Canning College

Western Australian Universities' Foundation Program

A guide for international students selecting the Foundation Program

CANNING COLLEGE

Your quality pathway to University

www.canningcollege.wa.edu.au

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More information can be obtained from the International Office.
Full assessment details are provided soon after you commence a course.
The information is correct at the time of printing in November 2014.

Introduction

The Western Australia Universities' Foundation Program (WAUFP) is an initiative of four public universities in Perth Western Australia.

The universities are:

Curtin University of Technology

Edith Cowan University

Murdoch University

The University of Western Australia

The program's aim is to prepare international students for first year undergraduate study in one of the universities of Western Australia by:

- Providing a program that enables students to concentrate on courses that will be of most use in their chosen university course;
- Providing course work that will assist students to settle into the Australian community;
- Developing a variety of study skills in relation to note making, assignment preparation and presentation, preparing for and sitting examinations;
- Developing English language competency

The advantages of the Foundation Program over the WACE Program are:

- will be able to study fewer courses, giving students time to study each course, hopefully enabling a higher mark;
- will only be required to study courses that will assist with a chosen university course;
- English Language and Australian Cultural Studies Course(ELACS) has been designed to develop the study skills most useful for university study; and
- A less complex set of rules relating to course selection and calculation of final results.

Points to Note:

- The Foundation Program is now recognised by most of the Eastern States universities and students should check for details with the International Office. Students unsure about continuing their studies at an Australian University may be advised to select the WACE Program.
- More information which compares the Foundation Program with the WACE Program can be found in a table at the end of this document.(Appendix 1)
- Due to changes in the Western Australian Curriculum the word " course" replaces the word "subject"

Courses Offered 2015

It is the intention of Canning College to offer the following courses at the time of printing in October 2014. However the College reserves the right to alter the list of courses offered or cancels a course if there are insufficient student enrolments.

Each course consists of two paired units (A/B or C/D or D/E). These units are studied concurrently over the year.

All students are required to study the course English Language and Cultural Studies (ELACS). In order to gain a Combined Percentage Score (CPS) for university entrance students must select at least 3 other optional courses.

Year 12 Stage 3 Pathway - 2015

Complusory Courses (9 hours/week)	Optional Courses (4.5 hours/week)
English Language and Cultural Studies (ELACS)	Accounting and Finance(3AB)
	Business Management & Enterprise(3AB)
	Chemistry(3AB)
	Computer Science(3AB)
	Earth and Environmental Science(3AB)
	Economics (3AB)
	Human Biological Science(3AB)
	Mathematics(2CD)
	Mathematics(3AB)
	Mathematics(3CD)
	Mathematics: Specialist(3CD)
	Physics(3AB)
	Psychology(3AB)

Please Note:

1. Students wishing to study 2 mathematics courses must choose Mathematics 3CD and Mathematics Specialist 3CD.

2. Students must achieve a Combined Scaled Score of 50% for ELACS to fulfil one of the university entry requirements. This score will not be included in the Combined Percentage Score. Note: some courses at university require a score of 60% or higher in ELACS.

3. Before selecting courses students need to be aware of the prerequisites or preferred courses for their university course.

4. The final assessment for each course will be out of 100%. 50% of the marks will be obtained from College assessment conducted throughout the course and the other 50% from the external Foundation examination set by the Tertiary Institution Service Centre (TISC).

Courses Information 2015

Compulsory Non Combined Percentage Score Course

English Language and Australian Cultural Studies (ELACS) (non CPSC)

The English Language and Cultural Studies course is designed to meet the needs of international students whose present level of English language attainment may be below the minimum level of competence required for entry into undergraduate programs at Western Australian universities. The course has special purpose of providing the literacy requirement necessary for direct entry into such institutions.

The course aims to develop students' familiarity with Australian society and culture. It also gives particular attention to the skills of reading, writing, listening and speaking which are deemed necessary for success at university level. Students will be introduced to Australian society and culture through course content.

College Assessment Outlines

Assessment Type	**Weighting**
Assessment Tasks	70 %
Semester 1 Examination	10 %
Semester 2 Examination	20 %

Optional Combined Percentage Score Courses

Accounting and Finance Stage 3 (Units 3AB)

Financial decision making is an integral part of our daily lives on a personal or business level. This course aims to make students financially literate and to develop an understanding of the fundamentals on which accounting and financial management are based. The course also aims to make students aware of the ethical, social and environment issues involved in business financial decision making process.

Stage 3

Unit 3A - Management Accounting

This unit focuses on internal management for business. Students will be required to critically analyse financial information and demonstrate an ability to make sound financial decisions.

Topics covered in this unit include:

Introduction to financial management; Planning, budgeting and performance evaluation; Introduction to cost accounting; Cost-volume-profit analysis and relevant costing; Capital investment decisions and financial management challenges.

Unit 3B - Company Accounting

This unit focuses on Australian reporting entities and how they are regulated by the Corporations Act. Students will prepare financial statements for a reporting entity, identify and evaluate financing options of larger entities and develop an awareness of corporate social issues and business ethics.

Topics covered in this unit include:

Introduction to corporations; Regulation of accounting for corporations; corporate financial reporting; Analysing corporate financial statements and Challenges in the corporate reporting environment.

College Assessment Outline

Assessment Type	**Weighting**
Project	10 %
Tests	40 %
Semester 1 Examination	15 %
Semester 2 Examination	35 %

Business Management and Enterprise Stage 3(Units 3AB)

The Business Management and Enterprise course gives students the opportunity to understand how vital business is and how it impacts on every aspect of our lives.

The Business Management and Enterprise course aims to prepare all students for a future where they will need to identify possibilities and create opportunities within a business environment.

Stage 3

Unit 3A - International Business Strategies

In this unit, the focus is on contexts related to strategic business in a globalised world. The unit explores and examines competitive moves and business approaches to achieve successful performance in the international arena. Differentiation and competitive advantage are covered, as well as the needs, pressures and opportunities that influence business strategies and decision-making. Financial management is emphasised in this unit.

Unit 3B - Planning and Operations Management

In this unit, the focus is on contexts related to strategic business management and implementation, which may include business practices, competitive situations and work environments. Ultimately the focus is on developing sustainable business growth by converting planned strategies into action in order to achieve strategic objectives. This leads to an emphasis on operations management in this unit.

College Assessment Outline

Assessment Type	**Weighting**
Assignments	45 %
Tests	15 %
Semester 1 Examination	10 %
Semester 2 Examination	30 %

Chemistry Stage 3 (Units 3AB)

Chemistry, the study of matter and its interactions, is an indispensable human activity that has contributed essential knowledge and understanding of the world around us.

The Chemistry course equips students with a knowledge and understanding of chemistry to enable them to appreciate the natural and built environment, its materials and interactions between them. The course helps students to predict chemical effects, recognise hazards and make informed, balanced decisions about chemical use and sustainable resource management. This enables students to confidently and responsibly uses the range of materials and substances available to them.

Chemistry requires observation, investigation, experimentation, collection and evaluation of data and the application of new understandings. This Chemistry course mirrors this process by providing opportunities for students to investigate properties and reactions of matter within a developing theoretical framework, enabling them to recommend applications and possible future uses, and hazards, of materials.

Stage 3

Unit 3A - Chemical processes

The focus for this unit is chemical processes and their application within industry. A sustainable chemical industry is important to the well-being of an industrialised society. This study is multi-faceted and includes laboratory work as well as students exploring ways that chemists assist in monitoring and controlling processes in the environment, highlighting links to the importance of chemistry to society.

Unit 3B - Chemistry and modern lifestyles

The focus for this unit is chemistry and modern lifestyles. Students examine the relationships between chemistry, industry and modern lifestyles e.g. the development of portable power supplies (batteries) for laptop computers, portable MP3 players, hearing aids or fuel cells used in electric buses and space craft.

College Assessment Outline

Assessment Type	**Weighting**
Practical/Investigation	15 %
Research/In Class Work	15 %
Tests	20 %
Semester 1 Examination	25 %
Semester 2 Examination	25 %

Computer Science Stage 3 (Units 3AB)

A large proportion of existing and new jobs require some ICT skills, everyone is influenced by computers in some way. The Computer Science course aims to take students beyond the use of computers at an application level into the realm of creating software and building computer-based systems. The course has both theoretical and practical components.

Students planning future studies in any field that utilises ICT, such as commerce, architecture, science, information technology, computing and engineering would benefit from studying Computer Science.

Stage 3

Unit 3A – Databases and Systems Development
This unit focuses on the design and development of computer systems and database applications. Students gain the knowledge and skills to design and create relational databases using Microsoft Access. They explore complex interactions between users, developers, the law, ethics and society when developing and using computer-based systems.

Unit 3B – Program Development and Networks

This unit focuses on the design and development of communication systems and software solutions using the software development cycle. Students gain knowledge and skills in structured programming to design and implement software solutions. They examine network structures and communication systems, including security and protocols.

College Assessment Outline

Assessment Type	**Weighting**
Projects	25 %
Investigation	10 %
Extended responses	25 %
Semester 1 Examination	10 %
Semester 2 Examination	30 %

Earth and Environmental Science Stage 3(Units 3AB)

The Earth and Environmental Science course enables students to develop an appreciation that our planet is a global system made up of major reservoirs and that matter is constantly cycled over both short and long time periods within and between these reservoirs.

A multidisciplinary approach encourages students to be curious about the world around them and apply scientific principles to develop a balanced view of the challenges presented by the utilisation of resources and managing the effects on the environment. Students carry out practical investigations and have the opportunity to participate in field-based excursions that allow them to experience what they have learnt in class in a real world situation.

Unit 3A - Global Environments

This unit focuses on the Earth we live in. Students will study the processes that operate from within the Earth – earthquakes, volcanoes, mountain building, rock cycling and the creation and use of mineral resources. Climatic change is studied with an emphasis on causes and impact over time. Mass extinction events and loss of biodiversity is linked to climate change; there is a study of global pollution issues – CFCs, acid rain and land degradation.

Unit 3B - Complex Earth and Environments

The Earth is currently being altered at an unprecedented rate by human activity. Students will correlate human activities with environmental problems; they will identify potential ways to limit environmental destruction by considering issues such as mining, biodiversity loss, deforestation, energy needs and geohazards. The theme which underpins the entire unit is that understanding the geological past is a key to understanding the present and the future.

College Assessment Outline

Assessment Type	**Weighting**
Investigation	25 %
Extended Task	25 %
Tests	20 %
Semester 1 Examination	10 %
Semester 2 Examination	20 %

Economics Stage 3 (Units 3AB)

The Economics course investigates the choices which all people, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources and how we distribute those resources. This is done in the context of the global economy and Australia's role as an international citizen.

Unit 3A - Australia and the Global Economy

The focus of this unit is Australia and the global economy. Students will examine Australia's economic relationships with the rest of the world through topics such as globalisation, free trade and protection, the balance of payments, exchange rates, foreign debt and foreign investment. Students will further their knowledge and skills in economic analysis through the use of models and data interpretation.

Unit 3B - Economics Policies and Management

The focus of this unit is economic public policy and management. Students will build on their knowledge of the role of government by examining the key policy tools used by government in the pursuit of its macroeconomic objectives. New economic models will be introduced to students which they will learn to use when analysing and explaining public policy implementation. Topics covered in the unit include government economic objectives, fiscal and monetary policy, microeconomic reform and the use of aggregate economic data to examine macroeconomic activity.

College Assessment Outline

Assessment Type	Weighting
Data interpretation/Short Responses	30 %
Extended Responses	40 %
Semester 1 Examination	10 %
Semester 2 Examination	20 %

Human Biology Stage 3 (Units 3AB)

The Human Biological Science course gives students a chance to explore what it is to be human—how the human body works, the origins of human variation, inheritance in humans, the evolution of the human species and population genetics. Through their investigations, students research new discoveries that increase our understanding of human dysfunction, treatments and preventative measures. Practical tasks are an integral part of this course and develop a range of laboratory skills, for example, biotechnology techniques. Students learn to evaluate risks and benefits to make informed decisions about lifestyle and health topics such as diet, alternative medical treatments, use of chemical substances and the manipulation of fertility.

Stage 3

Unit 3A -Human Regulation

The focus for this unit is human regulation. How the body works to maintain a constant internal environment despite changes in the external environment. The human body does malfunction and in this unit students will examine the role of genetics in malfunction and how the behaviour of diseases can be controlled by medical intervention. This unit will also examine how genes can be affected by the environment and/or chance events. The struggle for survival has been recorded over millions of years in fossils. Students will examine the process of natural selection and then examine evidence of evolution from comparative anatomy and biochemical studies.

Unit 3B - Future of Humans

The focus for this unit is the future of humans. Movement of the body requires complex processes of coordination. Bones, muscles and nerves must work together in a perfectly coordinated effort regardless of whether it is pulling a hand away from a hot object, playing sport or maintaining an upright stance. The malfunction of these systems can occur through trauma, disease and/or ageing. This unit will examine the role of DNA and how recent advances in knowledge and bio-techniques have led to new ways of diagnosing and treating disease

College Assessment Outline

Assessment Type	**Weighting**
Practical/Investigation	20 %
Extended Response	20 %
Tests	20 %
Semester 1 Examination	15 %
Semester 2 Examination	25 %

Mathematics

Stage 3

Mathematics Stage 3 (Units 3AB)

The aim of this course is to provide students with skills in the following areas:

***Number and Algebra*:** Students will learn how to apply polynomial, exponential and power functions to practical situations by using numerical and graphical techniques. Students will be introduced to the calculus of polynomial functions. Also covered are the topics of solving systems of equations, recursive and financial mathematics.

***Chance and Data*:** Calculations and analysis of one and two variable statistics.

Space and Measurement: Students will use trigonometric formulae to solve triangles and areas of triangles. The construction and analysing of networks will also be covered.

College Assessment Outline

Assessment Type	**Weighting**
Responses (including tests and examinations)	85 %
Investigation	15 %

Mathematics Stage 3 (Units 3CD)

The aim of this course is to provide students with skills in the following areas:

Number and Algebra: Topics include limits, advanced differentiation and integration of functions techniques, linear programming and solving systems of equations.
Chance and Data*:* Counting techniques, formal probability laws and probability density functions are covered.
Space and Measurement**: Applications** of calculus are covered including rate of change, growth and decay, approximations, area between curves, volumes of solids, rectilinear motion and related rates.

College Assessment Outline

Assessment Type	**Weighting**
Responses (including tests and examinations)	85 %
Investigation	15 %

Mathematics Specialist Stage 3 (Units 3CD)

The aim of this course is to provide students with skills in the following areas:

Vectors: 2D and 3D vectors.
Trigonometry: Limits, differentiation and integration of the trigonometric functions.
Exponentials and Logarithms*:* Differentiation and integration techniques including implicit differentiation, parametric equations and integration by substitution.
Complex Numbers*:* Polar form of a complex number, De Moivre's Theorem and graphing in the Argand Plane.

College Assessment Outline

Assessment Type	**Weighting**
Responses (including tests and examinations)	85 %
Investigation	15 %

Stage 2

Mathematics Stage 2 (Units 2CD)

The aim of this course is to provide students with skills in the following areas:

Data Analysis: Students will learn how to analyse statistical data represented in various formats and make inferences from data. A major focus of this topic will be the effective use of the CAS calculator

***Function*:** Graphical and algebraic representation of mathematical relationships. Space and Measurement: Trigonometry and Analytical Geometry.

Probability*:* Introduction to probability incorporating sample spaces and probability theory.

Financial Mathematics: Calculation and interpretation of financial formulas and spreadsheets.

College Assessment Outline

Assessment Type	**Weighting**
Responses (including tests and examinations)	75 %
Investigation	25 %

Physics Stage 3 (Units 3AB)

In the Physics course, students investigate the natural and built world around them in a wide and interesting range of contexts. They discover how we exploit radioactivity in industrial testing and in the treatment of diseases, why we use different materials in heating and cooling systems, how we use electric and magnetic fields in machines, and how our understanding of light and sound waves helps us to communicate. Students will learn how energy and energy transformations can shape the environment from the small scale, in quantum leaps inside an atom's electron cloud, through the human scale, in vehicles and the human body, to the large scale, in interactions between galaxies. Students have opportunities to develop their investigative skills and use analytical thinking to explain and predict physical phenomena.

Stage 3

Unit 3A - Fields

In this unit students explore the motion of objects in gravitational fields, including the motion of projectiles, orbiting satellites, planets and moons, and ways in which forces may affect the stability of extended objects. Students also learn about magnetic fields and how they interact with moving charges in situations involving current electricity, the motor effect and electromagnetic induction.

Unit 3B - Waves

The study of mechanical waves and electromagnetic waves allows students to appreciate both classical and modern interpretations of the nature and behaviour of waves. In atomic physics they analyse spectra and explain a range of physical phenomena such as fluorescence and X – ray emission. Students also learn about some aspects of modern physics such as relativity and cosmology.

College Assessment Outline

Assessment Type	**Weighting**
Practicals/Investigation	16 %
Research Assignments	4 %
Tests	20 %
Semester 1 Examination	25 %
Semester 2 Examination	35 %

Psychology Stage 3 (Units 3AB)

Psychology is the scientific study of how we think, feel and act. It aims to answer important questions such as what motivates people to behave the way they do and what factors influence their development.

Stage 3

Unit 3A - Psychology for a healthy lifestyle

Students look at behavioural change that is dependent on intellectual development and maturation, including the links between cognitive skills and behaviour, such as ADHD, as well as behaviour change through behaviour modification and cognitive behaviour therapies (CBT). Other topics include factors that influences group behaviour; interventions in relationships such as conflict resolution, mediation and counselling; cultural influences and their impact on social, emotional and moral development; and social values and their impact on conflict between social groups in society.

Unit 3B - Psychology of diversity and community

Students look at the role of the brain in altered states of consciousness and distortion of perception (visual illusions); the origins of intelligence (nature versus nurture); and the development of personality in responding to life challenges. Other topics include communication and social skills development (innate and learned); and the influences of social and political changes on communities and practices in mental health care. Students examine the interrelationship between different areas of psychology and related disciplines e.g. sociology and forensic science. They evaluate ethical issues as they relate to human and animal experiments and examine the professional code of conduct for psychologists.

College Assessment Outline

Assessment Type	**Weighting**
Production	20 %
Investigation	20 %
Extended Responses	10 %
Tests	20 %
Semester 1 Examination	10 %
Semester 2 Examination	20 %

Final Examinations

Students will sit the final Foundation examinations in early November at Canning College. Each examination answer paper will be marked by two TISC markers to reduce the chance of a paper being awarded an incorrect score.

Calculation of the Combined Percentage Score

All students' final marks in each course is 50:50 composite of the final Foundation Exam and the moderated College assessments. This mark may be scaled to take into account the relative difficulty of the course. This scaling is normally achieved by each by each student sitting a scaling test, the Special Tertiary Admissions Test. The results of the Special Tertiary Admissions Test (STAT) are used to determine standards and relative marks between courses.
A Combined Percentage Score (CPS) is determined by calculating the average of the best three optional courses, excluding ELACS.
An acceptable level of performance must be obtained in ELACS representing an appropriate standard for university entrance.

1. College Assessment

Lecturers collect information on the performance of their students from the beginning of the year. This information is based on such things as semester examinations, classroom tests, in-class work, assignments and practical work. At the end of the year, lecturers submit results based on this information to the tertiary Institutions Service Centre.

For Foundation Program courses, lecturers will submit a mark between 0 and 100. This College assessment, after moderation, is combined with the Foundation Program final examination mark for each course. As 50% of a student's final mark depends on continuous internal assessment, it is very important that students attend regularly, submit all assigned work on time and sit for all tests and examinations.

To comply with the spirit and intention of the policy, students should communicate with their lecturers any factors which may affect their performance during the course of the College year

Many other factors relating to assessment at Canning College are in a document entitled "Assessment Policy", and this should be read in conjunction with this statement.

An electronic copy of the College Assessment Policy may be viewed on the College Student Portal. It is essential that students read this as it will be assumed students understand the rules applying to their assessment.

The Assessment Policy explains:

- "Code of Conduct: and attendance regulations
- Frequency of assessments
- Late enrolment
- Missing an assessment
- Assessment of students with disabilities
- Rules to be observed for late assessment tasks
- Obtaining a statement of results
- Examination rules

2. Moderation of Numerical College Assessments

Moderation is the process of ensuring comparability of assessment information between Colleges. In other words, the aim of moderation is to ensure that a student will not be advantaged or disadvantaged when compared with a student from a different College who is studying the same course.

During the school year, several procedures may be used to ensure that the marks awarded in courses are comparable. Lecturers assess students work in accordance with guidelines issued by the universities. In addition, lectures meet in groups and/or are visited by university appointed moderators to discuss assessment procedures and standards.

Assessment Policy

3. Review of College Assessments

If a student believes the numerical college assessment awarded is incorrect, he/she may ask the College to review the assessment. Students are required to make written application to the Deputy Principal Curriculum, requesting a review within five days of the release of assessments. This does not require that student's work is re-marked but rather to determine whether:

- the weightings specified by the College in its assessment program conforms with university guidelines;
- the assessment procedures conform with the College's stated assessment program;.
- there are any computational or clerical errors in determining the assessment.

Helpful Websites

More information on Canning College	**www.canningcollege.wa.edu.au**
University Admission	**www.tisc.edu.au**
Admission to State Training Provider	**www.training.wa.edu.au**

Applying for a University Course

The four universities in the Western Australian Universities Foundation Program provide in advance, combined percentage scores that students need to achieve to assure a place in most of the courses that they offer. These scores are available to students prior to enrolment.

Satisfactory completion of the Foundation Program for the purposes of entry to a degree course at university is achieved when all the following have been met:

- A combined Percentage Score (CPS) that meets the university CPS requirements for that course
- A score of at least 50% in the English Language and Australian Cultural Studies (ELACS). 60% or higher for some university courses.
- Any course prerequisite and folio requirements.

Assurance of a place is not provided for high demand courses that have a limited number of places and require either an interview of further testing (e.g. Medicine, Dentistry etc.). Students apply for Western Australian University entry through TISC. Application forms for University Admission and a prospectus from each university will be available from the international office.

After consultation with an International Student Advisor, students will complete their application form.

In general, each university offers a generous number of places for their courses. For a few courses, however, there are limited places, eg Physiotherapy, Veterinary Studies, Pharmacy, Medicine, and Dentistry. Where more students apply than there are places selections is according to academic results.

Once the Combined Percentage Score is calculated by TISC in mid-December, the Western Australian Universities will be provided the results. Students meeting the requirements for a course they applied for will be made an offer. A student may receive offers from one or more universities.

Students will be notified in late December if they have been successful in obtaining an offer. Students, on receipt of an offer they wish to accept, must

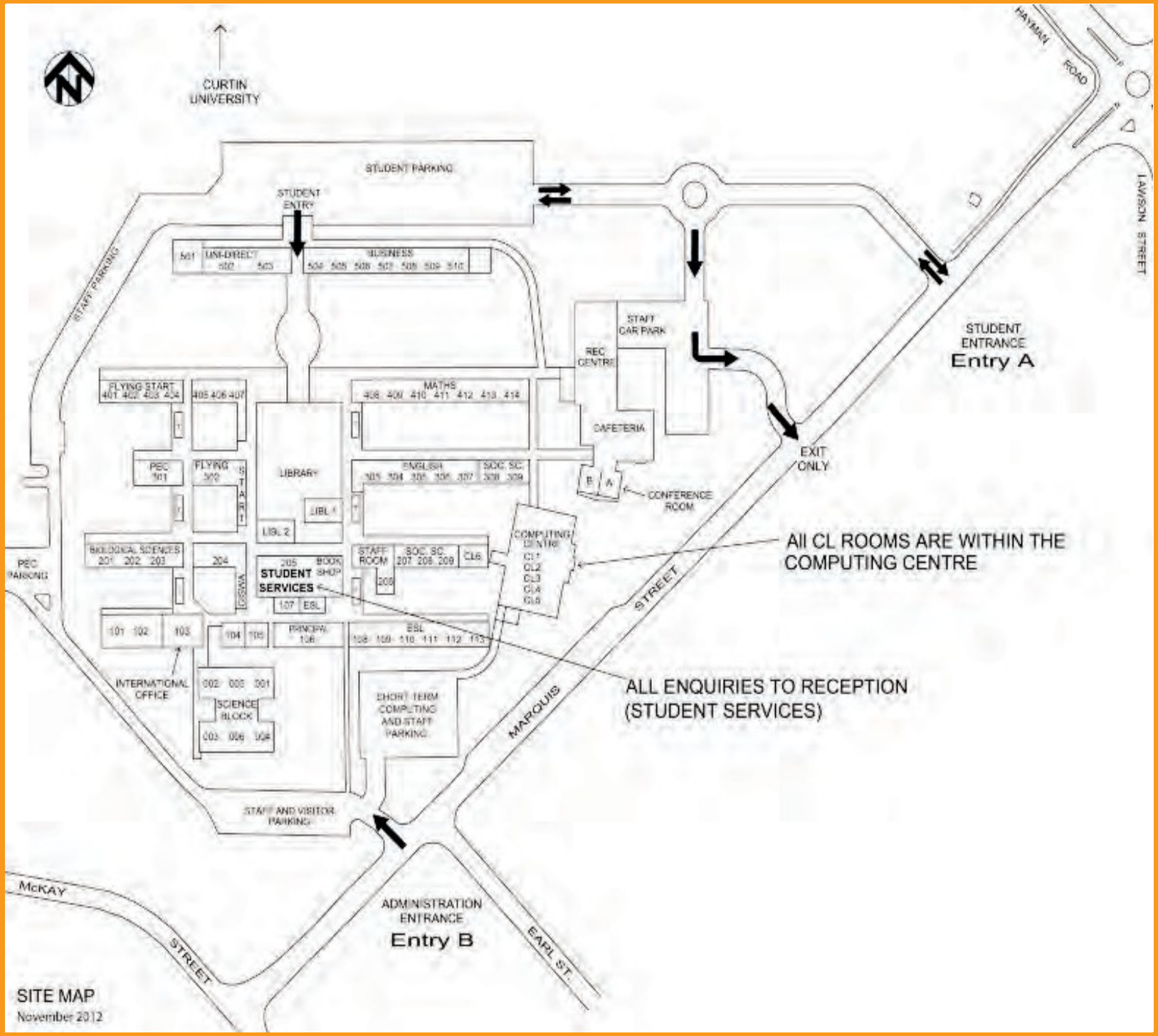
contact the university, or the education agent in their country, to confirm acceptance of that offer.

Any WAUFP applicants, after offers have been sent, can approach any of the universities regarding entry to courses for which an offer has not been received.

Appendix 1

Comparison of the Foundation Program and WACE program

	Foundation Program	WACE Program
Program Entry Requirements	• Normally, secondary students over 16 years of age, both secondary graduates and non-graduates. • 5.5 score in the IELTS or its equivalent	• Normally, secondary students over 16 years of age, both secondary graduates and non-graduates. • 5.5 score in the IELTS or its equivalent
Universities Entry Requirements Secondary Graduation;	Not Required	Students are required to have completed the equivalent of Year 11 before commencing the WACE unless they are a mature age student
Prerequisite Courses	Must achieve 50% for the combined scaled score	Must achieve 50% for the combined scaled score
Literacy:	An acceptable level of performance in English Language and Australian Cultural Studies(ELACS)	Any one of the following • 50% in English • 50% in English Literature • A satisfactory score in English for EAL/D • 6.5 in IELTS • 79-93 in TOEFL
Entrance Score	A combined Percentage Score out of 100 which is the average of the three best scoring courses excluding ELACS. Minimum number of courses required: four(4) (including ELACS)	A score based on the four best WACE courses. Minimum number of courses to be studied is five (5).
Entry to University	A place in a course of the student's choice will be offered to the student if he/she achieves: • The combined Percentage Score that is designed by the university for that course • 50% or more for ELACS (60% or higher for some university course) • 50% in prerequisite courses.	Students compete with other Western Australian students for a university place based on their Australian Tertiary Admission Rank (ATAR). The score required for a course varies from year to year dependent on quotas. The score is not announced until after final exams are marked. Students can apply for a course at any Australian University during their year of study.
Course Assessment	The student's mark out of 100 will be calculated by combining a College component of 50% and 50% from the external Foundation Examination set by TISC.	The students' mark out of 100 will be calculated by combining a College component of 50% and 50% from the external WACE examinations set by School Curriculum and Standards Authority.


CURTIN UNIVERSITY
STUDENT PARKING
STUDENT ENTRY
HAYMAN ROAD
LAWSON STREET
STAFF PARKING
STAFF CAR PARK
REC CENTRE
STUDENT ENTRANCE
Entry A
EXIT ONLY
CAFETERIA
CONFERENCE ROOM
LIBRARY
FLYING START
MATHS
ENGLISH
SOC. SC.
BIOLOGICAL SCIENCES
STAFF ROOM
COMPUTING CENTRE
All CL ROOMS ARE WITHIN THE COMPUTING CENTRE
STUDENT SERVICES
BOOK SHOP
ESL
PRINCIPAL
INTERNATIONAL OFFICE
SCIENCE BLOCK
SHORT TERM COMPUTING AND STAFF PARKING
ALL ENQUIRIES TO RECEPTION (STUDENT SERVICES)
MARQUIS STREET
STAFF AND VISITOR PARKING
McKAY STREET
ADMINISTRATION ENTRANCE
Entry B
EARL ST.
SITE MAP
November 2012