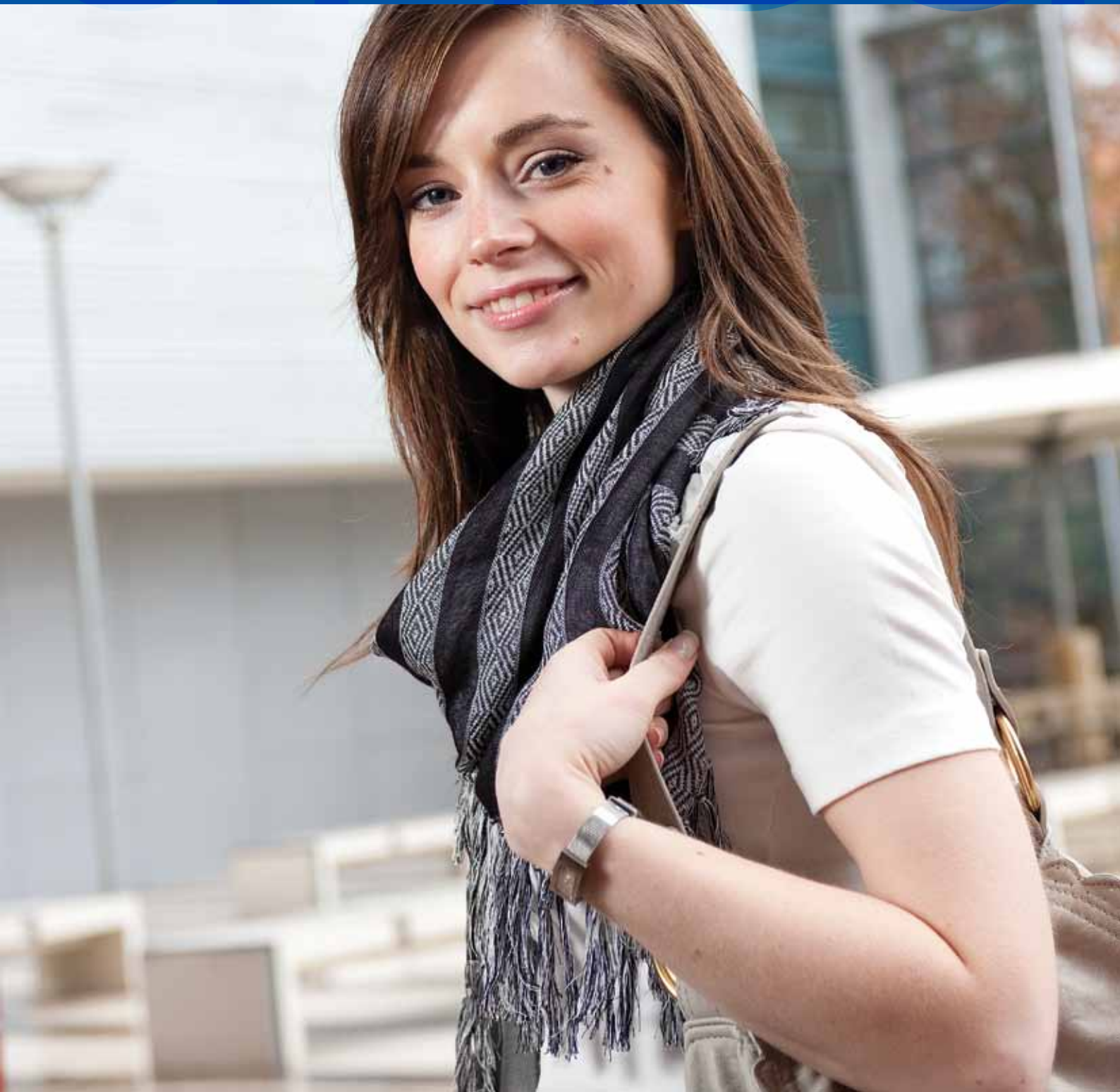




UniSA

2010 Guide to UniSA for Adult Entry Students

Experience. The Difference.



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Why go? Why go back?

The University of South Australia prides itself not only on the high quality of its education, but on the standard and diversity of its students. Adult entry students play an important role, contributing greatly to the university environment as some of our best-equipped learners. They bring with them a breadth of other knowledge from travel, work, family and life experiences, which is just one of the reasons UniSA welcomes adult entry applicants.

But while bringing you into the UniSA family is exciting for us, it is no doubt overwhelming and nerve-wracking for you; wondering how you'll fit study into your already jam-packed life, managing financially and fitting in with 18-year-olds. Well let us reassure you, you bring a lot more to the table than you give yourself credit for. Adult entry students operate differently to many school entry students. Motivated by things like career progression, an increase in pay or a change in direction, you are generally committed and hard-working... even if you don't know it yet.

As an adult entry student you'll want some degree of flexibility in your study so that you can strike the right balance. UniSA offers most of our programs on a part-time basis and many of our courses are offered off-campus or online. Each of our campuses is equipped with the latest technology, with updated IT facilities and wireless networking available 24 hours a day, seven days a week.

As an adult entry student you'll want some degree of flexibility in your study so that you can strike the right balance.

Do a career 180°

TURN YOUR CAREER ON ITS HEAD WITH A UniSA DEGREE, JUST LIKE THESE GRADUATES.

Do a career 180°



**Electrician to
ELECTRICAL ENGINEER**

**Daniel Habib,
Bachelor of Engineering
(Electrical and Mechatronic)/
Bachelor of Applied Science
(Environmental Management)**

'I decided in high school that I wanted to be an electrician, so I didn't complete Year 12. I'd always been really interested in what I did, but I started looking around and seeing people 30 years my senior performing the same role as me. I wasn't seeing a path for myself.

Then, I had a pretty serious car accident which left me bed-ridden for a couple of months, so I had plenty of time to think. I realised I couldn't rely on my body to do my job for me, so I decided to go to university. Initially I thought about becoming a chiropractor, but when I learned that UniSA's Bridging Program got you an automatic place in Engineering if you get high enough grades, I opted to capitalize on my trade and get a degree in Electrical Engineering.

Taking a trade and turning that into a degree is a very powerful proposition and it's very well regarded in industry. After I graduated I applied for maybe 20 jobs, 10-15 wanted to interview me, and for every interview I went to, I was offered the role. In the end I took a graduate role with Woodside Energy as a Maintenance Engineer. I provide engineering support to the Liquefied Natural Gas plant that Woodside operate; it's the biggest gas plant in Australia.'



**Debt Collector to
SOCIAL WORKER**

**David De Bruin,
Bachelor of Social Work**

'The turning point for me was at a personal development course I took. We did an exercise which involved closing our eyes and imagining as far into the future as we could and asking questions such as: Where are you? What are you doing? Who are you doing it with? Then we considered what we needed to do to get there. While I'm not there yet, I see that vision as clearly today as I did back in 2004, and every decision I make moves me further in that direction.

After leaving school I had numerous different jobs. I eventually tired of holding down jobs that I had no passion for and found unfulfilling so I started to explore other jobs and they needed a degree qualification.

It was a real advantage being an adult student. We understand that things don't just happen, consequently adult students seem to have better problem solving skills and initiative. That said, I was kidding myself in the beginning to think I could study and work full-time. I tried balancing both initially, but found I didn't have enough time.

I haven't quite completed my degree, but I'm working full-time at Disability SA. I provide lifestyle support to people with intellectual disabilities. This has added more value to my learning than I can possibly put into words. While the work is often extremely challenging, I absolutely love it and am planning to stay here for the foreseeable future.'



**Recruitment Consultant to
LAWYER**

**Cathy Beaton,
Bachelor of Laws**

'After managing a retail business at 18, and then being a stay-at-home mum for 15 years, I went on to work in recruitment and, at some point, realised I had no credibility outside of what a referee from my past working life would give me. That's when I decided I was off to university.

After researching the possibility of university, I became quite fearful. I couldn't even navigate my way around the various websites, let alone think about sitting an entrance test. Then I came across an advertisement in my local paper about a program which was a pathway to university. I enrolled in the UniSA – PAL (Program for Adult Learners) program through Hamilton Secondary College, and it was here that I realised it was one thing to get into university, but what to do once you get there is something else.

At the start I felt a bit isolated as a mature age student. But this has certainly dissipated as I have progressed. I would not hesitate in joining a study group with 18-year-olds now. I feel I have a good rapport with most people in my group regardless of age and I don't really see it as a problem.

I have been exposed to so much since I started studying Law, and consequently, I keep changing my mind about what I want to do in the future. I think I need to get my first year under my belt before I can determine a real path for myself. But the future is looking bright.'



**School teacher to
PHARMACIST**

**Marc Keegan,
Bachelor of Pharmacy**

'I was working as a high school maths and science teacher and found myself deeply dissatisfied with the path I had taken. It forced me to ask myself a series of questions which caused me to reflect on my interests, and where they should be taking me in terms of my career.

I identified that I enjoyed the science and chemistry side of things, but I also loved working with people, so I decided on a Bachelor of Pharmacy. I had completed my Education degree at UniSA. Since UniSA offers the only Bachelor of Pharmacy in South Australia, my institution of choice was, happily, made for me. Getting in was easy too; I simply applied through SATAC and my previous credits got me into the degree.

I've had both the 'straight out of school' experience and the adult entry experience, and have noticed that as an adult there's less to identify you with other students. The 18 and 19-year-olds fit in with each other by virtue of their age, but when you're older, and have a few more grey hairs there are obvious identifiers that distance you, but you adjust to that in time.

I'm halfway through my degree now, and working part-time at a pharmacy. I love the customer contact and really enjoy the work. Next up, finish my degree, finish the internship, then get registered and see where the wind takes me.

I had a job before I even graduated

Kristie Phillips was headed toward a career in retail when a chance work experience placement reminded her of her passion for helping people, and set her on a path for success.



'I wasn't one of those kids who'd always known what they wanted to be when they grew up... I just knew I wanted to go to university and study something.'

You'd be hard pressed to gather a room full of people with uniform opinions about Year 12; it's a contentious thing. While few dispute its need and value, there are the issues of stress and pressure, how much effort should be put in and what you should study, then there's the apprenticeship versus university argument as well as the arguable worth of a gap year (or two).

UniSA graduate Kristie Phillips sat in the pressure cooker of Year 12 and felt the burn, 'I went in to Year 12 with university in mind, but I had no idea what I wanted to do when I left school so I didn't know what I wanted to study. For the whole year I felt like I wasn't working towards anything. I picked the hardest subjects, thinking that would leave my options open, but in the end my heart just wasn't in it', Phillips explains.

It's not a rare story, and sometimes even students who have excelled all the way through school become de-motivated by these potentially life-altering decisions, 'I was a very dedicated student up until Year 11 and 12', Phillips concurs, 'I feel that too much pressure is placed on students finishing school. How could you possibly know what you want to do for the rest of your life by the time you're 17? Let alone make any decisions you'll be happy with forever'.

And so come December, like many others, Kristie Phillips found herself on the receiving end of results which offered her a limited

choice of university programs. 'I wasn't one of those kids who'd always known what they wanted to be when they grew up,' Kristie tells us, 'I just knew I wanted to go to university and study something. So I did. I started a Bachelor of Environmental Health, but I was never truly interested and by second semester I had dropped half of my workload.'

At the end of the year Kristie dropped out of her course, and headed for the workforce, soon hired as a casual at a bakery. 'It's funny, I actually really enjoyed it initially, it was a distraction and I enjoyed having money while all of my friends were studying,' Kristie laughs. But soon the novelty wore off for her, and when Kristie was offered a traineeship in retail she realised she had to make a choice between the retail path, or returning to study and furthering her education. 'I had an epiphany one day when I realised retail wasn't where my interests were; when my friends were qualified and working in their chosen fields, I would still be serving customers.' This was when UniSA popped up on Kristie's radar.

With low TER scores and just shy of being eligible for the STAT test Kristie was forced to explore other options to get into university, 'I wouldn't say I consciously opted to study at UniSA, but I had heard great things about it from my friends and when I learned about the UniSA Foundation Studies program, I was sold.'

UniSA's Foundation Studies program is essentially a

preparation course, which aims to get you back in shape – so to speak – and ready for the university environment, 'I found it the best learning environment,' Phillips, who was a perfect candidate for Foundation Studies, enthuses. 'Everyone was there for the same reasons as me; to do well and get into something that interested them. We all wanted to see each other do well. I saw Foundation Studies as my second chance, and I put in a great deal of effort to succeed.'

A meeting with a UniSA program director and a work experience stint in a radiology department, and Kristie had herself on the path to success. 'I knew I liked the idea of a career which would allow me to help people,' and her concerted effort in Foundation Studies led Kristie to the Bachelor of Medical Radiation.

'I was in a different place when I started uni the first time,' Phillips elaborates. 'Now I had a new career focus. I also found myself less pressured to fit in and certainly felt more comfortable. As an adult student I always felt I was taken seriously, and Foundation Studies gave me the edge to be more competitive.'

Kristie was blessed with the support of her friends and family, and found striking a new life balance with study incorporated was relatively easy. 'I had already had the fun social life while I had the year off studying, and I was smart enough to save some money while I was working, so I didn't struggle too much

financially,' she advises. 'Work placement was difficult to balance, working full time for six or seven weeks at a time and then having to go home and do assignments while working a casual job on the weekends was exhausting,' Kristie confesses.

'I knew I liked the idea of a career which would allow me to help people.'

But it would seem that all the effort has been worth it. 'I was employed in the field straight out of uni, in fact I had a job before I had even finished. I am now working full-time, and have already received training in other modalities. I would love to travel one day, and do some more training with work, but for now I am just enjoying my work and the life that comes with it.'

And as it happens, Kristie's turn to education seems to have started somewhat of a trend, 'My Dad went to teachers' college when he was younger, but my mother graduated the same day as me, and my older sister has just started studying at university this year. I wonder if my experience has perhaps motivated them.'

Creating a work-life balance

Finding enough time for study on top of existing commitments will stretch both time management abilities and relationships. But with realistic scheduling and healthy choices, a workable balance can be found.

Work-life balance was not top of the agenda for Sebastian Cielens when he finished year 12. He worked as a jackaroo, travelled, and completed a BA. He enjoyed the study but soon discovered a dearth of demand for young history graduates in the employment market, and at age 25 found himself working in a cheese factory. With his girlfriend expecting a baby, suddenly the need to achieve work-life balance took on a greater sense of urgency.

'I think the last straw was when my son was about to be born and my employers wouldn't even give me one week off,' he recalls. 'That's when I realised I needed to do something else.'

Sebastian ditched the cheese factory, found an evening job as a janitor and applied to study teaching at the University of South Australia. Fast forward seven years and he is now earning a well-above-average salary teaching history and English at one of Adelaide's leading private secondary schools. He loves his job, the perks of which include professional development opportunities, annual conference

trips, and a genuine sense of pride in his profession (not to mention frequent holidays).

It sounds like a fairytale, but of course the road for Sebastian – and the thousands of adults embarking on higher education each year – was never going to be easy.

Students who are not coming to university directly from school often have greater financial and family commitments than their younger classmates, and many will struggle to fit everything in, says Dr Nadine Pelling, a clinical psychologist and senior lecturer at the University of South Australia.

She advises prospective students to have a very close look at the scheduling of their work life, family life and social life, but also to consider time for household chores, eating well and keeping active physically.

Relationship stress is also relatively common for adults returning to education, according to Pelling. You can make time for study, but when the work piles up, it's easy to take relationships for granted. 'When you take on study, you're

taking time away that used to be couple time or family time, and you may encounter resistance or even unconscious sabotage,' she warns. 'People don't always want the ones they love to change.'

The main advice Pelling has to offer prospective adult university entrants is that getting a degree is a process, not a race. 'If it takes someone three years and it takes you four, it really doesn't matter. Life isn't a race – it's to be enjoyed and valued and honoured.'

Taking your time and setting your own pace is essential agrees Dr Pip Williams, a research fellow at UniSA's Centre for Work and Life. She returned to university to begin a PhD as the mother of a young toddler, and during her studies took an 18-month break following the birth of her second child.

'Studying can actually fit in quite nicely with caring for young children. I considered getting a job instead of going back to university, but a PhD scholarship offered about the same money as a part-time job would have while allowing greater flexibility to work when it suited me,' she says. 'I also knew I was working towards something that would open up opportunities, as opposed to being stuck in precarious employment on what's been termed the 'mummy track'.'

Williams now works three days a week heading a major study looking at 10 communities around Australia and exploring how people reconcile their

working lives with family and community obligations.

One of her recent papers looks at the experiences of people living in two master planned communities – one is situated in Adelaide's middle-ring suburbs close to education and employment opportunities and linked to the nearby city centre via public transport, while the other is a residential development on Melbourne's outskirts. The research found the Adelaide group fared a lot better in terms of work-life balance.

'While there are a lot of strategies that people employ to try and achieve some balance between work and family, what's really important is the infrastructure that links those domains,' Williams says. 'You're likely to be a lot less pressured if you can arrange to live, work and study within close proximity.'

And while online library resources, email and broadband have made studying at university a lot easier for people with young children, modern technology can also blur the boundaries between home, study and work.

This is where boundary setting becomes crucial. 'Try and treat your study a little like a job and quarantine it so you only study at certain times on certain days,' Williams advises. 'You've got to allow yourself some time off to stay sane.'

Scheduling, boundaries, sacrifice, staying sane – if returning to



'If it takes someone three years and it takes you four, it really doesn't matter. Life isn't a race – it's to be enjoyed and valued and honoured.'

study sounds like a lot of hard work that's because it is. But going to university as an adult can also be an incredibly fulfilling and enriching experience that you are unlikely to regret.

Financially, the benefits are clear – ABS* statistics show that graduates of all ages earn more and are less likely to be unemployed than the general population. And the news is even better for graduates over the age of 25 with prior employment experience who, according to Graduate Careers Australia data, earn between \$2,000-\$3,500 more than graduates aged under 25 in their first job after graduation.

'...I considered getting a job instead of going back to university, but a PhD scholarship offered about the same money as a part-time job would have while allowing greater flexibility to work...'

The art of reinvention



1 Clinical psychologist Dr Nadine Pelling with her daughter Jasmine.



2 Dr Pip Williams, from UniSA's Centre for Work and Life, says study and family commitments can peacefully coexist.



3 A career in teaching helps Sebastian Cielens, (pictured with his son Ché) maintain work-life balance.

Whether you are looking to build on existing expertise or embark on an exciting new career, UniSA's Division of Education, Arts and Social Sciences offers a wide selection of industry-linked programs to get you where you want to go. Offerings include visual arts, design, architecture, interior architecture, industrial design, international studies, languages and culture studies, communication and media management, creative writing, media arts, computing and multimedia, journalism, public relations, early childhood education, junior primary and primary teaching, primary and middle teaching, middle and secondary teaching, adult and workplace learning, psychology, social work and social science, human services, Aboriginal studies and Australian studies.

unisa.edu.au/eas

* From the University and Beyond 2008 Graduate Outlook report: ABS data shows that graduates aged 15-64 in the workforce have an unemployment rate half that of non-graduates. (ABS figures for May 07 showed 2.0% of Bachelor degree grads were unemployed, compared to 4.3% of the whole population and 6.5% of those with no post-secondary qualifications). From the 2007 Postgraduate Destination survey: From 1990 graduate salaries have consistently been greater than annual median salaries for the population aged 20-24.

I got into...

The Division of Education, Arts and Social Sciences

**TANIA KUNDA,
BACHELOR OF INTERNATIONAL STUDIES**

'I had less than fantastic grades when I finished high school. I fell so far behind over the years that I lost the motivation to try. I didn't feel I had a lot to aspire to academically, so I didn't study very hard. Culturally I felt I was supposed to get married, have children and work in a role that paid a basic income.

It's a path I have very happily walked since school; I did get married, and had two children, I worked my way up in the retail world, did the same in the corporate arena, travelled, and worked at the 1996 Olympic Games in Atlanta. And while I wouldn't change a thing, I did end up quite bored and not at all challenged at work. I started considering university as a great way to learn more and I thought it would be a great way to have my own identity, and not just be known as my kids' mum who could only talk about what they were good at.

My family was a huge inspiration to me. I thought I wouldn't make it at university; that I wasn't smart enough, but they were very encouraging and even made calls for me in the beginning to find out what I needed to do.

I made some calls and UniSA offered the best entry pathway for me. I decided on the STAT test, since my year 12 scores dated all the way back to 1984. The STAT test was a little daunting, but I prepared for it by purchasing the study books that they offered and practised and practised and practised.

My first preference was a Bachelor of International Studies, which I chose because it seemed like the program I would be most interested in. That was one of

my requirements, if I was going to study, it would need to be something thoroughly interesting to me. I didn't tell a soul until I was accepted.

I did have some reservations around returning to study, especially because I was going to be studying full-time and I still had a son at home, and in school. He ended up being a key motivator for me, we would study together and keep each other motivated. I kept my job, and found time to study after hours.

There were time pressures, but it just meant cutting out some luxuries; most of the time, this was TV. At the end of the day it was all so worth it, because I really wanted to be there and actually felt privileged to be in a class at university.

Adult students definitely have some advantages. I found it really easy to settle into tutorials and to contribute; you'd be surprised by how much an adult student can contribute from life experiences alone.

This year I received a letter to advise that in 2008 I had won a UniSA Merit Award for my high achievements of that year. I was also inducted into the Golden Key Society*; this was a major highlight for me.

My experience has been incredibly positive. I have enjoyed my course, my campus is very pleasant, and I have been sure to communicate with my tutors along the way and have always found them to be very professional and helpful. I'm not quite done yet, I hope to graduate in August 2010.

** The Golden Key Society recognises outstanding academic achievement*

'Adult students definitely have some advantages. I found it really easy to settle into tutorials and to contribute; you'd be surprised by how much an adult student can contribute from life experiences alone.'



I got into...

The Division of Business

RAPHAEL NGUYEN, BACHELOR OF COMMERCE (ACCOUNTING)

When I was younger, we had a family business, which was the reason I didn't go to university. I always thought 'Nah, there's plenty of work within the business, no need to study'. But later, I found myself managing a jewellery store, and while I enjoyed it I found that the pace didn't really suit me, it wasn't the right environment for me.

I decided I didn't mind going back and studying, and knew I wanted a degree in my life, but initially I didn't know what to study. At the time I was managing the books for the jewellery store, and my accountant told me I was pretty good at it, and maybe I should consider becoming an accountant. So that was when I started researching how to get into university.

I did complete Year 12, but that was years ago, so after some research I decided the STAT test would be the best way to gain entry. The key with the STAT test is to be prepared. I got coaching from WEA (wea-sa.com.au) prior to taking the test, (UniSA also runs Prepare For STAT workshops) so I knew what to expect. I highly recommend this, because while they don't give you the answers, it prepares you for the format

'They might have fresh minds, but they don't have the same attitude towards learning. That focus was an advantage, as well as my determination to get it done.'

and what to expect. I had a friend who prepared himself for the test, and he didn't get the results he wanted. Some people think it's like a test you would take in Year 11 or Year 12, but the format is very different.

Once I got in, I was faced with a whole new array of obstacles. They say you can't teach an old dog new tricks. I was worried I wouldn't be able to remember how to study, and cope with the workload. I realised I didn't know how to write an academic essay, or write a report. I had to do a great deal of study on top of

my study to adjust to university life, and UniSA's Learning and Teaching Unit (formerly Learning Connection) was a vital key in achieving this. They offered short courses to fill in what I was missing, and I attended every one of them. Since I finished my degree the Learning and Teaching Unit have asked me to come back and talk to current students and I have been doing that every year. It can help with everything; how to make a presentation, how to use English, and how to complete your first assignment. I fully endorse the Learning and Teaching Unit.

At first I felt intimidated by the younger students, but later, when I was more focused than some of them, I ended up being the one intimidating them. They might have fresh minds, but they don't have the same attitude towards learning. That focus was an advantage, as well as my determination to get my work done.

I achieved many highlights. I was awarded in 2007, the Most Outstanding Student in the Corporation and Partnership Law course, and in 2008 the National Peer Assisted Study Sessions Achievement Award in Recognition of Excellence and Contribution to Student Learning. I was also a Student Ambassador and I attended a lot of functions and represented UniSA, I've also been to a lot of other activities to spread the word – come to uni, it's great.

Now, I'm working as a Graduate Officer in the Department of Treasury and Finance. I'm responsible for policy setting and giving advice to the agencies with regards to policy. After I complete my graduate program, I'm going to do my CPA and my MBA and then I'll start applying for jobs within the corporate sector.

South Australia's economy is lying low while the global financial crisis unfolds. But with the recovery will come massive increases in the opportunities offered by mining, defence and small business. But these are sophisticated employment opportunities and those without tertiary qualifications will be competing for a shrinking number of unskilled jobs. Now's the time to change that.

The world's economy is pausing to take a deep breath, and while growth has slowed and industrial spending has been curtailed, the experts agree that this is the time to gear up to be ready to make the most of the recovery when it happens.

According to Richard Blandy, Adjunct Professor of Economics at UniSA's School of Management and author of a wide range of publications on economics, this is the time to get a degree while the state is facing a protracted period of high unemployment and subdued job growth, two conditions which will have their greatest impact on new entrants into the job market and people who lose their current jobs.

Armed with a degree there will be enormous opportunities to be had when the economy starts to climb again.

But first some pain. 'The Commonwealth and State budgets both say that unemployment is going to rise and job growth is going to slow down,' says Professor Blandy. 'Unemployment will probably reach a peak of between 8 and 9 per cent next year (2010) and will only come down slowly after that so it will be 2016 before we get back to where we used to be.

The good news is that the state of South Australia is set to grow by at least one percentage point every year for the next 20 years, thanks to mining, defence and small business. However, most of the jobs available in those industries will be for people with post-secondary qualifications.

And, according to Professor Blandy, it's not important what those qualifications are. 'If you're going to be employed by business, often they're not as concerned about the precise nature of your qualification as they are that you actually have one', he says. 'A qualification of any kind proves that you can learn and employers are interested in that because it shows that you are someone they can teach whatever skills or knowledge they need for a particular application.

'The match between skills and occupation is not nearly as tight as people would expect,' he adds. 'People with all sorts of qualifications wind up in all sorts of jobs.'

The economic growth that will create a new demand for skilled workers, workers with post-secondary qualifications, will start with the expansion of the Olympic Dam mine in Roxby Downs, the world's largest known deposit of uranium and the fourth largest remaining copper and gold deposit. Already a massive mine pulling 12 million tonnes of ore per year, according to company, the expansion could increase Olympic Dam's capacity by a factor of six and is set to require 11 years of infrastructure construction, including a new open pit mine, a smelter expansion, new concentrator and hydrometallurgical plants, an airport, a railway line, a desalination plant, a pipeline, electricity transmission grids, port facilities and accommodation villages.

Richard Blandy says Olympic Dam's expansion will add 10 per cent growth to the South Australian economy and will generate masses of work directly and indirectly for people with skills. But the real impact will be in the second round when people with money to spend spend it on goods and services of all kinds, creating demand that will be met by the new breed of professional.

As an illustration of just how vital mining is to the state's economy, the fastest growing sector in the city of Adelaide is mining, yet there are no mines in the city. What's growing is a sector filled with the executives, lawyers, engineers and consultants who are developing plans for Olympic Dam.

Surviving the Global Financial Crisis



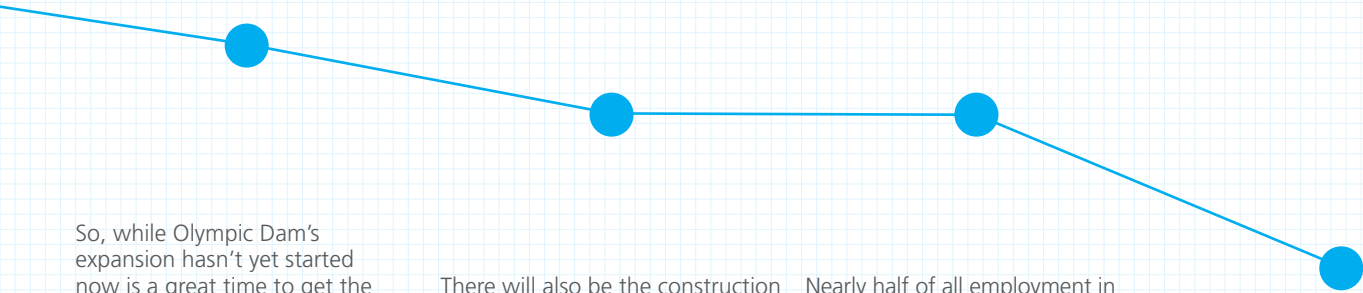
Professor Richard Blandy

Get down to business

The Division of Business is accredited by the European Quality System (EQUIS) and offers students the full range of undergraduate, postgraduate and research programs covering business and management disciplines. The Division has five Schools and offers its undergraduate programs through the Schools of Commerce, Law, Management and Marketing.

The fifth School, the International Graduate School of Business, offers a comprehensive suite of management programs ranging from the Graduate Certificate in Business Administration to the PhD, and includes the Doctor of Business Administration, our traditional MBA (now offered in several delivery modes) and the Graduate Diploma in Business Administration. The MBA is the only 5-star MBA in the state and now ranks within the top 10 in Australia.

unisa.edu.au/business



So, while Olympic Dam's expansion hasn't yet started now is a great time to get the skills the new economic drivers will demand. It is a very serious opportunity to invest in your own future so that you are in the best position possible to take advantage of the growth which, when it starts, will develop rapidly.

And the economic growth doesn't stop with mining. South Australia's defence industry is gearing up for some major work, with the State government flagging the refurbishment of the Collins Class submarines, a project that will be around until 2025.

There will also be the construction of the three Hobart Class air warfare destroyers with a possibility that that project will expand, with a possible 12 extra submarines which have been promised to Adelaide and which will extend defence construction until at least 2050.

'The third leg of the expected rapid growth in South Australia's economy is in small business,' says Professor Blandy. 'Employment in small business is growing at twice the rate of employment in large business.'

Nearly half of all employment in South Australia is in small business and a lot of that is in extremely small businesses. And small businesses are essentially about selling skills. They offer skills or knowledge that has a commercial value that people want to buy.'

It's not just skills that underpin the success of small business, but manufacturing – niche manufacturing. And while employment in the large industrial manufacturing sector as a whole is falling, in small business it's thriving.

'Jobs in the future are increasingly going to demand post-secondary school qualifications,' warns Professor Blandy 'and if these companies can't get people locally they'll bring them in from interstate and overseas. If you don't have post-school qualifications you will be competing for a shrinking number of unskilled jobs.'

'Employment in small business is growing at twice the rate of employment in large business.'



Engineering a better environment

It is no secret that as a population we face some challenges surrounding the environment. But with climate change already upon us, energy resources depleting and an increase in extreme weather conditions, the question has to be asked: is it the environment we need to change, or is it us? UniSA is asking these questions and as a UniSA student you could be part of the solution.

Ah, ancient man. They lived sans power, without running water and completely lacking in modern medicine. A mere, oh, million or so years later, in the age of twin turbo vehicles, reverse cycle air-conditioning and the Super jumbo our quality of life has obviously improved exponentially. However, swallowed by all of this innovation, one tiny, little, insignificant factor has long been suffering at the hands of our technological glory. The environment. Yes, we are failing the very thing that is where we are; everywhere we go; it's part of the air we breathe and, well, it's responsible for keeping us alive.

Back in the 80s, the 'hole in the ozone' was a hot environmental topic. Experts, politicians and the news media raved about 'closing' the hole in the ozone. Much discussion ensued about solutions, as if this gaping hole in the invisible layers that protect us could be stitched up and healed, like a grazed knee. Band-aid solutions is a term we now use negatively, because we've realized such complex issues cannot be fixed by such simple means. UniSA's Professor of Urban Ecology Chris Daniels believes that this 'solution' based mentality is precisely where we are going wrong, 'People think

'It's about learning to live with the environment.'

the environment is something we can control; something that we can manipulate and change,' he explains. 'It's not about managing the environment; it's about learning to live with the environment. In the last five years we have learnt that we can't control the environment. All we can do is regulate ourselves.'

More than a quarter of a century later and these damaging effects have only increased (though it is conceded that the hole in the ozone did repair itself for a period). Far beyond the ozone layer, today we have much bigger problems as UniSA's Professor of Sustainable Energy Engineering and Director of Research of the Institute for Sustainable Systems and Technologies Wasim Saman elucidates, 'The biggest challenges we face stem from climate change and all the effects of global warming that we not only expect to happen, but which are occurring now. Our average temperature has already increased, but the most immediate concern is the increase

Engineer your dream career

The global economy has created high demand for skilled, innovative and experienced professionals who can use the latest technologies effectively and intelligently to create sustainable solutions for business, industry and the community. UniSA's Division of Information Technology, Engineering and the Environment offers state of the art facilities in which to learn a variety of disciplines from information and communications technologies, engineering and systems, manufacturing and energy technologies, engineering and management, sciences, technologies, engineering and management of natural and built environments and mathematical modelling and statistics.

unisa.edu.au/itee



Professor
Simon Beecham



Professor
Chris Daniels



Professor
Wasim Saman

in unusual weather events, such as heat waves, bushfires and floods. If we continue to ignore this, the international scientific modeling suggests that things are going to get worse very quickly, and there will be serious impacts on our lives as we live them today.'

The term "climate change" has been so over-used and over-hyped that we've lost the value or importance of its meaning, but in a nutshell – and without sounding all doom and gloom – it's basically the root of most of our environmental problems. While much of our environmental planning is for the benefit of future generations, the strain on our energy resources is a consequence we're going to have to face in this lifetime. We're in a bind, oil is our cheapest natural energy resource, but it's running out. Coal is the other resource and while it's not running out, the carbon emissions from coal burning are greatly contributing to further climate change. Scarcily, in Australia, 80% of our electricity consumption comes from coal. So what to do? 'We need to reduce or stop our coal usage, unless we can capture the emission before it reaches the atmosphere,' Professor Saman tells us. 'There are large research

programs on what's called, carbon capture and storage. That means the intention to stop the carbon emissions from coal burning reaching the atmosphere, by capturing it and storing it underground. Australia is doing more than any other country in this area. The other important aspect is facilitating the use of alternative energy resources and developing technology for using solar, wind, and thermal energy as alternatives.'

Water is yet another vital resource we are struggling to maintain as UniSA's Professor and Director of the SA Water Centre for Water Management and Reuse, Simon Beecham elaborates, 'There are several factors affecting water use; we've just come through a drought, we waste drinking water on lawns, cars and toilets and in an urban sense Australia has grown in population by 25 per cent, so the demand for water is greater. The amount of water has to increase or the usage has to decrease.'

In the face of these challenges, you'd expect these experts to be shaking in their proverbial boots, but as it turns out while they know all of the hurdles ahead they also know that UniSA is contributing significantly

to adjusting to our changing environment. Researchers at our Whyalla campus are working on the biggest demonstration of solar thermal electricity generation, 'From large Government funding we are installing four 500 square metre solar dishes to produce heat, and therefore electricity,' Professor Saman reveals. 'And on a more practical level, one of the key research areas we are contributing to on an international level, is developing cooling systems that use the sun's heat to operate.'

And as Professor Daniels explains, UniSA has a very unique viewpoint in the area of creating sustainable environments, not just for humans, but for all plant and animal life, 'We have a multi-disciplinary viewpoint; we say if you encounter an environmental problem such as water, look at it from as many different viewpoints as possible. Geological, biological, historical; and then engineer solutions individual to household, through to council and state solutions. That's what UniSA does; we have the philosophy of taking large scale problems and developing multi-disciplinary solutions.'

But, while research is playing a crucial role, the solution lies,

apparently, in not finding a solution at all, but rather learning to adjust, which is something Professor Daniels is quite passionate about. 'It's about a change in attitude. Some of us seem to think it's our right to do whatever we want, and if some things annoy us, it's our right to remove it. The current mentality that we're running out of water, so we need to get more, not change how we use water. We don't necessarily need to generate more power we need to limit our power usage.'

Students in the Division of Information Technology, Engineering and the Environment work directly on these solutions, and are actively involved in taking steps toward change.

Become a part of this revolutionary approach to engineering our environment and ourselves.



Professor
Kathy Heenan



Professor
Kerin O'Dea



Professor
Mark Daniel



A global rethink about health

As governments direct more funding into preventative health, research is shedding new light on how behaviour, environment and emotion affect wellbeing. As a student in the Division of Health Sciences you could take a unique standpoint on health prevention as well as cure.

Billed as the biggest investment in preventative health in Australia's history, the federal government recently announced plans to fund initiatives that target alcohol abuse, healthy eating, physical activity and breastfeeding.

It's a push that is in line with reams of international research suggesting the most efficient way to improve the long-term health of the entire population lies not in miraculous pills or lap band surgery but in finding ways to influence people to make more healthy choices in their daily lives.

Professor Kerin O'Dea, the leader of the University of South Australia's Sansom Institute for Health Research, is one of several recent professorial appointments made as part of a concerted effort to increase the University's capacity in preventative and population health research.

She began her career as a biochemist researching pharmaceuticals to slow digestion and lower glycemic index, moving into research focussing on the impact of diet and lifestyle upon health.

'When you think about it, we've been hunter-gatherers for most of history. In its earliest manifestations agriculture's only been around for about 10,000 years, and the western diet is a very recent phenomenon,' O'Dea says. "Humans are not used to having unlimited access to food. We have evolved many adaptive strategies to conserve energy as food shortages were so common throughout human history.'

It's been calculated, says O'Dea, that at the turn of the 20th century the average person expended energy equivalent to walking about 15 kilometres a day. "That would take about three hours, and people are being advised that they only need half an hour of exercise a day," she says. "I'd say 30 minutes is a bare minimum and you really should aim for more than that."

But considering so much of the population is time-poor, experts agree that the only way to achieve anywhere near ideal amounts of exercise across the broader population is by building it into routines and the environment. As O'Dea says,

GIVE YOUR CAREER A HEALTH KICK

From the grass roots to the cutting edge, UniSA's Division of Health Sciences has a range of programs to breath new life into your career. Options include nursing, midwifery, occupational therapy, physiotherapy, podiatry, laboratory medicine, nutrition and food sciences, pharmacy, pharmaceutical science, medical imaging and radiation, health science, and human movement and health studies (including sports science, health promotion, outdoor education and health and physical education).

unisa.edu.au/health

'Being closer to nature makes us happier and less stressed, and one of the roll-on effects is better health. Environments affect emotions and emotions play a major role in influencing behaviour.'

'We've got to re-engineer physical activity back into our lives – at the moment we've engineered it out.'

Engineering activity back into our daily regimens is also a major concern of Professor Mark Daniel, a leading population health researcher from Canada who joined UniSA in 2008. He says that while public health awareness campaigns are an important and cost-effective way of reducing pressure on primary health care, improving our environment to support good health should be just as high a priority.

According to Daniel, what the world needs is more efficient public transport, support for active transport including bike paths, a reduced availability of junk foods and fast-food outlets, and more medium density housing close to recreational facilities, parks and shops selling fresh food.

Both Daniel and O'Dea agree that the best way to make an impact on population health is via legislation, citing the success of compulsory seatbelt legislation and anti-smoking laws. O'Dea would like to see new laws encouraging healthier diets,

but says change has been slow partly because the detrimental effects of junk food are not as cut and dried as, say, tobacco.

Getting back to the personal; what, from a population health perspective, can an individual do to maximise their chances of a long and healthy life? Be born into a good family so you can get a good education and a reasonable level of income for a start, says Daniel. 'Education provides a capacity for informed decisions about health behaviour, while income provides the means to determine the nature of one's environment and the resources and opportunities it provides,' he says.

But practically speaking, some life choices he recommends considering include living on a grid street network rather than a cul-de-sac (it encourages walking), living in a place that's quiet (noisy environments being linked to higher rates of cardiovascular disease) and living close to vegetation. 'In Europe and Canada we have looked at the health of people in areas where there are many neighbourhood parks and these areas tend to have better health,'

he says. 'They're not always better off income-wise but they are healthier.'

'Research shows that people who perceive more hopelessness tend to have worse health outcomes. Disadvantaged populations have lower levels of perceived control and they don't care as much about messages like 'don't smoke', and 'eat better', says Daniel. 'Intervention is important. There are many things we can do to make environments make people feel better.' 'Population health is concerned not only in the association between environment and health, but in the pathways in which environment is related to health. When you understand those pathways better, you can target changing people's attitudes at the same time as changing their environment,' he adds.

Study one of the many health sciences on offer at UniSA could add to your sense of purpose, all while you contribute to a global rethink about health.

Jobs of the future

Gone are the days of the butcher, baker and candlestick maker. Of course we still need meat, bread and candles, but we are no longer limited in our scope of career. The job market is moving exponentially, but UniSA will help you keep up.

Gene Screener

In the future genetic testing will be as common and cheap as an everyday blood test.

Drowned City Specialist

With the oceans rising, some towns will be swallowed by water in the future, special teams will be assigned to manage the damage.

Robot Mechanic

Jetson style personal assistant robot won't need salary increases, but they will need mechanical maintenance.

Hollywood Holographer

In order to bring people back to the cinema, Hollywood is prototyping 3D image screens too expensive to run at home.

Did you know that in 2004 not a single one of the top 10 jobs predicted for 2010 even existed? The statistics surrounding current trends in the job market are astonishing; new jobs are emerging every day, some jobs of the past are becoming obsolete and we are learning and educating in a time of tremendous change and growth. The amount of new technical information is doubling every two years.

According to financial news and business analyst, Forbes.com among the 10 careers of the future will be that of gene screener, drowned city specialist, robot mechanic and Hollywood holographer. Jobs no-one has even heard of up until now.

The keys to success and growth in this ever-changing market are lifelong learning and personal adaptation. We're in a brain race, and the days when you could study for four years, get a job and coast through are slowly

'The best advice that can always be given is to follow your passion. It is only along that path will true success be found...'

fading. People need skills beyond what is required for their chosen discipline. What will matter is for a graduate to develop an ability to learn for themselves, to be able to solve problems, be able to work autonomously and in teams, to be able to communicate, to have an international outlook and to act ethically and with social responsibility. These graduate qualities underpin all programs at UniSA.

It has been said that at the middle of last century there were two people competing for each job,

and today there are more like 52 people competing for the job you want. Securing your dream role, lies in the hands of your future employer and in your ability to impress them studying at UniSA will give you the edge. All programs at UniSA are developed in close consultation with the future employers of our students. This ensures that our programs are relevant to the contemporary needs of employers. We take great pride in the fact that our graduates are highly employable as a direct result of this consultation.

Of course there are some careers that will remain vital well into the future; nurses and highly-skilled medical practitioners will be required to care for the needs of our aging population, and lawyers, teachers and accountants will always be in demand. Though it is useful to note that jobs surrounding technology, the internet and energy are key directions for the upcoming workforce, the pace of knowledge

increase has shown every sign of continuing the exponential growth that it has experienced for all of the last century. We would have to reasonably assume that it will continue. At the turn of the 20th century, people barely finished primary school. By mid-century, people were finishing at middle levels of high school. Now people need a higher qualification to be competitive.

There is no greater motivator than your own desires. The best advice that can always be given is to follow your passion. It is only along that path will true success be found. Education always opens more doors to enhanced career prospects and provides a competitive edge in the employment market.

I got in to...

The Division of Information Technology,
Engineering and the Environment

'I feel that making the switch to UniSA was definitely a wise move and one that has opened up new career paths for me...'

**CHRISTINE COTHENET,
BACHELOR OF ENGINEERING
(PROJECT MANAGEMENT)**

'I started my study path at Charles Darwin University studying a Bachelor of Civil Engineering/Bachelor of Business (Management). About half way through my second year my father got a job that required moving to Adelaide, so I had to look into all of the university options and decided where to continue my studies. In the end UniSA had the most appropriate degree for me which was a new Civil Engineering program, specialising in project management.

Now that I'm settled I've found that Mawson Lakes is a wonderful campus. I like that the class sizes are quite small which allows students to have more one-on-one time with the lecturers. The buildings are all very modern and have some really interesting features, such as the blinds in the Mawson Centre which adjust depending on the temperature in the building.

The lecturers are all very knowledgeable in their respective fields and their office door is almost always open to students

and their questions. One in particular, Simon Beecham, was a guest lecturer for Environmental Engineering, and has introduced me to Water Sensitive Urban Design, which I've realised is something I am very interested in. It was one of the most valuable lectures I have had yet.

Being a female in what is typically a bit of a boys' club is not as big a deal as I imagine it was years ago. Students don't make a fuss over my gender because they know that I am no less capable than they are, and in this program everybody has their strengths and weaknesses.

In the future I really want to do something that will impact the way people live, which is why I chose to study engineering in the first place. My dream role would be to manage a project that makes a real difference in the world with a company that has similar visions to mine. I feel that making the switch to UniSA was definitely a wise move and one that has opened up new career paths for me, such as winning the scholarship from SA Water which includes a placement at the end of the year, I'm quite excited about that.'

I got in to...

The Division of Health Sciences

**HELEN DELANY,
BACHELOR OF NURSING**

'I'd always wanted to become a nurse. When I was 15 I was accepted into the nursing program in the army, but the matron at Daw Park told me I was only doing it so I didn't have to live at home. She's one of the reasons I came back to study, I wanted to prove that I really wanted to be a nurse.

But returning to study also came out of necessity as well, I separated from my husband and realised I was going to need a good, stable job in order to support myself and my five kids. So I completed a Certificate III in Community Services (Aged Care) at TAFE, and started work. I went on to Enrolled Nursing and now I'm doing a Bachelor of Nursing degree at UniSA.

The younger students in my program study very differently to

me. I've found that the adult-entry students are more focused and contribute more in class. But the young students have been very helpful, one even helped me to enrol, and my kids have been instrumental in teaching me how to use the computer.

Now I work four days a week in aged care, and study full time and look after my kids. People keep asking me how I do it, and I really don't know. I think it's because I want to do it, when you want something bad enough you'll find a way. That's the difference between the younger students and the older ones - we've got more to fit in and have to strive for that work-life balance. Getting older has made me want it more, I didn't have the opportunity when I was younger, and this is my chance.

'People keep asking me how I do it, and I really don't know. I think it's because I want to do it, when you want something bad enough you'll find a way.'

I really feel like I've come so far, I finish my degree in October and I have to admit I'm shocked I got through. I'm very proud of myself, and always encourage other people to give it a try, because I know that if I can do it - anyone can, really.'

Tips for the adult entry student

Accept the transition – one of the biggest mistakes adult entry students make is underestimating the adjustment. University is a big commitment and will take a great deal of your time and energy. There are helping hands all along the way, but expect to put in the hard yards and you won't be surprised later.

Find a study space – create a space for yourself in your home or room that is entirely dedicated to study. Make it clean and organised and somewhere you won't be regularly interrupted.

Develop a network – don't be afraid to create relationships with people younger or older than you, they are your peers now. Likewise, don't be intimidated by your lecturers and tutors, use them, they are there to help.

Keep everyone informed – beyond your university network, you're going to need support from all around you. If you work, keep your employers informed so they know you have other commitments to balance, and keep your friends and family updated so they can support you along the way.

Schedule break-times – and we don't mean 15 minutes for a muesli bar. Make sure you have specific times in the week to let your hair down. Go to dinner, see some friends, or just have some you-time.

Stay healthy – take time out to exercise, eat well and get plenty of sleep

Get up with technology – if your computer skills aren't great, consider a computer course so you aren't confronted by a new technology right from the word go.

Get time savvy – organise and structure your time so you are dedicating enough time to all of the areas in your life; study, family, partner, household chores, exercise. If you're structured to begin with you will soon learn how it all fits together for you.

Know where and how to get help – talk to the UniSA librarian about research methods and borrowing policies. And visit a UniSA Learning and Teaching office for learning guides and advice.

Money for Your Study

WITH UNISA SCHOLARSHIPS AND GRANTS

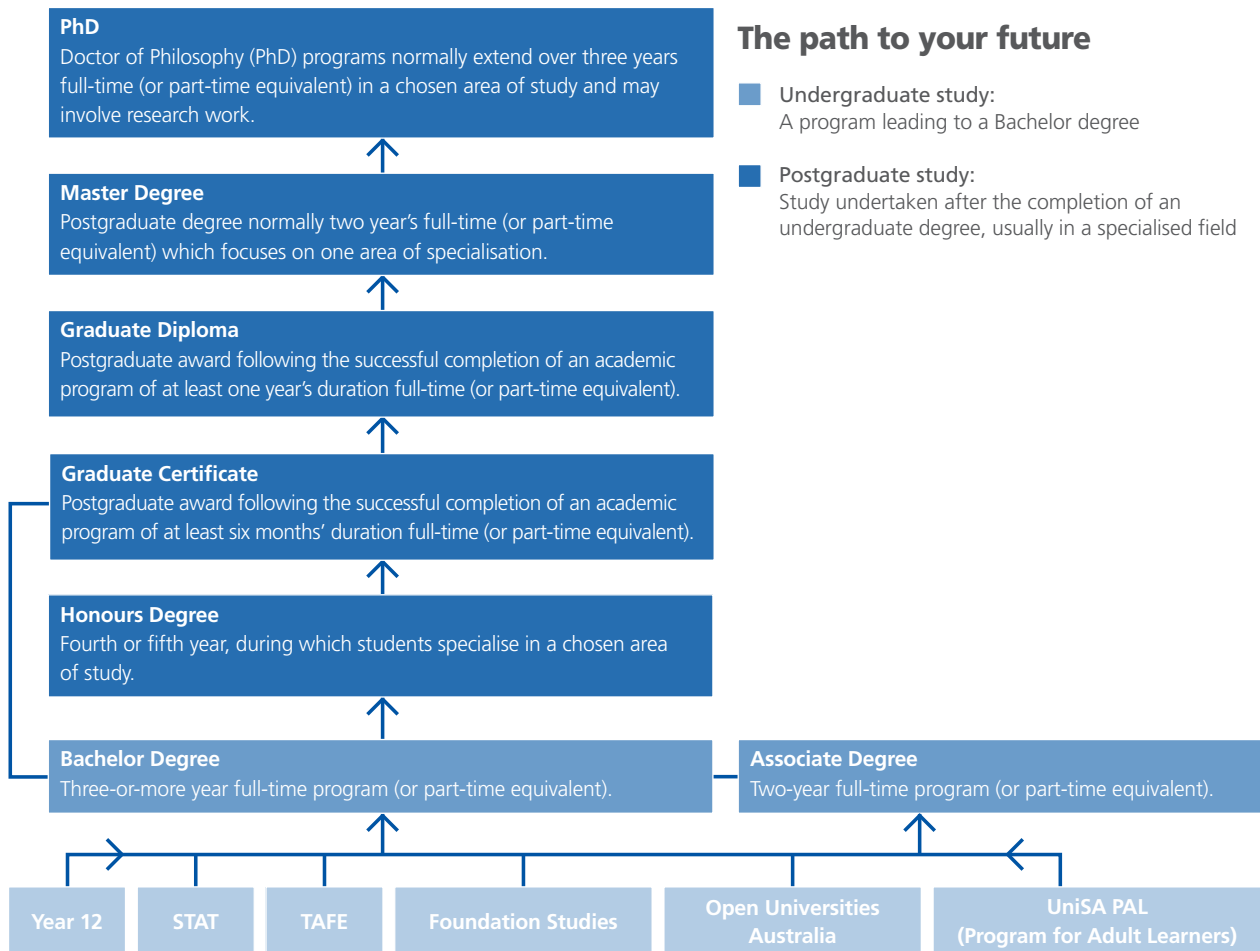
The ongoing costs associated with your university education can be difficult to manage, which is why UniSA offers a wide range of scholarships for both undergraduate and postgraduate students.

These funds can be used towards fees, accommodation or the general living expenses associated with being a student.

Here are a few of the scholarships on offer, but if you head to unisa.edu.au/scholarship you will find a comprehensive overview of all of the scholarships available some of which provide not just financial assistance but also work placement opportunities, mentoring and even overseas travel.

Our scholarships fall under many categories; some are designed to support students from rural or low socio-economic backgrounds, some are to motivate high achieving students and if you're interested in some time abroad you might qualify for a UniSA Student Exchange Travel Grant. Not only will you get to immerse yourself in the university life of another country, but UniSA could help out with your flights, accommodation and living expenses. There are lots of scholarship opportunities available and you may be eligible for more than you think. Check the web site for many more.

unisa.edu.au/scholarships



www.unisa.edu.au/careershop



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- » Links to industry websites and news. Check out the latest trends in industry.

To register, simply log on to www.unisa.edu.au/careershop, fill in your details and start exploring.

And you'll receive regular CareerShop updates by email each time we upload new information.

Undergraduate programs offered in 2010

	SATAC code	Program length (years)	Home campus	Minimum Tertiary Entrance Rank (TER) for 2009 entry ^{NB1}	Prerequisite at Stage 2 (Score 10-20)	Assumed knowledge (Stage 2 unless stated)	Bonus Point Subject Codes	Minimum Special Entry (STAT) score ^{NB2}	Minimum TAFE entry requirements	TAFE credit available	External study available	Part-time study available
	1	2	3	4	5	6	7	8	9	10	11	12
ACCOUNTING AND COMMERCE												
Bachelor of Applied Finance ^{EQ}	424051	3	CWE	70.85		MS, SM	E,M,EC	153	DIP	Yes	Yes	Yes
Bachelor of Commerce ^{EQ}	424181	3	CWE	66.10			E,M,A	153	DIP	Yes	Yes	Yes
Bachelor of Commerce, Bachelor of Applied Finance ^{EQ}	424191	4	CWE	68.65			E,M,A	153	DIP	Yes	Yes	Yes
ARCHITECTURE AND DESIGN												
Bachelor of Architectural Studies	424441	3	CWE	80.00			E,M,D,V	153	CIV	Yes	No	Yes
Bachelor of Industrial Design	424071	4	CWE	55.00			E,M,D,V	153	CIV	Yes	No	Yes
Bachelor of Interior Architecture	424081	4	CWE	60.25			E,M,D,V	153	CIV	Yes	No	Yes
Bachelor of Industrial Design, Bachelor of Management	424521	5	CWE	69.95			E,M,D	153	CIV	Yes	Px	Yes
ARTS												
Bachelor of Arts	424541	3	MAG	N/A			E,M,AI,SS	153	CIV	Yes	No	Yes
ABORIGINAL AND AUSTRALIAN STUDIES												
Bachelor of Arts (Aboriginal Studies)	424401	3	CWE	59.80			E,M,AS,SS	153	CIV	Yes	Yes	Yes
Bachelor of Arts (Aboriginal Studies), Bachelor of Education (Middle and Secondary)	424491	4	CWE	61.70			E,M,AS,SS	153	CIV	Yes	Px	Yes
Bachelor of Arts (Aboriginal Studies), Bachelor of Social Science (Human Services)	424421	4	CWE	59.30			E,M,AS,SS	153	CIV	Yes	Px	Yes
Bachelor of Arts (Aboriginal Studies), Bachelor of Social Work	444151	5	MAG	58.85			E,M,AS,SS	153	CIV	Yes	Px	Yes
Bachelor of Arts (Australian Studies)	424411	3	CWE	55.45			E,M,AS,SS	153	CIV	Yes	Yes	Yes
Bachelor of Arts (Australian Studies), Bachelor of Education (Middle and Secondary)	424501	4	CWE	60.50			E,M,AS,SS	153	CIV	Yes	Px	Yes
BUSINESS												
Associate Degree in Business Ventures - Mount Gambier	475027	2	MG	60.00			N/A	150	CIII	Yes	No	Yes
Associate Degree in Business Ventures - Whyalla	465021	2	WHY	60.00			N/A	150	CIII	Yes	No	Yes
Bachelor of Business (International Business) ^{EQ}	424091	3	CWE	65.05			E,M,AI	153	DIP	Yes	Yes	Yes
Bachelor of Business (International Business), Bachelor of Arts (International Studies) ^{EQ}	424221	4	CWE	72.25			E,M,AI	153	DIP	Yes	Yes	Yes
Bachelor of Business (Property) ^{EQ}	424131	3	CWE	66.05			E,M,A	153	DIP	Yes	Yes	Yes
Bachelor of Business Administration (Specialisation) ^{EQ}	424361	3	CWE	67.60			E,M,A	153	DIP	Yes	Yes	Yes
Bachelor of Business and Enterprise - Mount Gambier	474021	3	MG	60.00			E,M,EC	150	DIP	Yes	No	Yes
Bachelor of Business and Enterprise - Whyalla	464121	3	WHY	60.00			E,M,EC	150	DIP	Yes	No	Yes
CIVIL AVIATION												
Bachelor of Applied Science (Civil Aviation)	434032	3	MLK	68.65		MS, SM, P	E,M,S	153	CIV	Yes	No	Yes
COMMUNICATION AND MEDIA												
Bachelor of Arts (Communication and Media Management)	444011	3	MAG	55.45			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Arts (Writing and Creative Communication)	444271	3	MAG	55.45			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Communication (Media and Culture)	444261	3	MAG	55.80			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Journalism	444061	3	MAG	85.05			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Journalism, Bachelor of Arts (International Studies)	444171	4	MAG	92.80			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Journalism, Bachelor of Arts (Writing and Creative Communication)	444281	4	MAG	N/A			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Marketing and Communication	424451	3	CWE	72.25			E,M,MD	153	DIP	Yes	Px	Yes
Bachelor of Media Arts	444191	3	MAG	68.50			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Public Relations	444251	3	MAG	65.05			E,M,MD,IT	153	CIV	Yes	No	Yes
COMPUTING AND INFORMATION TECHNOLOGY												
Associate Degree in Information Technology	AD>	2	MLK	66.90			N/A	153	CIV	Yes	Yes	Yes
Bachelor of Business (Management of Information Technology)	424121	3	CWE	67.75			E,M,IT	153	CIV	Yes	Yes	Yes
Bachelor of Information Technology	434041	3	MLK	70.40			E,M,IT	153	CIV	Yes	Yes	Yes

ENTRY CODES

B	Biology
C	Chemistry
MM	Mathematical Methods
MS	Mathematical Studies
P	Physics
PE	Physical Education
SM	Specialist Mathematics

CAMPUS CODES

CEA	City East
CWE	City West
MLK	Mawson Lakes
MAG	Magill
WHY	Whyalla
MG	Mount Gambier
FLN	Flinders

SYMBOL CODES

NB1	February cutoff TER scores for entry into UniSA programs in 2009. TERs vary yearly and should be used as a guide only
NB2	Minimum STAT scores for entry into UniSA programs in 2009. Scores may be increased with a Personal Competencies statement and/or Employment Experience (for guidelines see satac.edu.au/uniweb51A/includes/unimidPC.pdf). Scores vary yearly and should be used as a guide only.
Xsl	Program not available to school leavers
Xs	Program was not offered through SATAC for 2009 entry.
mi2>	Entry only available after successful completion of the first two years of Bachelor of Business (Management of Information Technology)
UG>	Entry available only to students currently enrolled in a UniSA undergraduate degree
AD>	Apply directly to UniSA

EQ	UniSA's Division of Business is accredited by the European Quality Improvement System (EQUIS)
CIII	Certificate III or higher award in related field. For further information contact UniSA (08) 8302 2376 or 1300 UNINOW (local call)
CIV	Certificate IV or higher award in related field. For further information contact UniSA (08) 8302 2376 or 1300 UNINOW (local call)
DIP	Diploma or higher award in related field. For further information contact UniSA (08) 8302 2376 or 1300 UNINOW (local call)
E2	Equivalent Stage 2 subjects assumed for some majors
Px	Partly External: some courses are available in external mode
©	Contact UniSA for further information. (08) 8302 2376 or 1300 UNINOW
T3	Can be completed in three years if studied in three trimesters per year

BONUS POINT SUBJECT CODES

A	Accounting Studies
AI	Australian & International Politics
AS	Aboriginal Studies
D	Design & Technology Studies
E	English Studies or English Communication or English as Second Language Studies
EC	Economics
ES	Early Childhood Studies
IT	Information Technology Studies
L	Language (HESS G)
LS	Legal Studies
M	Mathematics (Methods, Studies or Specialist)
MD	Media Studies
N	Nutrition
PE	Physical Education
PY	Psychology
S	Agricultural and Horticultural Science or Biology or Chemistry or Geology or Nutrition or Physics or Psychology
SS	Studies in Society
T	Tourism
V	Visual Arts Studies

For more information refer to uni.sa.edu.au/future/year12/bonuspoints

Undergraduate programs offered in 2010

	SATAC code	Program length (years)	Home campus	Minimum Tertiary Entrance Rank (TER) for 2009 entry ^(a)	Prerequisite at Stage 2 (Score 10-20)	Assumed knowledge (Stage 2 unless stated)	Bonus Point Subject Codes	Minimum Special Entry (SAT) score ^(a)	Minimum TAFE entry requirements	TAFE credit available	External study available	Part-time study available
	1	2	3	4	5	6	7	8	9	10	11	12
COMPUTING AND INFORMATION TECHNOLOGY (continued)												
Bachelor of Information Technology (Business Systems)	434901	3	MLK	70.40			E,M,IT	153	CIV	Yes	Yes	Yes
Bachelor of Information Technology (Games and Entertainment Design)	434881	3	MLK	70.40			E,M,IT	153	CIV	Yes	Yes	Yes
Bachelor of Information Technology (Networking and Security)	434891	3	MLK	70.40			E,M,IT	153	CIV	Yes	Yes	Yes
Bachelor of Information Technology (Software Development)	434871	3	MLK	70.40			E,M,IT	153	CIV	Yes	Yes	Yes
Bachelor of Information Technology (with TAFE SA)	434621	3	MLK	58.00			N/A	153	CIV	Yes	No	Yes
Bachelor of Information Technology, Bachelor of Management	424061	4	CWE	79.70			E,M,A	153	CIV	Yes	Yes	Yes
Bachelor of Engineering (Mechanical), Bachelor of Information Technology	434271	5	MLK	83.15			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Computing (Multimedia)	444041	4	MAG	65.60			E,M,MD	153	CIV	Yes	No	Yes
Bachelor of Computer Science (Honours)	434421	4	MLK	93.95			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Software Engineering	434211	4	MLK	69.15			E,M,S	153	CIV	Yes	No	Yes
CONSTRUCTION MANAGEMENT AND ECONOMICS												
Associate Degree in Built Environment	415011	2	CEA	61.70			N/A	153	CIV	Yes	No	Yes
Bachelor of Built Environment	414301	3	CEA	66.10			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Construction Management and Economics	414021	4	CEA	77.35			E,M,S	153	CIV	Yes	No	Yes
EDUCATION												
Bachelor of Applied Science (Human Movement, Health Studies), Bachelor of Education (Middle, Secondary)	414261	4	CEA	89.20			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Early Childhood Education	444051	4	MAG	65.60			E,M,ES,PE	153	DIP	Yes	No	Yes
Bachelor of Education (Adult, Vocational and Workplace Learning)	434601	4	MLK	87.85			E,M,SS,PY	153	CIV	Yes	No	Yes
Bachelor of Education (Design and Technology Education) - Design and Technology	434581	4	MLK	62.75			E,M,D,IT	153	CIV	Yes	No	Yes
Bachelor of Education (Design and Technology Education) - Home Economics	434701	4	MLK	68.10			E,M,D,N	153	CIV	Yes	No	Yes
Bachelor of Education (Junior Primary and Primary)	444071	4	MAG	77.35			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Education (Primary and Middle)	434591	4	MLK	67.15			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Science, Bachelor of Education	434611	4	MLK	65.10		E2	E,M,S	153	DIP	Yes	No	Yes
Bachelor of Arts (Aboriginal Studies), Bachelor of Education (Middle and Secondary)	424491	4	CWE	61.70			E,M,AS,SS	153	CIV	Yes	No	Yes
Bachelor of Arts (Australian Studies), Bachelor of Education (Middle and Secondary)	424501	4	CWE	60.50			E,M,AS,SS	153	CIV	Yes	No	Yes
ENGINEERING												
Associate Degree in Engineering (Defense Systems)	TBA	2	MLK	Xs			N/A	153	N/A	N/A	N/A	Yes
Associate Degree in Engineering	TBA	2	MLK	Xs			N/A	153	CIV	Yes	No	Yes
Bachelor of Engineering (Civil)	434481	4	MLK	77.40	MS	C, P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Civil and Transport)	434801	4	MLK	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Civil and Project Management)	434811	4	MLK	72.55	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Civil and Water Resources Management)	434851	4	MLK	Xs	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Civil and Environmental Management)	434861	4	MLK	Xs	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical)	434321	4	MLK	74.75	MS	C, P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical and Nanotechnology)	434761	4	MLK	79.15	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical and Sustainable Systems)	434771	4	MLK	80.35	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical and Mechatronic)	434781	4	MLK	77.40	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Materials)	434841	4	MLK	Xs	C,MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical and Advanced Manufacturing)	434791	4	MLK	N/A	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Computer Systems)	434441	4	MLK	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Biomedical)	434831	4	FLN/MLK	85.00	MS,C	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Optical and Electronic)	TBA	4	MLK	Xs	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Robotics)	434821	4	FLN/MLK	75.50	MS,C	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Electronics and Communications)	434751	4	MLK	79.55	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Networking and Communications)	434741	4	MLK	77.35	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Electrical and Mechatronic)	434451	4	MLK	71.35	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical), Bachelor of Information Technology	434271	5	MLK	88.10	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Mechanical), Bachelor of Management	434411	5	MLK	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Electronics and Communications), Bachelor of Management or Bachelor of Management (Marketing)	434101	5	CWE/ML	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Networking and Communications), Bachelor of Management or Bachelor of Management (Marketing)	434101	5	CWE/ML	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Laws, Bachelor of Construction Management and Economics	424471	6.2	CWE	94.00	MS	P,C	E,M,LS	164	N/A	No	No	Yes
Bachelor of Laws, Bachelor of Engineering (Electronics and Communications)	424481	6.2	CWE	94.00	MS	P,C	E,M,LS	164	N/A	No	No	Yes
Bachelor of Laws, Bachelor of Engineering (Networking and Communications)	424481	6.2	CWE	94.00	MS	P,C	E,M,LS	164	N/A	No	No	Yes
Bachelor of Technology (Mechanical and Manufacturing Engineering)	434221	3	MLK	68.10	MS	P	E,M,S	153	CIV	Yes	No	Yes

Undergraduate programs offered in 2010

	SATAC code	Program length (years)	Home campus	Minimum Tertiary Entrance Rank (TER) for 2009 entry ¹	Prerequisite at Stage 2 (Score 10-20)	Assumed knowledge (Stage 2 unless stated)	Bonus Point Subject Codes	Minimum Special Entry (STAT) score ²	Minimum TAFE entry requirements	TAFE credit available	External study available	Part-time study available
	1	2	3	4	5	6	7	8	9	10	11	12
Bachelor of Engineering (Computer Systems), Bachelor of Management or Bachelor of Management (Marketing)	434101	4	MLK	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Engineering (Electrical and Mechatronic), Bachelor of Management or Bachelor of Management (Marketing)	434101	4	MLK	72.60	MS	P	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Laws, Bachelor of Engineering (Electrical and Mechatronic)	424481	6.2	CWE	94.00	MS	P,C	E,M,I,S	164	N/A	No	No	Yes
Bachelor of Laws, Bachelor of Engineering (Civil)	424481	6.2	CWE	94.00	MS	P,C	E,M,I,S	164	N/A	No	No	Yes
Bachelor of Laws, Bachelor of Engineering (Computer Systems)	424481	6.2	CWE	94.00	MS	P,C	E,M,I,S	164	N/A	No	No	Yes
Bachelor of Laws, Bachelor of Engineering (Mechanical)	424481	6.2	CWE	94.00	MS	P,C	E,M,I,S	164	N/A	No	No	Yes
ENVIRONMENTAL MANAGEMENT AND SUSTAINABILITY												
Bachelor of Sustainable Environments (Environmental Protection and Management)	434631	3	MLK	66.75			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Sustainable Environments (Geographical and Earth Systems)	434641	3	MLK	72.80			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Sustainable Environments (Geospatial Information Systems)	434651	3	MLK	65.50			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Sustainable Environments (Biodiversity and Park Management)	434711	3	MLK	63.70			E,M,S	153	CIV	Yes	No	Yes
INTERNATIONAL STUDIES AND LANGUAGES												
Associate Degree in Languages and Culture Studies	UG>	1	MAG	N/A			N/A	153	CIV	Yes	Px	Yes
Bachelor of Arts (Languages and Intercultural Communication)	444181	3	MAG	55.45			E,M,AI,L	153	CIV	Yes	Px	Yes
Bachelor of Arts (International Studies)	444141	3	MAG	55.45			E,M,AI,L	153	CIV	Yes	No	Yes
Bachelor of Business (International Business), Bachelor of Arts (International Studies)	424221	4	CWE	72.25			E,M,AI	153	DIP	Yes	Px	Yes
Bachelor of Journalism, Bachelor of Arts (International Studies)	444171	4	MAG	92.80			E,M,MD,IT	153	CIV	Yes	No	Yes
Bachelor of Management (Marketing), Bachelor of Arts (International Studies)	424271	4	CWE	70.45			E,M,MD	153	DIP	Yes	Px	N/A
Bachelor of Management, Bachelor of Arts (International Studies)	424261	4	CWE	72.10			E,M,EC	153	DIP	Yes	Px	Yes
Bachelor of Social Work, Bachelor of Arts (International Studies)	444231	5	MAG	56.70			E,M,AI,SS	153	CIV	Yes	Px	Yes
LAW												
Bachelor of Laws	424461	4 ³	CWE	90.30			E,M,LS,AI	164			Px	Yes
Bachelor of Laws, Bachelor of Arts (International Studies)	424471	5	CWE	90.30			E,M,LS,AI	164		Yes	No	Yes
Laws Double Degree (5 years)	424471	5	CWE	90.30			E,M,LS,AI	164			Px	Yes
Laws Double Degree (6.5 years)	424481	6.5	CWE	94.00	MS	P	E,M,LS	164			No	Yes
MANAGEMENT												
Bachelor of Management	424101	3	CWE	68.65			E,M,EC	153	DIP	Yes	Yes	Yes
Bachelor of Management (Human Resource Management)	424351	3	CWE	68.10			E,M,EC	153	DIP	Yes	Yes	Yes
Bachelor of Management (Logistics and Supply Chain Management)	424511	3	CWE	69.60			E,M,EC	153	DIP	Yes	Yes	Yes
Bachelor of Management, Bachelor of Arts (International Studies)	424261	4	CWE	72.10			E,M,EC	153	DIP	Yes	Px	Yes
MARKETING												
Bachelor of Management (Marketing)	424111	3	CWE	69.05			E,M,MD	153	DIP	Yes	Yes	Yes
Bachelor of Management (Marketing), Bachelor of Arts (International Studies)	424271	4	CWE	70.45			E,M,MD	153	DIP	Yes	No	Yes
Bachelor of Marketing and Communication	424451	3	CWE	72.25			E,M,MD	153	DIP	Yes	Px	Yes
MEDICAL AND HEALTH SCIENCES												
Bachelor of Applied Science (Human Movement and Health Studies)	414231	3	CEA	80.65			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Applied Science (Human Movement, Health Studies), Bachelor of Education (Middle, Secondary)	414261	4	CEA	89.20			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Applied Science (Occupational Therapy)	414092	4	CEA	89.15			E,M,S	153	DIP	Yes	No	No
Bachelor of Health Science	414311	3	CEA	80.00			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Laboratory Medicine	414011	4	CEA	70.85	C		E,M,S	153	DIP	Yes	No	Yes
Bachelor of Medical Radiation Science (Nuclear Medicine)	414341	4	CEA	90.95			E,M,S	153	DIP	Yes	No	No
Bachelor of Medical Radiation Science (Radiation Therapy)	414361	4	CEA	91.30			E,M,S	153	DIP	Yes	No	No
Bachelor of Medical Radiation Science (Medical Imaging)	414371	4	CEA	94.05			E,M,S	153	DIP	Yes	No	No
Bachelor of Medical Science	414381	3	CEA	Xs			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Nutrition and Food Sciences	414291	3	CEA	75.40			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Pharmaceutical Science	414331	3	CEA	74.75	C, B or P		E,M,S	153	DIP	Yes	No	Yes
Bachelor of Pharmacy	414101	4	CEA	95.10	C	MS or SM	E,M,S	153	DIP	Yes	No	Yes
Bachelor of Physiotherapy	414112	4	CEA	97.70		B, P	E,M,S	153	DIP	Yes	No	No
Bachelor of Podiatry	414321	4	CEA	91.25		C, B	E,M,S	153	DIP	Yes	No	No
NURSING AND MIDWIFERY												
Bachelor of Midwifery	414241	3	CEA	87.35			E,M,S	153	DIP	Yes	N/A	Yes
Bachelor of Midwifery (External)	414245	3	CEA	88.45			E,M,S	153	DIP	Yes	Yes	Yes
Bachelor of Nursing (Pre-registration)	414141	3	CEA	68.10			E,M,S	153	DIP	Yes	N/A	Yes
Bachelor of Nursing (Pre-registration) (External)	414145	3	CEA	68.60			E,M,S	153	DIP	Yes	Yes	Yes
Bachelor of Nursing (Pre-registration) - Mount Gambier	474031	3	MG	58.90			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Nursing (Pre-registration) - Whyalla	464071	3	WHY	59.55			E,M,S	153	DIP	Yes	No	Yes

Undergraduate programs offered in 2010

	SATAC code	Program length (years)	Home campus	Minimum Tertiary Entrance Rank (TER) for 2009 entry ¹	Prerequisite at Stage 2 (Score 10-20)	Assumed knowledge (Stage 2 unless stated)	Bonus Point Subject Codes	Minimum Special Entry (STAT) score ¹⁰²	Minimum TAFE entry requirements	TAFE credit available	External study available	Part-time study available
	1	2	3	4	5	6	7	8	9	10	11	12
PSYCHOLOGY												
Bachelor of Psychological Science	444211	3	MAG	60.20			E,M,PY	153	CIV	Yes	No	Yes
Bachelor of Psychology (Honours)	444221	4	MAG	90.15			E,M,PY	153	CIV	Yes	No	Yes
Bachelor of Social Science (Human Services), Bachelor of Psychological Science	444241	4	MAG	60.35			E,M,SS,AI	153	CIV	Yes	Px	Yes
Bachelor of Laws, Bachelor of Psychological Science	424471	5	CWE	90.30			E,M,LS,AI	164	N/A	Yes	No	Yes
SCIENCE AND MATHEMATICS												
Bachelor of Mathematical Sciences (Applied Mathematics), (Statistics), (Optimisation)	434661	3	MLK	82.95	MS		E,M,S	153	CIV	Yes	No	Yes
Bachelor of Quantitative Finance	424431	3	CWE	76.90	MS		E,M,S	153	CIV	Yes	No	Yes
Bachelor of Science	434201	3	MLK	63.20		P, MS, C, B	E,M,S	153	CIV	Yes	No	Yes
Bachelor of Science, Bachelor of Education	434611	4	MLK	60.35			E,M,S	153	DIP	Yes	No	Yes
SOCIAL WORK AND HUMAN SERVICES												
Bachelor of Arts (Aboriginal Studies), Bachelor of Social Science (Human Services)	424421	4	CWE	59.30			E,M,AS,SS	153	CIV	Yes	Px	Yes
Bachelor of Arts (Aboriginal Studies), Bachelor of Social Work	444151	5	MAG	58.85			E,M,AS,SS	153	CIV	Yes	Px	Yes
Bachelor of Social Science (Human Services)	444101	3	MAG	55.45			E,M,SS,AI	153	CIV	Yes	Px	Yes
Bachelor of Social Science (Human Services), Bachelor of Psychological Science	444241	4	MAG	60.35			E,M,SS,AI	153	CIV	Yes	Px	Yes
Bachelor of Social Science (Justice Administration)	4BP004	1	MAG	XSL			N/A	N/A	DIP	Yes	Px	Yes
Bachelor of Social Work	444111	4	MAG	55.45			E,M,SS,AI	153	CIV	Yes	Px	Yes
Bachelor of Social Work (Mount Gambier)	474041	4	MG	58.90			E,M,SS,AI	150	CIV	Yes	Px	Yes
Bachelor of Social Work (Whyalla)	464081	4	WHY	58.90			E,M,SS,AI	150	CIV	Yes	Px	Yes
Bachelor of Social Work, Bachelor of Arts (International Studies)	444231	5	MAG	56.70			E,M,SS,AI	153	CIV	Yes	Px	Yes
TOURISM AND RECREATION												
Bachelor of Sport and Recreation Management	434191	3	MLK	68.10			E,M,T	153	DIP	Yes	Px	Yes
Bachelor of Tourism and Event Management	424371	3	CWE	68.10			E,M,T	153	DIP	Yes	Yes	Yes
URBAN AND REGIONAL PLANNING												
Bachelor of Urban and Regional Planning	414161	4	CEA	65.10			E,M,S	153	CIV	Yes	No	Yes
VISUAL ART, GRAPHIC DESIGN AND ILLUSTRATION												
Bachelor of Visual Arts (Specialisation)	424381	3	CWE	55.30			E,M,D,V	153	CIV	Yes	No	Yes
Bachelor of Design (Visual Communication)	424151	3	CWE	67.75			E,M,D,V	153	CIV	Yes	No	Yes
MOUNT GAMBIER												
Associate Degree in Business Ventures - Mount Gambier	475027	2	MG	60.00			N/A	150	CIII	Yes	No	Yes
Bachelor of Business and Enterprise - Mount Gambier	474021	3	MG	60.00			E,M,EC	150	CIV	Yes	No	Yes
Bachelor of Nursing (Pre-registration) - Mount Gambier	474031	3	MG	58.90			E,M,S	153	CIV	Yes	No	Yes
Bachelor of Social Work (Mount Gambier)	474041	4	MG	58.90			E,M,SS,AI	150	CIV	Yes	Px	Yes
WHYALLA												
Associate Degree in Business Ventures - Whyalla	465021	2	WHY	60.00			N/A	150	CIII	Yes	No	Yes
Bachelor of Business and Enterprise - Whyalla	464121	3	WHY	60.00			E,M,EC	150	DIP	Yes	No	Yes
Bachelor of Nursing (Pre-registration) - Whyalla	464071	3	WHY	59.55			E,M,S	153	DIP	Yes	No	Yes
Bachelor of Social Work (Whyalla)	464081	4	WHY	58.90			E,M,SS,AI	150	CIV	Yes	Px	Yes
FOUNDATION STUDIES PROGRAM												
UniSA Foundation Studies (Applied Science and Engineering)	447011	1	MAG	N/A			N/A	N/A	©	Yes	Px	Yes
UniSA Foundation Studies (Business)	447021	1	MAG	N/A			N/A	N/A	©	Yes	Px	Yes
UniSA Foundation Studies (Education, Arts and Social Sciences)	447031	1	MAG	N/A			N/A	N/A	©	Yes	Px	Yes
UniSA Foundation Studies (Health Sciences)	447041	1	MAG	N/A			N/A	N/A	©	Yes	Px	Yes
UniSA Foundation Studies (Information Technology)	447051	1	MAG	N/A			N/A	N/A	©	Yes	Px	Yes
UniSA Foundation Studies (Regional) - Whyalla	467011	1	MAG	N/A			N/A	N/A	©	Yes	No	Yes
UniSA Foundation Studies (Regional) - Mount Gambier	477011	1	MAG	N/A			N/A	N/A	©	Yes	No	Yes

SA/NT	IB	VIC	ACT	NSW	QLD	TAS	WA
Mathematical Studies	Mathematics (HL) Passed at Grade 3 Mathematics (SL) Passed at Grade 5	Mathematical Methods	Mathematical Methods (Major) Specialist Mathematics (Major-Minor)	Mathematics Extension 1 Mathematics	Mathematics B	Mathematics Methods,	Applicable Mathematics
Mathematical Methods	Mathematics (HL) Passed at Grade 3 Mathematical Studies (SL) Passed at Grade 5	Further Mathematics		General Mathematics	Mathematics A	Mathematics Applied	Discrete Mathematics
Specialist Mathematics	Mathematics (HL) Passed at Grade 4	Specialist Mathematics	Specialist Mathematics (Double Major) Advanced Mathematics Extended (Double Major)	Mathematics Extension 2	Mathematics C	Mathematics Specialised	Calculus
Chemistry	Chemistry (HL) Passed at Grade 4 Chemistry (SL) Passed at Grade 5	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry
Physics	Physics (HL) Passed at Grade 4 Physics (SL) Passed at Grade 5	Physics	Physics	Physics	Physics	Physics	Physics



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