ECH 216
Infancy and Early Development
S1 Day 2015
Institute of Early Childhood

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## General Information

Unit convenor and teaching staff

Convenor  
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Contact via iLearn  
Rm 370 X5B  
Mon/Tue/Thu

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Contact via iLearn

Tutor  
Jodie Anagnos  
[jodie.anagnos@students.mq.edu.au](mailto:jodie.anagnos@students.mq.edu.au)  
Contact via iLearn

Tutor/Lecturer  
Tiffany Watson  
[tiffany.watson1@students.mq.edu.au](mailto:tiffany.watson1@students.mq.edu.au)  
Contact via iLearn

Credit points  
3

Prerequisites  
12cp or admission to GDipECTeach or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description  
This unit focuses on the development of infants and young children from birth to three years. Theories and research, which attempt to describe and explain early childhood development and individual differences, are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are examined. Students are also encouraged to make links between the content covered and observations and experiences with infants and very young children.
Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

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

1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quiz</td>
<td>15%</td>
<td>Week 4, 20 March 2015</td>
</tr>
<tr>
<td>Essay</td>
<td>35%</td>
<td>Week 10, 15 May 2015</td>
</tr>
<tr>
<td>Exam</td>
<td>50%</td>
<td>Session 1 exam period</td>
</tr>
</tbody>
</table>

Online Quiz
Due: Week 4, 20 March 2015
Weighting: 15%

Content for the online quiz will be taken from lectures and associated readings for Weeks 1, 2 & 3.

On successful completion you will be able to:

- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Essay
Due: Week 10, 15 May 2015
Details of the essay will be made available on iLearn.

On successful completion you will be able to:

1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Exam
Due: Session 1 exam period
Weighting: 50%

Unit content to be assessed. Structure of the exam to be advised

On successful completion you will be able to:

1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Delivery and Resources

Required Textbook

If you have the second edition, it is fine to use it, don’t buy another textbook. White, Hayes and
Livesey is also the textbook for ECH218.

**Student Workbook**

This unit has a student workbook available as a PDF file on the unit iLearn website. The student workbook is to be used to record notes from tutorials, lectures and your readings. You should bring your workbook with you to all tutorial classes.

**Workload Requirements**

Workload at Macquarie University is calculated on the basis of 3 hours per week for each credit point, multiplied by 15 weeks. For ECH216 students, this is a total of **136 hours**.

<table>
<thead>
<tr>
<th>Work required</th>
<th>ECH216</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to lectures</td>
<td>22</td>
</tr>
<tr>
<td>Completing reading and writing notes from weekly readings/revising notes from lectures and tutorials</td>
<td>38</td>
</tr>
<tr>
<td>Internal Tutorials/On-campus classes</td>
<td>12</td>
</tr>
<tr>
<td>Preparation and completion of online assessment.</td>
<td>5</td>
</tr>
<tr>
<td>Major Essay</td>
<td>35</td>
</tr>
<tr>
<td>Exam Preparation (not including preparation of tutorial workbook which has been included in lecture, reading and tutorial note allocation above).</td>
<td>14</td>
</tr>
<tr>
<td>Checking i-Learn for announcements and other information throughout S1</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Hours for the Semester</strong></td>
<td>136</td>
</tr>
</tbody>
</table>

There is considerable variation in the time different students require to complete assignments. It is recommended that you think of the above as a rough guide rather than absolute hours required. Some students may have slower reading speeds than their peers or less familiarity with library searches and therefore will require more time to complete each task. Some students will be keen to follow up on readings in more detail. This will also require additional time.

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Lecture Topic</th>
<th>Lecturer</th>
<th>Reading 3rd edition</th>
<th>Reading 2nd edition</th>
<th>Relation to Assessment</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Theories and Methods in Child Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>Theories of Child Development 1</td>
<td>RW</td>
<td>p. 2-19</td>
<td>p. 2-5, 7-12, 15-16</td>
<td>Online quiz</td>
<td>No Tutorial</td>
</tr>
<tr>
<td>--------</td>
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<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Theories of Child Development 2</td>
<td>RW</td>
<td>p. 2-19</td>
<td>p. 2-5, 7-12, 15-16</td>
<td>Online quiz</td>
<td>No Tutorial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Maturation &amp; Ethology</th>
<th>SW</th>
<th>p. 7-9</th>
<th>p. 5-7, 12-13.</th>
<th>Online Quiz</th>
<th>Theories of Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Research Methods 1 (pre-recorded lecture)</td>
<td>CN</td>
<td>p. 19-31</td>
<td>p. 15-16</td>
<td>Online quiz</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research Methods 2 (pre-recorded lecture)</td>
<td>CN</td>
<td>p. 19-31</td>
<td>16-28</td>
<td>Online quiz</td>
<td></td>
</tr>
</tbody>
</table>

**Module 2: Biological Bases of Development**

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Developmental Neuroscience</th>
<th>KB</th>
<th>None</th>
<th>None</th>
<th>Online Quiz</th>
<th>Developmental Neuroscience</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Genetics and Individual Differences</td>
<td>FG</td>
<td>Ch. 2</td>
<td>Ch. 2</td>
<td>Online Quiz</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Prenatal Development</th>
<th>HL</th>
<th>Ch. 2</th>
<th>Ch. 2</th>
<th>Exam</th>
<th>Prenatal Development</th>
</tr>
</thead>
</table>

**Module 3: Social-Emotional Development**

<table>
<thead>
<tr>
<th>Week 5</th>
<th>Development of Self</th>
<th>RA</th>
<th>p. 316-321</th>
<th>p. 262-267</th>
<th>Exam</th>
<th>No Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Temperament</td>
<td>FG</td>
<td>p. 365-367</td>
<td>p. 304-306</td>
<td>Exam</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Peer Relationships</th>
<th>FH</th>
<th>None</th>
<th>None</th>
<th>Exam</th>
<th>Attachment Temperament</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attachment</td>
<td>FG</td>
<td>None</td>
<td>None</td>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

*No classes scheduled in Weeks 7-9 as many ECH216 students are on practicum placement for ECHP222.*

**Module 4: Perceptual-Motor Development**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Physical Development</th>
<th>HL</th>
<th>Ch. 3</th>
<th>Ch. 3</th>
<th>Exam</th>
<th>Motor &amp; Physical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Motor Development</td>
<td>HL</td>
<td>Ch. 3</td>
<td>Ch. 3</td>
<td>Exam</td>
<td></td>
</tr>
</tbody>
</table>

https://unitguides.mq.edu.au/unit_offerings/48179/unit_guide/print
Learning and Teaching Activities

Lectures
There are 2x 1hr lectures per week (except for weeks 7-9) and attendance is optional. However, lecture materials will be examinable in the online quiz (15%) and the final exam (50%).

Tutorials
Internal students will be required to attend 8x 1.5hrs of tutorials over the semester. External students will be required to attend 2x on-campus days on 13 and 14 April, 2015 (9am to 5pm). Please note that tutorial attendance will NOT be compulsory. However, tutorial materials will be examinable in the online quiz (15%) and final exam (50%).

Unit Assessments
To be eligible for a passing grade all assessment tasks must be completed.

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html
Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.
In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

**Student Code of Conduct**

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student_conduct/](https://students.mq.edu.au/support/student_conduct/)

**Results**

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

**Student Support**

Macquarie University provides a range of support services for students. For details, visit [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

**Student Services and Support**

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

**Student Enquiries**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

**IT Help**


When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

**Graduate Capabilities**

**Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be
imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

Assessment task

Essay

Learning and teaching activity

Internal students will be required to attend 8x 1.5hrs of tutorials over the semester. External students will be required to attend 2x on-campus days on 13 and 14 April, 2015 (9am to 5pm). Please note that tutorial attendance will NOT be compulsory. However, tutorial materials will be examinable in the online quiz (15%) and final exam (50%).

To be eligible for a passing grade all assessment tasks must be completed.

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
• 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

• Online Quiz
• Essay
• Exam

Learning and teaching activities

• There are 2x 1hr lectures per week (except for weeks 7-9) and attendance is optional. However, lecture materials will be examinable in the online quiz (15%) and the final exam (50%).
• Internal students will be required to attend 8x 1.5hrs of tutorials over the semester. External students will be required to attend 2x on-campus days on 13 and 14 April, 2015 (9am to 5pm). Please note that tutorial attendance will NOT be compulsory. However, tutorial materials will be examinable in the online quiz (15%) and final exam (50%).
• To be eligible for a passing grade all assessment tasks must be completed.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

• 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
• 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

• Essay
• Exam

Learning and teaching activities

• There are 2x 1hr lectures per week (except for weeks 7-9) and attendance is optional. However, lecture materials will be examinable in the online quiz (15%) and the final exam (50%).
exam (50%).

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- To be eligible for a passing grade all assessment tasks must be completed.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
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Assessment tasks

- Online Quiz
- Essay
- Exam

Learning and teaching activities

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- To be eligible for a passing grade all assessment tasks must be completed.

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

- Online Quiz
- Essay
- Exam

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- To be eligible for a passing grade all assessment tasks must be completed.
Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

• 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
• 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
• 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
• 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

• Online Quiz
• Essay
• Exam

Learning and teaching activities

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• To be eligible for a passing grade all assessment tasks must be completed.

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess,
write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

**Learning outcomes**

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

**Assessment tasks**

- Essay
- Exam

**Learning and teaching activities**

- Internal students will be required to attend 8x 1.5hrs of tutorials over the semester.
- External students will be required to attend 2x on-campus days on 13 and 14 April, 2015 (9am to 5pm). Please note that tutorial attendance will NOT be compulsory. However, tutorial materials will be examinable in the online quiz (15%) and final exam (50%).
- To be eligible for a passing grade all assessment tasks must be completed.

**Engaged and Ethical Local and Global citizens**

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

**Learning outcomes**

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
Assessment tasks

• Essay
• Exam

Learning and teaching activities

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• To be eligible for a passing grade all assessment tasks must be completed.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

• 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings

• 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

• 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

• 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

• Essay
• Exam

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Changes since First Published

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>19/02/2015</td>
<td>Changes to assessment details.</td>
</tr>
</tbody>
</table>