tasmania

The Conservatorium of Tasmania is offering study in two streams, Music Performance and Musical Production.

**UTAS College Music Performance Program**
FCP110 Foundation Practical Studies and FCP120 Advanced Practical Studies

This program is for students in years 11 and 12 in government, independent and Catholic school/colleges who demonstrate significant skills in music performance. The program is at Associate Degree level and provides significant challenges for young musicians. The course coordinator is Dr Andrew Legg (Acting Head of School, Conservatorium of Tasmania) and is currently managed by Mr Frank Bansel (Senior lecturer Music Education Programs).

For college students, the UTAS unit replaces the Pre tertiary C “Music Performance” course previously administered under the TQA. The TQA have confirmed that FCP 110 will attract a TER score, and the highest rating of 3+.

**UTAS College Musical Production Program**
First Year – Music Project 1 FCE 107
Second Year – Music Project 2 FCE 202

This program is available to all students in State, Independent and Catholic school/colleges that undertake a music theatre production, who participate on stage in a dramatic, singing or choreographic role or who play in the orchestra/band. Selection for enrolment is based upon the student’s perceived capacity to work at the required standard and admission is formally supported by the teaching staff and director. Course Coordinator is Dr Andrew Legg (Deputy Head of School) and managed by Mr Frank Bansel (Senior Lecturer Education Programs).

The program aims to recognise and accredit high achievement in musical theatre performance for which little extrinsic reward currently exists. It recognises and seeks to enhance the high standard of senior secondary theatre music productions by supporting them financially and artistically by providing opportunities for master classes undertaken by music theatre professionals.

**Contact**
Dr Andrew Legg
Deputy Head of School
Conservatorium of Music
PH: (03) 6226 7329
Email: Andrew.Legg@utas.edu.au
FCP113 Foundation Practical Study

Unit description
This unit is the first of two units aimed at providing an intensive course of study in music performance or composition designed to build skills to allow a successful audition into the Bachelor of Music Degree, performance or composition stream. A wide range of styles and idioms will be included. Regular, detailed feedback on the student’s work and progress is given during the student’s weekly music/performance class as well as through the more formal assessment tasks. At this level the student’s study will focus on performance or compositional fundamentals. The student’s command of fundamental performance skills (tone production, technical fluency, accurate tuning, correct tempo and rhythm etc) will be demonstrated in both mid-year and end of semester performance assessments. Similarly, for those majoring in composition, the student’s command of compositional elements and capacity to write in an interesting, coherent manner will be demonstrated through a growing portfolio of work in both mid-year and end of semester assessment procedures.

Pre-requisites or conditions
The majority of students would undertake this syllabus in Year 12 upon successful of the TCE Pre-tertiary Music Syllabus in Year 11. In the case of exceptional students, they may take the course in year 11 and then proceed to the High Achievers Music Program (formerly Prelude and Overture) in year 12. Teachers in school/colleges, in collaboration with the Course Coordinator will determine the suitable pathways for students where doubt exists.

Weight
This course is weighted at 25%.

Teaching format
The course is patterned in the same manner as a Pre tertiary TCE subject to ensure students receive the breadth of teaching and learning support over 150 hours. Within the Conservatorium context this unit would be one of a number taken in Year 1 ensuring students had sufficient theory as well as performance opportunities. Teachers in school/colleges work collaboratively to develop and disseminate teaching and learning materials to ensure consistency of approaches and standards.

Key dates
Midyear formative assessments are conducted in July and August in each of the school/colleges and culminating performance assessment in late October early November. These are moderated panel assessments involving classroom teachers and Conservatorium staff.

Student commitment
Students are required to invest significant time in instrumental learning and performance, as well as concert attendance and critical listening activity. They are required to demonstrate significant independence in their learning and develop a major performance program and maintain a portfolio containing recordings, critical reflections, compositions and research works.

Assessment
For Performance students, this assessment procedure focuses upon accuracy; agility; control and style. Students should consider the following aspects when preparing for this performance: tuning, intonation, tone production, projection, rhythm, tempo, groove, accentuation, note accuracy and evenness, accurate harmonic referencing, articulation, fluency, bow/stick technique, phrasing,
interpretation, dynamics, stage-craft awareness, posture, attire, presentation and engagement with audience.

For **Composition students**, this assessment procedure focuses upon compositional techniques - the methods used to create music including writing musical notation, instrumentation, and handling musical ensembles. Students must be able to present four complete works (totaling 8 – 10 minutes in length) and discuss their structure or organization paying particular attention to their musical influences, intentions and challenges. Students should be able to demonstrate a strong understanding of such elements as silence, pitch, texture, dynamics, tempo, attack and decay, duration, meter, rhythm, melody, harmony, timbre and instrument(s) as the primary materials for the composition of music at the fundamental level. They should be able to articulate the aesthetic choices they made in the selection and manipulation of these elements to create their original compositions.

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<thead>
<tr>
<th>PERFORMANCE STRAND</th>
<th>COMPOSITION STRAND</th>
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<tbody>
<tr>
<td>1a. Music performance skills – particularly:</td>
<td>1b. Development and notation of original, coherent works - particularly:</td>
</tr>
<tr>
<td>• Skill in realising the potential expressiveness and versatility of instrument/voice</td>
<td>• demonstration of understanding of melodic and linear motion, the shaping force of rhythm, musical form and instrumentation</td>
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<tr>
<td>• Dexterity, flexibility and fluency of the student’s performing technique on their instrument</td>
<td>• understanding of compositional techniques</td>
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<td>• confident and assured style of presentation</td>
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<tr>
<td>2. Technical ability – particularly:</td>
<td>2. Technical ability – particularly:</td>
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<tr>
<td>• tuning, intonation and tone production</td>
<td>• the capacity to notate and publish original works exercising appropriate control over the technical elements of composition</td>
</tr>
<tr>
<td>• projection, rhythm, tempo and accentuation,</td>
<td>• understanding of formal conception, instrumentation, handling of pitch and temporal materials etc</td>
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<tr>
<td>• note accuracy and evenness</td>
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<tr>
<td>• accurate harmonic referencing, articulation</td>
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<tr>
<td>• fluency, phrasing, interpretation and dynamics</td>
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<tr>
<td>• evidence of thoughtful preparation</td>
<td>• the use of personal experience, imagination and extant musical material to generate original works</td>
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<tr>
<td>• responding to a range of musical styles sensitively and musically</td>
<td>• the ability to communicate ideas through the appropriate use of compositional skills</td>
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<tr>
<td>• stage-craft awareness, posture, attire, confident demeanour</td>
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<tr>
<td>4. Communication of ideas and information – particularly</td>
<td>4. Communication of ideas and information – particularly</td>
</tr>
<tr>
<td>• the ability to reflect upon and appraise the quality of work and effort undertaken</td>
<td>• the ability to reflect upon and appraise and the quality of work and effort undertaken</td>
</tr>
<tr>
<td>• the capacity to demonstrate an understanding of the importance</td>
<td>• the capacity to use ICT to publish original works</td>
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| of the rehearsal/practice process | • the capacity to engage in research to support their compositional competence  
|                                 | • the capacity to articulate their compositional intentions  
|                                 | • the capacity to demonstrate attendance at and reflection upon performances |
| • the capacity to articulate musical preferences in style, genre, form etc | • the capacity to articulate their compositional intentions  
| • the capacity to demonstrate attendance at and reflection upon performances | • the capacity to demonstrate attendance at and reflection upon performances |

**Expectations for performance students:**
A diversity of style should be encouraged for recital programs. The student must also furnish the panel with their portfolio containing a range of elements including: compositional exercises, recordings and or videos of their work, a concert/performance attendance log and critical reflections upon their own work and the performances of others. The class teacher is responsible for ensuring accurate timings (ie. that the times represented by the student are acceptable for the chosen works). Students must play a program that has been approved by the college and UTAS. Students need to provide the panel with a copy of the scores for music they intend to play in the exam.

**Expectations for Composition students:**
Students must present a portfolio of their compositional works including:
- Four (4) completed works (totalling approximately 8 – 10 minutes)
- Other drafts, incomplete works, studies and compositional tasks and exercises as set by the teacher
- Research, listening activity log and stimulus material.
- Recording or video of a performance of some original pieces
- Critical reflections of their own work and the work of others where appropriate.

Works for presentation must be clearly and appropriately notated either by hand or printed using appropriate notation software. Compositional works should be accompanied by a declaration that they are the students' own work and so endorsed by the teacher. The exam will provide opportunity for the panel to examine the student's works and engage in conversation with the student to elicit information concerning the student’s understanding of the composition process, the musical intentions of their works and the extent to which they can reflect upon their work and set future compositional challenges,

**Other information: Generic skills and learning outcomes**
Generic (general) graduate attributes are skills, abilities and competencies you can acquire and apply to a wide range of activities in your life, including employment. They are among the qualities highly valued by universities, communities and employers and are recognised as essential elements of your education.

The Faculty of Arts has chosen three areas of particular interest for its graduands: communication, analytical skills, and information literacy skills. Effective practical performance demands students develop communication, information literacy and analytical skills so at the completion of the unit, students should have:

1. Improved communication, information literacy and analytical skills by:
   a. Exploring specific areas of instrumental performance or compositional development, with special attention given to the establishment and consolidation of technical and improvisational skill;
b. Learning basic strategies to improve performance, in particular effective practising techniques, designed to utilize available time efficiently;
c. An awareness of the copyright issues affecting musicians.

2. Demonstrated effective communication, information literacy and analytical awareness through:
   a. Performing/presenting specific works/standards/exercises/transcriptions to examination standard;
   b. Engaging in specific activities to enhance the development of critical awareness of performance/composition issues (weekly instrumental/composition class, concert practice, exam presentations, attendance at professional concerts);
   c. Engaging in research on each of the works presented in the unit.

These generic outcomes will be assessed through Criteria 3 and 4.

Other Information
Results in this unit will contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.

FCP120 Advanced Practical Studies

Unit description
This unit is the second of two units aimed at providing an intensive course of study in music performance or composition designed to build skills to allow a successful audition into the Bachelor of Music Degree, performance or composition stream. A wide range of styles and idioms will be included. Regular, detailed feedback on the student’s work and progress is given during the student’s weekly music/performance class as well as through the more formal assessment tasks. At this level the student’s study will focus on performance or compositional fundamentals. The student’s command of fundamental performance skills (tone production, technical fluency, accurate tuning, correct tempo and rhythm etc) will be demonstrated in both mid-year and end of semester performance assessments. Similarly, for those majoring in composition, the student’s command of compositional elements and capacity to write in an interesting, coherent manner will be demonstrated through a growing portfolio of work in both mid-year and end of semester assessment procedures. Similar to FCP 110, the course focuses upon the same learning objectives and assessment criteria as stated above but with a more demanding standards matrix available in the course outline.

This course may be attractive to students who have completed FCP 110 and do not wish to proceed to the HAP program preferring to enhance their performance skills through this form of study.

Learning Outcomes
The learning outcomes are an extension of the outcomes for FCP 110, requiring higher levels of achievement against the generic assessment criteria:

1. The development of advanced music performance or compositional skills –
2. The development of advanced musical technical facility
3. The development of high level musicianship
4. Communication of ideas and information
Generic (general) graduate attributes are skills, abilities and competencies you can acquire and apply to a wide range of activities in your life, including employment. They are among the qualities highly valued by universities, communities and employers and are recognised as essential elements of your education.

The Faculty of Arts has chosen three areas of particular interest for its graduands: communication, analytical skills, and information literacy skills. Effective practical performance demands students develop communication, information literacy and analytical skills so at the completion of the unit, students should have:

1. Improved communication, information literacy and analytical skills by:
   a. Exploring specific areas of instrumental performance or compositional development, with special attention given to the establishment and consolidation of technical and improvisational skill;
   b. Learning basic strategies to improve performance, in particular effective practising techniques, designed to utilize available time efficiently;
   c. An awareness of the copyright issues affecting musicians.

2. Demonstrated effective communication, information literacy and analytical awareness through:
   a. Performing/presenting specific works/standards/exercises/transcriptions to examination standard;
   b. Engaging in specific activities to enhance the development of critical awareness of performance/composition issues (weekly instrumental/composition class, concert practice, exam presentations, attendance at professional concerts);
   c. Engaging in research on each of the works presented in the unit.

**Weight**

25%

**Pre-requisites or conditions**

Completion of FCP110 or FCP 113 Foundation Practical Studies.

**Teaching format**

The course is patterned in the same manner as a Pre tertiary TCE subject to ensure students receive the breadth of teaching and learning support over 150 hours. Within the Conservatorium context this unit would be one of a number taken in Year 1 ensuring students had sufficient theory as well as performance opportunities. Teachers in school/colleges work collaboratively to develop and disseminate teaching and learning materials to ensure consistency of approaches and standards.

**Key dates**

Midyear formative assessments are conducted in July and August in each of the school/colleges and culminating performance assessment in late October early November. These are moderated panel assessments involving classroom teachers and Conservatorium staff.

**Student commitment**

Students are required to invest significant time in instrumental learning and performance, as well as concert attendance and critical listening activity. They are required to demonstrate significant independence in their learning and develop a major performance program and maintain a portfolio containing recordings, critical reflections, compositions and research works.
Assessment
Instrumental/vocal: End of semester external assessment: 50%, 20 minutes. The material presented will reflect the work undertaken in the one-to-one lesson, eg. Technical work, studies, recital repertoire, student journal et al.

Internal assessment component: 50 % reflecting the student’s participation in all unit activities, classes and rehearsals e.g. concert/repertoire diary, ensemble commitment, reflections, performance critiques etc as required by the teacher as outlined in course support materials.

Assessment Criteria as above.

Other Information
Results in this unit will contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.

FCE 107 Music Project 1 (1st year) and FCE 202 Music Project 2 (2nd year)

Unit description
These units accredit individual students in on stage roles in school/college major music theatre productions or who play in the production’s orchestra/band. Students are required to maintain a commitment to the production through attendance at rehearsals and contribute significantly to the production through individual and ensemble work focussed upon supporting the artistic and directorial intentions of the production.

Pre-requisites or conditions
There are no prerequisites for this unit.

Weight
This unit is weighted at 25%

Teaching format
This unit recognises that the majority of school/college production rehearsals are undertaken out of class time. Students will receive and must adhere to a rehearsal schedule as developed by the production team and be committed to the performance process and schedule.

Key dates
External assessment is undertaken during the performance season. Students must commit to and be available for all master classes, workshops and rehearsals as part of the assessment process.

Student commitment
Students must undertake to support the production by accepting direction, maintaining commitment to high production values and observing the protocols of theatre performance. The rehearsal process will culminate in a performance season in which students are expected to maintain high quality.
**Assessment**

Assessment is collaboratively undertaken by Conservatorium staff and the directorial team of the production. Conservatorium staff may attend at major rehearsal points in the production to glean progress and have opportunity for formative assessment. Conservatorium staff will undertake external assessment at one performance during the season. In the event of ‘double casting’ it may be appropriate to attend more than one performance for this purpose. An assessment meeting occurs at a suitable time after the production – this meeting includes production staff and Conservatorium assessors. It is at this meeting that feedback is given and awards are determined.

**Other information**

Communication between schools/colleges and the Conservatorium is essential. Forward planning and the opportunity to work collaboratively is essential to the operational success of this opportunity. Early determination of the production to be undertaken, the numbers of students involved and the planned schedule of rehearsals and performances is of great importance where high numbers of students to be assessed occurs. This unit attracts a scholarship and is thus ‘HECS free’.

Results in this unit will contribute to your TE/ATAR.

Enrolled students **not** wanting to complete this unit must withdraw by **31st August, 2011**.
Education

Contact
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ESH100 Thinking and Writing at University

Unit Description
Thinking and Writing at University develops and assesses those thinking and literacy skills essential to study at a university level. There is a particular focus on tertiary literacy (the level of literacy required to operate effectively at a tertiary level), critical analysis (higher order thinking skills such as interpretation, analysis, inference, synthesis and evaluation), and information literacy (the ability to collect and evaluate information from appropriate sources). ESH100 also introduces you to important learning strategies such as overcoming procrastination, understanding your preferred learning style, developing attitudes that are conducive to optimal learning, and time management. This unit acts as a key component of the Associate Degree in Arts, introduces skills that will be further developed in other courses, and is available as an elective unit in other degree programs.

Learning Outcomes
On completion of this unit you should be able to:

- Demonstrate and articulate understanding of the process of writing a university essay.
- Demonstrate and articulate awareness of the tertiary literacy skills required to complete an essay appropriate to first year university students.
- Interpret and analyse arguments in a range of contexts.
- Present and evaluate your own argument at a level appropriate for first year university units.
- Apply learning strategies that can enhance your ability to fully engage in your studies and overcome obstacles to being a successful learner.

Pre-requisites or Conditions
Students may participate on recommendation of school/college.

Weight
12.5%

Teaching Format
This unit is provided on the basis of student enrolments to individual colleges. Materials and tutorials are provided online with the student group facilitated at the College. College visits and four UTAS on campus lectures are negotiated with the College.

Assessment
Written assignments including essay plan, developed essay, and reflection.
Other Information
Results in this unit will contribute to your TE/ATAR.

Enrolled students *not* wanting to complete this unit must withdraw by 31st March, 2011.
Riawunna Program

Two units will be offered through the Riawunna Centre in 2011. The Riawunna Centre is committed to the advancement and knowledge of aboriginal and Torres Strait Islander cultures and societies and to the promotion of cross-cultural understandings, as well as to providing a prominent place within UTAS for Aboriginal and Torres Strait Islander values, traditions and discourses. Aboriginal Studies complements a wide range of professional occupations, including law, teaching, social work, journalism, medicine, nursing, policing, environmental management, heritage protection and tourism. Aboriginal studies provides for an enriched understanding of this continent’s cultural heritage, expending perspectives beyond our recent colonial past.

While primarily taken by Bachelor of Arts students, Aboriginal studies is also available to students taking other degrees, e.g. Social science, Health Science, Fine Arts, Social Work, Nursing and Education. Most Aboriginal studies units at second and third year level may be taken as electives and several are cross-listed into other majors.

Contact
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HAB103 Colonised Land: Indigenous Australian History (Semester 1)

Unit Description
This unit offers a general survey of Indigenous Australian societies and cultures from the earliest times until the mid-20th century. The unit explores some debates about aspects of Aboriginal social life before the British colonisation—for example, social and political structures, economies, religious beliefs and land management. The history of contact between Aborigines and outsiders is examined and includes the following topics—responses to changing circumstances, Aboriginal resistance, and government attempts at conciliation, protection, segregation and assimilation. Attention is also given to the competing ways in which Australian historians have represented Aboriginal history.

Students will be enrolled in this unit under the Bachelor of Arts (13A).

Pre-requisites/conditions
Students must be recommended by their principal as academically high achieving to qualify for participation.

Weight
12.5%

Teaching Format
Students may undertake this unit via Distance delivery or attend lectures. Check Riawunna website for further details or lecture times and locations: http://fcms.its.utas.edu.au/arts/riawunna/units.asp

Key dates
This unit operates within normal UTAS semester timeframes. See the 2011 UTAS Key Dates.
**Student commitment required**
Students will need to devote approximately 5 hours per week to this unit during the semester.

**Assessment**
2 Essays and Exam

**Other information**

Results in this unit will contribute to your TE/ATAR.

Enrolled students *not* wanting to complete this unit must withdraw by **31st March, 2011**.

**HAB102 Contemporary Indigenous Australia (Semester 2)**

**Unit Description**
Provides a detailed introduction to contemporary Aboriginal socio-economic experience on mainland Australia from the final decades of the 20th century. Issues addressed include the extent of Aboriginal disadvantage; the experience of racism; aspects of contemporary Aboriginal cultures; child welfare, health and education issues. All issues are examined within the context of Indigenous self-determination. The unit highlights both Aboriginal disadvantage and Aboriginal achievement.

Students will be enrolled in this unit under the Bachelor of Arts (13A).

**Pre-requisites/conditions**
Students must be recommended by their principal as academically high achieving to qualify for participation.

**Weight**
12.5%

**Teaching Format**
Students may undertake this unit via Distance delivery or attend lectures. Check Riawunna website for further details or lecture times and locations: [http://fcms.its.utas.edu.au/arts/riawunna/units.asp](http://fcms.its.utas.edu.au/arts/riawunna/units.asp)

**Key dates**
This unit operates within normal UTAS semester timeframes. See the 2011 UTAS Key Dates.

**Student commitment required**
Students will need to devote approximately 5 hours per week to this unit during the semester.

**Assessment**
2 Essays and Exam

**Other information**

Results in this unit will contribute to your TE/ATAR.

Enrolled students *not* wanting to complete this unit must withdraw by **31st August, 2011**.
School of Visual and Performing Arts

The University of Tasmania’s School of Visual and Performing Arts (SVPA) offer an extension program for selected gifted and high achieving students studying visual arts, drama or theatre performance at pre-tertiary (5C) level in Year 11 or 12.

This means that if you are selected, you will be able to become enrolled as a UTAS student while you’re still in college, and the visual and performing art subjects you are currently studying can count towards our University degree.

To participate you need to be studying pre-tertiary subjects in one of the following visual and performing arts areas:

- Visual Arts
- All forms of Theatre
- Art Appreciation

Contact
Janine Wright
University College Program Project Officer
Academy of the Arts
School of Visual and Performing Arts/
Locked Bag 1362
Launceston TAS 7250
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FEE104 Journal, Concepts & Reviewing

Unit description
This unit introduces approaches to thinking and communicating the visual and performing arts. It will equip students with the tools and experience to meaningfully reflect on their own creative practice and the creative practice of others. It will further enable students to locate their creative practice by responding to art works and performances in various forms and contexts, and by understanding those contexts from the positions of spectators, practitioners and producers.

The journal will be used as an important indicator of students’ engagement with unit content throughout the Bachelor of Contemporary Arts degree/Associate Degree in Arts and will be regarded as an integral component of all final folios and performances. Within this unit, diverse approaches to the journal will be demonstrated, considered and encouraged. Students will have the freedom to explore a range of forms, technologies, styles and elements within journaling.

Reviewing standards, protocols and conventions will be introduced with the expectation that students demonstrate a capacity to analyse and describe art works and performances. Written and oral presentations that share and argue responses to selected art works and performances will be undertaken.

A range of concepts that underpin the arts will be introduced through the unit, within a variety of contexts including lectures, group discussions, gallery visits and attendance at theatre performances. Students will develop their understandings of these concepts, and the application of these concepts
to their own creative practice through group discussions, written exercises and creative interpretation.

Learning Outcomes
On completion of this unit, you should be able to:

1. demonstrate your understanding of, and ability to apply, models of journal construction and reviewing conventions (Knowledge & Communication Skills)
2. show knowledge of the critical and professional conventions applied to visual and theatre arts; (Knowledge & Global Perspective)
3. be aware of relevant contemporary arts spaces, organizations and institutions in Launceston (Knowledge)
4. discuss the social and ethical issues that informed a range of art works and performances; (Social Responsibility)
5. present your responses to art works, performances, lectures and forums in the appropriate manner for both oral and written outcomes (Communication Skills)
6. in the written exercise, present ideas and arguments analysing key texts and objects, using coherent language supported by appropriate referencing. (Communication Skills & Problem-Solving)
7. reflect on, critically respond to and analyse your own creative practice (Communication Skills & Problem Solving)

Weight
12.5%

Pre-requisites or conditions
Must be enrolled in one of the following TCE subjects:
- ARASC Art Appreciation
- ART5C Art Production
- ART315209 Art Studio Practice
- SDD5C Drama
- SDP315110 Theatre performance

Teaching format
Tutorial sessions and guest artist presentations delivered at participating colleges. A one day colloquium and an end of year showcase and presentation on campus at the School of Visual and Performing Arts. On line wiki and email communication.

Student commitment required:
Students need to be willing to give up four to five lunch breaks or free study periods for scheduled tutorials and presentations at their college and one weekend for a full day colloquium at the School of Visual and Performing Arts in Launceston. Students are required to contribute work for the end of year presentation/exhibition. Some commitment is also required to complete relatively small set tasks during students own time.

Assessment
Students complete a total of four assessable set tasks throughout the year. A final mark is achieved through combining the total university mark with the student’s relevant TCE result. The final result is calculated with the proportion 70% TCE and 30% UTAS assessment. Students will normally be
expected to achieve a CA or higher in their TCE results but borderline SA/CA results when combined with an above average UTAS result can result in a passing mark.

Other Information
Results in this unit will not contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.

FEE105 Practice, Presentation & Documentation

Unit description
The unit provides an overview of various aspects of arts based practice appropriate for specific contexts. Students will be introduced to options and standards designed for proposal writing and/or auditioning for diverse enterprises including artist run initiatives, festivals, public funding bodies, private galleries, producers, directors, theatre companies etc. These aspects of presentation and documentation will be demonstrated and explored through two short projects that involve making and presenting work and/or an audition to a range of hypothetical audiences.

Particular standards and conventions related to professional presentation of self and work are detailed. These might include media liaison, artist/actors cv, artist statement, letter of introduction, auditioning and exhibition opening protocols.

Preparation of images are demonstrated, including hanging standards, installation options, and documenting of images in a variety of formats and media eg, Powerpoint, CD, jpegs, showreels, head-shots, bragbooks and folios.

This unit therefore encourages students to view their own creative practice in the context of potential career pathways, and to take a professionalized perspective on the development and positioning of their practice.

Learning Outcomes
On completion of this unit, you should be able to:

1. demonstrate your understanding of, and ability to apply, models of journal construction and reviewing conventions (Knowledge & Communication Skills)
2. show knowledge of the critical and professional conventions applied to visual and theatre arts; (Knowledge & Global Perspective)
3. be aware of relevant contemporary arts spaces, organizations and institutions in Launceston (Knowledge)
4. discuss the social and ethical issues that informed a range of art works and performances; (Social Responsibility)
5. present your responses to art works, performances, lectures and forums in the appropriate manner for both oral and written outcomes (Communication Skills)
6. in the written exercise, present ideas and arguments analysing key texts and objects, using coherent language supported by appropriate referencing. (Communication Skills & Problem-Solving)
7. reflect on, critically respond to and analyse your own creative practice (Communication Skills & Problem Solving)
Weight
12.5%

Pre-requisites or conditions
Must be enrolled in one of the following TCE subjects:
- ARA5C Art Appreciation
- ART5C Art Production
- ART315209 Art Studio Practice
- SDD5C Drama
- SDP315110 Theatre performance

Teaching format
Tutorial sessions and guest artist presentations delivered at participating colleges. A one day colloquium and an end of year showcase and presentation on campus at the School of Visual and Performing Arts. Online wiki and email communication.

Student commitment required:
Students need to be willing to give up four to five lunch breaks or free study periods for scheduled tutorials and presentations at their college and one weekend for a full day colloquium at the School of Visual and Performing Arts in Launceston. Students are required to contribute work for the end of year presentation/exhibition. Some commitment is also required to complete relatively small set tasks during students own time.

Assessment
Students complete a total of four assessable set tasks throughout the year. A final mark is achieved through combining the total university mark with the student’s relevant TCE result. The final result is calculated with the proportion 70% TCE and 30% UTAS assessment. Students will normally be expected to achieve a CA or higher in their TCE results but borderline SA/CA results when combined with an above average UTAS result can result in a passing mark.

Other Information
Results in this unit will not contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.
Tasmanian School of Art Program

With the continuing expansion of the cultural and creative industries across Australia, it has become increasingly important that highly creative individuals gain education and training to be able to work in these industries or embed their creative skills in other areas of Australian industry.

The University of Tasmania’s (UTAS) School of Art is offering first year university units (Cores Studies in Art and Design – Winter School) to students who have studied Art or Design in Year 11 or 12. Those who intend to study pre-tertiary Art or Design in year 12 will particularly benefit from undertaking these units.

New units that the TSA will be offering through UTAS College in 2011 are: Introduction to Installation Art (summer school) and Object Design (Semester 2, 2011).

Contact
Llewellyn Negrin
Head - Art & Design Theory
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FSA112 Core Studies in Art & Design (Surface, Expression and Form – Winter School)

Unit Description
Core studies in Fine Art and Design is an introduction to fundamental themes, concepts and principals common to Art and Design practice. In this unit the concepts of Time, Light and Space are introduced and explored through a lecture program and three related practical projects. Students are challenged to consider the development of ideas and how processes and materials are chosen and utilised in relation to those ideas.

The School of Art recognises that there are many talented students in Year 11 and 12 who could undertake University level units within the visual arts. We believe that the knowledge and skills developed by undertaking Core Studies will be of benefit to these students in completing their TCE visual art subjects, but also be of benefit in their other studies.

Learning Outcomes
• Discuss and analyse the formal and conceptual properties of Time, Light and Space in an individual and group studio context.
• Have gained the confidence to present their work for critique and make use of feedback.
• Be able to utilise a journal as an aide to developing and exploring ideas and of documenting strategies and development of practical projects.
• Employ a diversity of visual and conceptual problem solving strategies through developing their projects.

Pre-requisites or Conditions
TCE ART5C Art Production or equivalent.

Weight
12.5%
Teaching Format
2 weeks intensive workshop at the Tasmanian School of Art during the Winter School program:
- 2 weeks, 10 days at 6 hrs a day = 60 contact hours

Key Dates
Saturday May 28, Monday June 6 to Friday June 17 (TBC)

Assessment
- Avenues of communication 25%
- Develop a proposal for a public artwork 35%
- Form, content and context: develop and resolve one idea 40%

Other Information
Results in this unit will contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 2nd June, 2011.

Contact
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FSA102 Introduction to Installation Art (Summer School)

The University of Tasmania’s (UTAS) School of Art will be offering a first year university unit, Introduction to Installation Art, to students who have studied Art or Design in Year 11 or 12. Those who intend to study pre-tertiary Art or Design in year 12 will particularly benefit from undertaking this unit. The University College Program (UCP) will enable college students to have a concurrent enrolment at UTAS and gain a result in first year Level 100 units in the Associate Degree in Arts. This Level 100 unit can also count towards a number of other degrees at UTAS and at other universities.

Unit description
Introduction to Installation Art coincides with MONA FOMA, the international contemporary sound/art festival held in Hobart mid-January. The Unit is designed to provide rich and diverse opportunities for students to view and engage in a range of artworks, events, artist talks and workshops as part of the Unit program.

The program will be delivered through a series of informative lectures and presentations on contemporary installation art, hands-on workshops run by professional practicing artists, and off-site visits to MONA FOMA events. Within the Unit students will undertake a range of assessment tasks and be guided through the range of conceptual, formal and contextual issues associated in creating installation art. The unit will culminate in a collaborative student exhibition in the Entrepot Gallery at TSA.
Learning Objectives
At the completion of this unit students will:

- Be able to discuss and analyse the formal and conceptual properties of Installation Art in an individual and group studio context.
- Have gained the confidence to present their work for critique and make use of feedback.
- Be able to utilise a journal as an aide to developing and exploring ideas and of documenting strategies and development of practical projects.
- Employ a diversity of visual, material and conceptual problem solving strategies through developing their projects.
- Have gained insight into the mechanisms of staging and participating in a local and international Contemporary Art Festival.

Pre-requisites or conditions
Year 11 Art Production subject or equivalent.

Weight
- 12.5%

Teaching format
- 2.5 weeks, 12 days at 6 hrs a day = 72 contact hours
- Students will be required to commit an extra 3hrs a week non-contact time.

Key dates
- 10 January 2011 – 25 January 2011 (Summer School)

Student commitment required
- 2.5 weeks, 12 days at 6 hrs a day = 72 contact hours
- Students will be required to commit an extra 3hrs a week non-contact time.

Assessment
- Presentation / Journal Research 20%
- Individual scale model 40%
- Collaborative installation 40%

Other Information
Results in this unit will contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 14th January, 2011.

Contact
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FSF103 Object Design (semester 2)

Object Design is offered to students who have studied Design and Production in Year 11 or 12. Those students who are on a pathway into an undergraduate degree that has Furniture as a major studio area will particularly benefit from undertaking this unit. The University College Program (UCP) will enable college students to have a concurrent enrolment at UTAS and gain 12.5% unit credit for the Diploma of Fine Art and Design. Students will also receive an Australian Tertiary Admission Rank (ATAR), to be negotiated with the Tasmanian Qualifications Authority (TQA).

Unit description
Object Design is a university diploma unit, offered to students who have studied Design and Production in Year 11 or 12. Those students who are on a pathway into an undergraduate degree that has Furniture as a major studio area will particularly benefit from undertaking this unit. The focus of this unit will be upon the making of bespoke functional items with a strong design emphasis. Sub-disciplines covered within this unit may include furniture, jewellery/metal-smithing, lighting, ceramics, glass and sculpture. Within the Unit, students will undertake a practical, studio-based assessment task, journal-based research and produce a designed object for exhibition.

Learning Objectives
At the completion of this unit students will:

- Interpret a design brief to create an original product
- Understand the principles and elements of design theory
- Interpret, apply and demonstrate knowledge of design history
- Demonstrate technical knowledge and understanding
- Apply new technologies
- Consider the needs of design users
- Make sustainable choices when selecting and using materials
- Manage a project and work as a member of a team

Pre-requisites or conditions
Design and Production (or equivalent unit)

Weight
12.5%

Teaching format
- 2 day colloquium (10 hours)
- 2 days of TSA workshop visits (10 hours)
- Design and Production course (taught at College – up to 150 hours)

Key dates:
Delivery in semester 2, 2011

Student commitment required
- 2 day colloquium (10 hours)
- 2 days of TSA workshop visits (10 hours)
- Design and Production course (taught at College – up to 150 hours)
Assessment

- Presentation /journal research 20%
- Individual scale model/drawings 30%
- Designed Object 50%

Other Information

Results in this unit will contribute to your TE/ATAR.

Enrolled students not wanting to complete this unit must withdraw by 31st August, 2011.

Contact

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